

**THE EFFECTS OF THE LEARN TO READ: READING TO  
LEARN APPROACH ON THE ACADEMIC LITERACY  
PERFORMANCE OF STUDENTS IN THE BCOM4  
ENGLISH LANGUAGE AND DEVELOPMENT  
PROGRAMME**

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## **ABSTRACT**

This dissertation reports on a study to determine the effects of using the Learn to Read: Reading to Learn approach (R2L), as developed by Dr David Rose, on BCom4 Access Level students at the University of KwaZulu-Natal, South Africa.

The aim of the study was to examine the effects of the approach on learners' reading abilities and subsequent ability to write and structure texts according to the conventions required by the particular academic context (genre). Forty-six students who registered for the first year BCom4 Access English Language and Development Programme in 2011 participated. All these students come from disadvantaged backgrounds, where there has been a lack of both access to and a culture of reading. The intention of the intervention, if it proved successful in improving the academic literacy levels of participants, was to recommend the implementation of the R2L approach across the additional disciplines of BCom4.

An Action Research approach was used, as well as a Case Study, beginning in February 2011 and ending November 2011. The participating students were taught to read selected texts and scaffolded in independent writing of the texts using the six stages of the R2L teaching cycle. Out of the original 46 students, ten were closely tracked. Various data were collected and analysed during the study period. The data from tracked students included pre- and post-intervention reading assessments; a questionnaire; assessments from written texts in the form of assignments, tests and examinations; and data from a focus group interview. Data collected from the entire study group includes written and verbal feedback concerning the effects of the approach. In addition, feedback from other lecturers within the BCom4 course was also recorded and described.

The quantitative findings indicate that reading levels of the students increased between one and three levels over the study period, in keeping with the claims that R2L makes

about its own efficacy. Comparisons were made of overall results for term and examination marks over both semesters. These consisted of written assignments and tests. The results showed that there was a general decrease in the marks achieved in the first semester of between 2 and 11% in semester scores and between 5 and 18% in the examination scores. This may have been due to the increase in the level difficulty of writing tasks throughout the year. The written assignments of the students also underwent detailed analysis, which indicated a significant improvement in writing at both the macro and micro levels of text, namely referencing, staging, grammar, spelling and punctuation.

On a qualitative level, students and academic staff have noted beneficial effects of the approach in terms of the improvement of the reading and comprehension of texts in English as well as in related disciplines such as economics and mathematics. These findings correlate with R2L claims that it is able to improve the literacy performance of students between two and four levels across a one year period. This improvement is independent of the previous literacy history of students and can be applied across the curriculum, from foundational to tertiary education levels.

The implications of these findings lead to recommendations that R2L continue to be developed and adapted for South African conditions and that it should be implemented across all modules within the Bcom4 Access programme at UKZN. In order to achieve its full potential in improving academic literacy, the R2L approach needs to function across the curriculum and not just remain in the domain of foundational or English language educators. The seriousness of the poor educational system in South Africa demands that all educators begin to see themselves as teachers of continued reading, whether their disciplines are Mathematics, Science or English language teaching.

## **DECLARATION**

I hereby declare that this dissertation is my own work. It is being submitted in fulfilment of the requirements for the degree of Master of Applied Language Studies at the University of KwaZulu-Natal, Pietermaritzburg. It has not been submitted before for any degree or examination at any other university.

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# CHAPTER ONE - INTRODUCTION

## 1.1 Background to the study

The title of this research study is “The Effects of the Learn to Read: Reading to Learn Methodology on the Academic Literacy Performance of Students in the Bcom4 English Language and Development Programme”. For the past two years, the author has been lecturing on the Pietermaritzburg Campus of the University of KwaZulu-Natal in English Language Development (ELDV), one of the components of the BCom4 programme, (the other three being Mathematics, Economics and Integrated Business Studies). This programme offers students, who did not obtain the required marks at the end of the matriculation year, an opportunity to enter into the mainstream BCom course by successfully completing an access year. The students for the BCom4 course are selected on the basis of a points system, whereby they need 28 matriculation points. In addition, they must have attained at least level 3 Mathematics, level 4 English, and level 4 Life Orientation, and have attended decile 1-4 schools as per the Department of Education rankings. These rankings are from 1(lowest) to 10 (highest) and are based on the extent to which the school draws its students from poor socio-economic communities

With one or two exceptions, the 2011 ELDV Pietermaritzburg student group is demographically homogenous. The majority has isiZulu as their home language. All the students are resident within the predominantly isiZulu speaking areas of KwaZulu-Natal. Although University of KwaZulu-Natal is in the process of introducing isiZulu as a medium of instruction, English remains the *de facto* medium and all the learners are required to receive tuition, produce texts and write examinations in English, with the exception of students completing courses in Language Studies.

The researcher had been lecturing at the University for a year, during which time it was noticed that the learners were entering university with virtually no general knowledge

related to their chosen subject, namely commerce. For example, none were familiar with the annual South African Budget Speech. They had little experience of reading and even less motivation to read. Despite attempts to encourage them in this area – such as making newspapers and reading material available to them - the response was not positive. Some reasons for this may be that the extra reading was not for credits, or that learners felt that they had little time to read for entertainment because of the demands of their formal studies. However, more problematic is the lack of a culture of reading; learners do not see either benefit or value in reading in the first place (Ntuli & Pretorius, 2005). Lecturers in other subjects, both in the ELDV and related BCom4 components such as Mathematics and Economics, have voiced similar frustration with the students lack of reading ability.

The students appear to have reasonably good speaking and listening skills, but in the areas of reading comprehension and writing skills (particularly academic), they are extremely weak. This can be related to the distinction originally referred to (Cummins, 1979) as Basic Interpersonal Communication Skills (BICS) versus Cognitive Academic Language Proficiency (CALP). Currently referred to as the “Conversational versus Academic Language Proficiency Distinction” (Cummins, 2000), the acronyms BICS and CALP were initially used to draw attention to the difference in time required by immigrant children to acquire conversational fluency in the target language (taking approximately two years from initial exposure) compared to the approximately five years needed to become academically proficient (Cummins, 1979). Leung (1996:27 in Gounden, 2003:3) stresses that it is important for teachers to make the crucial distinction between CALP (Cognitive Academic Language Proficiency) and BICS (Basic Interpersonal Communication Skills). The failure to do so, according to Cummins (2000), results in discriminatory psychological assessment of learners and students dropping out of language support programmes. Students who have well-developed BICS and appear quite competent in L2 conversational skills, run the risk of the teacher assuming falsely that they are able to perform well in other language areas as well, such as reading and writing.

In a parallel vein, Halliday (1996:353), in his discussion of the connection between Systemic Functional Grammar and literacy, indicates the serious implications for reading efficiency in the following quote:

*“Thus the written world is a world of things. Its symbols are things, its texts are things, and its grammar constructs a discourse of things, with which readers and writers construe experience. Or rather, with which they **re-construe** experience, because all have been speakers and listeners first, so the written world is their secondary socialization. This is critical for our understanding of our educational experience. Despite our conviction that we have one ‘store of knowledge’ rather than two, we also have the sense that educational knowledge is somehow different from ‘mere’ common-sense knowledge; not surprisingly, since it is constructed in a different semiotic mode. The language of school is written language.”*

Further, Macken–Horarik (1996) connects the genre approach to the CALP/BIC distinction by describing three levels of knowledge: everyday, specialized and reflexive. Everyday knowledge is the world of primary information and differs according to ethnic origin, gender, class and religion. Specialized knowledge necessitates access to formal education to gain access to its content. As formal education is usually run according to the agendas of the dominant political force of the day, unequal relations in society are perpetuated in this domain. In contrast, in the reflexive domain, the learner can learn to question the content, grounds and assumptions on which the specialized knowledge is built. This is known as “critical literacy”, and is the type of knowledge and ability required at tertiary level.

The foregoing views of both Halliday and Macken-Horarik are extremely relevant for this particular study, which has several implications for future research. There is the potential to design R2L academic literacy modules for the indigenous languages of South Africa, such as isiZulu at UKZN, as well as to develop courses that combine aspects of critical literacy with the R2L approach. In order for R2L to be at its most effective as a teaching tool, the approach needs to be integrated. It was out of a desire to address the imbalances

in the educational system that both functional grammar and genre theories were developed. This research study, too, seeks to play its part in assisting to redress these imbalances.

## **1.2 The Nature of the Research**

The key objectives in this intervention are firstly, to improve students' ability to read and comprehend academic texts; and secondly, to enable them to write academic texts of the required genre. The study involved an intervention in the teaching of approximately 47 students at the University of KwaZulu-Natal, who had registered for the first year BCom4 Access English Language and Development Programme for 2011. The research examines the effect of this intervention on learners' reading abilities and subsequent ability to write and structure texts according to the conventions required by the particular academic context (genre). As these students are attending a university, the focus is mainly on academic texts.

The research took place on the Pietermaritzburg Campus from February 2011 until November the same year. The course material for the current English Language and Development Module (ELDV) was modified for the Pietermaritzburg group of students, while the Westville group continued to use the original ELDV material. The methodology and approach of the original ELDV manual was adapted to the Read to Learn (R2L) method and the assessment tasks brought in line with the new approach.

## **1.3 Reasons for the Study**

Seventeen years after the onset of democratic rule in South Africa, research continues to show that the education system in South African schools is failing our children. Huge inequalities still exist, such as lack of physical resources, under-qualified teachers, poor teaching methods and school governance, as well as poor delivery of learning materials to

schools. Only 7.2% of South African state schools have functional school libraries (Machet & Pretorius, 2008).

Further, Machet and Pretorius discuss the results of the first nationwide audit taken in 2001. It was found that Grade 3 learners achieved a mean score of 38% for reading and writing in their home language. In 2004, the Western Cape Education Department tested over 34 000 Grade 3 learners in 2004 in literacy and numeracy, the tests being given in English, Afrikaans and Xhosa. In their home languages, a mere 39.5% of the Grade 3 learners passed the literacy test on the Grade 3 level, 62.7% of the learners made the Grade 2 level and only 86.9% managed the Grade 1 level requirements.

Pretorius and Lephala (2011) discuss the alarming results of the Progress in International Reading Literacy Study (PIRLS) 2006 (released in November, 2007). These tests were conducted in all official South African languages. Grade 4 learners completed the reading test in the language used as a medium of instruction during their Foundation schooling. South Africa came last by a wide margin. Forty countries took part in the study and those with the highest scores were the Russian Federation at 565, Hong Kong at 564 and Singapore at 558. The PIRLS international average was 500 points, while South Africa had a total of only 302. Grade 4s who completed the reading test in English received 346 points – 60% of these students were English second language users. Those students who completed the tests in their African foundation languages fared the worst, with Tswana coming in at 262 points and Ndebele the lowest at 176 points.

Results showed that South African students do not understand what they read. The four aspects of comprehension ability tested in the PIRLS were:

- retrieving explicitly stated (literal) information from a text;
- making straightforward inferences from information given in a text;
- integrating ideas and information across the text; and



- examining and evaluating the text (Mullis *et al*, 2006 in Pretorius & Lephala, 2011:2).

The international norm showed that 94% of learners could answer questions that required the retrieval of explicitly stated information. In contrast, in South Africa, only 12% of Grade 4 learners could answer questions at the first, literal level. In other words, 78% of our Grade 4 learners did not meet minimum comprehension standards, and they could not answer such questions when reading in the African languages (Howie *et al*, Venter & Van Staden, 2008 in Pretorius & Lephala, 2011:2).

The Parliamentary Submission on Access to Education in South Africa of February, 2010, outlines the main reasons for the high rate of students dropping out of the school system before completion of Grade 12. Noticeable are lack of school attachment, poor academic performance and a failure to believe that there is any chance for higher education. In addition, poorly resourced schools and poor educators serve to devalue the school system as a whole. The problem in South African education is not getting students into the schooling system but getting them through it.

Further exacerbating the problem is the current education system of Outcomes Based Education in South Africa. Jansen (1998) described some of the problems involved in the implementation of OBE, such as political agendas, reduced resources, lack of teacher training and hurried implementation, little regard for the weak culture of learning and teaching that exists in South Africa and limited human resource capacity to cope with such changes. Introduced in 1998 as *Curriculum 2005*, the poor results of the OBE system finally resulted in a review (Chisholm, 2003). In 2002, the Revised National Curriculum Statement (RNCS) was released, indicating a return to more ‘conventional’ forms of teaching, including the use of text books and the easing of continuous assessment requirements (Ralfe, 2011). Jansen & Taylor (2006:39 in Ralfe, 2011:48) refer to *Curriculum 2005* as a “streamlined” version that is simpler and much more accessible. However, the curriculum is still fundamentally based on the principles of OBE and the education system in South Africa remains in crisis, leaving it ultimately up

to the tertiary institutions, such as UKZN, to face the challenge of teaching students who are inadequately prepared for University by a failing system.

A recent newspaper article puts the situation succinctly:

*“The new school year has started for ... pupils and teachers, who are embarking on a voyage of trial and error as the state battles to bring order to an education system that continues to fail both pupils and the country.” “... In a context where 30% qualifies as a pass, many have simply given up on state education as a lost cause. The universities certainly have no faith in the paper qualifications with which prospective students seek admission.”* (The Natal Witness, 2011:12).

If success at school depends heavily on language and literacy skills, how much more so at tertiary level? Furthermore, whilst a clear correlation between early exposure to book reading and academic success has been shown from recent research (Ntuli & Pretorius, 2005), it is obviously not possible for university students to return to pre-school to catch up on the reading exposure they did not have. However, it must be added at this point that research on the acquisition of literacy in the areas of science, English and education respectively has been conducted for many years in South Africa (Parkinson, 2000; Balfour, 2002; Mgqwashu, 2009). However, it was the researcher’s initial concern for these access students that led to this research: can anything be done for these disadvantaged students now, in the first year of university, or are they simply doomed to academic failure? The R2L methodology offers the hope that they are not.

#### **1.4 Research Questions**

In order to investigate whether using Rose’s R2L Approach (Rose, 2004, 2005, 2006) is effective in improving the literacy levels of the students in the BCom4 ELDV Module, it is necessary to ask guiding research questions. These questions include the following:

- a. What are the causes of the current problems that the learners are experiencing?
- b. Can the principles contained in R2L assist to remedy these problems?
- c. How will any improvements in the reading, comprehension and writing skills of the learners be measured?
- d. Finally, if there is shown to be a significant improvement in the learners' academic skills, how can the resources contained within the R2L approach be used to continue assisting students to progress academically?

## **1.5 Organization**

Chapter One will serve to open the debate by giving an overview of the nature and reasons for the study, namely the poor current state of educational affairs in South Africa. From this a set of research questions will be formulated. Chapter Two will continue the debate by presenting a literature review with the intention of looking at the past and current debates about what constitutes “literacy” and reading. Rationale will be given as to the use of the R2L Approach and the contribution it can make to existing academic literacy research. Chapter Three describes the research methodology used for this research and why it served as the best foundation on which to base an intervention designed to address the imbalances in the education system. There are, as with every research project, limitations to what can be achieved and these are also discussed in Chapter Three. Chapter Four will discuss in detail the instruments used to elicit data that could give answers to the initial research questions posited and the methods of analysis employed to ensure validity. The results of such analysis will lead to a description of the findings, while Chapter Five will offer conclusions to the study and recommendations as to how the R2L approach can be used further at tertiary level.

## **CHAPTER 2: LITERATURE REVIEW**

### **2.1 Introduction**

As previously mentioned, an important underlying principal of the R2L approach is the closing of the inequality gap that exists currently within the South African education system. As the approach seeks to accomplish this by improving students' "literacy", it is necessary first to define this term.

### **2.2 Defining "Literacy"**

In 1958, UNESCO defined literacy as follows: 'a literate person is one who can, with understanding, both read and write a short simple statement on his or her everyday life.' (Education for All Global Monitoring Report, 2006:153). However, today 'literacy' has become associated with a much larger set of skills and competencies. As a starting point, this literature review will examine the two main positions in the current literacy debate: top-down versus bottom-up approaches. It will then discuss what is meant by the New Literacy Studies, Multiple Literacies and the New London School, as well as critical literacies.

#### **2.2.1 The Literacy Debate & New Literacy Studies**

The language debate has, for some time, been a conflict between formal language teaching – phonics, and whole language approaches (making of meaning). There is a move today amongst teachers and researchers to aim for a balanced approach to phonemic awareness (Coady, 1993; Coady, 1997; Luke, 2000) as it requires both practice in 'natural' circumstances and explicit instruction for learners to become fluent readers.

Street introduces new developments into this debate by what he refers to as “The New Literacy Studies” (Street, 1997:79). These consist of new ways of understanding both language and literacy as literacy studies in that they are seen as social practices rather than technical skills to be learned in formal education. In other words, language and literacy must be studied in cultural context and teaching must be culturally sensitive. Education does not take place in a vacuum. Instead, students bring their own experiences from their home backgrounds to the school and classroom environment. An example of this is the seminal research work by Brice-Heath (1983) in the South Carolina areas of Trackton and Roadville. The study examined how the forms of home literacy and habits of these rural communities acted as a source of communication problems in the 'mainstream' schools and workplaces.

### **2.2.2 Autonomous & Ideological Literacy**

Within this framework of literacy as a social practice, Street (1997) further proposes the models of autonomous and ideological literacy. In the first model, autonomous literacy, Street suggests that the school model of literacy is separate from the wider social world of how literacy is actually used (Hall, 1998). In contrast, the ideological model sees literacy as a set of literary events situated within cultural practices and values. This model connects to the ideas of Foucault (1980) and Freire (1972), in that language can be used both as an instrument of oppression (by reproducing the hierarchy of inequality in society) and as a tool to free those who have been oppressed by it through reflection and creative thinking. It also links to the works of Halliday (1994), who traced lexical and grammatical operations of texts to ideological representations (field), social relations (tenor) and textual formations (mode).

If language is always ideological, then the implications are that, if one type of literacy is taught, then the justification for that choice must be made explicit. Students need to be given the tools they need to be able to question and discuss the basis for those choices.

### 2.2.3 Multiple Literacies & the New London School

A further development arising out of the concept of “New Literacies” has been that of “Multiple Literacies”. These are literacies (such as print, visual and computer) that can vary with culture. The advantage of recognising this plurality is that, instead of seeing the literacy habits of students at home as inadequate or inferior in a school environment, they can be contextually valued and the dominant academic literacy practices added to students' repertoire as another “skill”. Similarly, Johns (1997:2) recommends that, in order to develop academic literacies, the term “literacy” be pluralised “... *for there are many literacies, especially in academic settings, acquired in different ways and for different purposes.*”

It was in order to develop this concept of “multi-literacies” that the New London School was formed with the goal of redefining the boundaries of literacy in a world with a multiplicity of media channels and diverse cultural and linguistic groups. The New London Group includes the work of Street (1995), Ivanic (2004), Comber (1993), Clark (1992), Cope and Kalantzis (1993 and 2000), among others.

In order for these formerly marginalised groups to participate in a modern economy, their diversity must be respected and valued. This value and respect will extend to the dominant language and culture but will not privilege it – in other words, learners will become multi-skilled instead of differences in language and culture being barriers to success. Cope and Kalantzis (2000) discuss the need to design a new pedagogy to suit the new definitions of literacy. They divide this design into the 'what' and 'how' of the pedagogy. ‘What’ will include a meta-language – a language that can be used for talking about language, which is open-ended and flexible; an educationally accessible functional grammar; genre, that is the inter-textual aspects of a text that link texts to other texts; and discourse, the aspects of language that are social practice.

‘How’ includes four basic components that do not signify a return to traditional pedagogy practices but are rather re-conceptualised concepts. These are: situated practice (meaningful, relevant tasks); overt instruction (scaffolding); critical framing (the ability to distance oneself from what is learned in order to critically evaluate it); and transformed practice, the ability to transform what one has learned into action. These are also the components that form the basis of critical literacies (Luke, 2000).

#### **2.2.4 Critical Literacies**

If the power relations embedded in literacy are, as is often the case, unequal and asymmetrical, it follows that there is a moral dimension to any kind of literacy practices made available. This must take precedence over the whole language versus phonics debate as literacy becomes not just about a method, or even simply teaching people a skill; it is about empowering people and communities and allowing them access to economic and social power (Luke & Freebody, 1999). Wong-Fillmore & Snow (2000:7) discuss the critical role teachers should play in scaffolding language development as follows:

*“Beyond teaching children to read and write in school, they need to help children learn and use aspects of language associated with the academic discourse of the various school subjects. They need to help them become more aware of how language functions in various modes of communication across the curriculum. They need to understand how language works well enough to select materials that will help expand their students linguistic horizons and to plan instructional activities that give students opportunities to use the new forms and modes of expression to which they are being exposed. Teachers need to understand how to design the classroom language environment so as to optimize language and literacy learning and to avoid linguistic obstacles to content area learning. A basic knowledge of educational linguistics is prerequisite to promoting language development.”*

Along with concerns over the marginalisation of groups outside of the mainstream during the past few years, critique of progressive models has been varied. Luke (2000:5) discusses them as follows:

- i) Progressivist models emphasised individualism at the expense of economic power;
- ii) The emphasis on personal growth and narrative did not provide disadvantaged students with explicit knowledge of how genres of intellectual and political power work, and how to strategically construct them; and
- iii) Visual texts, new information technologies, media and texts of new workplaces were neglected.

The search for a practical solution to such criticisms led to the development of the genre approach. Literacy became less about personal growth and more about how texts function in society to either include or exclude groups of people from access to economic power.

### **2.3 Critical Literacy Reading Models**

Within the paradigms of critical literacy, this research study will assume that, because literacy is about social power, a definition of reading must go beyond the acquisition of skills to engage students in the analysis and reconstruction of social fields. Neither can there be one “method” for the teaching of critical literacy in the classroom – on the contrary, critical literacies are formed *within* the classroom (Luke, 2000; Janks, 2010).

This section will discuss the critical literacy model by Luke and Freebody, as well as Halliday's model of reading, firmly rooted in critical literacies. It will also examine the more recent developments of the CALP/BICS distinction and Cummins (2000) “Four-Quadrant Model”.



### **2.3.1 Four Components of an Early Reading Model**

Freebody and Luke developed a reading model for early reading instruction (Freebody and Luke, 1990, Freebody, 1992) that consists of four components for early reading instruction, proposing that these components are necessary, but not sufficient in themselves for critical literacy. The reason for this development was the lack of practical application of theory when teaching initial literacy. For example, adolescent readers can emphasise functional grammar and use discourse analysis to deconstruct texts, but this obviously is not going to work at the foundational levels. The components the reader must acquire are:

- i) Coding practices – resources for being a code breaker;
- ii) Text meaning practices – text participant;
- iii) Pragmatic practices – becoming a text user; and
- iv) Critical practices – text analyst and critic.

The model does not propose a progressive development hierarchy – for example, moving from coding to text meaning. Instead, lessons can address all the different dimensions at the same time within the classroom and at the earliest stages of literacy. Along with these components, students in a culturally diverse society will need explicit introduction to the code (Freebody *et al.*, 1997), as well as relevant, everyday materials. Within this setting, students can be encouraged to ask critical questions, such as what type of person may have written such a text, or even “what is this text trying to do to me?” (Luke, 2000:10).

### **2.3.2 Systemic Functional Grammar & the Genre Approach**

It was with the intention of addressing issues of social inequality that Halliday developed his functional perspective on literacy and linguistics, therefore rooting SFG firmly in critical literacies. Halliday (1996) argues for a connection between literacy and language as linguistics has as much to offer the field of literacy research as sociology and

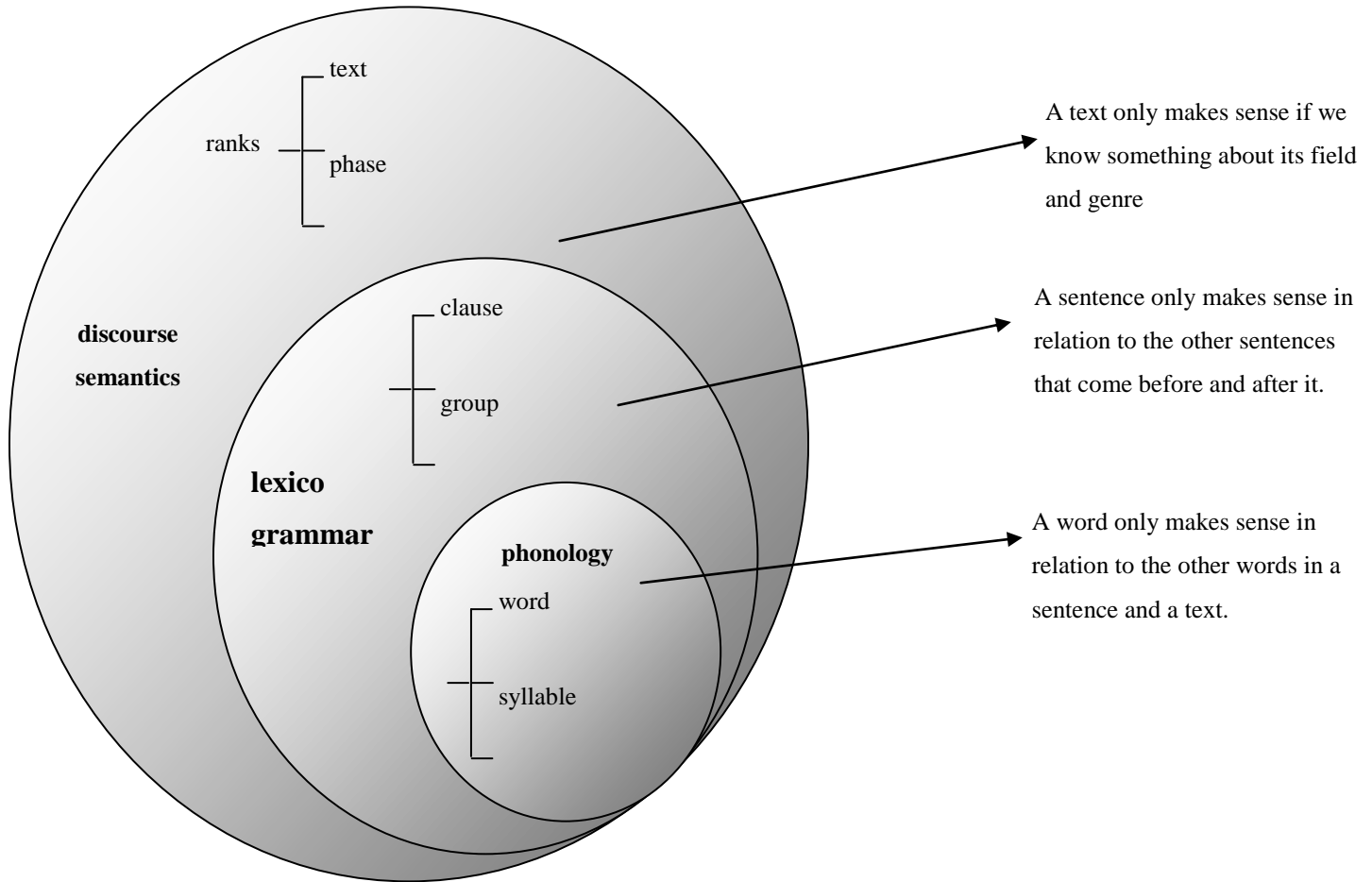
philosophy of education. He further argues that a student must have knowledge of grammar because, when a student has some explicit knowledge of the grammar of written language, he or she can use it not only to analyse texts, but as a tool to think creatively; to ask critical, reflective questions about those texts. Why has it been written in that way? What is its place in maintaining the power structures, inherent in society, built into the design and structure of the education system? Freire (1972) refers to this reflective process as “praxis” - an interaction between thought and the action that leads to application.

According to Halliday’s theory of the Reading Model (in Martin & Rose, 2005:6), reading must take place on three levels:

- a) The level of the text (what a text is about and how it is structured – for example, how information is arranged in blocks in a factual text);
- b) The level of the sentence, for example, how words are arranged in phrases and what each phrase means); and
- c) The level of the word (what words mean and how letters are arranged into patterns to form words).

All these language patterns have to be utilised simultaneously in order for learners to be able to read with fluency and comprehension, as well as to be able to write, as illustrated in Figure 1 below (Rose, 2005:143):

Figure 1: Complexity of the Reading Task by Strata and Rank

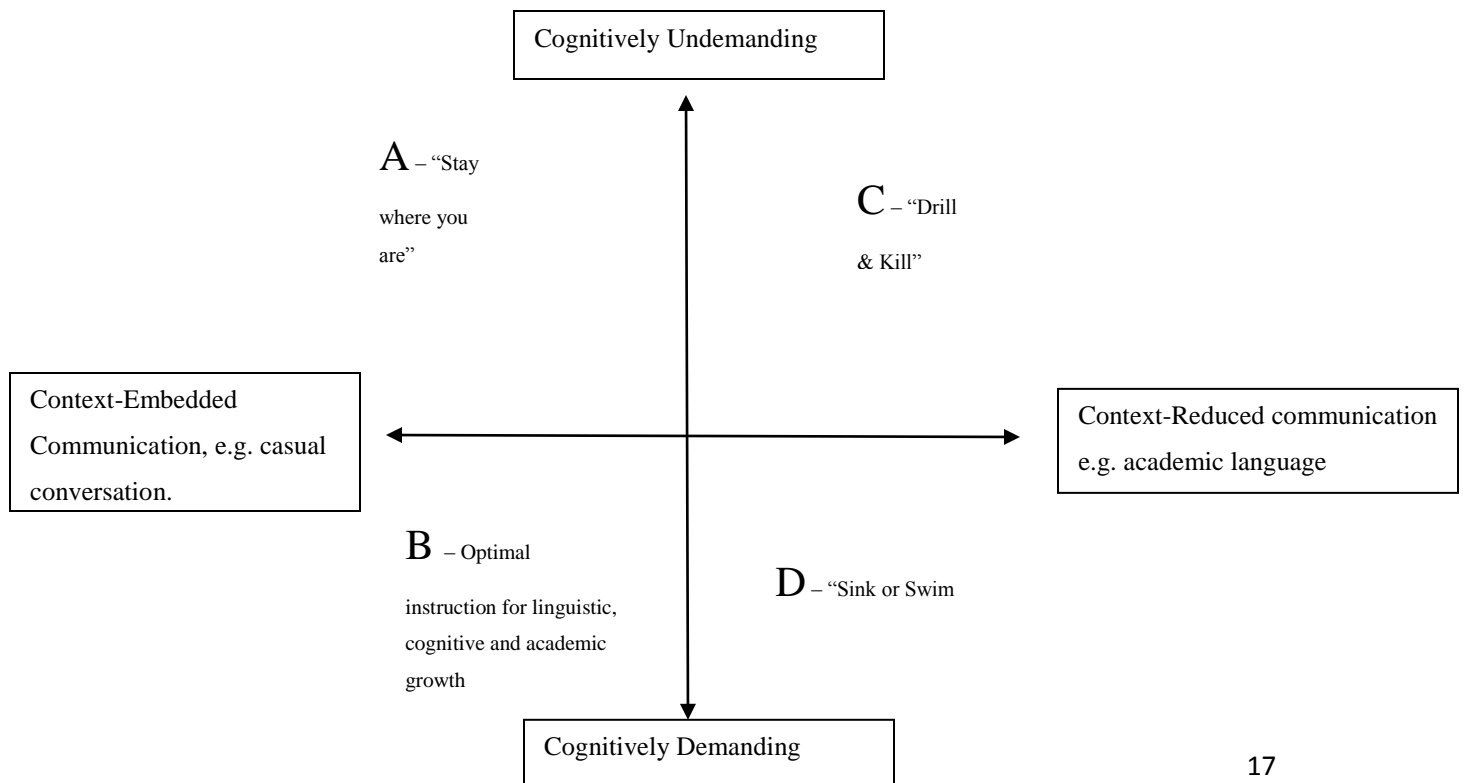


### 2.3.3 The Four Quadrant Model

As mentioned earlier in Chapter 2, Cummins (1979) developed the concept of what was initially known as BICS and CALP out of concern for students who had sufficient communicative abilities in the target language (BICS) but could not cope with the academic demands made upon them in the schooling system because their CALP was insufficiently developed. Cummins calculated that children take only two years to acquire language for communication in immersion programmes but between 5 – 7 years to become academically proficient. This meant that some of these children were being labelled as “impaired” or “learning deficient” when what they really needed was more time.

Based on the importance of developing CALP, Cummins more recently developed a teacher-friendly model, known as the Four-Quadrant model (Cummins, 2000). This model is illustrated in Figure 2 below:

Figure 2: Cummins' Teacher friendly, Four Quadrant Model



### 2.3.4 Explanation of the Model:

Two separate axes, X (communicative) and Y (cognitive) are brought together at the point where they intersect. The far right end of the X axis represents CALP (academic proficiency), whereas the far left of the X axis represents BICS (or conversational proficiency).

The Y Axis is, at its extreme end, cognitively undemanding – activities that do not involve higher thinking, such as writing notes from the blackboard or casual conversation. At the other end of the axis is represented more cognitively demanding tasks, such as analysis, making predictions and hypothesising. These four quadrants provide a teacher-friendly model that enables educators to see what kinds of learning efforts their learners are making in class and how these efforts are shaped and determined by the materials or activities the teacher uses.

Each of the four quadrants, D, A, C and B represents a type of learning that is offered to students (Ramani *et al.*, 2007). These types of learning are explained below:

i) Quadrant D only

This Quadrant represents “sink or swim”. Here students are expected to perform context-reduced tasks without the necessary guidance and support.

ii) Quadrant A

This Quadrant represents “stay where you are”. The tasks are cognitively unchallenging.

iii) Quadrant C

This quadrant represents “drill and kill”. Students are given tasks such as memorising, focusing on form and transmission of facts. They are supposedly being

prepared for quadrant D assessment, but are not being given tasks that involve them in the language and cognitive processes that would enable them to be successful.

#### iv) Quadrant B

This Quadrant gives the best scaffolding and support for students to reach quadrant D competence in both mother tongue and additional language/s because tasks and activities make use of context-embedded language through reasoning in the students' own language. A context-embedded task is one in which the student has access to a range of additional visual and oral cues; for example, she can look at illustrations of what is being talked about or ask questions to confirm understanding, such as discussion of a newspaper article (Ramani *et al.*, 2007).

Cummins (2000) states that students must be challenged cognitively but also provided with scaffolding for successful task completion. This will give optimal instruction for linguistic, cognitive and academic growth. For example, in the initial schooling, learners can be given activities that are less demanding cognitively. As their confidence builds up, they can move to more cognitively demanding tasks that are context reduced.

Cummins also identifies the connection between CALP development and extensive reading. In order to acquire the academic aspects of language, reading is crucial because these aspects are only found in books. If students are not reading, they are not getting access to language. During instruction, students must participate actively in the following:

- i) Talking about the texts they are engaging with in order to internalise and comprehend the material;
- ii) Engaging in writing tasks, through which they can express their identities and receive feedback from the educator;

- iii) Engaging in collaborative learning activities; and
- iv) Utilise the three major components of the construct of CALP, namely: focus on message; focus on language; and focus on use.

The CALP/BICS distinction is useful in facilitating the development of Quadrant B. In this way, students are scaffolded to be creative in their learning, to be reflexive and to be able to act on social realities.

In light of the above discussion on the importance of reading in acquiring language, it may be beneficial to briefly examine a history of reading theory.

## **2.4 A Brief History of Reading Theory**

In this section, we will examine three basic historical models of Reading Theory, namely audio-lingual, psycholinguistic and interactive theories.

### **2.4.1 Audio-lingual & Psycholinguistic Models**

Back in the 1940s, the audio-lingual approach saw reading as developing habitual and mechanical recognition of written symbols which correspond to known speech patterns, and acted as a support for oral language learning. Emphasis was placed on intensive listening followed by delayed production, a theory which has been challenged effectively by Rivers (1986). Furthermore, Reading was seen as an isolated skill, something to be learnt in elementary school, with no further instruction needed. It is important to note that despite new developments in reading theory, this attitude has not changed. Reading is left to elementary teachers, with the majority of teachers being subject specialists and not teachers of reading. Due to the changing needs of academic students, along with changing ideas about reading, an emphasis on reading theory began to develop. An

important contribution of Audiolingualism is its effectiveness in promoting communicative competence, in a post-war period when language schools were concentrating on the teaching of rote sentences and memorization (Mitchell & Vidal, 2001).

From the mid-1970s onward, contemporary linguistics and cognitive psychology began to see reading as a complex information processing skill in which the reader had to actively coordinate a number of sub-skills in order to achieve comprehension. From this perspective, cognitive psychologists, (Goodman, 1967 and Smith, 1971, 1979, 1982 in Grabe 1991:376), developed the psycholinguistic model of reading. This was a top-down process, i.e. consisting of what the reader himself brings to the text, such as making predictions, guessing unknown words through contextual cues, prior knowledge, and, in the case of ESL/EFL, the previous skills developed in the L1. It was believed that students could further benefit from strategy training to assist in reading comprehension. Carrell and Eisterhold (1983) concentrated on the importance of background knowledge in reading comprehension, which became known as “schema theory”. However, the focus on top-down approaches obscured the necessity and value of bottom-up processes.

The psycholinguistic model was realised in approaches such as Constructivism, which is concerned with how new knowledge is formed as it comes into contact with existing or background knowledge developed through experience (Dewey, 1929; Vygotsky, 1978). Such approaches advocated a philosophy of “natural” learning facilitated by a minimal guidance strategy during instruction (Kirschner *et al.*, 2006).

As one rationale behind the use of minimal instruction, Kirschner *et al.* refer to a recent version of constructivism that works on the belief that learners will be able to fulfil their need to construct information if they are given goals and partial information. However, there is no evidence that providing students with minimal guidance is more effective than direct instruction, or that such approaches are based on research theory. On the contrary, students will achieve their learning goals through giving complete information and scaffolding of the relevant procedures (Aulls, 2002 in Kirschner *et al.*, 2006:79).



It must be stressed that the above approaches did not develop in isolation. The tendency was rather for features inherent in one to develop into another.

#### **2.4.2 Interactive Approaches**

Interactive approaches to reading developed out of the research of Goodman (1967, 1985) and Smith (1971, 1979, 1982) that led to the “psycholinguistic model of reading”. This psycholinguistic model was then reinterpreted for English second-language learning contexts (Clarke & Silberstein, 1977; Coady, 1993, 1997).

Whilst focussing on higher level processes has brought benefits and improvements to our understanding of what makes a fluent reader (as opposed to traditional approaches), emphasis on these top-down processes de-emphasizes skills such as decoding and perception. Whilst this may not be a problem for skilled readers, to whom these skills come automatically, it is not sufficient for those who struggle to read – such as second language readers. These learners need to make use of the bottom-up skills in order to reach fluency and be able to compete with their English native-speaking peers. Carrell *et al.* (1988) stress the importance of neglected bottom-up processes in reading, as they are vital skills for fluent readers.

The Interactive approach to second language reading was developed as a counter-balance to the over-focus on cognitive reading skills. Based on an integrated theory of reading, reading is seen as an interaction of processes that make use of background knowledge and schemata, as well as contextual cues for comprehension. This has important implications for the classroom. This is because, according to schema theory, if students cannot organize or develop incoming information around existing ideas, that information is forgotten. If teachers design their classroom instruction around schema theory, it can provide skills such as thinking and reflective habits that students need to transfer what they have learnt to real life situations. Howard (1987) is concerned that students must be

able to see subtle relationships between ideas – i.e., it is not enough for them to learn just in order to pass a test.

Towards the late 1980s/early 1990s, focus was on the inter-relationships between reading and writing - as skills, as cognitive processes and as ways of learning. L1 researchers have pointed out high correlations between good writers and good readers, viewing reading and writing as mutually reinforcing processes.

### **2.4.3 Systemic Functional Grammar & the Genre Approach**

Halliday's Systemic Functional Grammar, devised as a counter to Transformational Grammar and traditional approaches (Halliday, 1995), recognised that all language use is contextual. Therefore, the only verifiable level of language use is in real world contexts. Rather than textual coherence being regarded as "intuitive", it is described as what occurs as a result of the range of possible lexical and semantic relations between clauses and sentences which gives a text structure – i.e. cohesion *causes* coherence. This is in contrast to progressivist views, which see textual coherence as "intuitive". According to Halliday's theory of the reading model, the reading task consists of moving across the levels, i.e. – from the phonics level (letters, syllables, words), to the lexico-grammatical level, (clauses, sentences, words), to the discourse level (semantics, meaning), and back again. Thus both top-down and bottom-up processes are necessary. Halliday (1996) connects SFG to the genre approach because he believes literacy can only be understood in functional terms.

The genre approach share with Freirean approaches the desire to increase the power of the student through literacy, to enable learners to take action and have their share in influencing both politics and the economy. However, there are important differences between the two. In Freire (1972), literacy is a channel through which students can reflect on the ideologies that underpin the social systems and institutions and press for social transformation. The ideology, however, is criticised for being romanticised in

terms of the influence of the ‘voice’ that the oppressed are given and belief in freedom through narrative forms (Luke, 1996). Also, it tends to be based on less visible forms of pedagogy – the hidden criteria for performance that exists in western education systems that serves to successfully exclude the disadvantaged from power (Bernstein, 1990).

Genres approaches are different because they concentrate on textual access, understanding of how linguistic structures and forms are necessary for access to political and economic power. This “visible pedagogy” makes explicit the linguistic structures necessary to achieve equality, seeking to improve individual agency, as opposed to the revolutionary aims of Freire.

To this end, the genre approach concentrates mainly on the writing process. Genres are social processes, textual interventions in society, and those that know how to use them have access to areas of social influence and power previously only available to “those-in-the-know”. The purpose of the approach is to provide a method of modelling genres and making their structures and language patterns explicit to students. However, criticism of the genre approach is that students’ need more explicit guidance and scaffolding – both to allow students the necessary access into the genres and to support them through the reading and writing process. It was for this reason that Rose (2004; 2005; 2006) developed the Read to Learn approach.

#### **2.4.4 Read to Learn & Reading Theory**

Using Halliday’s Strata and Rank Model (in which reading is seen as an interactive process), as well as the genre approach as a base, R2L methodology seeks to provide learners with the explicit guidance and scaffolding that was lacking in progressivist approaches. R2L makes use of the explicit teaching of the structure and language patterns of different genres, as supplied by the genre approach. However, it was felt that much of educational practice focuses on writing because of an overt focus on content and assessment. This means that the primary focus on the teaching of reading is hidden and

this is one of the means of creating and maintaining inequality in education (Rose, 2005). Foundational to R2L is the inter-relationship between reading and writing. It is not enough that students learn to write, as they first need to be able to read. Writing will then develop from reading. With this in mind, Rose created a methodology that simplifies the complexity of the reading process by scaffolding students into an explicit understanding of how texts are shaped and patterned, providing them with the linguistic resources to write the different genres across the curriculum.

#### **2.4.5 General Studies on Reading in Recent Years**

At tertiary level, research into reading has been conducted with the purpose of improving the reading and comprehension skills of learners from disadvantaged backgrounds (Paul and Verhulst, 2010) and the testing of secondary learners on comprehension of academic concepts for EL2 learners.

Van Rooyen & Jordaan (2009) investigated the use of academic language in second language learners by researching the performance of 464 secondary school learners in complex sentence comprehension. The results were analysed in relation to whether the students were first or second language English learners, their grade, gender, literacy experiences, preferred modality of learning, and other factors that could influence language acquisition. The results indicated that, although the majority of learners achieved within the average range, there were significant differences between the male and female participants with the junior phase ESL males achieving the lowest scores. The study concluded that it may take up to 8 or 9 years of formal schooling for some individuals to acquire the requisite academic language proficiency, particularly if they are learning in their second language (Van Rooyen and Jordaan, 2009).

Jalilifar (2010) looked at reading comprehension and then compared the effects of two co-operative learning techniques on reading comprehension achievement of EFL students, namely, Student Team Achievement Divisions (STAD) and Group Investigation (GI). After administering an English Language Proficiency test, 90 female college students were selected, and randomly assigned to three groups: two experimental and one control. The experimental groups (A and B) received instruction according to STAD (with Team rewards as a central concept) and GI techniques respectively whereas the control group was instructed via the Conventional Instruction (CI) technique. The results revealed that STAD is a more effective technique in improving EFL reading comprehension achievement whereas GI and CI did not enhance reading comprehension significantly.

Glenn (2007) studied the role of reflective writing in helping pre-service teachers to become more critical readers out of a concern that increased attention on written response to literature has tended to eliminate other forms of student writing in literature. Students were permitted to write fiction unrelated to a particular text to see if it would result in them having a deeper engagement with reading. The study consisted of eight pre-service, volunteer teachers who participated in a writing workshop and met to share their fiction and provide feedback, written and oral, to other participants. Case Study results showed that these teachers demonstrated increased motivation and a greater use of more effective reading strategies.

Prins & Ulijn (1998) worked with 17-18 year old students to look at which linguistic and cultural factors influence the readability of mathematics texts. Readability problems were identified in students aged 17–18 years, as well as linguistic and cultural factors that could pose as catalysts for the problem. Prins & Ulijn recorded that improved readability of mathematics assignments improved the achievement of the students involved and recommended that lecturers take both linguistic as well as cultural factors into consideration when choosing mathematical texts for different reading audiences.

These studies are relevant as a background to the current research proposal, as R2L is based upon similar underlying theories of the role and importance of reading in academic performance. Furthermore, R2L seeks to incorporate the following factors into a teaching methodology:

- assistance to disadvantaged students;
- importance of background knowledge and reflective techniques in improving text comprehension;
- helping learners to understand concepts in texts (through detailed reading);
- importance of taking into account linguistic and cultural factors; and
- utilisation of co-operative learning techniques (scaffolding).

Through using the R2L method, this study seeks to place in position a vital piece of the overall puzzle that makes up academic success. A further benefit of R2L methodology is that it is designed to work across schooling levels – from foundation through to tertiary level.

#### **2.4.6 Recent Research: Reading & English language learners**

As the students involved in this research study are all English Additional Language (EAL) learners, it is necessary to examine recent research in this area. In recent years, reading research has become a foundational area of study. Much of this work has been done in foundation and elementary years of schooling (Ntuli & Pretorius, 2005) and in the area of the benefits of extensive reading in English as a foreign or second language (Mason & Krashen, 1997).

Learner-centred approaches, developed largely as a counter to traditional approaches which focussed almost exclusively on form, have been praised for changing the focus to individuals and making-of-meaning. However, it appears that learner-centred views are

not able to provide adequately for all students, especially those students from disadvantaged backgrounds who have little exposure to English and who need to use it for academic purposes. Johns (1997:14) refers to the “... *insidious benevolence*” in *learner-centred classrooms that encourages meaning-making and pays little attention to the social construction of texts may promote a situation in which only the brightest, middle class, monolingual students will benefit.*”

Along the same lines, studies on the results of immersion language programmes in Canada (Swain, 1985) have shown that natural communicative approaches, with the emphasis on comprehensible input, have not been sufficient to bring learners to a level of academic competency in the target language. Reading is now recognized as an interactive process that utilises top-down and bottom-up approaches as well as the reader’s background knowledge (or *schema*) in reading comprehension. Furthermore, it showed that the explicit teaching of text structure was beneficial in reading comprehension for English second language learners.

In his discussion on sequencing and pacing in the curriculum, Rose (2004) discusses Bernstein’s concept of visible pedagogy - textual performance, and invisible pedagogy, which is the supposedly innate ability of students (Bernstein, 1990). What is really happening is that there is a hidden curriculum. Literate children, generally from better socio-economic areas, have tacit access to this curriculum because of the exposure to books they have before starting school. In literate families, children receive on average 1000 hours of reading instruction *before* starting pre-school (Rose, 2011a). Children from poorer areas who do not have access to reading material are excluded. As the child moves on to upper primary and secondary school, the pace of the curriculum accelerates and the gap between the advantaged and disadvantaged students widens.

Bernstein (1990) says further that the school system is adapted to socio-economic inequality. Reading is based on progression through the sequence, but unlike the assumptions of the Outcomes Based approach (Spady, 1994), this reading does not occur spontaneously. Overt focus on content in primary and secondary school obscures the

underlying need for reading development. Failure by children to perform is then put down to the failure of earlier schooling stages or lack of innate ability in the student, but neither the teacher nor the curriculum is held to account. The fact that teachers are forced to move at a fast pace to cover the content of the curriculum means that they have no time to teach the necessary skills, and even if they did, few of them are trained to teach continued reading. This is what Rose (2004:92) refers to as the “*tyranny of curriculum pacing*”.

Based initially on the teaching and learning cycle developed by genre theories, which focussed on writing, Rose developed the Read to Learn: Learn to Read programme. Rose worked on the fact that the purpose of writing was primarily to assess the learner’s reading, and if the learner cannot read, then writing does not necessarily develop from modelling a text.

The R2L cycle introduces learners to recognise firstly, the genre and field by talking them through the text. Then the text is read aloud, preparation cues and elaboration are used, followed by joint reconstruction of the text, independent reconstruction and finally, individual writing (see Appendix 15). Based on Halliday’s Systemic Functional Grammar, the programme uses both a top-down (textual) and bottom-up approach (phonics) to scaffold the learners so that they will, over time, be able to read texts appropriate to their age and educational level and to learn individually from reading and to successfully complete their assessment tasks. Australian studies have shown that students’ results consistently increase from double to more than four times the learning rates expected with standard current teaching practices (Rose & Martin, 2012).

#### **2.4.7 Studies on Reading Research in South Africa**

This section discusses several relevant studies recently conducted concerning the implementation of the R2L approach, as well as research in the area of academic literacy in higher education in South Africa. These are outlined below as follows: Gounden



(2003) and Rowlands (2006), concerning effectiveness of the R2L principles; Ralfe (2011) in the area of critical literacy at secondary school level, and Bharuthram (2006), Kirkwood (2007), Millin (2011) in the area of higher education and academic literacy.

Firstly, Gounden (2003) studied the use of a balanced reading approach with L1 and EAL foundation phase learners (tracking specifically six African learners, moving up from grade one to grade two). Although this research did not involve students from higher education, its relevance lies in its successful application of R2L, an approach which was still very much in its infancy in South Africa. The study explored how interactive reading approaches could develop literacy skills for African learners. In particular, Gounden mentions how the *Outcomes Based Education (OBE) Curriculum 2005* was causing some distress to the teachers as it is essentially a “top down process” which is not rooted in the realities of schools or responsible to conditions on the ground” (Gounden, 2003:2). Gounden’s study is important as a basis for the current proposed research as R2L is based very solidly on the theory of reading as an interactive process. In fact, one of the reasons for the development of R2L was to counteract the failure of progressivist approaches, which focus exclusively on top-down approaches to reading.

A further use of R2L principles involving a scaffolding approach was made by Rowlands (2006). Six Grade 9 learners with mild to moderate learning disabilities were tracked over a six month period. The findings indicated that the use of the R2L approach was extremely beneficial to her special needs learners in terms of improving both their reading comprehension and writing skills. The current study research hopes to build on the results of Rowlands’ study by expanding the use of the R2L approach to tertiary level.

Ralfe (2011) implemented a critical literacy intervention at grade 9 level. The intentions were firstly to raise learners’ awareness and bring change to their attitudes and perceptions of gender relations, and secondly, to improve language and thinking skills. Ralfe used critical literacy to examine hidden attitudes and ideologies behind texts. Her findings were that critical literacy was difficult to implement due to the poor reading skills of the learners. Due to the vital importance of a basic reading ability in promoting

creative thinking and problem-solving skills, Ralfe (2011) recommended that the lack of academic literacy skills be addressed urgently across all school grades, learning areas and subjects, with community involvement at all levels.

In the area of higher education studies and academic literacy, Bharuthram (2006) investigated the effectiveness of reading strategy interventions and integrated reading/writing activities in order to enhance reading comprehension. The study involved first year Dental Technology students registered at the Durban University of Technology in 2004. Based on her findings, Bharuthram argues for explicit teaching of reading strategies for students who originate from disadvantaged backgrounds.

Kirkwood, in line with her statement that reading is *“a skill that is not sufficiently improved over an initial year of university study because, apart from being underdeveloped in previous educational life experiences, it is not explicitly developed at tertiary level, where students are generally expected to process extended texts independently in a limited time period”* (Kirkwood 2007:1), conducted a research project that focused on the use of R2L at tertiary level with Science Foundation Programme students (SFP). Using a reduced form of scaffolded reading with students enrolled in the Communication in Science course, Kirkwood prepared an experimental group of SFP students by “talking them through” an overview of the text in common-sense terms so that students would begin reading with some understanding of the assigned text. In contrast, a control group was merely instructed to read the text for homework. Overall comprehension of both groups was tested and students were given a questionnaire about reading difficulty. Kirkwood also measured the reading rate of both groups, using a paraphrased version of a text. Reading rate was measured again at the end of the year and compared to a mainstream sample, to measure potential progress. Findings suggested that the students were more likely to read a prescribed text with comprehension when initially talked through a common-sense paraphrase. In this way, Kirkwood sought to better prepare the students to enter mainstream study. The current research study, however, will differ from Kirkwood’s research by using not just one, but six phases of the R2L learning cycle, as will be explained further on in this section.

Millin (2011) reports on an action research project that explored the use of the “Learning to Read: Reading to Learn” intervention pedagogy to accelerate the development of literacy skills of marginalized, non-native speakers of English in an undergraduate Academic Writing module within the Social Sciences at the University of KwaZulu-Natal, South Africa. Two research questions were raised for this study. Firstly, is this pedagogic strategy an effective approach for the Academic Writing module at UKZN, and secondly, what happens to students’ academic writing scores after one semester with the implementation of R2L? The R2L pedagogy draws on the theoretical assumptions of Vygotsky, Halliday and Bernstein and is supposed to enable students to develop necessary literacy skills to access, and succeed at tertiary level. The context of education in South Africa, particularly poor literacy rates, is outlined first. A detailed discussion of the pedagogic strategy and possible causes of poor literacy rates amongst marginalized learners follows. A mixed methods approach is adopted within Millin’s study as students’ qualitative writing samples are collected and given numerical scores with the assistance of well researched and developed marking rubric/criteria. Both descriptive and analytical (Wilcoxon Signed-Rank test) statistics were used to analyse students’ literacy scores. Results indicate that students’ literacy scores do increase within the first half of the module, but decrease within the second half. This decrease is attributed to a rise in academic complexity of the reading material and assignment requirements; a change in pedagogic practice and type of text used to scaffold academic language patterns; and insufficient time for students to internalize the language patterns modelled. Although the overall pattern of changing literacy scores is less promising, requiring a degree of change in the way R2L is currently being implemented at UKZN, the changing scores of individual students, particularly the weakest cohort of students, illustrates well that R2L does democratize the classroom and lessens the abilities gap between weaker and stronger readers, as these students showed significant improvement in their literacy scores (Millin, 2011).

The current research paper continues on the work above by meeting some of the recommendations given by Millin with regard to length of implementation of R2L, texts used and relevance of texts used.

#### **2.4.8 The Current Proposed R2L Research**

The proposed research will seek to build on the successful results of the implementation of the R2L approach in Australia (Rose, 2011a) and Sweden (Acevedo, 2010), as well as the above-mentioned studies in South Africa. The purpose of R2L is to teach learners to write appropriate texts by first teaching them how to read such texts. This involves using a scaffolding process consisting of six stages, namely:

- preparing for reading;
- detailed reading;
- preparing for writing;
- joint rewriting;
- group writing; and
- independent writing.

The purpose of these six stages is to give the learner maximum support in acquiring:

- i) The level of the text (what a text is about and how it is structured – for example, how information is arranged in blocks in a factual text);
- ii) The level of the sentence, for example, how words are arranged in phrases and what each phrase means); and
- iii) The level of the word (what words mean and how letters are arranged into patterns to form words).

All these language patterns have to be utilised simultaneously in order for learners to be able to read with fluency and comprehension, as well as to be able to write (see Figure 1, p.15).

## **2.5 Broader Issues to be Investigated**

The broader issues to be investigated are rooted in the failure of progressivist approaches to adequately cater for the needs of students from poorer socio-economic backgrounds, particularly when they need to have access to academic language skills, such as reading and writing. In South Africa, this has taken the form of Outcomes Based Education.

### **2.5.1 The Failure of Progressivist Approaches**

The current system of Outcomes Based Education in South Africa, based on progressivist theories, has been largely discredited. Progressivism was developed as a counter to traditionally based teaching approaches, with their emphasis on de-contextualised, grammatical features and rote learning methods. Dewey (1929) posited the ideas of relevance, motivation in learning and teaching students to be creative thinkers - similar to the ideas of Paulo Freire (1972), who objected to what he called the concept of “banking”, where knowledge is simply deposited by the teacher into the mind of the learner.

Criticism has since been levelled at the progressivist approach as a result of emphasis on ‘natural’ learning and opposition to traditional forms of direct instruction. In their discussion on how progressivism was not designed to provide the necessary educational support for marginalised groups, Rose & Martin (2012:3) state that teachers were discovering that: “... *“whole language reading”, “process writing” from personal experience and “invented spelling” did not give their students sufficient support to read much more than basal picture books or to write more than a few lines of simple recounts or observations.*”. This is also the experience of many teachers in the South African classroom. In EFL/ESL teaching within the OBE framework, grammar is not explicitly taught. It is not considered necessary for learners to be able to write differently for

different purposes. The result is that students from disadvantaged backgrounds, who have failed to become literate within the foundation years of schooling, are then subjected to further inequality structures in the schooling system as they will be expected to ‘pick’ up learning in the elementary and senior years. If one considers that learners utilise the literacy skills from their L1 in order to acquire literacy skills in the L2 (Carson-Eisterhold, 1990), what resources do disadvantaged students draw from if they have not even acquired literacy in their mother tongue? Stronger students (usually those from middle and upper class backgrounds) are more likely to move ahead, academically, having had strong learning and literacy foundations. Thus the inequality gap widens.

### **2.5.2 The Development of the Genre Approach & R2L Methodology**

The genre approach were developed to combat both traditionalist teaching methods, which emphasised rote learning and de-contextualised activities, as well as progressivist teaching methodology. The intention is to allow all learners access to the social and cultural factors in texts (Cope & Kalantzis, 1993). As mentioned previously, R2L was developed based upon the genre approach, but with the added dimension of the continued teaching of reading skills (Rose, 2005).

## **2.6. A Brief Discussion of the Principal Theories**

The principal theories on which this research is based are: Halliday’s Systemic Functional Grammar (SFG) (Halliday, 1994; Halliday & Hasan, 1976); Bernstein’s (1990) view of schooling as a ‘pedagogic device’; the works of Vygotsky (1978) and Bruner (1957); the genre approach (Cope & Kalantzis, 1993; Johns, 1997) and R2L, as developed by Rose (2004; 2005). In contrast to Chomsky (born 1928), who developed the theory of Universal Grammar as a challenge to structuralism (Cook & Newson, 1996), SFG does not concentrate on formal structures but instead views all language as social and occurring in social contexts. It becomes a resource for communication and not just a set of rules (Halliday, 1994). Halliday’s model seeks to account for the way in which

language is used, which allows SFG a broad scope. For example, phonology and lexico-grammar are related to meaning and therefore cannot be analysed without recourse to it.

Mention should be made here of some of the positive effects that formal learning of grammar rules is believed to contribute to L2 learning. Krashen (1982) distinguishes between acquisition and learning, both of which play an important part in the production of the L2. According to Krashen, the learners' production of sentences or utterances in L2 is as a result of the acquired knowledge of the target language. This learnt system or formal knowledge functions as monitor for the output of the acquired L2 system. Acquisition, on the other hand, is unconscious knowledge of the L2 that the learner possess that allows communication to occur without constant monitoring, as would be the case with an speaker of an L1. Krashen believes that formal learning of grammar rules, such as offered in University grammar, can contribute to learning but not to acquisition (Krashen, 1982).

Ellis (2004) also distinguishes between these two areas but refers to them as implicit knowledge, which is available for automatic use, and explicit knowledge, which involves controlled processes. Whereas Krashen believes that acquisition can never become learning, Ellis visits the possibility that explicit knowledge could become proceduralised to the extent that the two forms of knowledge, implicit and explicit, could not be easily distinguished from each other (Ellis, 2004). Bialystok (1982) has argued, in performing different tasks, learners are likely to draw differentially on both knowledge sources, a point that has obvious implications for the measurement of learners' linguistic knowledge.

In contrast, Halliday (1993) speaks of the separate systems of acquisition and learning as follows:

*“It seems to me that, when we are seeking to understand and to model how children learn, we should not isolate learning language ... (an inappropriate metaphor of “language acquisition”) from all other aspects of learning.” (Halliday, 1993:112-113).*

Halliday proposes a threefold perspective of “learning language, learning through language, and learning about language.” (Halliday, 1993:113). Learning is not only a developmental continuity from birth to adulthood but a structural continuity which encompasses all learning processes and components. For Halliday, learning is “learning to mean”. (Halliday, 1993:113).

Arising out of Halliday’s work is the development of the genre approach. Language use is never random, it is specific and creative. The pattern or structure that emerges is a genre, which has a specific set of steps through which meaning is made. Certain types of genres are created to fulfil specific social functions and form cannot be separated from meaning. Whereas failure of children to thrive at school may be blamed on social factors, or even the innate ability of the child, it really is a failure to understand and make use of the language needed to learn at school. This is connected to Bernstein’s (1990) concern with the “hidden curriculum” which is illustrated well in Rothery & Stenglin (1997). In their discussion on exploring experience through story, Rothery & Stenglin highlight the important role of the narrative in English. For example, children who might be given a story to write a classroom task could offer several types of story genre that would be acceptable, such as observation, a recount or a non-story. It is, however, the narrative that is expected because it is more highly valued in a western paradigm than other genres but this expectation is not made explicit.

Rothery and Stenglin go on to posit several some reasons why the narrative is so highly valued. They highlight the narrative’s role in inducting members into expected and valued modes of behaviour and the function of the individual in (western) culture.. This induction serves to maintain the existing social order.

The fact is that school systems are designed to perpetuate inequality. Every level of education has its ideologies, whether expressed through timetables, classroom layout or discourse (Bernstein, 1990). If, however, students are given control over specific genres, such as the story illustrated above for a classroom test, a business letter for employment



purposes, or an academic argument for success at a tertiary institution, they have the ability to fully participate in social processes.

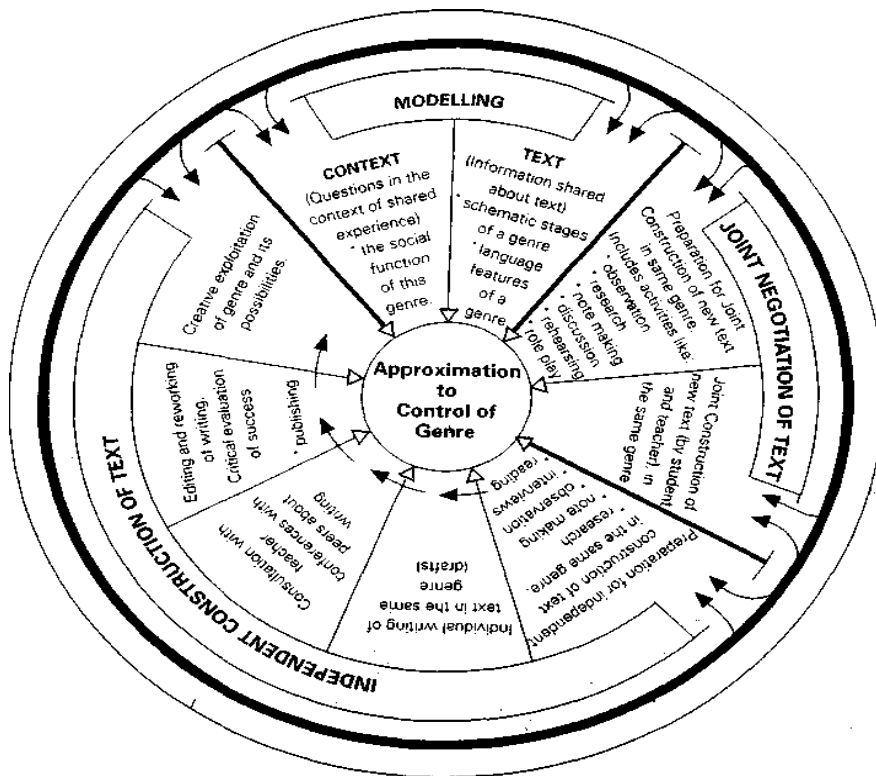
Also inherent in the genre approach is the concept of Vygotsky's (1978) "Zone of Proximal Development" (ZPD). Developed out of social cultural theory, the ZPD is the distance between what a learner can do by him/herself and what he/she can do with guidance from a teacher or more capable peer. The theory of ZPD is based on the assumption that students use the skills and strategies they have learnt during such collaborative tasks when they re-encounter such situations in future.

Students are helped to reach the ZPD by means of "scaffolding", a term coined by Bruner (1957). Scaffolding provides students with the means to complete tasks that would otherwise be beyond their ability. Together, teacher and learner work together to solve a problem, with the teacher providing support, guidance and input. The scaffolding is gradually withdrawn as the learners become able to perform the task individually.

### **2.6.1 How the Genre Approach Functions**

The genre approach focuses mainly on writing. Writing techniques developed in the 1960s, such as the process approach, taught learners to work through stages of the writing process, while focus was centred more on the nature of writing in various situations. In contrast, the genre approach focuses on models and key text features. Specific genres are introduced, learners are taught features and structures, learners write jointly as a group, and then independently, imitating the procedure. Thus learners are scaffolded so that they can learn to write a specific genre for a specific social purpose. The scaffolding allows them to reach the ZPD. There are three stages proposed for the learning process, as shown in Figure 3 below (Rothery, 1996:102):

Figure 3: Wheel Model of Genre Literacy Pedagogy



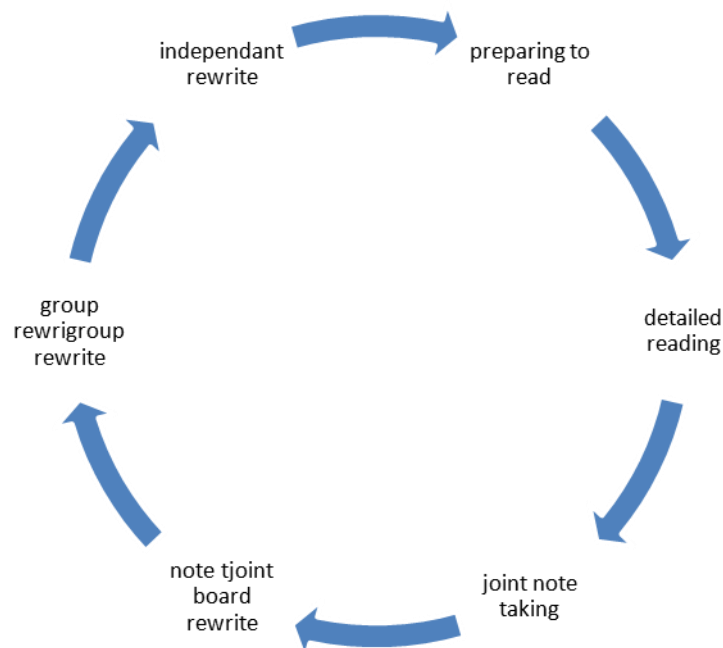
The illustration is divided into three main stages: The first stage, “Modelling”, involves giving the students background on the text. Then it is discussed and experiences around it are shared. In the second stage, “Joint Negotiation of Text”, the text is jointly rewritten by students as a group in order to imitate the given text, and thus scaffold the learners in learning to write the particular genre. In the third stage, “Independent Reconstruction of Text”, the students write a similar text of the same genre independently. In this way, the learners are given access to cultural and social power that underlies texts as they are taught to write and structure such texts (Cope & Kalantzis, 1993).

## 2.6.2 How R2L Builds upon the Genre Approach

R2L methodology is based on the functional language theories of Halliday, as well as the genre approach. It seeks, like Bernstein, Vygotsky and Bruner, to remedy the inequality inherent in the schooling system by providing explicit guidance and scaffolding learners to be able to write (and have access to) the necessary social texts.

These social texts contain the structure and language patterns of different genres. However, if the primary focus in the curriculum on the teaching of reading is hidden, the genre approach may not be sufficient to deal with the inequality in the schooling system. Students first need to be able to read, and out of this reading will develop writing of genres (Rose, 2005). In order to achieve this, Rose further developed the Wheel Model of Genre Literacy Pedagogy by adding three more stages to the teaching cycle as seen in Figure 4 below (Rose, 2005:147):

*Figure 4: The Six Cycles of Learning to Read*



### 2.6.3 Explanation of the R2L Teaching Cycle

To the Genre Wheel Model, Rose has added *detailed reading, joint note taking and independent writing*. The detailed reading is begun after the learners have been introduced to the background of the particular text and introduction to the genre (which help with social and cultural orientation). Detailed reading consists of reading the text word by word and line by line.

This is not to be confused with “Close Reading”, which is an approach used in literary criticism involving the sustained, careful interpretation of a piece of literary text, developed by Leavis (1963), who is often associated with the New Critics. Here some overlap may be seen with the detailed reading of R2L in that Leavis was concerned with meaning-making, and literary texts were not seen as isolated units but rather influenced by and based on experiences in the real world.

In the detailed reading of R2L, the teacher will provide elaboration and synonyms where necessary to help learners understand difficult words or concepts. Learners underline the key concepts throughout the text during the reading. Next, learners will write down on the board the key concepts that they have underlined. All learners will have a chance to act as a scribe, while the other learners offer the words to be written down. In the fourth stage, the class will jointly rewrite the text (using the board) that has been read in detail, providing synonyms for the key words (or notes) that they underlined. The fifth part of the cycle is the group rewrite. Learners, in groups, reconstruct the text using the keywords from their notes. Finally, learners write a similar text independently.

In this way, students are scaffolded into writing appropriate genres by continued reading teaching. Weaker readers and "slower" students in a class can be assisted to achieve new levels of literacy and begin to feel more in control of their learning. In this way, Rose's

R2L contributes greatly to the closing of the inequality gap that currently exists in the education systems of the world.

## **2.7 Conclusion**

The purpose of this literacy review was to establish a theoretical framework for the research project. Initially, a definition of ‘literacy’ was sought. Its traditional sense meant being able to read and write. Today, however, literacy moves from the New literacy of Street (1997) to the Multiple literacies, such as print, visual and computer, of the New London School (Street, 1995; Ivanic, 2004; Comber, 1993; Clark, 1992 and Cope and Kalantzis, 1993 & 2000). Out of a concern for the power relations embedded in literacy, Critical literacies developed (Luke & Freebody, 1999).

Further in this chapter, reading models were discussed, including the “Four Components of Early Reading Instruction” (Freebody & Luke, 1999), Halliday’s “Complexity of the Reading Task by Rank and Strata” (Martin & Rose, 2005; Rose, 2005) and Cummins’ (2000) “Four Quadrant Model”, which was developed as a teacher friendly model to assist in the development of CALP. Historical reading theories were discussed in order to illustrate how audio-lingual and psycholinguistic models developed gradually into interactive approaches. Building upon the belief that literacy must be understood in functional terms, the Genre approach concentrated on writing and linguistic forms. Rose (2004, 2005, 2006) took this a step further by concentrating on the hidden expectation of reading that underlies the education system and serves to perpetuate inequality.

The chapter then dealt further with current reading research, both international and local and how the proposed R2L research could build on these foundations. The section concluded with the underlying theories of R2L (Vygotsky, 1978; Bruner, 1957; Bernstein, 1990) and outlined the teaching R2L teaching cycle.

## **CHAPTER THREE: METHODOLOGY AND RESEARCH DESIGN**

### **3.1 Introduction**

The purpose of this research was to see if using the R2L approach would positively affect the academic literacy of students in the BCom4 Access programme. The project is carried out within the critical research paradigm and involves a case study with action research as a main focus. This chapter contains an explanation of critical research theory as well as how the more practical aspects are realised through action research. The stages in the action research cycle followed in this study will be outlined as well as the phases of the research, namely, pre-intervention, intervention and post-intervention. The qualitative and quantitative methods of data analysis will then be discussed, with the accompanying research instruments, methods of analysis and other types of qualitative research utilised. Finally, the chapter concludes with a discussion of the limitations on the study.

### **3.2 Rationale for Methodology**

In order to begin the explanation for the rationale behind the methodology, it is necessary to first define what is meant by a “case study”. According to Yin (2009), the intention behind a case study is a need to understand social phenomena over time, as opposed to incidents or events. Case studies are useful when the researcher needs to answer questions of “how” or “why”. For example, in this study, the questions have been asked as to why the students have a poor knowledge of academic literacy, and how the implementation of the R2L approach could improve the situation. If the approach is shown to be effective, there is further need to know how or why it was so.

A successful case study will, in turn, rely on multiple sources of information which would be facilitated by using a mixed methods approach. This means the research will contain both qualitative and quantitative methods or techniques integrated into one study. The

benefit of such an approach will be that deeper, more complex research questions can be answered because the researcher is using more than one single method of study. This is one of the major strengths of using a case study (Yin, 2009).

In a mixed-methods approach the recorded data must be triangulated to ensure validity. This will mean that the same result will be received from multiple sources of information as opposed to being supported by a single source of evidence. This will serve to aid construct validity because the same results will provide multiple measures of the same phenomenon (Yin, 2009), keeping in mind that data (and later evidence) must be obtained from at least three separate sources.

According to McNiff & Whitehead (2011), triangulation involves the following steps:

- Showing the reader that the data is authentic;
- Agreement by reviewers that the signs of authenticity are present; and
- Moving from authenticity of the data to validating the evidence.

### **3.3 Literacy Students Bring to the Classroom**

When it comes to the teaching of academic literacy, students are not blank slates. They enter the teaching environment with certain literacy skills already in place. An example of these are experiences (good or bad) with books or reading and/or experiences of language. In particular, students these days usually have close connections to the media. Even students from the poorest areas usually have access to televisions and cellular phones. This means, for example, that they may sub-consciously be familiar with genre from watching a local soap opera, and they know how to function without the context of their own peer groups via social media and phone-texting. If lecturers and teachers understand something of the history and culture of their students, it can provide a foundation upon which to build literacy skills. For example, one lesson developed with the R2L approach is that of using social media within context. How would the same cell-

phone message be sent to different people, for example, a close friend, a parent or a lecturer? Understanding what students bring to the classroom will help teachers assist them to connect texts both to themselves and to the wider world (Robertson, 2013).

### **3.4 Critical Theory**

Critical theory is oriented toward critiquing and changing society as a whole, in contrast to traditional theory which sought only to understand or explain it. It is defined in Gall *et al.* (1999) as a thought process that reveals the hidden power relationships in the structure of a culture and has as its goal the desire to help members within that culture to reflect on how those relationships work to oppress them. As members begin to understand these structures, they are able to take action to free themselves, either individually or collectively.

One of the most influential contributors to critical theory was Jürgen Habermas (born 1929) of the Frankfurt school of Sociology. Habermas (1972) differentiates three primary generic cognitive areas of knowledge, grounded in human existence: work (practical); interaction (social); and power (emancipatory).

It is the third area of knowledge, that of power or emancipation, that allows for self-knowledge or reflection. One can understand the cause of one's problems and is therefore positioned to take action in order to bring about change. These areas of knowledge correlate with the three domains of learning – everyday, specialized and reflective - specified by Macken-Horarik (1996) in her contextual model of learning.. In the reflexive domain, as with Habermas' area of power, the learner is able to question the basis and assumptions of specialized knowledge. As Macken-Horarik (1996:237) says: *"... in a socially diverse world, every subject has a vested interest in maintaining a particular view of the object of his or her reflections. It is a world of competing discourses ... there is a strong relationship between who I am in the social order of things, and what I 'know'; all forms of knowledge are enmeshed with the value systems of*



*the knowers*” (Janks, 2010). Macken-Horarik’s domains underpin the genre approach; students are not blank slates. They bring their experiences, background knowledge and skills to the classroom situation. In order for these students to be inducted into the specialised realms of knowledge needed to succeed in an academic environment, they must understand the reflexive domain. This is accomplished by making explicit the hidden requirements and expectations in western society that keep marginalised groups from access to power.

This ‘explicitness’ is a foundational concept of R2L and in keeping with this, the researcher sought to make it clear to students, by means of informal class discussions as well as during the deconstruction and detailed reading of texts, the ways in which the South African education system is structured to prevent groups of people from access to social and economic power (Bernstein, 1990; 2000; Rose & Martin, 2012).

A further examination of the basic assumptions underlying critical theory (Kincheloe and McLaren, 1994), will make it clearer how the genre approach and R2L fall into this paradigm:

- a. Certain groups in society are more privileged, and therefore have power over others;
- b. Oppression occurs in all facets of culture. All structures of a society must be examined;
- c. An individual’s awareness of society can be either expanded or constrained by language. This correlates with Bernstein’s (1990) concept of restricted and elaborated codes;
- d. Texts are used in education as a tool to maintain the unequal structures of power that exist in society. These texts need to be deconstructed, which means examining the text in detail, exploring the connotations of each term and opening

up their various interpretations - without making one interpretation superior to another. Genre theory facilitates the deconstruction of texts in order to uncover hidden meaning. In keeping with this, the researcher used several critical texts (that could be labelled “subversive”) during the implementation of R2L for detailed reading and assignments (see Appendices 10, 15, 12 and 13).

- e. All forms of thought are shaped by power structures that have been set up over time and place (Janks, 2010); and
- f. Facts taught in education cannot be separated from the ideology of power.

The genre approach is concerned with the role of texts in preventing marginalized groups from accessing power in society. Once a text has been de-constructed, students are then scaffolded in the process of reconstruction of those texts. As well as Halliday’s functional model of language in context, the genre approach see Bernstein’s notion of pedagogic discourse as fundamental. An important area of Bernstein’s later work (1990, 2000), pedagogic discourse, deals with how educational discourse functions and reproduces itself in society to maintain social structures of power. Regarding the genre approach, Martin & Rose (2005:16) state: *“As our aim is a more equitable social order, we need a pedagogic discourse that produces a more equal distribution of ‘ability’, and learner identities that are equally successful. A popular liberal approach to the latter goal is to modify the difficulty of learning tasks, so that all learners can feel successful at their own ‘ability level’. This is often legitimated as acknowledging ‘difference’ and offering ‘choice’, but the outcomes in terms of social order and relations remain just as stratified. Our approach has been to develop and disseminate the tools that teachers need to support all their students to successfully practice at the same high level.”*

The tools used in R2L recognize the role of schooling in creating and perpetuating social order in line with the three rules of acquisition (Bernstein, 2000):

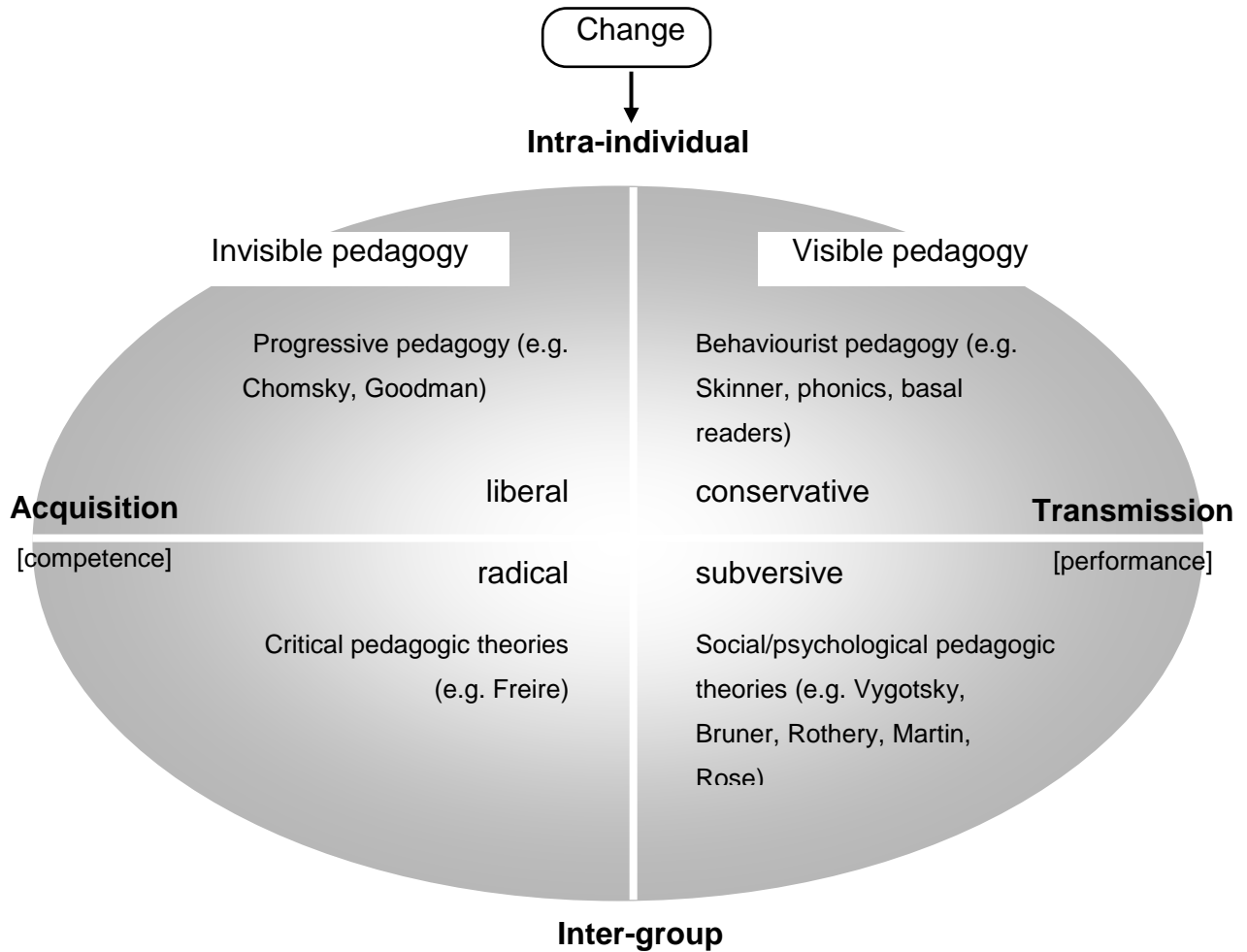
- a. Recognition, where a student understands meaning in a general way;

- b. Passive realization, where the student can answer the questions appropriately but can't make the knowledge public; and
- c. Active realization, where the student begins to reflect on the knowledge in order to facilitate change in structures of power.

By giving students explicit knowledge about text in a social context, teachers have the means to allow all students access to this knowledge and then assist students to use it to understand and question the educational structures underpinning their schooling (and how those will influence the content of the curriculum).

Figure 5 below (after Bernstein, 1990: 213-14 in Rose & Martin, 2012:318) illustrates how the genre approach relates in position to traditional, progressive and Freirian pedagogy:

Figure 5: Types of Reading Pedagogy



The diagram categorises the R2L approach in terms of its reading pedagogy type. The vertical axis represents Bernstein’s (2000) concept of “classification” - the level at which instruction theory either helps individual relations or those between social groups, and the conditions for changes in these relationships. Classification has to do with power relations and has varying degrees of strength. For example, the borders around and insulation of pre-primary, primary, high school and tertiary education are classified as

very strong. A relaxing of these boundaries, in contrast, would lead to a weaker classification (Robertson, 2008).

The horizontal axis represents “framing” - the line between acquisition (competence) and transmission (performance). Framing has to do with control - which has control over the selection, sequencing and pacing and evaluation of the education content, for example? As with classification, framing can move from strong to weak. We can see that in the left-hand quadrants, the students will have more control over the tasks and the teacher less. This represents an invisible, or implicit pedagogy. In the right-hand quadrants, the teacher has more control over the teaching process. This is a visible, or explicit pedagogy.

The intention of R2L is to build on both pedagogic approaches, shifting in emphasis from one stage to another throughout the R2L six-stage cycle. For example, Martin & Rose (2005:3) give the deconstruction stage (stage 1) as beginning with “... *weak classification and framing as teachers facilitate activities where students are at in order to open up field and context of genre; framing and classification values strengthen when a model text is introduced and the teacher authoritatively makes visible the structure and purpose of the text ...*”.

In addition, the quadrants are labelled, clockwise from left to right: “liberal”; “conservative”; “radical”; and “subversive”. Bernstein (1990:73) makes the following comments about the right-hand quadrants: *“It is a matter of interest that this top right-hand quadrant is regarded as conservative but has often produced very innovative and radical acquirers. The bottom right-hand quadrant shows a radical realization of an apparently conservative pedagogic practice...each theory will carry its own conditions of contestation, ‘resistance’, subversion.”* The Read to Learn approach, situated in the lower right-hand quadrant, is both a visible pedagogy and is interventionist. It thus situates itself firmly within a critical paradigm and is “proudly subversive”.

### **3.5 The Benefit of Using a Critical Research Paradigm**

The benefit of research using a critical theory paradigm is that it can encourage participants to critically reflect on the hidden power structures within educational institutions. Although it uses many methods and research traditions, the method common to all streams of critical thought is critique – of the phenomena being studied, of methodology and of the researchers own perspective and values. In the words of Phil Carspecken (1996:7 in Gall *et al.* 1999:367): “*Criticalists find contemporary society to be unfair, unequal and both subtly and overtly oppressive for many people. We do not like it, and we want to change it.*” This is a statement which would be compatible with the R2L approach.

### **3.6 Action Research**

The action research methodologies propagated by Kemmis and McTaggart (1990) stem from the theory of Habermas (MacIsaac, 1996) and can be seen as its practical expression. Kemmis and McTaggart discuss the extent to which action research is viewed as either a research methodology or a broad approach to social research and reform and if it should be located in the field of social theory or in the narrower focus of education and the development of educational theory. This may explain the different schools of action research - some dealing with the development of researchers and teachers’ theories of education and society, versus questions of social and educational change (such as improvement, reform and innovation).

The term “action research” was first coined by Kurt Lewin, a Jewish refugee from Germany (Lewin, 1952). It was borne out of dissatisfaction with the positivist research tradition, which involved research divorced from classroom realities and ignored learners’ prior knowledge and learner diversity. Lewin believed that education does not take place in a vacuum. It always occurs in the context of the values, culture and belief systems of the learner.

Lewin and his associates concentrated on understanding and changing human actions, often around issues of reducing prejudice and increasing democratic behaviours. These ideas gradually moved out from USA towards the UK and beyond. His efforts and those of other social psychologists emphasized the role that social science could play in bringing change to social practices (Noffke, 1994).

The practical aspects of action research involve four basic stages:

- identifying the problem;
- gathering data;
- analysing data; and
- designing a plan of action.

The plan is implemented – based on the inquiry and findings – in the practicing environment. It is community based and field intensive (Craig, 2009) and then the action research cycle begins again. This cyclical nature of action research allows for continuous reflection on the process after implementation, as well as change and re-evaluation.

Kemmis & McTaggart (1988) define action research as a form of collective self-reflective enquiry undertaken by participants in social situations. The purpose is to improve the rationality and justice of the participants' own social or educational practices, as well as their understanding of these practices and the situations in which these practices are carried out. Kemmis & McTaggart list the key points of action research as follows:

- Improving education by making changes and observing their effectiveness;

- The researcher and subjects working together on a cycle that is self-reflective. The cycle consists of planning, acting, observing, and reflecting and then revising the plan, acting and observing, reflecting and so on;
- Awareness of the role of both researcher and researched, and how they influence each other in the process. One must understand the relationship between the actions, circumstances and any consequences of the action. For example, how the researcher words an interview question will affect how the participants respond. The personality of the researcher, the way she looks and acts, will in turn affect how the participants read and receive her (Charmaz, 2004);
- Systematic data must be carefully collected and recorded, based on observations. The process must be carefully monitored in order to measure the long-term development of the plan of action in place; and
- What the researcher does must be based on a sound theoretical and empirical base. There must be justifiable reasons for wanting to change a situation and the subsequent actions that are put into place.

As action research is conceived and carried out mainly by “insiders”, i.e. those engaged in and committed to the situation, so it follows that it always has a reflexive dimension (Winter, 1998). This means that researchers must, at some point, look into their own practice, the impact of the engagement and the nature of the commitment. It is paradoxical that this R2L intervention is carried out in one of the very structures that can be viewed as a method of perpetuating inequality in society, an elite tertiary institution. University structures, by their very nature, are structures of power. This researcher may ask herself, for instance, how her age and status as a lecturer could affect the participants and subsequently, the research process. An illustration of this may be a class discussion that we held over a series of strikes held in an important economic sector of the country. The researcher’s viewpoint, as “middle-class, older woman” may be that the strikes are unacceptable as firstly, the wage increase demands are unrealistic, and secondly, the length of the strikes could harm the economic situation of the country as a whole.

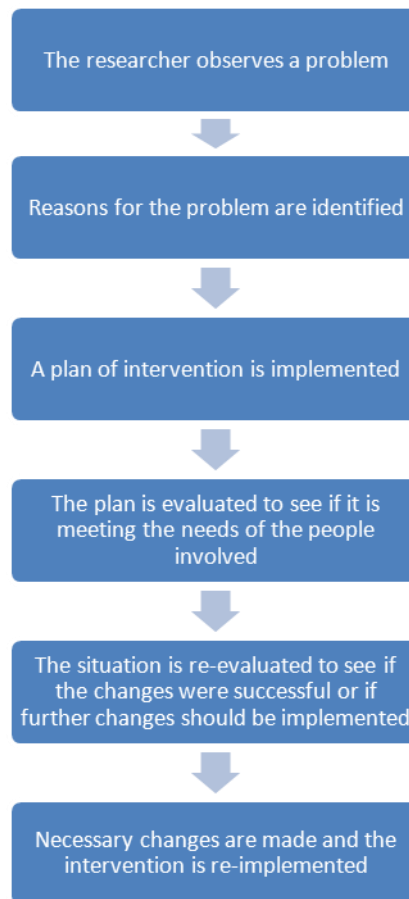


However, from the point of view of a student who has been raised in desperately poor circumstances, the strikes may be viewed as a desperate attempt by a people who feel marginalised and powerless to obtain their rights. In such a case, the lecturer could be seen as someone who is ‘removed’ from the students and out of touch with both their generation and reality.

### 3.7 The Cyclical Stages of Action Research

Based on the key points of action research listed above, Figure 6 below illustrates six stages of cyclical action research in this study, followed by a detailed explanation.

*Figure 6: Stages followed in this Action Research Process*



### **3.7.1 A Detailed Explanation of the Stages**

It was believed that using the stages of the action research cycle illustrated above would provide an effective means of answering the research questions posed in the beginning of this dissertation. To reiterate briefly, the questions are: What are the causes of the current problems that the learners are experiencing? Can implementing the R2L approach help to remedy these problems? How can any improvements be reliably measured? And finally, if there are improvements, how do we continue to use R2L resources to help other disadvantaged students? In the following section, I will discuss how this research study correlates with the stages listed above.

#### a) Stage 1: Identification of the problem

For the purposes of this study, I was concerned with the low level of academic English literacy of students in the BCom4 Access programme. As mentioned previously (see 1.1), students appeared to have good speaking and understanding skills (BICS) but their academic reading and writing skills (CALP) were poorly developed. They were failing to read exam questions properly and were unable to think critically or apply learning skills to other contexts.

#### b) Stage 2: Reasons for the problem

The main reasons for the low academic literacy levels seemed to be a lack of book reading and exposure to print before the foundation schooling years, coupled with an inadequate education system. Poorly trained teachers, lack of resources, such as libraries and reading materials, and an OBE system that applied “natural approaches” with minimal instruction contributed to the further disadvantaging of marginalised students.

c) Stage 3: Implementing the R2L Approach

Using an action research model allowed for a plan of action to be identified and implemented. The idea was to use the R2L for a period of one year (or two semesters) because, considering that this study is an intervention, one semester was not deemed to be sufficient. The R2L approach, like the action research model, also consists of stages and cycles that can be revisited if necessary. This approach seeks to scaffold students in the use and writing of genres in context necessary for inclusion in economic and social power.

As R2L is cyclical, evaluation can take place at any stage. If, for example, students have difficulty in choosing their own example of an academic genre text for stage six of the cycle (“Independent Writing”), then the exercise can be revisited, with the lecturer providing a suitable example of the required genre for the learners to use. Meanwhile, stronger students can be encouraged to find their own examples of text genres.

d) Stage 4: How using the R2L Approach Can Improve Academic Literacy

In finding a solution for the central question of this study, i.e. can R2L help tertiary students to improve their academic literacy levels, there must be evidence from the research process to indicate whether this approach has been beneficial. Students are gradually integrated into the process as they are encouraged in R2L to feel that they can achieve their writing goals. They do not initially realise that they are learning to read. As they begin to volunteer answers, and have those answers accepted, they begin to grow in confidence and feel: “Yes! I can do this!” Furthermore, as they become successful in their writing tasks, their confidence continues to grow and feeds into the cycle of success. The importance of class interaction within the R2L approach will be discussed in more detail further on in this chapter.

In keeping with the above, the researcher kept an on-going journal in which observations and comments on the development of the course, performance and attitudes of the students and, at times, those of the researcher herself, were recorded (see Appendix 18). Students learn to take responsibility for their own lessons as the semester progresses, as it is they who provide the information necessary to both teacher and scribe during the detailed reading, note taking and joint board rewrite. The teacher facilitates these exercises, but the students do the work. Once again, this is a growing, developing responsibility that takes place during the course of the semester. This study also included a semi-structured focus group meeting and class discussions where students were able to give their own opinions, ideas and feelings on how the use of R2L has affected their personal literacy growth.

More quantitative methods were used through the use of assessment of writing tasks (which formed the ‘independent writing’ stage of R2L) and reading tests specific to R2L.

e) Stage 5: Validation of Claims

Much of the evidence in this study is qualitative as opposed to quantitative data. Quantitative data is often a preferred choice because of its associations with mathematics and science, whereas qualitative data is often regarded as imprecise and lacking dependability (Guba & Lincoln, 1994). Use of facts and figures can give more control to the researcher, but quantitative data that concentrates on precision can obscure or ignore variables that could influence the data, if brought to light. Qualitative data can help to provide a balance in that it can allow insights into human behaviour not possible by using only quantitative approaches.

Further, qualitative data can uncover the inside (or ‘emic’) views of the students themselves. As qualitative research involves a non-linear and on-going pattern, it becomes necessary to constantly reflect on the data and discover patterns and students perceptions. Using this form of research allows participants to grow and work hand in hand with the researcher.

f) Stage 6: Evaluation of the Process and Re-implementation

The benefit of the cyclical nature of action research allows for evaluation of the implementation and effects on R2L both during the period of study and afterwards (as the intention of using the R2L approach is to continue to apply it for the benefit of future students in the BCom4 access programme and beyond). For example, it is important that R2L, which was originally developed in Australia, should be adapted to South African conditions. This may mean, for example, the collection of culturally relevant texts, or adaptation to the specific inadequacies of the current schooling system, such as the application of R2L at tertiary level.

### **3.8 The Use of Qualitative & Quantitative Research Methods**

It is an area of criticism of qualitative research that it lacks rigour, and also that its validity may be questionable. Therefore, it was important to make sure data for this research project was carefully collected and recorded. In order to increase the validity of this study, both qualitative and quantitative data were used. Providing there is a set of ideal research questions, action research is one of the few valid research approaches that can be used to observe and reflect on changes made in systems development methodologies. In this way, it is both rigorous, relevant and valid (Baskerville & Harper, 1996). The qualitative data includes: observation of students regarding effects on and attitudes towards R2L; a focus group meeting; direct questions to students; and comments and feedback from students, given both verbally and in writing, throughout the semester. Quantitative methods instruments include: a questionnaire on literacy history; an initial writing task; R2L reading assessments for ten tracked students; and assessment of written tasks throughout the period of study. These instruments will be narrated individually below:

a) Initial Writing Task

An initial writing task served as a baseline test to determine the initial level of student writing skills. The text consisted of an editorial letter written in response to a contemporary news topic. The students were then asked to write a short comment on the text. It was the intention of the researcher to measure this initial written task against the final written task at the end of the study period. Both tasks were marked according to the R2L assessment criteria.

b) Questionnaire

The questionnaire was intended to give the researcher an idea of the literacy history of the students and their previous interaction with print. Although the questions are mainly closed questions, a few were designed to be open-ended in order to obtain deeper insights into some areas for which closed questions may not have given enough scope, for example, when asking students if they have any current problems reading in English or their L1.

c) Tracked Students

Ten students were closely tracked during the research period to facilitate the detailed recording and analyses of quantitative data, such as assessment results and qualitative data, such as recorded observations and anecdotes. As well as the writing tasks assigned to the entire group of 46 students, the tracked students completed pre- and post-phase reading assessments. All questionnaire responses were recorded but those of the tracked students under-went deeper analysis. Tracking students in this manner allowed the researcher to probe answers to questions more deeply.

d) Focus Group Meeting

The focus group meeting consisted of one semi-structured session held during the 2<sup>nd</sup> semester. The purpose was to ascertain attitudes and feelings towards R2L and gain an extent of its effectiveness in teaching academic literacy skills. The researcher made use of informal notes and questions recorded before-hand for the interview in order to guide the questions but wanted to create a forum in which the students felt the freedom to express their feelings and concerns openly and confidently.

e) Reading Assessments

The reading assessments, both –re- and post-intervention, utilised a reading test rubric contained in the R2L training manual (Rose, 2009). Use was made of graded texts, counting pronunciation errors and hesitations. When one text was read well, the student was moved up to another level in order to determine the grade level she was reading at. The researcher counted hesitations, mis-pronunciations and errors and then divided by the total number of words to determine the reading level of the student, who was then asked inferential and referential questions about the text to ascertain comprehension. The purpose of these assessments was to measure the initial reading level of the student and then to retest to see if R2L had had an effect on the reading grade level by the end of the 2<sup>nd</sup> semester.

f) Writing Assessments

The written tasks consisted of differing genres. Those in the 1<sup>st</sup> semester were a narrative, an explanation and an exposition, whilst those in the 2<sup>nd</sup> semester consisted of an editorial followed by an academic argument. The writing tasks were marked according to 14 standard points in R2L, i.e. purpose; presentation;

stages; phases; field; tenor; mode; lexis; appraisal; grammar; conjunction; referencing; spelling; and punctuation. In addition, an extra point was added for content. This is to allow for any extra relevant content the student may have decided to add, including all relevant information from the text, and to allow marks for an overall excellent assignment. Each criteria was assigned a value as of between 1-5 points. This was initially 1 - 3 but was felt to be inadequate as most marks were falling into the middle category. 0 = absent, 1 = weak, 5 = strongest (approximating native speaker). T

These written tasks formed stage 6 of the R2L teaching cycle, namely “Independent writing”. The written tasks were then marked to measure progress and approximation to genre. Results of all written assignments were recorded, but those from the tracked students were recorded and collated for analysis and inclusion in this research paper.

g) Observation and Field Notes

The researcher kept an on-going journal (see Appendix 18) consisting of field notes throughout the year. This consisted of observations of the perceived attitudes and responses of the students during the implementation of the R2L approach, as well as the practical day to day planning of the project. This included, for example, errors made during the implementation of R2L, such as the incorrect choice of text, and steps that could be taken to remedy such situations. Also recorded in the journal were solicited and unsolicited comments from other lecturers as to the possible cross-over effects of the R2L implementation in other BCom4 modules. Recording the qualitative data in a journal provided a systematic way of collecting potentially valuable information during the research and allowed the researcher to revisit the implementation process for analysis during the post-intervention phase.

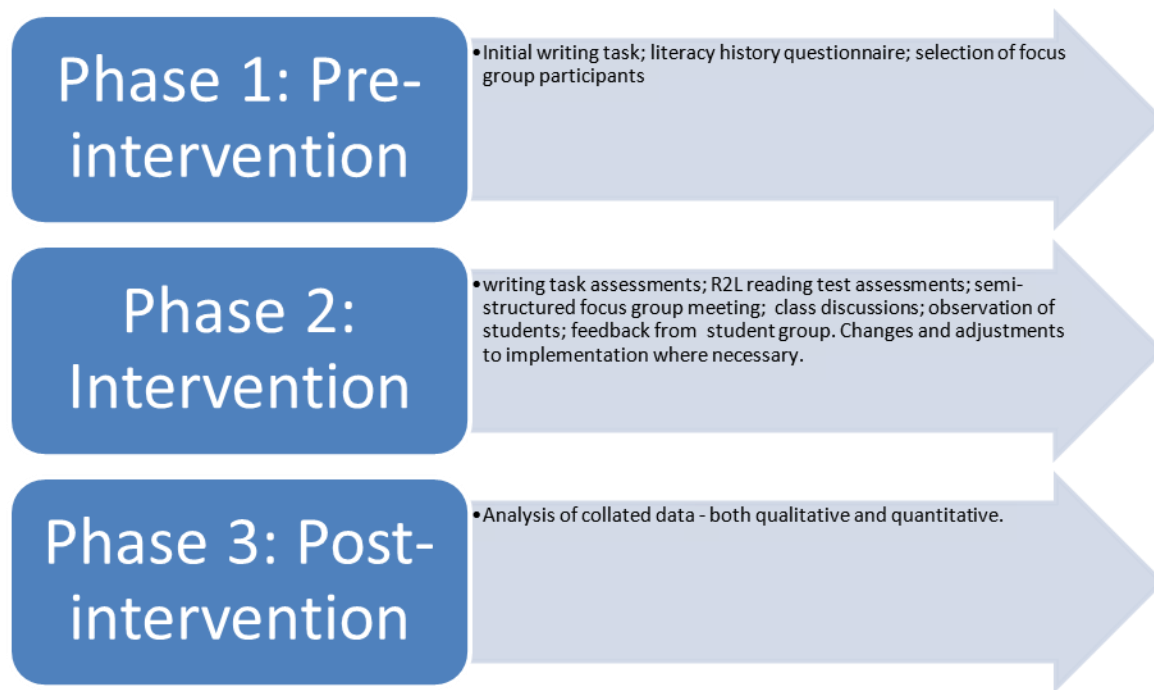


The instruments above were used during three specific phases of the study project, namely: pre-intervention, intervention; and post-intervention phase. Use of each instrument will be discussed within the context of the relevant phase.

### **3.9 Phases of the Research Project**

Within the stages of the action research paradigm, this study was further divided into three main phases in which the necessary tasks or projects would be carried out. These phases can be labelled as pre-intervention, intervention, and post-intervention phases. For example, Phase 1 would involve the creation, piloting and distribution of a literacy history questionnaire, as well as reading assessments of tracked students. During the intervention phase, the genres and writing assignments would be completed, whilst the post-intervention phase would consist of collating and analysing data recorded during the previous two phases. These phases are illustrated below in Figure 7 along with the relevant research instruments used. A more detailed discussion of each phase then follows.

Figure 7: The Three Phases of the Research Study



### 3.9.1 Phase 1: Pre-intervention

Phase 1 consisted of an initial writing task (see Appendix 3) to assess the level of academic literacy with which the students entered into the programme with, and based on the results, those who would be tracked were chosen. The writing task consisted of asking the students to give an opinion on a recent statement made in the media about service delivery in South Africa. In hindsight, the initial writing task should perhaps have been a personal narrative on their experiences with reading and writing. Subsequent tasks given to the following year's students showed that an essay on their literacy history yielded more valuable and personal insights into their experiences. A questionnaire on literacy history was piloted and then given to the whole study group (see Appendix 4) in order to obtain background information on their experiences with text and print. Initial reading assessments were then conducted with the tracked students.

Other reading tests designed to grade the reading age of learners have been conducted previously. For example, Ralfe (2011) made use of the Gapadol Test which was devised in Australia in the early 1970's. This test was designed for adolescent readers and assesses reading up to age 16 years 11 months. However due to its age, this test is slightly dated and it was decided to utilise the R2L reading assessments given within the R2L training manual (Rose, 2009). These reading assessments consisted of graded texts ranging from grade 3 to grade 10 level (see Appendix 14). The researcher added an academic text to the range for students who were reading at a higher level. The assessment comprised of noting hesitations and mispronunciations in the individual texts, then dividing the number of 'errors' by the total number of words in the text. The researcher then asked the student questions based on the text he had just read in order to ascertain comprehension. Combined, these gave the researcher the ability to see at which grade level the student was reading at.

### 3.9.2 Phase 2: Intervention

The intervention period consisted of five genres taught over two semesters, using the six-stage cycle of R2L. These genres were explanation, exposition and narrative (Appendices 4 - 6) during the first semester and editorial and academic argument texts during the 2<sup>nd</sup> semester (Appendices 7 – 8). At the end of each R2L cycle, the independent writing task formed the basis of the assignment that the students were given. End of semester examination results were also taken into consideration. There was one exam at the end of each semester, as well as a formal class test per semester. During this intervention period, I also observed the students regarding class participation and attitudes towards the R2L approach. It is at this point that the concern of R2L with the deepening of classroom interaction should be discussed in some detail.

Students unable to read at the necessary levels they need in order to engage the curriculum are less likely to actively participate in classroom learning (Rose & Martin, 2012:139). Nuthall (2005:919 in Rose & Martin 2012:139) reports that: *“Typically, a few students contribute the majority of the ideas, a few more students one or two ideas, and most students are silent.”* It is generally the weaker students who are inclined to ‘hang back’. If they offer an answer that is incorrect, the teacher may not accept it, which can serve to alienate these students further and cause communication breakdown (Malcolm, 1991 in Rose & Martin, 2012:140). In order to avoid such a situation, every answer offered by a student during class interaction is affirmed. This initially caused some concern to the researcher in this study because she was not sure how to ‘accept’ an answer that was too far off-target. If the student is told that an incorrect answer is acceptable, the teacher runs the risk of misleading the student. After some considerable time and thought, the researcher believes she found a way to ‘accept’ such an answer by probing deeper into the thinking behind the student’s question, i.e. by asking questions of the

student regarding the answer. In this way, the researcher felt that the answer could be ‘gently corrected’ without the student being made to feel inadequate or ‘stupid’ for offering the original response. As students find their interaction attempts being affirmed, so they begin to increase in confidence. As it is the goal of R2L to close the gap between weaker and stronger students, it is important that the classroom discourse is designed in such a way so as to support and encourage the active participation and learning of the weaker students.

In addition to observations and noting of classroom interaction levels, informal discussions were held in class from time to time on the students’ understanding and perceptions of what they were learning. At the beginning of the 2<sup>nd</sup> semester, a semi-structured focus group meeting was held to obtain ideas, feelings and opinions of the tracked students and the results were duly recorded. Towards the end of the 2<sup>nd</sup> semester, reading assessments were conducted again with the tracked group, using the same texts used in the initial reading assessments, to ascertain if there had been any improvement in the reading ability of the participants during the course of the year.

### **3.9.3 Phase 3: Post-intervention**

Post-intervention consisted of collating the data and analysing the questionnaire in order to uncover any patterns and trends such as whether or the weaker students received access to print before entering primary school. Results of written assignment tasks were recorded and analysed in order to observe any positive or negative changes in writing skills between the 1<sup>st</sup> and 2<sup>nd</sup> semesters.

Both pre- and post-intervention reading test results were recorded and analysed. Comments and feedback received during the focus group meeting were collated, as well as comments to the researcher from other lecturers on the perceived effects of R2L. These comments were both verbal and written, in the form of emails (see

4.1) to the researcher. After the analysis, the results were ‘interpreted’, meaning that the researcher made her own inferences from the comments, meanings that collate with the data that others collect (Charmaz, 2002).

### **3.10 Further Methods of Qualitative Research**

There are other methods of qualitative research that are also used in this study. They are Participatory Action Research (PAR) and Case Studies. A brief explanation of each form and the rationale behind their use in this study are outlined below.

### **3.11 Participatory Method & Case Studies**

This study qualifies as Participatory Action Research as it involves the subjects as an integral part of the design of the approach. It also holds a commitment to improving the lot of the participants – changing their social conditions, aiming for equality. The participants are involved in the process, which increases the chances of high construct validity and makes for ‘ownership’ of the findings. The refusal rate of the students in the complete ELDV group of 47 was low- only one student refused to participate - bringing the total of participants down to 46. Due to the small size of the group, there could be a lack of generalizability and strong causal/structural explanations. It is important, for example, to understand if any improvement in academic literacy is due to the use of the R2L approach or simply the maturation of the student throughout the year.

### **3.12 Case Studies**

This research is a case study because of its qualitative nature and because it involves the study of a small group of people (less than 50) over time. Case studies also involve participant observation and the use of tracked student-groups, such as in this study (Mouton, 2001; Yin, 2009). The purpose of case studies is to empower the disadvantaged students so that they become co-workers with the researchers in their own emancipation. Students have some control over the process – they can control what they give to the study and what they get out of it.

Out of a total of 46 students in this study, ten were specifically tracked and data recorded in detail. These students were chosen based on the outcomes of the initial writing task, which was marked according to the R2L criteria explained further on in this chapter. The assessed writing tasks were divided into three basic groups based on the results: higher, medium and lower results. Then three students were selected randomly from the higher group, four from the middle group and three from the lower group.

The reason for selecting a smaller group of tracked students was to examine more closely the effect of R2L on students' literacy and to have access to personal feelings and opinions during the process. It was felt that tracking all 46 students would be too time consuming, and that selecting ten would give a good overview of the results, as well as allowing the researcher to build up a closer relationship with participants. Comments and insights of the tracked students were collected during a focus-group meeting, as well as detailed data concerning reading and writing, so that it could be tracked and analysed throughout the two semesters.

The strength of case studies is that they can give high construct validity and allow insights into the effects of the R2L approach, due to the relationships formed. A

weak area of case studies is that it may be difficult to generalize findings of one particular case with those of other groups. It is hoped that results from other studies using R2L in South Africa and overseas, as well as triangulation of the data, will give credence to the findings of this one and help to offset this potential problem area. There is also the issue of potential researcher bias – the researcher must take care to avoid getting overly involved with the progress of the participants, especially as the relationship with the students is built up.

### **3.13 Ethics & Power**

Students are less powerful than lecturers or researchers. Because of this imbalance of power, the potential exists for misuse of power by the researcher. It is therefore crucial to uphold the basic rights of participants at all times (Mouton, 2001). These basic rights include:

- The right to privacy, which includes the right to refuse to participate;
- The right to anonymity;
- The right to informed consent; and
- The right not to be harmed in any way.

This meant the researcher not only obtained an Ethical Clearance Certificate (see Appendix 1) but also obtained from consent from all students willing to participate before any research was undertaken (see Appendix 2). The students were allowed to withdraw from the programme at any time, and all identities of those who participated would be kept completely anonymous. There was a sense in which the students could not choose to withdraw from the module itself, as the implementation of R2L formed the curriculum for the 2011 cohort, and they therefore had to complete the set written tasks contained in the ELDV module in order to obtain the necessary credits for their degree. However, students could formally choose to be part of the larger study. If they consented to this, it would



mean that they would complete the literacy history questionnaire, their assignment marks would be recorded and they would be eligible to be selected as one of the tracked students. Participants would also be given recorded reading assessments and any feedback or comments offered to the researcher during the research process (concerning the R2L approach) could be recorded and analysed.

### **3.14 Methods of Analysis & Interpretation**

The data collected for this research will be analysed from two perspectives, a constructivist grounded theory and a text analysis perspective. The instruments used for analysing qualitative data will fall into the former framework and the instruments used for quantitative data will fall into the latter. Firstly, I will examine a constructivist framework and discuss my reasons for choosing this.

### **3.15 Constructivist Theory**

The reasons for choosing to work with a constructivist framework are twofold, firstly because the R2L approach necessitates a hands-on, teacher fronted learning environment where a relationship is developed between researcher and participants (Rose, 2004; Martin & Rose, 2005) and secondly, because of the importance of Vygotsky's (1978) concept of social constructivism. Vygotsky (1978) emphasized the critical importance of culture and the importance of the social context for cognitive development. The Zone of Proximal Development is probably his best-known concept, and argues that students can, with help from others who are more advanced such as teachers or fellow learners, understand ideas and grow in skills that they would not otherwise be able to master on their own. Arising out of the concepts initially developed by Vygotsky, Charmaz (2002; 2004) developed constructivist grounded theory of data analysis. Any data analysis must include causes, conditions and consequences of the information. The researcher does not

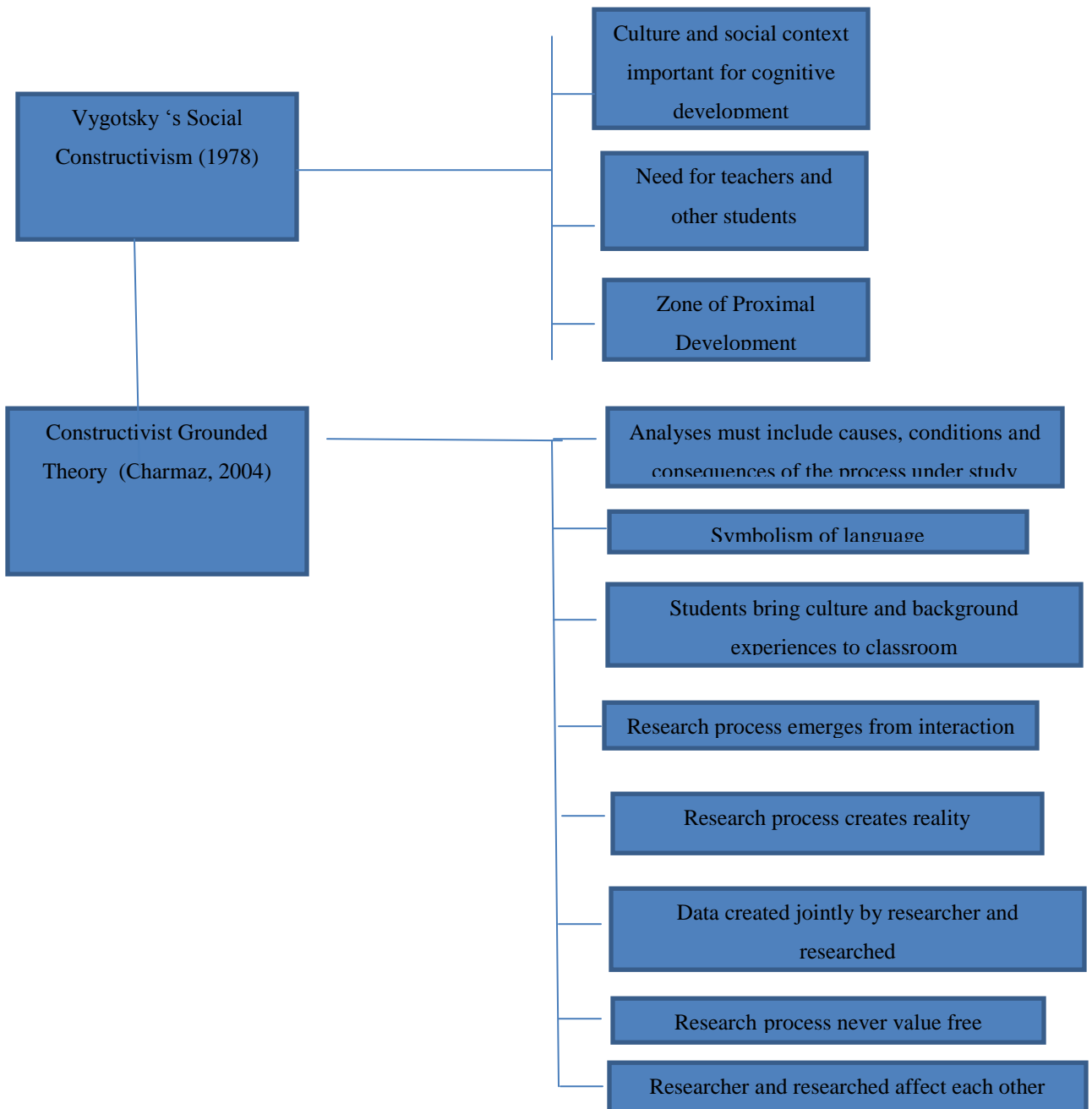
go into the research space with a pre-conceived idea. Instead, researcher and participants work together to create reality as it occurs in the situation. Charmaz advocates the importance of the researcher moving into the research space, paying attention to language and interaction to find implicit meanings, as well as “listening to the silences” to see what they may tell us. Students speak from their cultural and ethnic backgrounds (what they bring to the classroom) not just as speakers but also as individuals. For example, in this study a particular student mentions the fear he felt when being confronted with English in grade four. He could not understand a word of the story his teacher was reading. When the teacher began to ask questions about the story, he slunk down in his chair, hoping he would not be asked and have to display his “ignorance”. The teacher did ask him a question about the story, and he could not give an answer. The teacher picked up an orange pipe with which she proceeded to hit this student over the head. From this account, we can get a feeling of the fear of learning English that this student may bring to the classroom situation. If we as teachers marginalize the importance of previous experience that learners bring to the classroom, we may miss out on an opportunity to provide them with the tools they need for their emancipation.

Charmaz (2002:402) outlines the basic assumptions of constructivist grounded theory:

- Research process emerges from interaction;
- Reality is constructed – but constructed under certain conditions;
- The researcher and researched construct data jointly – data is a product of the process;
- The position, privileges, perspectives, interactions of the researcher affect the researched;
- Therefore research always reflects value positions;
- The problem is to identify these positions and be aware of how they may affect the research process itself - do not deny their existence.

The constructivist theory of analysis illustrated in Figure 8 (on following page) outlines the basic tenants of both Vygotsky and Charmaz and how one develops upon the foundation of the other:

Figure 8: A Constructivist Perspective of Data Analysis



The constructivist theory framework will be used to analyse the qualitative data, namely discussions and feedback recorded from the tracked group. In order to analyse the quantitative data, another framework will be used, namely Text Analysis.

### **3.16 Text Analysis**

Discourse or text analysis will be the method used to interpret and analyse the Literacy History Questionnaire, reading assessments and writing task assessments. Broadly defined in linguistic terms, ‘discourse analysis’ means a variety of approaches to the analysis of written, vocal, sign language or semiotic event, (Brown & Yule, 1983; Gee, 2005). Janks (2010:55) describes it as an

*“... abstract concept. Socially patterned ways of writing/designing, constructing truth are not tangible. They only become visible when they are realized in texts. Every text is an instance, hence ‘instantiation’, of a discourse. They are the material form that discourses take.”*

The rationale for the use of this form of analysis is that it allows a search for multiple meanings in collected data. This does not mean that one does not look for themes and patterns, or that frequency of occurrence of data is not important. Rather the researcher must go beyond assigning arbitrary pieces of data to set categories. It is here that the form of text analysis used for analysing this data falls into an interpretivist approach (Lacity and Janson, 1994). An interpretivist view is concerned with the contextual circumstances that influence both authors and researchers interpretations. Writing will reflect the culture and experience of students. For example, in written narrative texts of students in this study, one may find themes such as forests, violence and a lack of general knowledge (such as Zebras and Pythons in the Amazon “Forest”). The researcher must also understand

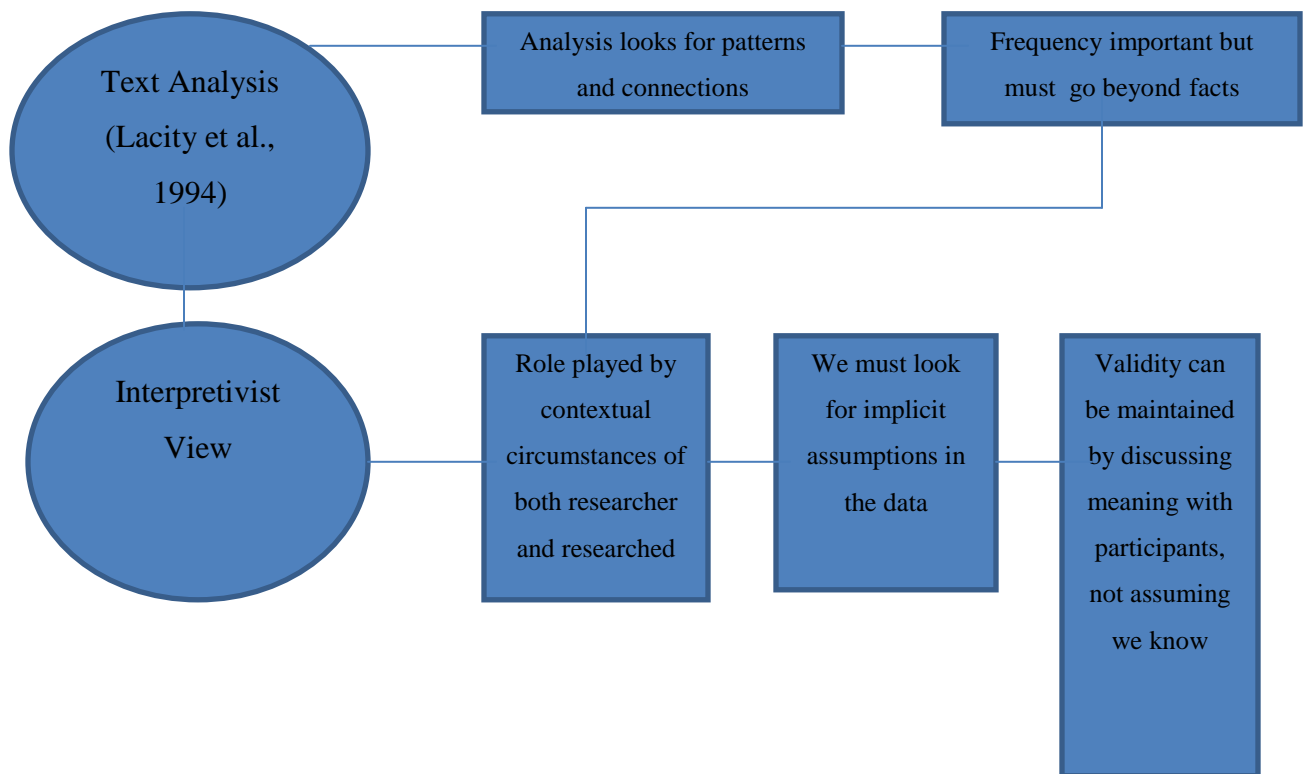
her own biases and cultural filters, and discuss with the participants the meaning that they ascribe to their experiences.

A downside is that because we are looking ‘deeper’, our interpretations may lack validity due to subjectivity in a deeper interpretation. Therefore, it is necessary to look to other evidence to support our outcome, such as peer review and participant review. In this study, the opinions of other researchers and students are important to increase this validity (see Appendix 18). Triangulation of data was used (see 3.2) for this purpose.

As mentioned, the data subject to this analysis were the literacy history questionnaire, the reading assessments and writing task assessments. Instances of occurrence were noted and recorded, for example, the number of students in the group that may have attended the same school and/or the number of students who had access to reading before they began pre-school. This was in order to find evidence of patterns. For example, after the reading assessments results were recorded, they were placed alongside the results of the questionnaire to ascertain if students who were reading below the expected grade level had been denied access to school libraries. In the same way, the results of the writing tasks were placed alongside both the questionnaire and the reading assessment results to indicate, for example, if students with poor writing skills were also reading at below the expected grade level. If similar results were obtained from these three different sources, it would first authenticate the data and then, finally, add to its validity.

In Figure 9 below, an outline is given of the main tenants of Text Analysis and the interpretivist view:

*Figure 9: An Interpretivist View of Text Analysis*



The findings of these analyses and interpretations will be discussed in detail in Chapter 4.

### **3.17 Limitations**

In every research study, there will be certain limitations. In this case, there was a need for rigour, controlling variables, time factors, limitations on qualitative studies as well as others, all of which are listed below:

### **3.18 Need for Rigour**

As mentioned previously, a criticism of using qualitative approaches is their lack of rigour. In order to combat this, it was important that data was carefully selected, stored and analysed. It is also important to correlate any findings with that of other such studies – such as those in Sweden or Australia in order to avoid the lack of generalization. It is always possible that participants may give the researcher information that they feel she wishes to hear – what is known as ‘window dressing’ and this can have an effect on the validity of the outcomes. The researcher felt that by involving the students in the process of R2L implementation at every stage, i.e. by making sure they understood what was being taught to them and why, and by building up a relationship of trust with the participants, the possible effects of ‘window dressing’ could be minimized.

### **3.19 Variables**

Variables are anything that can affect the results of a study (Hiray, 2008). There are in every type of study, including social science, dependent and independent variables.

Independent variables are those that are systematically manipulated by the researcher during the process. Some of these variables can be controlled. For

example, if the ELDV group on the Westville campus had been selected as a control group, it would have been impossible to control the teacher variable. Distance and lack of homogeneity could also have posed difficulties. On the PMB campus, the BCom4 access-level students are virtually all isiZulu L1 speakers, with exception of two who speak isiXhosa and seSotho as an L1 and use isiZulu consistently as their L2. There are other independent variables that cannot be controlled, such as age, gender, motivation or even innate language ability of students. It was important that the variables were selected carefully in order to determine their relationship to improved performance in academic literacy.

In contrast to the independent variables, the dependent variable is the response of the participant – the outcome of the study. This variable is what is measured and observed to determine the effects of the independent variables. In this study, the dependent variable is the improvement in the academic literacy of the students.

### **3.20 Observation**

A possible problem with observation is similar to that of ‘window dressing’. When participants are observed, there is a possibility that they will behave in a way that they feel the researcher would like them to. How then can we accurately analyse the results? Once again, by not placing our own assumptions onto students, listening, entering into the research space (Charmaz, 2004) and avoiding becoming too emotionally involved with participants, as this may cloud our judgment. Listening to the voices of participants, working with them, not making assumptions, looking at language, and correlating the findings with those of other researchers, will help to increase the validity. For example, during one discussion on the effects of R2L on the students’ literacy, the students praised the process. But it was my feeling, in this instance, that the praise was descending into flattery and that they were giving me ‘what I wanted to hear’. The researcher does have to make such subjective judgments at times, but the positive effects of R2L have since been based



on written emails to the researcher without any prompting, unscheduled visits by students who had finished the 2<sup>nd</sup> semester of the course, especially to say how R2L had worked for them, as well as comments on the literacy improvement of students by lecturers who were not aware that the new approach was in place.

### **3.21 Other Modules not using the R2L Approach**

Another limitation of this study was working as the only module within the larger Bcom4 course that was using the R2L approach. For example, it is an important principle within R2L that academic literacy is made ‘accessible’ to students. No learner is expected to give the answer for something that he hasn’t been taught and learners are not expected to understand language that they have not seen before. Thus an exam question set in an ELDV paper would be set in such a way that it is readable to the learner, with an explanation of a word given in brackets if the lecturer feels the learner may not understand it. Other modules within the BCom4 Access are still using what may be regarded as an ‘elite’ level that only allows for stronger students to succeed. For example, a set test paper for Economics may use phrase the questions without consideration for the fact that the students sitting for the test are not first L1 English speakers. In such a case, the vocabulary used in the question may not be easily understandable to a student who struggles to read academic English. In contrast, when setting the ELDV test or examination paper, care is taken that the question can be clearly read and comprehended by the students.

It is unfortunate that literacy is still believed to be a skill that must be taught by foundational or English teachers.. It is the intention of R2L that it should be implemented cross-curricular. The fact that R2L is still confined to the English Language module of the BCom4 programme limits the ability of the students to access content and academic genre in other vital disciplines such as Mathematics, Economics or Accountancy.

### **3.22 Time Factors**

Unfortunately, the time allowed for this research was only one year – 12 weeks of lecture time. Considering that this is an intervention, and follows some twelve years of, in most cases, poor quality schooling, one year is a very short time-space in which to remedy ‘literacy-ills’. Some of the participants have since commented that they feel they need this approach taught to them for the next four years of their university study, and that they wish they had been able to access it sooner.

### **3.23 Other limitations**

The implementation of the R2L is an on-going project in the access programme. The cyclical method of action research allows the researcher to become aware of other limitations, and therefore to make changes and re-implement the process. Some of these issues are the need to adapt R2L to South African conditions, for example, the choosing of texts and lesson plans relevant to our situation. Also, in order to implement R2L across disciplines, it is assumed that lecturers will have some depth of knowledge of English grammar. This is not always as accessible to lecturers of, say, Economics, as one would like to think. The pace of work and curriculum expected at the university limits the time that other lecturers can give to this approach. Not all have control over the content or pace of their curriculum, and must work to a prescribed schedule.

### **3.24 Conclusions**

It was felt that working within a framework of critical theory and action research worked well in implementing and analysing the effects of the R2L approach in this research study, as long as the data was properly analysed and triangulated. This involved accurate

recording of data and the comparison of data from a minimum of three sources in order to substantiate findings. A mixed methodology was used (see 3.2) which consists of both qualitative and quantitative techniques. The advantage of integrating both these techniques into one study is that it can give a more holistic view of the research findings. For example, using quantitative data from the writing tasks may give an indication of which students had performed better on the writing tasks, tests and examinations. However, it would not be able to give insight into the feelings, attitudes and perceptions of the participants themselves. This would hinder the purpose of action research where the researcher works hand in hand with participants. Instead, their 'voices' would be hidden. On the other hand, a totally qualitative study may preclude the 'hard evidence' that can be provided from obtained and recording facts and figures. Using both techniques allowed for a use of a greater variety of instruments that serve to give a deeper overall picture of the possible effects of the R2L implementation.

## **CHAPTER FOUR: FIELDWORK AND DATA ANALYSIS**

### **4.1 Introduction**

The intention of this chapter is to bring together two elements of the research project: the recorded data, collected via the research instruments mentioned earlier in this thesis (see 3.8) and the analysis thereof. The purpose of the research study was to obtain evidence to either support or fail to support the hypothesis that the R2L approach would have a beneficial effect on the academic literacy of the students. To this end, the data is presented in order that its validity and reliability may be ascertained. Initially, the methods of analysis will be discussed, followed by the connection of the data to the initial research questions. The project was divided into three main stages, pre-intervention, intervention and post-intervention. Each stage will be examined in detail with regard to the instruments methods of analysis utilised, in the hope of presenting a rigorous set of data that can be triangulated for validity and thereby a clearer picture of the possible effects of the R2L implementation.

The focus of the collected data is the investigation of the effects on the implementation of the R2L approach on the academic literacy of the students in the BCom4 Access Programme over a period of one academic year. Although the initial group of students numbered forty-seven, one student did not wish to participate in the research study and therefore the number was reduced to forty-six. Furthermore, a smaller group of students was closely tracked and data recorded during the period. It was a matter of debate at the outset of this research whether or not to use a control group. As mentioned previously (see 3.19), the difficulty in controlling the teacher variable precluded the Westville ELDV group from participating in the study. The students in the Pietermaritzburg group were divided into two groups. However, I had ethical concerns with selecting one group for the R2L implementation - which had the potential to greatly improve their academic performance - and leaving the other group with the previous module material. For this

reason it was decided not to proceed with a control group but to use the R2L approach with all 46 students.

Several recent research studies have shown that students have difficulty learning academic skills through the medium of English as opposed to their L1. Joseph & Ramani (2006:187) discuss how lack of English competency excludes many from worldwide socio-economic power and how the prestige of English displaces many local languages. Further, Din, Kwong & Sin, 2003 compared the science achievement of students learning through English as MOI compared to that of students learning through their mother-tongue, which is Chinese. English-medium students performed poorer than students studying through Chinese L1. Results implied that English MOI students were held back by their low levels of English proficiency.

In the same vein, the students participating in this study were forced to complete their formal schooling in English and not their L1. It is also therefore likely that their lack of familiarity with English has hampered their learning of academic literacy.

## **4.2 Systematic Data Collection & Analysis**

As previously mentioned (see 3.1), a case study was conducted as it offered the best method for discovering how and why an R2L Approach could be beneficial to the students. The case study involved a mixed methodology to increase construct validity and a triangulation of data from different sources.

A total of seven research instruments were used for this study. By triangulating the results of the recorded data, it can be shown that the beneficial effects of the R2L approach are not derived merely from one source. For example, both quantitative data from the reading assessments, as well as detailed data from the writing assessments indicate a positive development in the literacy skills of the students. Combined with the observations of the researcher and the comments of the students themselves on their

perceptions of the approach, this serves to indicate that the assumption of the beneficial effects of R2L is a valid one.

Further, the purpose of the chosen instruments was to elicit the following data:

- The Literacy History questionnaire served to explore the previous exposure of the students to literacy and to ascertain whether the lack of exposure to literacy may offer reasons for the poor academic literacy skills the students possess when entering their first year of University (Ntuli & Pretorius, 2005; Machet & Pretorius, 2008);
- The reading assessments were intended to measure whether there was any evidence that reading skills had actually improved during the course of the R2L implementation, as per the claims of R2L (Rose, 2006; 2011b);
- The scores recorded from the written data were intended to measure improvement over time in the writing abilities from the base-line (initial task) to the final academic task (Rose, 2011b; Rose & Martin, 2012);
- Observations by the researcher were recorded to assess whether there was increased class participation by weaker students (Rose, 2011b);
- Comments and feelings towards R2L were elicited from the students as a means of assessing whether or not students had learnt the art of using the keyword-identification and retrieval of important information in the text as a life-skill that could be taken forward into their future academic studies.
- The use of several critical texts was included as a means of encouraging reflection upon meaning implicit in such texts. Although this was not the major focus of this study, it did form an important sub-element.

The data for this research project and subsequent analysis is as follows:

- All forty-six students completed an initial writing assessment task (see Appendix 3). From these results, ten students were selected to be closely tracked for a case

study with some data recorded as a precaution from an 11<sup>th</sup> student. The tracked students consisted of three students from the lower achievers, four from the middle and three from the higher achieving group.

- A questionnaire on the literacy history of the tracked students was given to all students and captured by means of quantitative analysis (see Appendix 4). For this dissertation, the information from the tracked students only has been included. The questionnaire consisted mainly of closed questions but also contained several open questions allowing for some qualitative assessment.
- Initial reading assessments of the tracked students were conducted at the beginning of the first semester using extracts from graded reading texts contained in the Read to Learn Training Manual (Rose, 2009) (see Appendix 14).
- Post-intervention reading assessments of the tracked students were conducted towards the end of the second semester using the same texts used in the initial assessments.
- The results of five written assessments and two class tests were recorded in detail (see Appendix 16). These written tasks were assessed by means of the R2L criteria (see Table 1) and took place over the course of the academic year, 2012. The assessment results were analysed statistically using a repeated measures test for equality of means (SAS Ver. 9.2).
- In addition, the researcher made close observation of students' class participation throughout the study. Anecdotal data was used in a supportive and complementary role and consisted of comments and opinions given by the participants during a focus group meeting held towards the end of the second semester. This meeting was recorded and transcribed by means of thematic analysis. Furthermore, unsolicited verbal and written comments to the lecturer pertaining to the perceived efficacy of R2L were recorded. These came from both tracked students and the

larger study group. Comments from other lecturers as to the effects of R2L on other related disciplines within the BCom4 Module were also recorded and included.

By collecting and analysing the above data, it was hoped that the initial research questions posed (see 1.4) in this study could be satisfactorily answered.

### **4.3 Connection of the Data Analysis to the Research Questions**

Whilst analysing this data, it was important to keep in mind the questions that the data is intended to answer. The initial research questions led me to ask the following:

1. If R2L can assist the students, what is the best way to implement the approach within the current ELDV curriculum?
2. If the approach is successful in raising the academic literacy levels of the students, how can that improvement be measured, i.e. how is the validity of the collected data ensured?

An action research paradigm (see 3.4) appeared to be the best way in which to conduct this research. In order to ensure validity of the data, it was important that the research was rigorous, meaning that data had to be carefully collated, stored and recorded. The three main phases of the project, namely pre- intervention, intervention and post-intervention have also been introduced (see 3.9). However, in order to describe instruments used and tasks undertaken by the researcher, it is necessary to discuss these phases in more detail.



#### 4.4 Pre-intervention

The R2L approach was brought to my attention towards the end of 2010. As Jansen (2012:1) states in his discussion on the poor NSC pass rates:

*“ I do not trust a system that makes it possible for a child to pass Grade 12 with 30% in some subjects and 40% in other subjects... it is extremely difficult to fail Grade 12 in South Africa today. You have to put in a special effort, miss your classes, deliberately provide wrong answers to questions, and hand in your paper early during an exam session and maybe, just maybe, you will fail.”*

Both other lecturers as well as the researcher see the results of the poor education system that Jansen (2012) refers to. The question was whether anything could be done to improve the poor reading and writing skills of the BCom4 students now, at tertiary level. R2L was originally developed in Australia in order to assist Aboriginal schoolchildren (Rose *et al.*, 2007). These children come from areas with poor socio-economic conditions and little or no access to book reading before starting school. Their lack of literacy attainment in the foundation years of schooling set them up for academic failure, with few of them graduating from high school and a high drop-out rate. It was suggested to me that applying the R2L approach in South Africa, a country with similar problems in literacy and education, could be beneficial.

This research is one of the first R2L studies to be conducted at tertiary level in South Africa, particularly with access level students studying towards a B.Com degree. The fact that the students were access level gave me some room to develop a curriculum to suit their particular needs using R2L. For example, I could use relevant texts from adjoining modules, such as Economics (see Appendices 8 and 11).

This research project took place on the Pietermaritzburg (PMB) Campus only, with the Westville Campus ELDV group continuing to use the existing module. This meant that for the PMB group, the ELDV Module had to be modified to work within an R2L framework. This was done by re-conceptualising the grammar in the module so that it followed Systemic Functional Grammar guidelines (Halliday, 1994), and selecting texts that would be appropriate to both the genre and the level that the students needed to achieve to be successful at university. Existing assessment tasks in the ELDV Module, where students had been asked to find their own texts and write a ‘response’ to it, were adapted to become part of Stage Six of the R2L cycle, namely “Independent Reading”. The original ELDV Module also consisted of several traditional approaches, and comprehension questions. As it is a foundational principle of R2L that no student is required to answer questions on a text before he or she has been taken through a detailed reading of that text, these comprehension exercises were removed and replaced by the texts that would now be deconstructed and reconstructed according to the R2L cycle. In accordance with the change in the curriculum, the class tests and examination papers were adapted to fit in with the genres and meta-language students had examined and learnt during the lecture periods.

#### **4.4.1 Initial Writing Task**

The purpose of the initial writing task was firstly, to determine the level of literacy with which the students entered the module, and therefore to be able to measure any progress throughout the year. Its second function was to provide a rough guideline of the levels of literacy in the classroom in terms of weaker, average and stronger students. As none of the students were well known to me at the time of this initial writing, I was able to select a group that could be tracked from the initial writing tasks, without any personal bias.

The R2L assessment criteria used to mark texts consists of 14 points. These criteria fall into four main categories of context, discourse, grammar and graphic features, discussed in Table 1 below (Rose, 2009).

*Table 1: Explanation of R2L Assessment Criteria*

<b>CONTEXT</b>	
Purpose	How appropriate and well developed is the genre for the writing purposes?
Staging	Does it go through appropriate states and how well is each stage developed?
Field	How well does the writer understand and explain the field in factual texts, construct the plot, settings and characters in stories, or describe the issue in arguments?
Tenor	How well does the writer engage the reader in stories, persuade in arguments or inform in factual texts?
Mode	Is the language appropriate in terms of written or spoken text?
<b>DISCOURSE</b>	
Phases	Phases are the steps that a text goes through within each stage. A well organized text will have a logical sequence of steps.
Lexis	The word choices made by the writer to build the field of text.
Appraisal	The word choices writers use to make value judgments.
Conjunction	The logical relations between sentences and within sentences.
Referencing	The words (pronouns, articles, demonstratives) that are used to keep track of people and things throughout a text.
<b>GRAMMAR</b>	Are the grammatical conventions of English used correctly?
<b>GRAPHIC FEATURES</b>	
Punctuation	Are full stops, commas etc. used appropriately and correctly?
Spelling	Are words spelled correctly, both frequent and less frequent?
Presentation	Are paragraphs used? How legible is the writing? Is the layout clear? Are required numbers and headings in place?

#### 4.4.2 Assessment Scores & Values

During assessment, each point is given a value of between 0 – 5. These numbers indicate the following:

- 0 = feature not present
- 1 = present but extremely weak
- 2 = poor
- 3 = average
- 4 = good
- 5 = excellent

Initially, I used an assessment score from 1 – 3 points. This proved to be unsatisfactory as most of the scores were falling into the middle range. I therefore changed the values to between 1 and 5 and found this to give a more reliable reading of the level.

The results of the initial writing task, using the fourteen original R2L points, are presented in Table 2 below. The results are for the ten tracked students plus an additional 11<sup>th</sup> student, Gwyneth. The reasons for the inclusion of this additional student will be discussed further on in this chapter (see 4.4.5).

*Table 2: Initial Writing Tasks February 2011*

Student	Purpose	Stage	Field	Tenor	Mode	Phases	Lexis	Appraisal	Con- junction	Grammar	Reference	Punc- tuation	Spelling	Presen- tation
Seth	5	3	3	4	4	2	3	2	3	2	0	1	2	2
Andy	4	2	3	3	3	2	2	2	4	1	1	3	2	2
Samantha	3	4	3	2	2	3	2	2	3	2	1	3	5	4
Gwyneth	5	4	5	5	4	2	3	2	4	4	3	3	5	5
Linley	5	3	5	4	3	3	3	2	2	2	1	2	2	5
Zelda	5	3	4	4	3	3	2	2	2	2	1	3	3	3
Boniface	3	3	3	3	3	3	3	3	2	2	1	2	5	3
Michael	5	4	3	2	2	2	2	3	2	1	1	2	4	3
Lannice	5	4	5	5	4	4	3	4	4	4	3	3	5	5
Theresa	5	4	4	4	4	5	5	4	5	4	2	3	3	4
Noleen	5	3	5	3	3	3	2	3	4	4	1	2	5	3

The initial results were not utilised for term marks. The purpose was to allow identification of particular areas where students were weak in writing and could require additional assistance. In the table above, these areas were referencing, lexis, grammar and use of conjunctions. The overall results for the task were divided into three main groupings: stronger, middle and lower achieving students. From these three groups I selected the students to be tracked, three from the lower, five from the middle (including Gwyneth) and three from the stronger group. The students are listed as follows:

- Lower achieving group: Seth, Andy and Samantha;
- Middle achieving group: Linley, Zelda, Boniface and Michael; Gwyneth;
- Stronger achieving group: Lannice, Theresa and Noleen.

When discussing the tracked students in this dissertation, they will be listed in their group order.

### **4.4.3 Initial Reading Assessments**

It was imperative at the outset to have a record of the initial reading levels of the students I would be monitoring so as to be able to track reading ability growth. The results contained in Table 3 will be placed alongside those of the other writing assessments in Table 7 which were recorded during the year to facilitate comparison. Initial reading assessments were conducted with the tracked students using the series of graded readings from the R2L Training Manual (2009). The graded readings start at Year 3 (Grade 3) and follow through to Year 12 (Grade 12). Although the readings were graded according to the Australian education system, this does not cause complications since South African and Australian schools both start with a Kindergarten/Prep year at age 5-6, followed by Year 1 at age 6-7, through to Year 12.

### **4.4.4 Method used for Conducting Reading Assessments**

According to the R2L approach, the most effective reading assessment for inexperienced readers is to make a record as the student reads aloud. This involves recording students' miscues (substituted, omitted and inserted words) and self-corrections (readers realize their error and re-read the word correctly). Reading assessments of the tracked students followed this recommended R2L method on both initial and post-intervention testing.

A student is considered to be reading accurately at a level if he or she can read a text with less than one error in every ten words. The assessor will then ask the student a few comprehension questions to check comprehension. Particular questions that should be asked by the reading assessor are unspecified directly within the training manual (Rose, 2009) and therefore the assessor is free to choose according to context. The questions I asked differed according to the content of the text being read and were intended to test the student's comprehension at both a literal and a referential level, such as the following (see Appendix 14: Years 5 & 6, "Fins"):

- Understanding of information that was explicitly contained in the text such as: “What were the missiles that were shooting out of the water?” The answer was “dolphins”.
- Understanding of information that was implicit in the text, such as: “What were the feelings of the character, Lockie Leonard, about what he was experiencing?”
- Was the student able to relate in any way to what was happening in the text. For example, had the student ever seen a dolphin and how would she feel if she had a chance to watch dolphins play in the ocean?

If the answers given by the student indicate that he/she does not have a good comprehension of what has been read, then that student is assessed as reading at below the grade level of the particular text. In order to assess the reading accuracy level, the total number of miscues, self-corrections and hesitations is added up (referred to as “errors”) and calculated as follows:

$$\text{Total Number of Errors} \div \text{Total No. of Words Contained in the Text}$$

The student is considered to be reading at a lower grade level than the given text if he/she has made more than one in ten errors, i.e. receives a score of ten or less. Thus if a student achieves a score of 9, that student falls just within the level of that reading grade. If a student achieves 11, for example, they are falling just outside of the acceptable level. These figures represent the values used to list the reading assessment levels of the tracked students in both the pre- and post-intervention reading tests.

#### **4.4.5 Results for Pre-Intervention Reading Assessments**

It was originally intended to assess all ten students’ reading levels, but due to some errors I made in recording the initial data, only eight out of ten initial reading data could be

included in this study. As I had also recorded data for extra student, Gwyneth (see 4.4.2) as a safety precaution in case one of the original tracked students was unable to continue participating in the study, I decided to include her details in the reading assessments. I subsequently have included her details in initial writing task (see Table 2), the overall results (see Table 5) and detailed assessment scores (see Appendix 16). Table 3, below indicates the initial reading assessment levels:

*Table 3: Pre-Intervention Reading Assessment Results*

<b>Initial Reading Assessments March 2012</b>				
<b>Student Name</b>	<b>Reading Grade Level of Text</b>	<b>No. of Errors during reading</b>	<b>Total No. of Words in the Given Text</b>	<b>Score determining Reading Grade Level</b>
Samantha	year 4	11	141	7.8
Seth	year 3	13	122	10.6
Andy	year 5	7	141	4.9
Zelda	year 5	10	141	7
Gwyneth	year 5	12	141	8.5
Michael	year 6	13	197	6.5
Boniface	year 5	9	141	6.3
Lannice	year 12	8	265	3
Noleen	year 6	4	197	2

When looking at the grade levels of the texts in the above table, it is important to note that the number of words in the text does not determine the difficulty level. Rather, as the grade level difficulty of the text is raised, the sentence structures and vocabulary



become more complex. Therefore, years 4 and 5 may contain the same word count but year 5 would have a higher difficulty rating. When assessing the students' reading, I worked both on comprehension and fluency. By fluency, it is meant that the student could read the text through with few errors and pronunciation that could be reasonably understood by the assessor. In order to ascertain comprehension, the assessor asked the student several basic questions pertaining to the text that had just been read. If a student attained either a low or only reasonable level of text comprehension, i.e. they could not answer the given questions with reasonable accuracy or in some cases, not at all, then I did not proceed to the next level, even if the student had read the passage fluently. This was because, in some cases, students could read a text with complete fluency yet not comprehend a word of what they had read.

The reading levels with which the students entered the programme show that they were all, with the exception of one student, reading at way below the level required for university. One of the weakest students in the group, Seth, was reading at grade 3 level in English. Lannice was reading fluently at grade level 12 but her comprehension was a little weak. It may be of interest that the students with a low reading level did not necessarily perceive themselves as having problems with reading English. This point will be discussed further in the following section on the Literacy History Questionnaire.

To conclude, these initial reading assessments showed that, generally, these students were entering University with unacceptably low academic reading levels in English. A comparison with the post-intervention reading assessment results in Table 7 will show possible results of the implementation of the R2L approach across the year of study.

#### **4.4.6 Questionnaire on Literacy History**

The intention of this literacy questionnaire was to obtain some view of the type of literacy background of the students. Based on previous studies concerning the effects of pre-school exposure to books on the future academic performance of children (Ntuli and

Pretorius, 2005) and the fact that these access students are selected from schools that are regarded as disadvantaged (Quintiles 1 – 4), it was necessary to examine the amount of reading students had had exposure to both before and during their schooling years (Pretorius and Lephalala, 2011). The questionnaire was piloted with the mainstream ELDV group in February 2011, after which it was given to all participating students in the BCom4 Access programme.

The questionnaire was initially drafted with a set of questions that I felt I may need for the study. All data was systematically analysed, however, upon later analysis, it was felt that not all of the data recorded needed to be included for the purposes of this study. I therefore selected questions 11-26 on the questionnaire as being more relevant. The complete set of questionnaire questions is contained in Appendix 4. Details for Gwyneth are not included as this student did not return the aforementioned response. Listed below are those questions and responses that were selected:

1. Did anyone read to you before you started school?
2. If so, when?
3. What did they read to you?
4. How many times did you get a copy of your own text to read during school?
5. Did you read for entertainment at school?
6. If so, what did you read?
7. Did your primary or high school have a functioning library?
8. Did you use a public library?
9. Do you read now for entertainment?
10. If so, what do you read?
11. Do you read internet articles?
12. Do you find reading English difficult? If so, say why.
13. Do you find reading in your home language difficult? If so, say why.
14. Do you read in any language other than English? If so, say which language/s.

#### 4.4.7 Responses to Questionnaire

The purpose of using the questionnaire as an instrument was to give the researcher an idea of the background of the students with regards to reading and literacy, and also to look for possible patterns that might provide answers for the current reading and writing skills of the learners. Data showed that the tracked students had all attended different high schools and that only two had a functioning library at either primary or high school level. Also, out of the total of ten, only two were read to at pre-school (i.e. before starting primary school). Students used public libraries but this was mainly for studying purposes as the library was a quiet place to either learn or to make use of computer facilities. Of the two top performing students in the tracked group, Lannice and Theresa, only Lannice had exposure to print before starting school and a functioning school library. This student is also the only one who currently reads regularly for entertainment. All of the students are actively involved with social media.

In addition, it was noted on the questionnaire that all tracked students said that they had no problem reading in their home language, namely isiZulu. Although there were no formal reading assessments in isiZulu, I used a short, expository isiZulu text at Grade 8 level in order to get a limited idea of the students' ability to read in that language (see Appendix 17). Although not a mother-tongue speaker of isiZulu (the language is my L4), my understanding of it enabled me to assess both the fluency and the comprehension of the selected text but I did not feel competent enough to ask the comprehension questions in isiZulu. In order to ascertain comprehension of the text I asked the student, in English, to explain what he/she had just read. The students answered in English, i.e. translated the isiZulu text.

Details on the students are arranged below in the order of literacy level skill. Seth, Samantha and Andy entered the programme as weaker students, Michael, Boniface, Zelda and Linley fell into the middle range category, whilst Noleen and Lannice were the strongest performing in terms of both reading and writing skills.

Below, in summary form, are the answers of each of the tracked students to the posed questions, as well as a brief comment on the results of reading the isiZulu text:

i) Seth

Seth was read to at primary school, mainly books comics and newspapers. He received a text of his own a few times per term and read sometimes for entertainment, mainly comics newspapers and IsiZulu novels. Seth used a public library as there was no library at either primary or high school. He reads sometimes now for entertainment, mainly comics. Seth reads internet articles and claims that he does not find reading English difficult. However he hints at possible difficulties: “... *sometimes is caused by the way of pronouncing. And when a text is written in small words*”.

Seth enjoys reading in IsiZulu because he says: “*I feel relaxed and cool and can practice as much as I want.*” A brief analysis of his reading in IsiZulu appeared to indicate that he was quite comfortable reading in his mother-tongue. If one compares this to the English reading level at he entered the programme (see Table 3), Seth appears to be much more comfortable reading in his L1.

ii) Samantha

This student was not read to before starting and never got a copy of her own reading text during schooling. She made use of a public library because there was no library at either primary or high school. She did not read for fun but reads sometimes for entertainment now, mainly novels. She does not read internet articles. Samantha does not read in any language other than English but does not find reading in IsiZulu difficult. She says she used to read isiZulu in high school but has “no time now” to read in any language other than English. Samantha says she finds English reading difficult “*because other words are difficult and I don't understand the meaning of its*”. Samantha’s reading in IsiZulu appeared to be fluent and she understood well. She had difficulty in translating the text into English.

iii) Andy

Andy was read to in both pre- and primary school, mainly books. He had weekly copies of his own text to read and used both a school and public library. He read novels for fun sometimes at school and today reads novels and magazines sometimes for entertainment. He doesn't find English or isiZulu difficult to read and reads internet articles. Andy does not read in any other language apart from English. Andy's IsiZulu reading was a little hesitant, but his comprehension was good.

iv) Michael

This student was read to before preschool, mainly books. He received a copy of his own text a few times per term. He used a public library as there was no library at school. Sometimes he read novels for leisure and reads novels now weekly for fun. He doesn't find English difficult and doesn't read in any other language. Michael doesn't read internet articles. Michael's reading in IsiZulu was fluent but his comprehension was a little weak.

v) Zelda

Zelda was read to at both pre- and primary schools, mainly books. She received a copy of her own text a few times per term. She used the public library as there was no library at her school. Sometimes she read novels for fun but never reads now. Zelda doesn't find reading in English difficult. She says she often reads in IsiZulu now "for fun" and doesn't find reading in it difficult. She reads internet articles. Zelda had a good understanding of the Zulu text but was not completely fluent. She struggled a little and had to go back and read some sentences again slowly.. It was difficult for her to translate the text into English.

vi) Boniface

This student was read to before both pre- and primary school. He received a copy of his own text a few times per term and used a public library as his high school had no library. Sometimes he read novels for entertainment and reads them now sometimes now for the same reason. Boniface does not find English or IsiZulu reading difficult and also reads in IsiZulu. He reads internet articles. Boniface was comfortable reading the isiZulu text, and his fluency and comprehension were good.

vii) Linley

Linley was not read to before starting school. He got a copy of his own text to read a few times per term. His school had a library but did not have any books. He never read for entertainment during his school years and does not do so now. This student says he does not find reading in IsiZulu difficult but reads in no other language but English. He says he finds English difficult because: *"I am a shy person so it become difficult to express myself in English in front of a crowd."* He reads internet articles. Linley felt was initially hesitant to read the IsiZulu text because of what he said was his "shyness". His reading of the text was a little hesitant but fluent and his understanding good.

viii) Theresa

Theresa was not read to before school and only received a copy of her own text a few times per term. Her school had a stocked library but the students were not allowed to use the books in case they damaged them. She read sometimes for entertainment at school, mainly novels and reads sometimes now, mainly magazines. She does not find English difficult to read and reads also in IsiZulu and a bit of Afrikaans. This student does not read internet articles. Theresa felt comfortable reading in IsiZulu, with good fluency and comprehension.

ix) Noleen

This student was not read to before starting school. She received a copy of her own text only a few times per term and used a public library. Sometimes she read novels and comics for entertainment but does not read for fun now. She reads internet articles. Noleen said she does not find reading in English or IsiZulu difficult and that she reads in Zulu. However, when I later asked if she would read the IsiZulu text for me, she replied that she did not feel confident because her schooling was mostly in English. She agreed to read the isiZulu text but she did have some difficulty in comprehension.

x) Lannice

This student was read to at primary school, mainly books. She had her own copy of a text weekly at school and used both a school and public library. Lannice read as often as she could during schooling years, mainly novels and magazines and reads novels and magazines sometimes for fun now. This student does not find reading in IsiZulu difficult and also reads in Sotho and Xhosa. She does not read internet articles Lannice says, however, that she does find reading English difficult because: *“Sometimes I have to repeat a paragraph twice or three times for to understand what is being said.”* Her IsiZulu reading was fluent and her comprehension good.

#### **4.4.8 Analysis of Responses**

The analysis of responses to the questionnaire aims to show the relationship between schooled-literacies and academic literacy readiness. From the data it can be seen that seven out of the ten tracked students had no access to a school library. In two of the cases, a library existed but either had no books or the students were not permitted to use them. Out of the total group of access students in this study, fifteen had no access to a school library at all and two only had library access during their primary school years. This correlates with the information supplied by Machet & Pretorius (2008) on the low rate of functional school libraries in South African schools (see 1.3).

One of the higher performing students, Theresa, was not read to before starting pre-school, did not receive a copy of her own text to read regularly and did not have the use of a school library. She did, however, regularly read for entertainment during her schooling years and regularly for entertainment now. This indicates a close relationship with print and may go some way to explaining her strong performance. An analysis of the data from the larger group, showed that the six highest performing students overall in the ELDV module received reading in their foundation years and had regular access to school libraries throughout their schooling years. This would seem to indicate a correlation between early exposure to print and academic success (Ntuli and Pretorius, 2005).

One of the questions initially asked in the questionnaire was whether or not the students used a public library. I asked this question with the assumption that ‘using the library’ meant that the students were visiting the facility to take out reading material. As the study progressed, I began to realize that the perception the students and I had of the word ‘use’ was quite different. When I asked the students whether they ever took out books from the library to take home and read, the answer from the group was overwhelmingly ‘no’. In contrast, the majority of students recognized the library only as a place to complete school assignments, to study quietly and/or to use computers for research. They did not visit with the concept of reading for fun. In addition, many students also said they were hampered from using the public library because they were unable to afford the costs of the transport to the town where the library was situated. A connection is made here to the concept of literacy as a cultural and social practice (Street, 1997).

Out of the middle-achieving students, only one was read to, Michael, before preschool. Andy comes from a school with slightly better resources, Quintile 4, whereas other schools are Quintile 1-3 and are less well resourced. This shows perhaps in his library resources and receiving weekly copies of texts. According to his own responses to the questionnaire, he seems to have read often for entertainment – been acquainted with



books and reading, yet was one of the weaker students in the group, coming in at a grade 4 reading level initially.

An interesting point arises out of the data - eight out of the ten students state that they do not find reading in English difficult. Only one of the students making this claim is in the higher achieving group. The other six are in the lower to middle achieving group. If we compare the initial reading levels of these six students – between grades three to six, with their statements that English reading is not difficult for them - they do not seem to correlate.

One can deduce one of two things: either the students wrote on the questionnaire what they felt the researcher would like them to say, or perhaps they were embarrassed to say that their English reading was not strong. The other option is that perhaps the students came into the university unaware of how weak their reading levels were and the literacy standards they have to attain.

I would choose the latter explanation, as the observation showed that the expectations of the students at the beginning of the course seemed to be that the module would be extremely easy and that ‘all they had to do was write’. It may be significant that the highest achieving student in the class, Lannice, besides being a few years older than the other students, described herself as finding English reading difficult. She was, however, reading at grade twelve level in the initial assessment. It may be that this student, being more mature and capable in her academic English, was aware of her shortfalls regarding reading and writing in this area.

#### **4.5 Intervention Phase**

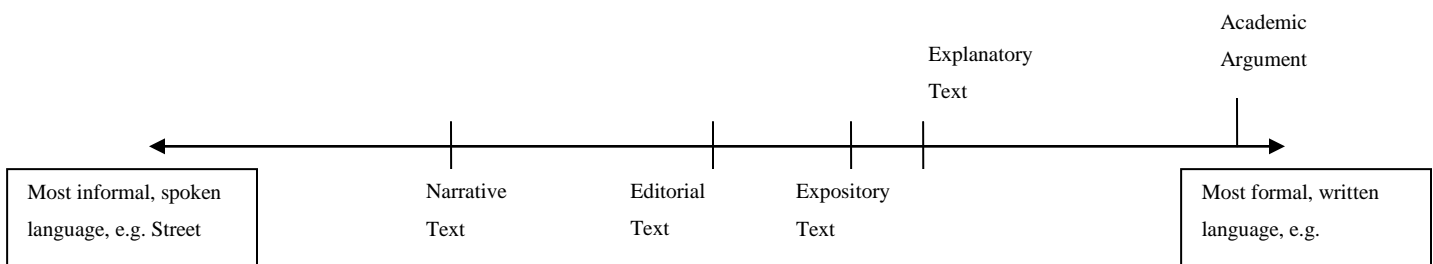
The intervention phase of the study consisted of the teaching of five particular genres relevant to academia as well as a focus group meeting held in order to ascertain the students’ own feelings on the R2L process. Throughout this phase, copies of the

students' assignment tasks and class tests were made and results recorded, as well as the Student Management System (SMS) results for the final examinations in semesters one and two. Both the genre teaching process and the focus group meeting results will be discussed in more detail below.

#### 4.5.1 The Text Genres used during the Teaching Process

The genres taught during the period of the research study consisted of an explanatory text, an expository text, a narrative text, an editorial text and an academic argument. These genres differ in their purpose and intended audience and, therefore, in the way in which they are structured and the language used with them. It is crucial that the students learn the importance of the use of field, tenor and mode (see Table 1) when writing texts, as there is a continuum line between every-day, spoken language and the more formal, academic written language. The particular texts listed above that were selected for the students during this research study could be placed roughly at different points on this line, as in Figure 10 illustrated below:

*Figure 10: Continuum Line between Spoken and Written Language*



The language and structure used for formal, academic texts is only found in written material, such as books, journals and newspapers. Thus children who do not have access to print at an early age may only be familiar with the use of the informal, spoken language situated on the left-hand side of the line, associated with Cummins BICS/CALP distinction (Cummins, 1979; 2000). In order for students to have access to socio-economic power, they need to be able to read, comprehend and write genres in context (Cope & Kalantzis, 1993). Students were taught to read and write these genres according to the R2L Six-Stage Cycle as detailed below:

#### **4.5.2 The Six-Stage R2L Cycle**

The six stages of the R2L cycle have been introduced previously (see 3.2), however, this section will explain in more detail the teaching steps taken in each of the cycles:

a) **Stage One: Preparing for Reading**

Each R2L cycle begins with a contextual background to the particular text. This might mean explaining, for example, the time that the text was written, who wrote it and where.

Students were introduced to the functional grammar elements in the text, such as action and linking verbs, adjectives and the concept of nominalization, found particularly in academic texts. All these grammatical concepts (or meta-language) were introduced for function in order to scaffold students in their context and use in the particular genre. R2L uses a concept of “guided repetition”, meaning that the meta-language and concepts are continually being re-taught throughout the year, whenever relevant to the genre involved.

b) Stage Two: Detailed Reading

After the background information (or ‘preparing for reading’), the lesson takes the students through the process of detailed reading. This involves selecting a particular stage of the text, explaining the stage and phases within and reading, with the students, line by line. The whole text is first read by the class as a whole then each sentence is paraphrased by the teacher. After the sentence has been paraphrased, it is again read out loud. The teacher will then ask questions so as to help students locate the important information in the sentence, consisting of the ‘who, what, where, when, why and how’ questions. The students give the answers to the questions and then underline the key word or words. For hard-to-understand words and phrases, the teacher will provide synonyms for the students by asking them: “*what word in the text means the same as ...?*” For example, if the text reads ‘couch’, you might substitute ‘a soft chair in the lounge that two or three people can sit on’. In this way, the students put the important information into their own words. An example of detailed reading (Rose, 2009: Book 4:22) is shown in Table 4 below. The text is from “Good Tip for Ghosts” (see Appendix 9):

Table 4: Extract from "Good Tip for Ghosts"

How far                      Where from                      Not sure

1. A little way off behind some old rusting car bodies, I thought I heard a noise.

Same way                      How scared                      Tried to get away

2. Pete was looking in the same direction. 3. I was too terrified to move.

Couldn't run                      Tried to yell

4. I wanted to run but my legs just wouldn't work. 5. I opened my mouth to scream

Couldn't scream                      Feet wouldn't move

but nothing came out. 6. Pete stood staring as if he was bolted to the ground.

1. This is the part where the boys are at the dump. They think no one else is there but then they hear a noise.

- *how would the boys be feeling?*

2. what Pete was doing

- *why would Pete be looking in the same direction? Must have been a noise.*

3. how the boy was feeling, how scared he was.

- *what are the things we want to do when we are really scared? Run and scream.*

4. exactly how he couldn't run.

- *so scared he couldn't make his legs move.*

5. he wanted to scream but couldn't.

- *discuss how both sentences have the same pattern – to emphasise the feeling.*

6. Pete couldn't move either.

- *discuss simile – as if he was bolted to the ground.*

:

c) Stage Three: Note Taking

The third stage of the cycle consists of note taking. The students take turns acting as a scribe and write the underlined words on the board. The students call out the underlined words for the scribe. Students can correct the scribe if and when a spelling or punctuation error is made (for example in the case of capital letters), and the students also learn how to take notes.

d) Stage Four: Joint Board Rewrite

Stage four consists of the board rewrite. Once again, students take turns acting as the scribe and the sentences of the text are written on the board. However now, the keywords are substituted with the students' own words. This helps to deconstruct the text, find meaning of difficult terms and words and 'unpacks' the meanings in nominalisations. Students also have assistance with spelling, punctuation and sentence construction. Both the third and fourth stage encourage students to take responsibility for their own learning, as the teacher is only the facilitator in these stages – it is the students who give the words and alternative meanings.

e) Stage Five: Group Rewrite

Stage five consists of a group rewrite. Whereas the board rewrite has meant replacing the keywords, or notes with everyday meanings, now the students are given back the original keywords and required to put them back together into a text resembling the original. The students are divided into groups of four for this task. The text is thus reconstructed.

f) Stage Six: Independent Rewrite

Stage six consists of an independent rewrite. This means that each student has to find another text of the same genre, and using keywords to understand meaning, rewrite the text in his or her own words. I soon discovered how crucial the choice of text is to the R2L approach. My initial directive to the students for the explanation task was for them to find a similar example of the genre. This many students struggled to do, so I chose a text on the Johannesburg Stock Exchange (“JSE”) due to, what I felt, was its economic relevance (see Appendix 6). The results were not good. The majority of the students did not pass this first assignment and one of the students burst into tears upon receiving his results. This was not how R2L was intended to be, as it is very concerned with affective factors and the morale of students, and I found myself with a demoralized team on the first attempt. I therefore had to locate another text, which I found with the help of another academic lecturer who had been involved with R2L for some time. This was an idealised explanation text on the differences between Indian and Xhosa Weddings (see Appendix 6.1). Although I was concerned that the text was very basic, it turned out to be pitched at the right level as the majority of the students were able to achieve a pass rate in this first assignment, and feel more confident.

### **4.5.3 The Genres used for Scaffolding**

The initial genre scaffolding began with an explanation text (see Appendix 5). This initial text was taken from the original ELDV Course Manual and would be the text chosen for detailed reading.

This initial writing was followed by an expository text (see Appendix 7) using the same R2L teaching cycle. R2L allows for a break in the cycle between stages two and three in order to teach necessary grammar. When, for example, teaching sentence construction and clauses, I paused in between these stages and gave the students sentences from the text we had read in detail. These sentences were cut up into clauses and then passed on

to another group to reconstruct. The initial expository text was followed later during the teaching cycle (Stage 6, Independent writing) another text of the same genre (see Appendix 8).

As each new genre was taught, the differences in purpose, audience and structure were made explicit to the students, as well as how the purpose and audience will determine the way we structure our information in a text, as well as the choices of words, field, tenor and mode etc. that the writer makes. The individual genres will be discussed below as well as students' responses towards them.

a) The Narrative

The narrative (see Appendix 9) was included in order to highlight the differences between the genres of formal and informal texts, including the verbs and adjectives used to describe action and detail, and the lack of nominalization in the text. The narrative was also used for entertainment value because it is fun. After the R2L cycle had been completed with a section of the text, students requested that the entire short story be read to them as they were excited to hear what the ending would be. The classroom discussion centred around the different stages of this text, namely character introduction; orientation (time and space); goal; problem; and (temporary) resolution with an optional coda. During the stages, students would talk about how they might feel if confronted with a frightening situation, for example, if they would be able to run away or freeze-up instead. The students initially believed that this genre would be easy to write as they were familiar with the story narrative genre from their formal schooling years. However, many students indicated problems with the structure (setting of stages) when it came to the actual writing of their own individual 'scary' story.

b) The Editorial Text

The editorial text (see Appendices 10 & 11) is quite a different genre, and allows the writer a chance to 'vent his spleen' a little and use emotional and descriptive words. It



was explained to the students how editorials call for action, and break away from academic writing by using value judgments and personal pronouns. The piece chosen for detailed reading lacked some relevance as it was from a Canadian newspaper. However, the topic it dealt with was more general in that it was the possible economic fallout from America's growing debt. Once the students realized that the deadline for US debt repayments was two weeks away, they became very excited. The issues were occurring in 'real time' and the students were impatient to find out what might happen. This also opened avenues for discussion on the importance of the USA as a trading partner for South Africa and the economic consequences of a superpower reneging on debt repayments. I decided, however, to use a text from a South African newspaper in the future to provide a more familiar schema for the students. The students did not struggle so much with the idea of expressing their feelings, as is the case in an editorial, but rather with the level of formality still present in what appears at the outset to be an 'informal' genre. It was discussed in the classroom that an editorial letter will not be published without certain 'formal' writing criteria and language usage present. For example, statements can move into the category of libel, and language that is regarded as 'vulgar' would not be permitted. The classroom discussion also centred around the meaning of 'defaulting on debt' and the weighty influence of the USA on global financial affairs. Students were granted a rewrite on the editorial assignment because of overall poor performance in the task. However, despite the difficulty the students had with this genre, I believe that its value remains in that it provides a contrast with the language used in an academic text - which does not allow for the use of high modal verbs and value judgments, whereas an editorial does. As a result, an editorial text was retained when the new module for ELDV, based upon the R2L approach, was written.

### c) The Academic Argument

The final and most complicated text taught was the academic argument (see Appendices 12 & 13). This was done in three sections corresponding to the three main stages: introduction, development of argument and conclusion. Unlike the previous texts, this text was especially written and simplified for the students by a certified R2L practitioner.

This was again, because of the importance of choosing a text at the appropriate level for the students. It was decided that a regular academic text would be too difficult for the students as this was their first introduction to academic texts. Students were scaffolded in writing the three stages, and then given another text of the same genre for independent writing. They were not required to rewrite the whole of the text given for the assignment, but were asked to retrieve certain information in the text and then write an introduction, development of argument and conclusion using the smaller section of information. Concerning classroom discussions, an academic text is arguably not the most exciting genre for first year access students in terms of content. However, there was a discussion on how current language issues in the schools may affect the academic skills of students, for example the effects of the dominance of English. When it came to the text concerning the basic income grant, the issues revolved around whether the state issuing more grants is a sign of prosperity of the country and whether continued grants are financially sustainable. From a structural point of view, the stages of an academic text seem deceptively easy: introduction; development of argument; and conclusion. However, students struggled with the concept of providing main and sub-headings, numbering and conclusions. Some students still thought in terms of the middle of an essay being the ‘body’ and consisting of only one paragraph. A few actually wrote ‘Body’ as a heading for the second stage of the academic essay.

#### d) Examples of Teaching Academic Literacy Features

Examples of teaching of two literacy features of the academic essay will be illustrated below, namely: the ‘thesis statement’; and ‘nominalisation’.

The first example utilises ‘Introduction’ (stage 1) of the text.

TEXT 1:

1. *Introduction*

*(1)Language issues always create a great deal of debate in multilingual societies because they are tied up with issues of political and economic power. (2)Powerful elite groups have used language as a means to maintain their power and to exclude other groupings from access to power. (3) The more access to power is associated with a particular language, the more likely it is to pose a threat to other languages. (4) These issues are particularly relevant to language-in-education policies (LiEPs) in South Africa, as English is associated with access to political and economic power. (5)The result is that many people pursue English education to the detriment of other languages in South Africa, and with devastating long-term effects on their children’s literate development in both their own languages and in English. (6)This essay will argue that multilingual language-in-education policies (LiEPs) in South African schools are vital for the development of high levels of literacy in both the mother tongue and English and the provision of greater access to political and economic power for all citizens. (7)To develop this argument, the essay will focus on: the benefits of bilingual education; the effects of LiEPs in South Africa on learners’ literate development; and the social, economic and political benefits of high levels of bilingual literacy in a society.*

Within each stage of a text, there are expected phases, meaning the way in which the information is ordered within that section. One of the most important phases within this introduction is the ‘thesis statement’. Often the thesis statement opens the paragraph, but in this case, the thesis statement appears in sentence 6:

*“(6) This essay will argue that multilingual language-in-education policies (LiEPs) in South African schools are vital for the development of high levels of literacy in both the mother tongue and English and the provision of greater access to political and economic power for all citizens.”*

It is important that students learn to identify the thesis statement as the rest of the academic text will be built around this concept. Overall, however, the students struggled to understand what constituted a ‘thesis statement’ and how to identify this in academic texts. The lecturer explained that the thesis statement is *“the reason the essay is being written, what the writer wants to say.”* There must be some purpose in writing such a text in the first place. The thesis statement encapsulates that purpose.

Further, the concept of ‘nominalisation’ was important to teach. ‘Nominalisation’ involves packing a large amount of information into a noun or a noun-phrase. Academic texts contain a large amount of nominalisation and are therefore “informationally dense”. This density is often the reason why the reading of academic texts can be difficult, especially for ESL or EFL students.

An example of how this was taught is as follows using the opening words in the first sentence:

*(1)Language issues*

The above noun was first read, then the meaning explained in detail to the students. Students then put the nominalisation into their own words in order to ‘unpack’ the meaning. For example, *‘Language issues’ can mean the way in which languages are valued in a certain country and that perhaps the languages that the poorer people speak are not thought of as being as important as a language spoken by the wealthier people. The language that is “more important” often becomes the dominant language in society and gets used as the major language for teaching in the schools ....’*

By illustrating the above, some idea of the difficulties students encountered with the texts as well as some of the classroom interactions may be given. A table of the overall results for the assessment of these written assignment tasks will follow below.

#### **4.5.4 Overall Student Averages across 2011**

In order to obtain quantitative data on the possible improvement of the students, I examined the overall averages over the period of study, as indicated in Table 5 below. The same assignments and class tests are included as well as the narrative text results. As mentioned previously (see 4.4.2), the results of the initial writing task did not form part of the final semester mark and are therefore not recorded below. They are, however, recorded in the detailed assessment scores for tracked students (see Appendix 16).

*Table 5: Overall Results for 2011, 1st & 2nd Semester*

Student	Expl.	Expo.	Class Test	Narr.	Final Term Mark	Int Exam 1	Editorial	Class Test	Academic Essay	Final Term Mark	Int Exam 1
<b>Samantha</b>	51	64	50	72	59.3	48	52	59	49	53.3	46
<b>Seth</b>	64	60	20	70	53.5	47	56	54	60	56.7	63.5
<b>Andy</b>	74	73	64	54	66.3	57	50	56	59	55	56
<b>Gwyneth</b>	52	57	50	52	52.8	47	70	0	55	41.7	42
<b>Zelda</b>	66	56	68	52	60.5	65	60	56	65	60.3	57
<b>Boniface</b>	70	58	52	70	62.5	57	60	62	63	61.7	47
<b>Michael</b>	72	50	16	52	47.5	56	38	53	56	49	45
<b>Linley</b>	70	62	68	70	67.5	61	53	56	66	58.3	53
<b>Theresa</b>	82	84	90	78	83.5	78	88	76	80	81.3	73
<b>Lannice</b>	74	84	84	70	78	85	85	69	86	80	67.5
<b>Noleen</b>	72	62	70	72	69	50	56	69	66	63.7	53

Initially, is important to link these results back to the ten tracked students (see 4.4.2). The tracked students were initially divided into three groups based on performance. Looking at the above take, it appears that Michael obtained the lowest mark for the 1<sup>st</sup> semester. This is followed by (listed from lowest to highest score): Seth, Samantha, Zelda, Boniface, Andy, Linley, Noleen, Lannice and Theresa.

If the written test results are compared with the initial reading assessments (see Table 3), information regarding the following students may be of relevance (bearing in mind that, with the exception of Lannice, all the students were reading well below the expected grade average in the reading tests):

- Michael came in with the lowest written score and a grade 6 reading level score. However, Noleen also entered the programme with a grade 6 reading level and obtained a score of 69.
- As previously mentioned, Gwyneth did not complete the tasks for the year and had a high absentee rate, which may skew her results;
- Andy, Zelda, Boniface, Linley & Samantha entered with grade 5 and 6 reading levels and scored between 60.5 and 67.5 points in written tests. Out of these 5 students, only Andy was outgoing. However, it may be possible that his outgoing nature served as a cover for his internal lack of confidence. The other 4 students were more reticent and quieter during classroom interactions.
- Seth obtained the lowest reading score (grade 3) and a low written task score of 51. It was perhaps this low level of reading ability that resulted in this student's lack of confidence in the classroom;
- The students who came in with the highest reading grade levels Lannice & Theresea (grade 12) obtained the highest writing scores at 78 and 83 respectively. Both these students were extremely confident and Lannice was several years older than the rest of the student group, which may also account for her overall achievement.
- It may be important to note that the three top achieving students in the tracked group were female, as were the highest achieving students in the overall group.

With three exceptions the overall results indicate a general decrease in marks between the 1<sup>st</sup> and 2<sup>nd</sup> semesters. There was a decrease of between 2% and 11% in the term marks and a drop of between 5% and 18% in the exam marks. However, in the case of Gwyneth, the large decrease in marks is likely due the fact that she failed to hand in an

assignment, thereby lowering her average considerably. This student was also absent for long periods during the 2<sup>nd</sup> semester. There were three students who showed an increase in results as follows:

- In the term mark results, Michael increased by 1.5% in his term mark; Seth increased by 3%; and Lannice increased by 2%.
- In the exam marks, only Seth showed an increase of 16.5 % between the semesters. Incidentally, Seth also had the largest increase in reading levels (see Table 6).

These results shown in Table 5 concur with the overall results of the ELDV 2011 participants (see Appendix 19), where there was a downward trend between the 1<sup>st</sup> and 2<sup>nd</sup> semester marks.

A likely reason for decrease in the marks is the increasing difficulty of the text genres throughout the year. The initial writing task was comparatively easy compared to the final task of an academic text - arguably the most difficult genre to write. One could also possibly contribute a certain amount of decrease in percentages to exam stress levels.

#### **4.5.5 Focus Group Meeting**

A focus group meeting was held during the second semester to allow time for the students and researcher to reflect on the R2L process and its effects. The meeting was semi-structured with an informal list of questions around which the discussions would be based. These questions were as follows:

- a) What was the official medium of instruction used in the primary and high schools that students attended and did this differ from the *de facto* language used to teach the students?



- b) Did the students find having to complete their high school years of schooling in English difficult?
- c) What effects, if any, of the R2L approach did the students perceive thus far in the study year?
- d) Was the technique of finding important keywords and phrases in the text and underlining them being utilized outside of the ELDV classroom? Do students feel this activity helps to make finding important information easier?
- e) What, if any, problems had the students experienced with R2L thus far?

I was aware that there might be a certain amount of nervousness in the meeting and tried to make it as comfortable as possible, providing cold-drink and eats for the students. It is possible in these environments that students may provide the researcher with the information that they feel she would like to hear, rather than the truth. I hoped that the good relationship we had built up over the preceding months would help to offset this potential problem and assured students that there were no right or wrong answers, and they were free to express their opinions freely as to the efficacy of the R2L approach. As the students were aware that the meeting was recorded, I attempted to make the microphone as inconspicuous as possible so as to reduce any anxiety.

The responses from the students in the focus group on the questions listed above will be discussed in more detail below:

#### **4.5.6 Medium of Instruction used during Students' Schooling**

Initially during the focus group discussion, students spoke about the Medium of Instruction (MOI) used in the schools they had attended. Considering that currently in

South Africa, with the exception of English and Afrikaans, school children receive education in their mother-tongue until the end of Grade three and then change to English as MOI in Grade 4, I asked the students whether they struggled to complete their education using English.

a) Interview with Boniface 26/5/2011

Boniface mentioned that he had to change from English MOI in Grade nine to isiZulu MOI, as he changed schools. I found this statement interesting as the school he attended would not officially have been allowed, under current education policy, to use isiZulu as MOI for high school grade levels. It appears that the *de facto* MOI was isiZulu. I asked him whether it was a problem for him to complete his matriculation in isiZulu considering he had had English MOI since primary school. He indicated that there were some problems: *“It was a little bit difficult for me ... a little bit complicated.”*

b) Interview with Lannice 26/5/2011

Lannice was one of the strongest students in the class in speaking, reading and writing of English. As she was several years older than the rest of the group, it is possible that maturity may have played a role in her success. At Lannice’s high school, the use of English was enforced and the students were disciplined if they were overheard speaking in isiZulu. Students were given a red card every time they spoke in isiZulu. However, Lannice feels this was beneficial to her as it has assisted her. She said: *“It gave me a lot of confidence and look at me now.”*

c) Interview with Zelda 26/5/2011

Zelda had isiZulu as a MOI up to Grade four and then changed to English. She did not feel this was a problem for her. Her comments were: *“It wasn’t difficult, I was comfortable.”*

#### 4.5.7 Comments on the possible effects of R2L

Students made the following comments on the personal effects of R2L:

a) Interview with Samantha 26/5/2011

*“In ELDV (I like it), when we change words, when we find synonyms of words, it helps to understand meaning.”*

b) Interview with Andy 26/5/2011

*“When we are in economics and we can change words it helps to explain some words in economics..., it was quite easy for me to change it the way I understand it, when I am still in high school I was, like, struggling to put something in my own (words) ...ja.”*

#### 4.5.8 Underlining & Finding Keywords in Texts

The students were asked if they use the technique of finding keywords and underlining them to find important information when reading texts outside of the ELDV lectures. Some students made the following comments:

a) Interview with Zelda 26/05/2011

*“... actually for me it's been easy (because) once you have the keywords it is really easy for you to put it in your own words, so it's really works now.”*

b) Interview with Theresa 26/05/2011

- *“You know when we underline words, for instance we did one time... I find for me I never used to answer the question the way I'm supposed to, like just recently when Pam*

*(Economics Lecturer) was asking questions, ... was struggling to ask questions, um, I sit and think what 'describe' means and I think I'm finding myself feeling better in essays because now I'm feeling a lot more confident in trying to think what something means and put it in my own words, ... ”*

*“... although its still a process but I find its now easier, like because, before I crammed and I don't need that any more, I understand what the concept means and then I try to put it on my own words ... ”*

The students generally felt that it makes important information in a text easier to find when they use the underlining of keywords. One student made the following comment during the interview:

c) Interview with Focus Group Student 26/5/2011

*“It has definitely become easier.”*

#### **4.5.9 Possible Problems Experienced with R2L**

The students were asked what specific problems they experienced with the R2L approach during the research period. Andy replied that he found that using the old module with the new material confusing. During the year, it was necessary to replace material in the original module with notes, which I gave the students to file. All copies of texts had to be made and handed to the learners. This problem was rectified in 2012 with the rewrite of the ELDV Module using the R2L approach.

These comments concluded the data recorded and collected from the tracked students. However, there were also unsolicited comments and feedback received from the large study group. These are discussed in more detail below.

#### **4.5.10 Observation & Feedback from the Larger Research Group**

Besides the comments from the focus group participants, there were several unsolicited comments regarding R2L throughout the study period from students in the larger R2L group. Students were continually informed during the year of what was to be taught in the module as well as how and why it would be taught. This is in line with the explicit teaching goals of R2L (see 3.2).

#### **4.5.11 Responses to the R2L Approach**

Initially, students were surprised and confused by the approach as they had never experienced anything like it before. This response has been borne out by the similar reactions of the 2012 ELDV group. However, by the end of the first semester, no fewer than ten students out of the 46 had privately approached the researcher, without any prompting, to say that the ‘keywords were working’. By this they were referring to the underlining of important information and concepts in a text and paraphrasing what they had underlined in order to understand what the text meant. In other words, without consciously realizing it, the students were learning to read. The fact that this vital concept of reading was being grasped by the students is no small issue as it is the foundation of R2L that students cannot satisfactorily learn to *write* a text until they have first been able to *read* it.

#### **4.5.12 Observations on Class Participation**

It is another foundational point of R2L that it is designed to facilitate class participation by *all* students by gradually building confidence in those who are more reticent. These students are often those who were lower achievers. By means of observation, I noticed over the period of the first semester that the less confident students gradually began to offer answers during detailed reading. These answers were tentative at first, but as students found their answers accepted and affirmed by the lecturer, they began to

contribute answers and participate more confidently. This increase in participation continued throughout the second semester of the study period.

#### **4.5.13 Co-operation with other Lecturers in the BCom4 Module**

During this time, I was able to work closely with the economics lecturer on the PMB Campus in order to assess whether R2L was transferring from English class to other disciplines. Concern for the lack of transference came about as a result of essays I was shown that were written for the Economics module. These essays were badly written compared to the work I was receiving from the same students in the ELDV lectures. I therefore discussed this with the larger ELDV group, and the necessity of transferring skills learnt in English across to other subjects. The students' responses were surprising. When asked why they did not put their English learning into practice in their economics writing, many in the group said that they had 'never thought about it before'. Some of those that made this comment were stronger students. Reasons for this could be varied. For example, responses to the Literacy History questionnaire revealed that in many cases, students are unaware that their academic literacy skills (or CALP) in English is poor (see 4.4.7). It could also be as a result of the weak culture of learning that exists currently in the schools (see 1.3) and the emphasis on rote learning that still takes place in South African schools despite progressivist education policies.

As a method of both encouraging and assessing the transfer of skills, it was decided that ELDV lecturer would mark the English of the economics essays that the students wrote from that point on. The students were initially quite surprised that their ELDV lecturer would view and mark their essays from other subjects. However, both the economics lecturer and I noticed a substantial increase in the quality of writing the students were producing in economics from that point on. I would deduce from this that students need to be made explicitly aware of the relevance of the R2L reading and writing training to their other subjects, as it cannot be assumed that they will automatically be aware of this.

#### 4.6 Detailed Results from Assignments and Class Tests

In order to obtain deeper insight into the results, I further analysed the data for each individual assignment mentioned. The detailed results (see Appendix 16) consist of seven of the eight written assessment tasks completed by the ten tracked students in the project, two of which are class tests. The results are divided into the 14 criteria points used to assess R2L, as discussed earlier in this chapter, each bearing a value of between 1 and 5 marks. The detailed results for the narrative task assessment criteria were not recorded. However, the overall results were and are included further on in this chapter. This means that the recorded detailed assessment criteria for the writing tasks consists of: the Initial writing task (see Table 1); Explanation; Exposition; Class test 1; Editorial; Class test 2; and Academic Argument.

The recorded data was analysed in order to ascertain any trend towards improvement in any or all of the fourteen criteria for R2L assessment. Using SAS, Version 9.2, the analysis consisted of a repeated measures test for equality of means:  $H_0: \mu_1 = \mu_2 = \dots = \mu_p$  where  $p$  is the number of occasions or tests and  $\mu_i$  denotes the mean for variable measured at occasion  $i$  (Fitzmaurice, Laird, Ware, 2004). Statistical analysis of the criteria scored showed significance for only five of the fourteen criteria (see Table 1). These five areas were: referencing; staging; grammar; spelling; and punctuation. It was decided against weighting the variables of the different tasks due to concern that weighting the tests may artificially indicate significance. The results were as follows:

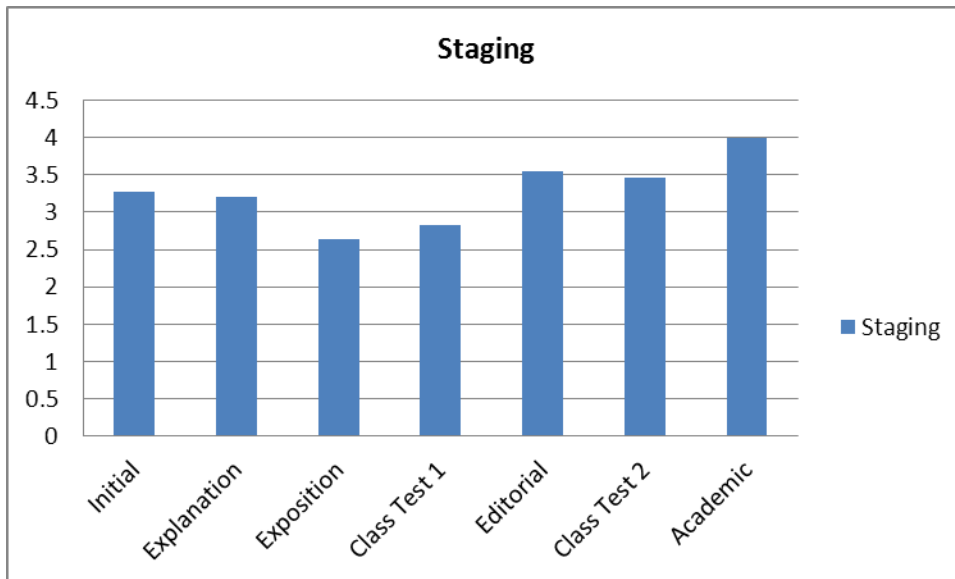
1. **Staging** significant at 10% level,  $p=0.09$
2. **Referencing**  $p=0.0076$ ,  $p<0.05$
3. **Grammar**  $p=0.00158$ ,  $p<0.05$
4. **Spelling**  $p=0.0123$ ,  $p<0.05$
5. **Punctuation**  $p=0.0510$ , nearly significant at 5% level

The above indicators are of importance as they show improvement in both the macro and the micro levels of text writing and comprehension. Staging, referencing and grammar,

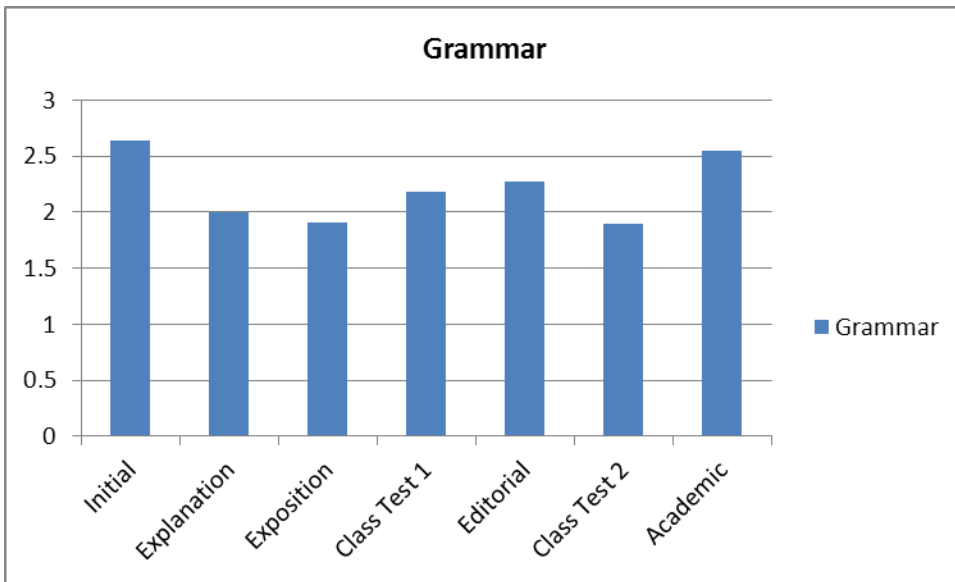
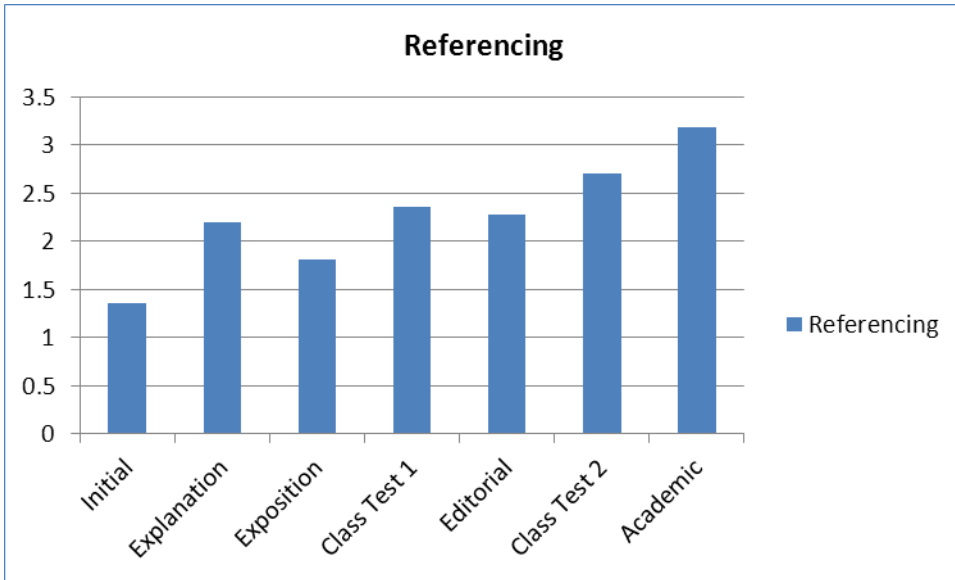
for example, operate at the macro level of referential and textual cohesion. Staging demands an understanding on the part of the student of how particular genres are structured to order information. Punctuation and spelling indicate improvement at the more surface, or micro levels of text.

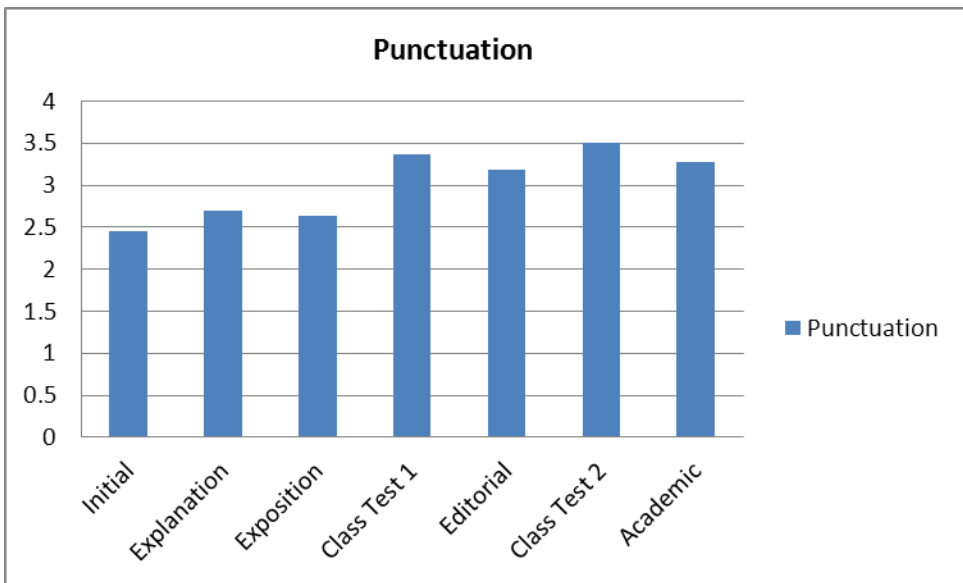
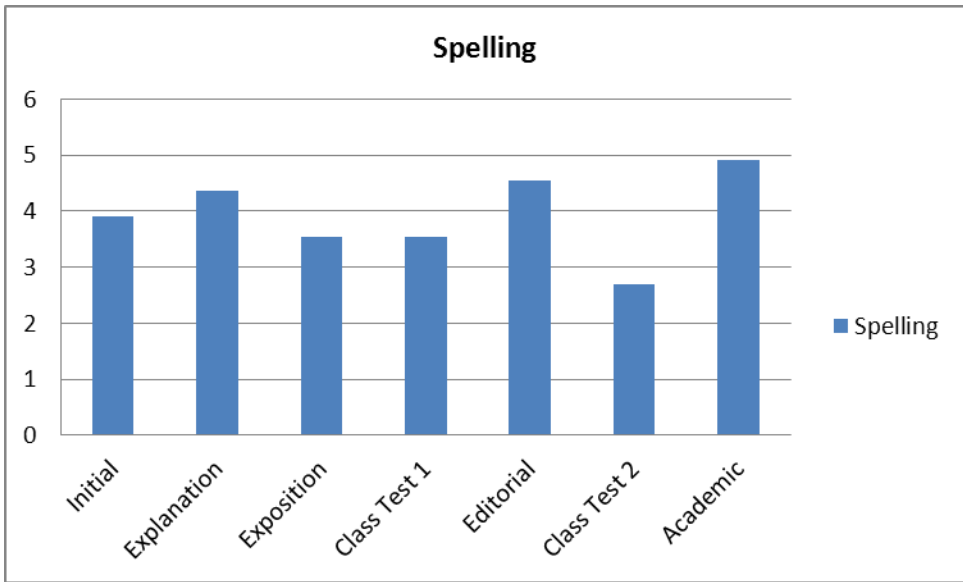
The constancy of students' achievements in these five criteria throughout the year is illustrated by means of individual graphs in Figures 10.1 to 10.5 below:

*Figure 11: Averaging Graphs for Semesters I & II, 2011*









The scaffolding interaction cycles within R2L have been developed to work together to assist students in all areas of language-learning (Rose, 2012). Detailed reading assists the study of language features and semantic cues, whilst elaboration helps students grasp meaning and gain control of the field. Students are taught how the writer of the text makes deliberate language choices within the context of a particular genre and purpose. These areas of teaching are reinforced through the cycles of note taking and joint

rewriting. Furthermore, meta-language, both for grammar and semantic features, assists students in learning to talk about language (or ‘talk around text’). Reinforcement takes place through the processes of deconstruction and reconstruction and again, the cycle of detailed reading, note taking and joint rewriting. As the students experience the explicit teaching of language features in context, the process of natural learning is enhanced.

R2L makes the following claim for the effectiveness of the scaffolding interaction cycles: *“Students’ literacy growth through the Reading to Learn methodology is consistently double to four times the growth rates of other teaching practices”* (McRae *et al.*, 2000, Culican 2006, Rose *et al.*, 2008 in Rose, 2012:10).

## **4.7 Post-intervention**

The post-intervention stage consisted of a second set of reading assessments conducted with the tracked students, collation and analysis of recorded data, as well comments from students and lecturers received after the end of the study period. Each of these items will be discussed in more detail below:

### **4.7.1 Reading Assessments**

The results for the second semester reading assessments were conducted in October 2011. As these reading results would possibly lack significance without the initial reading results in February, the results of both tests have been placed side by side in Table 6 below:

Table 6: Pre- and Post-Intervention Reading Assessment Results

<b>Initial Reading Assessments March 2012</b>				<b>2nd Semester Reading Assessments Oct 2012</b>				
<b>Student</b>	<b>Level</b>	<b>Errors</b>	<b>Word No.</b>	<b>Score</b>	<b>Level</b>	<b>Errors</b>	<b>Word No.</b>	<b>Score</b>
Andy	year 5	7	141	4.9	year 6	16	203	7.8
Samantha	year 4	11	141	7.8	year 6	21	202	10.3
Seth	year 3	13	122	10.6	year 9	14	238	5.8
Zelda	year 5	10	141	7	year 5	7	139	5.8
Gwyneth	year 5	12	141	8.5	year 7	13	267	4.8
Michael	Year 6	13	197	6.5	Year 7	8	267	2.9
Boniface	year 5	9	141	6.3	year 8	12	186	6.4
Lannice	year 12	8	265	3	year 12	2	275	0.7
Noleen	year 6	4	197	2	year 10	3	240	1.25

The results show there has been a significant increase in most of the student's reading levels, ranging between one level, in the case of Andy, to a large jump in the case of Seth, who has gone from grade 3 reading level to grade 9. There are two cases in which there was no change. These are Zelda, who stayed on year 5, and Lannice who began reading initially at an academic level. However, her results are significant in that, in the initial reading, she was completely fluent with the academic text but her comprehension was

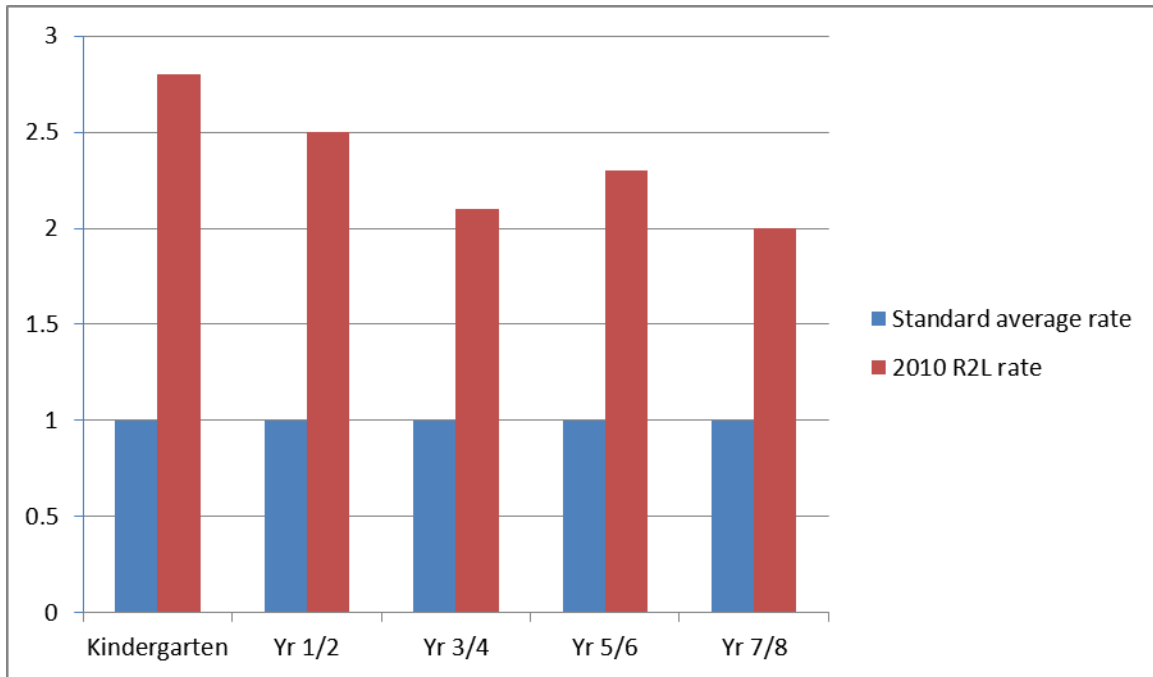
poor. In the subsequent post reading test, both her fluency and comprehension were good.

Zelda, on the other hand, had an initial reading level of year 5, with a score of 7 while her comprehension of the text was poor. The post reading assessment showed that she was still at the same reading level and her comprehension remained poor. The only increase was a reading score of 5.8 in terms of fluency, which is a small margin.

Although one cannot rule out other factors in these increased levels, such as increased reading activity and exposure to English as a consequence of attending university, these results are in line with the claims of R2L to accelerate learning rates from double to four times the standard learning rates (Rose, 2006). Evidence for these claims is in the New South Wales report on the Implementation and Outcomes of the Professional Learning Program (Rose, 2011b).

The study included around 400 teachers representing between 8000 - 12 000 students (Rose & Martin, 2012:326). The teachers were trained in 80 NSW schools and asked to assess the writing of students from low, medium and high achieving groups in order to show the literacy level growth of each group during the year. Working from samples of writing of these students, results showed that the increase was above the level of other standard average growth rates of other approaches. The growth for year 7/8 students was 2 times the standard, whilst the growth rate for kindergarten was 2.8 times above standard average growth rate. The report stresses that this is not a comparison between teachers but strictly between teaching approaches. Figure 11 (Rose, 2011b) shows the trend across year levels (standard average growth rate = 1):

Figure 12: Average Growth Rates



Other such research projects showing the increase in literacy levels have been the pilot R2L project in Stockholm (Acevedo, 2010), showing improvements of 30% to 128% in eight months and R2L Maths evaluation in Sweden in which low and medium achieving students gained 20% in two months (Lövstedt, 2011).

As Rose (2011b) states: “Other literacy programs claim growth at percentage points above standard average rates but 2 or 3 times average rates across whole grade levels is higher by an order of magnitude.” Whereas poor literacy levels of students are usually believed to be the results of either home experiences or differing innate learning abilities, R2L believes that with explicit teaching strategies, these differences can cease to have major relevance for students’ academic outcomes (2011b).

### **4.7.2 Unsolicited Comments from Students and Colleagues**

The following are examples of some comments made to the researcher during February 2012 (see Appendix 18). The students had completed the ELDV module and were now in their second year of the BCom4 course.

*“Why can’t we use this for the whole four years? We should have had it before as well.”*

*“I use it in maths, economics, ... forever!”*

*“... I just want to thank you for what you have taught us, the keywords really played a great role during the Economics and Stat exams. I was able to understand what the question wants, and able to respond the way I should have. I underlined the keywords, accordingly, made sure I understand what should I answer for example, list; explain; suggest; and so on. You have taught us what we really need and I promise I would use it on my other modules throughout my degree ...”*

Two of the stronger performing students in the research group told the researcher that they had used the R2L approach in their exams at the end of 2011, because it *“worked so well”*. During 2012, the Economics lecturer reported that the now- 2<sup>nd</sup> year students were continuing to find and underline keywords during their reading of texts in economics lectures and tutorials.

### **4.7.3 Conclusions**

The above chapter has discussed the systematic collection and analysis of the data as well as the individual instruments used to measure the possible effects of R2L on the academic literacy of the students. The research was conducted using specific phases, namely the pre-, intervention and post-intervention phase. The pre-intervention phase consisted of an initial writing task, an initial reading assessment score and a questionnaire on literacy

history. The intervention phase involved selected text genres taught according to the R2L six-stage cycle, detailed results recorded for writing tasks from ten tracked students and a focus group meeting. Also included and recorded regularly were observations of student attitudes and class participation, as well as unsolicited comments from other lecturers and the students themselves. The post-intervention phases consisted of a second set of reading assessment scores and the collation and analysis of the writing task scores across both semesters.

The findings revealed that there was an overall increase in the reading skills of the tracked students of between one and six levels. Responses to the questionnaire would seem to indicate that on average, weaker students in the group had had less access to reading before formal schooling and did not have access to reading material in school libraries. Writing task results indicate that the levels dropped between two and eleven percentages between the first and second semester but this could be due to the increased difficulty levels of the academic genre over the research. Observations, recorded data from interviews and unsolicited comments indicates a positive response from students and lecturers towards R2L and the effects it has had on the literacy outcomes, as well as the confidence levels of the students.

The above findings are in line with qualitative outcomes specified by R2L itself (Rose, 2011b)). Information is given on qualitative studies of the professional learning programme and effects in the classroom carried out by the New South Wales Board of Studies. The findings showed that practising teachers found the R2L model to be superior to other approaches and witnessed a general improvement level across the students, irrespective of their previous literacy history or ability. Improvement was shown in students' work ethic and attendance had improved from 50% to 86% attending on a regular basis. As a result of these positive findings, the post-intervention phase also consists of on-going implementation, findings and confirmation of data. The task of developing the academic literacy of tertiary students at the University of KwaZulu-Natal can therefore be seen as a continuing intervention.



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## **CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 Purpose of the Research**

The intention of this research project was to establish whether the use of the R2L approach could increase the unacceptably low academic literacy levels of the students entering into the BCom4 Programme at UKZN.

Firstly, it was necessary to establish the reasons for the low literacy levels. A lack of reading culture and access to reading material (Ntuli & Pretorius, 2005), combined with an inadequate schooling system in South Africa that further disadvantages students from poor socio-economic backgrounds, have been cited as important factors (Machet & Pretorius, 2008; Pretorius & Lephhalala, 2011; Jansen, 1998). In many cases, students enter the course with adequate speaking skills in English but are unable to read and write adequately in the language. Failure to distinguish between CALP and BICS (Cummins, 2000) results in discriminatory psychological assessment of learners by teachers and increases the student drop-out rate.

The research project was based on the theories of Halliday (1996), Vygotsky (1978), Bernstein (1990; 2000) and Rose (2006; 2011a; Rose & Martin, 2012) who were concerned with the connections between education systems and ideological power, and how the system is used to maintain the status quo of unequal relations in society. Access to socio-economic power is effectively blocked for marginalised groups and it is believed that giving students understanding of, and access to, genre, along with direct reading instruction, can assist in closing the gap between advantaged and disadvantaged groups. The research worked with 46 students in the ELDV programme over a one year period and scaffolded the students in the reading and writing of academic genres.

### **5.1.1 Reflections on the Research**

The evidence collated and recorded over the period of this research study has allowed certain conclusions to be drawn over the efficacy of the R2L approach, as follows:

Firstly, implementation of R2L, although an intervention of only a year's duration, showed an increase of between 2 and 3 levels of reading ability of the students. However, there was a definite decrease in the majority of the term and examination marks when comparing the 1<sup>st</sup> semester results to those of the 2<sup>nd</sup> semester. This could be an indication that students had difficulty maintaining consistency in scores due to the raised level of difficulty of the texts. Secondly, there were significant improvements shown in both the macro and micro levels of text organisation and writing. These were: staging, grammar, punctuation, spelling and referencing. Thirdly, students themselves perceived benefit from using the approach, as evidenced both verbally and in written form. Finally, the students who participated in the research study have continued in 2012, as evidenced by other lecturers in the BCom4 programme, to use the reading skills learnt during this period in other disciplines in their academic studies.

Validity has been an important concern during this study. For example, the beneficial results are not necessarily the result of the R2L approach. They could be as a result of the personal maturity of the student concerned, or the overall effects of being at an English-medium university for one year, i.e. increased exposure to English L1 speakers. If the improvements noted in this research were taken on their own, they could possibly be attributed to other factors. However, when combined with the outcomes of previous studies using the R2L approach, both internationally and within South Africa, these results are consistent with other findings (Avecedo, 2010; Rowlands, 2006; Kirkwood, 2007; Rose, 2003) and therefore the results obtained in this dissertation can be given more validity.

The final research question asked at the outset of the research project (see 1.4) was: if there was shown to be a significant improvement in the learners' academic skills, how can the resources contained within the R2L approach be utilised to continue to assist the academic literacy of students? This search for this solution leads the researcher to make the following recommendations.

## **5.2 Recommendations**

This project was borne out of a concern for the power relations embedded in literacy and the way in which these relations function to marginalise certain groups of people (Luke & Freebody, 1999). Earlier models of reading developed gradually into interactive approaches with the belief that grammar must be taught for functional purposes (Halliday, 1994). Out of these evolved the genre and R2L approach (Rose (2004, 2005, 2006) with an emphasis on uncovering the hidden expectation of reading that underlies western education systems.

In order to be fully effective, the R2L approach must be integrated into other disciplines, i.e., it must not remain the prerequisite of English teachers alone. The approach was designed to map across all disciplines at all education levels. Currently, R2L remains firmly within the English Language Module of the BCom4 programme. A recommendation could be made, therefore, that R2L be implemented in other BCom4 modules, such as Mathematics and Economics. This could be done by allowing space in the curriculum for the lecturer to teach reading of his/her particular subject and inducting students into the language and the genre used in that field. Currently, the other related BCom4 disciplines continue to use a curriculum in which the student is expected to "step up" to the challenge of an institution which is, by its very nature, elite. Besides being constrained by the content and pace of the curricula, many lecturers do not see themselves as having the duty, flexibility or time to teach reading. Also, in many cases, curricula for modules are pre-set by academics that are not necessarily acquainted with the R2L approach.

However, the reality is that South Africa faces monumental challenges in terms of the foundational and secondary education systems. This situation is not going to improve overnight. Educators cannot wait until students are able to “reach the bar”. It has been the finding of this researcher that many of the students who enter into this course with low levels of literacy have never been given the simple tools they need to be successful. In most cases, when given these tools through the use of R2L, they have indeed risen to the challenge and go on to be successful and productive members of society. Ideally, the R2L approach should be applied from foundational level upwards, but this is not currently happening. Educators are, therefore, left with students who need to be assisted urgently. It is not acceptable to simply ‘soldier on’ regardless, leaving the weaker students behind.

It should perhaps be mentioned that, at this stage, assistance in writing for the students tends to be left to “The Writing Place”. Whilst this department has a necessary and beneficial function, due to the numbers of students needing assistance, follow-up appointments are difficult to make after the first visit and students are not able to utilise the facility regularly. Also, The Writing Place does not address the all-important area of continued teaching of reading. If R2L were to be applied cross-curricular, this would ease the burden on such facilities by giving students regular access to the reading and writing skills they need within the classroom.

### **5.2.1 Benefits for Lecturers and Teachers**

In order for R2L to become cross-curricular, lecturers and teachers would need to undergo training in this approach. However, the good news is there is evidence that the approach also benefits academics using it. In a qualitative study for the National Centre for Vocational Education Research (Helen Da Silva, Hood & Rose, 2008), R2L showed positive results in increasing teacher knowledge both in language and reading processes, as well as assisting them to become more systematic in their lesson planning.

Furthermore, the explicit teaching methods of R2L resulted in improved attendance, reading and language skills of the students, it made for a more pleasurable teaching environment for all concerned. In addition, Culican (2006) confirmed the effectiveness of R2L in accelerating the literacy performance of over 95% of four hundred students involved in the programme as well as increased academic outcomes for more able students.

### **5.3 Implications for Future Research**

This study has several implications for future research. Firstly, in order for R2L to be most effective within the BCom4 Course, there needs to be an integration of the approach into the additional disciplines, such as Economics, Maths and Accounting. The potential exists to combine aspects critical literacy with the R2L approach, as well making the approach available in indigenous South African languages, which would be in line with the current proposed language policy at UKZN (2006) which aims to promote the benefits of being fully bilingual in South Africa. There is also a need and potential to share and increase the R2L resources, such as lesson plans and relevant texts.

The challenges faced in the current educational system are not going to go away in a hurry. It is believed that the use and development of the R2L approach within the South African context will be an effective means of addressing the current imbalances in our education system that continue to perpetuate the socio-economic inequality prevalent in our society.

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# APPENDICES

## Appendix 1: Ethical Clearance Certificate



Research Office, Govan Mbeki Centre  
Westville Campus  
Private Bag x54001  
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Tel No: +27 31 260 8350  
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01 November 2011

**Mrs KJA Steinke (211542793)**  
School of Language

Dear Mrs Steinke

**PROTOCOL REFERENCE NUMBER: HSS/1125/011M**  
**PROJECT TITLE: The effects of the Learn to Read: Reading to Learn (R2L) methodology on the academic performance of students in the Bcom4 English Language and Development Programme**

In response to your application dated 03 September 2011, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.  
**PLEASE NOTE: Research data should be securely stored in the school/department for a period of 5 years.**

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

.....  
**Professor Steven Collings (Chair)**  
**HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE**

cc. Supervisor – Prof R Wildsmith-Cromarty  
cc. Mrs B Jacobsen

## Appendix 2: Signed Consent Form

### INFORMED CONSENT

#### Consent to Participate in Research

Dear Student

My name is Kellie Steinke and the title of my planned research is “The Effects of the Read to Learn (R2L) Approach on the academic performance of the access level students in the BCom4 ELDV Programme”. The research will be based on the Pietermartizburg Campus, University of KwaZulu-Natal and will run over approximately one year. The purpose of this research is to help the access level students to be successful in their tertiary studies by increasing the effectiveness of the teaching methods used.

You have been asked to participate in this research study by completing a questionnaire on the literacy history of students who are currently registered for BCom4 for 2011, or who completed the programme in 2010.

You have been informed about the study by Kellie Steinke.

You may contact Professor Rosemary Wildsmith-Cromarty, Head of School of Language, Literature & Linguistics, Tel: 033 260 5548/031 260 2896, E.Mail: [Wildsmithr@ukzn.ac.za](mailto:Wildsmithr@ukzn.ac.za) at any time if you have questions about the research.

You may contact the Research Ethics Office if you have questions about your rights as a research participant, or if you are injured in any way as a result of this research.

Your participation in this research is voluntary, and you will not be penalized or lose benefits if you refuse to participate or decide to stop at any time.

You may be assured that the results of this questionnaire will remain confidential and your anonymity is assured.

If you agree to participate, you will be given a signed copy of this document and the participant information sheet, which is a written summary of the research.

The research study, including the above information, has been described to me orally. I understand what my involvement in the study means and I voluntarily agree to participate. I have been given an opportunity to ask any questions that I might have about participation in the study.

\_\_\_\_\_  
Signature of participant

\_\_\_\_\_  
Date

### **Appendix 3: Pre-Intervention Writing Task**

WRITING TASK: 07/02/2011

The following text comes from an SMS sent to the editor of the Times Newspaper, in which a reader expresses her views about whether or not the upcoming Municipal vote will make a difference to the people of South Africa:

“I only believe my vote makes a difference for the politicians and not for the people of South Africa. After voting them into power, they become the ‘untouchables’ through their lavish lifestyles and corruption.” – *MaNdlovu*

The Times Newspaper. *Your SMS Comments*. Tuesday February 1, 2011, pg 17.

Think about the above SMS, and then write 10 – 15 lines on whether you agree or disagree with MaNdlovu’s comment.

## Appendix 4: Literacy History Questionnaire

QUESTIONNAIRE ON LITERACY HISTORY

DATE: \_\_\_\_\_

STUDENT NO: \_\_\_\_\_

1. Name of High School you attended?  
\_\_\_\_\_
2. In what area is it situated?  
 Rural       Urban       Township
3. Which languages do you speak at home?  
\_\_\_\_\_
4. Which is your main language?  
\_\_\_\_\_
5. What language do you speak with your guardian/s?  
\_\_\_\_\_
6. What languages do you speak with your friends?  
\_\_\_\_\_
7. What language did your teachers use to teach you at primary school?  
 English       Your home language       Both       Other (specify):
8. What language did your teacher/s use to teach you at secondary school?  
 English       Your home language       Both       Other (specify):
9. Do you use one, or more, of the following:  
 Facebook  
 Mixit  
 SMS Messaging  
 Twitter  
 Other (specify):  
\_\_\_\_\_
10. What language/s do you write in when you use Mixit, Facebook, Twitter, SMS messaging etc.?  
 English       Your home language       Both       Other (specify):
11. When you were a young child, did any members of your family, or teachers, read stories to you?  
 Yes       No

12. If your answer is 'yes', when?

- At home, before you started school
- At pre-school
- At primary school
- Never (you read for yourself when you had learned to read)

13. What was the reading material used?

- Book
- Comic
- Magazine
- Other (specify):

14. Do you read articles from the internet?

- Yes
- No

15. At high school, how often did you get your own copy of a text to read?

- Weekly
- A few times per term
- Once or twice per year
- Never

16. Tick the statement about libraries that is true in your case:

- There was a library at my secondary school
- I regularly used a public library
- I used both a school and a public library
- I used neither
- There was a library at my school but it did not have books.

17. When you were at school, did you read for entertainment?

- Never
- Sometimes
- As often as I could

18. What did you read?

- Novels
- Comics
- Magazines
- Other (specify):

19. How often do you read for entertainment now?

- Daily
- Weekly
- Sometimes
- Never

20. What do you read for entertainment?

- Novels
- Comics
- Magazines
- Other (specify):

21. Do you find reading English difficult?

- Yes
- No

22. If you do find it difficult, explain why.

---

---

---

23. Do you find reading difficult in your home language?

- Yes       No

24. If you do find it difficult, explain why.

---

---

---

25. Do you read in a language other than English?

- Yes       No

26. If so, which language/s?

---

27. Do you read any of the following?

- Notices (e.g. on University Campus)  
 The Bible in Church  
 E-Mails  
 Billboards (e.g. when you drive or walk through town)  
 Media texts (e.g. newspapers, advertisements etc.)  
 TV Scripts  
 Other (specify): \_\_\_\_\_

Thank you for participating! ☺

## **Appendix 5: Explanation Text for Detailed Reading**

### South African trade with Europe

Europe is South Africa's biggest source of investment, accounting for almost half of South Africa's total foreign trade.

The recently concluded trade agreement between the European Union (EU) and South Africa – the Trade, Development and Co-operation Agreement (TDCA) – removes 90% of all trade barriers over the next decade. The TDCA has been ratified by all fifteen EU members.

Since the provisional application of the TDCA in January 2000, South African exports to the EU have gone up by 46%. EU exports to South Africa, after growing by almost 20% in the year 2000 and again in the year 2001, remained at the same level over 2002.

### Trade, Development and Co-operation Agreement (TDCA)

South Africa's trade relations and development co-operation with the EU are governed by the TDCA, which was signed in 1999. The TDCA's ratification is still on-going and the agreement is being provisionally applied. The main objective of the TDCA is to create a free-trade area between South Africa and the EU over a 12-year period. The EU and South Africa will, in terms of the agreement, open up their markets to each other at a different pace.

The EU remains South Africa's most important economic trading partner, accounting for over 40% of its imports and exports, as well as 70% of foreign direct investment. South Africa's trade surplus with the bloc rose from R6-billion in 1999 to R30-billion at the end of 2001. Against a backdrop of a slowing global economy in 2001, which resulted in a 0.3% drop in EU imports from the rest of the world, South African exports to the EU grew by a further 11%. In May 2002 South Africa had overtaken Algeria, Saudi Arabia, Malaysia and Singapore in overall trade with the EU.

In addition to the TDCA, separate agreements on wines and spirits were signed in January 2002. These agreements – which are also applied provisionally – provide for the reciprocal protection of wine and spirits names, and cover issues such as processes and product specifications.

The EU and South Africa are currently working to solve the technical issues that are pending in areas such as agricultural trade, rules of origin and anti-dumping, amongst others.

The EU said it would not make further concessions on domestic support for agricultural products. That's after it offered to eliminate export subsidies, on condition that other wealthy nations did the same. In addition to the elimination of export subsidies, South Africa and other developing countries also want the EU to phase out domestic support for its farmers.

### Key trading partners

#### UK

The UK is one of South Africa's most significant trading partners. It is the largest foreign investor in South Africa, with assets worth an estimated R132-billion. It is the third largest supplier to South Africa with a two-way trade in goods and services valued at around R66-billion, and is also the country's third largest trading partner. Many products already enjoy duty-free status both ways and existing tariffs will be gradually phased out over 12 years in line with the TDCA. The majority of UK imports into Southern Africa are manufactured or transported via South Africa.



## Germany

Relations between South Africa and Germany have strengthened considerably in the areas of political, economic, scientific, cultural and environmental co-operation since the introduction of the South African-German bilateral commission in 1996.

Germany is one of South Africa's most important trading partners, with trade worth more than R42-billion in 2002. The country is South Africa's most important supplier of imports such as capital goods and technology, and ranks second as a purchaser of South African exports after the United Kingdom (UK). It is a major direct investor in South Africa with an investment volume of around R18-billion, the main sectors being the automotive industry, the chemical industry, and mechanical and electrical engineering. More than 450 German companies provide around 60 000 jobs in South Africa.

## France

France and South Africa have strong relations in the areas of trade and industry, arts and culture and science and technology. France supports Nepad and the AU, particularly in the context of the G-8. It has hosted several summits, and the meetings supportive of African development and emerging economies in Africa. South Africa signed an agreement on technical assistance with France in 2003.

While the structure of the French-South African exchanges has remained stable since the early 1990's, the performance of French business in South Africa has shown clear progress over the past decade. French exports to South Africa reached R8-billion in 2000, compared to R5.5-billion in 1991. South Africa is now the leading outlet for French companies in sub-Saharan Africa. At the same time, South African exports to France have increased from some R44-million in 1991 to around R57-million in 2000.

## Italy

Italy ranks amongst the top ten of South Africa's trading partners, recording R6.7-billion worth of exports and R8-billion worth of imports in 2001. Gold represents some 50-60% of South African exports to Italy – due to Italy's jewellery industry. South African exports to Italy with gold included stand at some R17-billion. Other goods include iron, copper, steel, leather, fish and meat. South Africa imports a range of goods from Italy including electro-mechanical goods, vehicles, furniture, jewellery and ceramics. Bilateral agreements include agreements on the promotion and protection of investments, taxation and transport.

## The Netherlands and Belgium

A number of co-operative arrangements and developmental assistance programmes exist between South Africa and the so-called Benelux countries – Belgium, the Netherlands and Luxembourg. South Africa is the Netherlands' most important trading partner on the African continent and the Netherlands ranks in the top ten of South Africa's most important trading partners. The South African-Netherlands Chamber of Commerce was established in 1992, and is one of the leading bi-national chambers in the country. Bilateral trade with the Netherlands was around the R9-billion mark towards 2000.

## Switzerland

In 2001, Switzerland ranked as the 5<sup>th</sup> largest foreign direct investor in South Africa. Major Swiss investors have production facilities or branches in the country, including Nestle, Novartis, Holcim, Schindler and Sulzer. Approximately 250-300 Swiss-owned or managed companies operate in South Africa, jointly employing almost 26 000 people. There is an investment protection agreement in force between Switzerland and South Africa, as well as an agreement ensuring that double taxation is avoided.

## Appendix 6: Original Explanation Text - Independent Reading

### **THE JOHANNESBURG STOCK EXCHANGE (JSE) LIMITED**

**JSE Limited** (previously the **JSE Securities Exchange** and the **Johannesburg Stock Exchange**)<sup>[1]</sup> is the largest stock exchange in Africa. It is situated at the corner of Maude Street and Gwen Lane in Sandton, Johannesburg, South Africa. In 2003 the JSE had an estimated 472 listed companies and a market capitalisation of US\$182.6 billion (€158 billion), as well as an average monthly traded value of US\$6.399 billion (€5.5 billion). As of 30 September 2006, the market capitalisation of the JSE was at US\$579.1 billion. The JSE is presently the 16th largest stock exchange worldwide.

The JSE is planning to create a pan-African exchange by initially enabling investors to trade in shares from Ghana, Namibia, Zimbabwe and Zambia. Later it intends to expand this across the rest of Africa.

About the JSE

The JSE provides a market where securities can be traded freely under a regulated procedure. It not only channels funds into the economy, but also provides investors with returns on investments in the form of dividends.

The exchange successfully fulfils its main function—the raising of primary capital—by rechanneling cash resources into productive economic activity, thus building the economy while enhancing job opportunities and wealth creation.

The exchange is directed by an honorary committee of 16 people, all with full voting rights. The elected stockbroking members, who cannot number less than eight or more than eleven, may appoint an executive president and five outside members to the committee. Policy decisions are made by the committee and carried out by a full-time executive committee headed by the executive president.

The JSE is governed by its members but through their use of JSE services and facilities, these members are also customers of the Exchange. Although there is only one stock exchange in South Africa, the Stock Exchanges Control Act (repealed by the Securities Services Act of 2004) does allow for the existence and operation of more than one exchange. Each year the JSE must apply to the Minister of Finance for an operating license which vests external control of the exchange in the FSB.

*JSE Limited, 2011. Wikipedia: the free encyclopedia. Accessed 23/09/2011.  
[http://en.wikipedia.org/wiki/JSE\\_Limited](http://en.wikipedia.org/wiki/JSE_Limited)*

## **Appendix 6.1: New Text Selected for Independent Reading**

### **COMPARE AND CONTRAST A TYPICAL SOUTH AFRICAN URBAN INDIAN AND AFRICAN WEDDING**

Making commitments to marriage is a time when one's culture is celebrated through the binding of families as well as individuals. Both African and Indian marriages start with an engagement. In African tradition, the boy's close family bears half the amount of "lobola" (paid by the groom for his partner). Traditionally this was the sum of 13 cows but modern practices now permit other forms of payment, equal to roughly the equivalent (Mkhize et al, 2001). By contrast, in Indian proposals, the groom comes to his prospective fiancée's house with his immediate family, all attired in traditional clothing. What is thus common to both communities is that the groom and his family must take the initiative in settling the formalities of engagement in place (Nagasar et al, 2001).

Similarities are evident in the dress customs of both communities. Grooms in both communities wear regular black suits and ties. Brides usually wear white wedding gowns that can be very ornately decorated with trimmings such as lace and beads. However, some Indian brides may choose to wear saris. These are a traditional form of Indian female dress comprising of a long piece of printed silk or cotton fabric, with a decorated border, which is carefully wound and tucked around the waist, lifted up the back and draped and pinned over one shoulder.

Differences in dress customs are, however, evident at the reception. In Indian weddings, the couples do not change from their outfits worn at the church but, in the Xhosa reception, the bride changes into traditional dress comprising of beads, hats or turbans.

Furthermore, differences in customs are particularly pronounced in terms of foods served at receptions. During Xhosa festivities a cow is usually slaughtered, cooked and served. This is accompanied by dumplings, pap and African salads such as coleslaw. By contrast, Indians usually serve breyani, a spicy rice-based dish and sweet deserts, such as sorgi. It is common for a variety of vegetarian dishes to be provided.

To sum up, the above exploration of Indian and African Christian weddings reveals interesting points of similarity in terms of aspects of the engagements and dress practices. Despite these common features, striking points of difference have been identified in terms of practices of dress and food at the reception. Both communities share a sense that a marriage is an important life event that deserves an elaborate, carefully prepared celebration.

## **Appendix 7: Exposition Text for Detailed Reading**

### **ECONOMIC COORDINATION**

People gain by specializing in the production of those goods and services in which they have a comparative advantage and then trading with each other. Liz and Joe, whose production of salads and smoothies we studied earlier in this chapter, can get together and make a deal that enables them to enjoy the gains from specialization and trade. But for billions of individuals to specialize and produce millions of different goods and services, their choices must somehow be coordinated.

Two competing coordination systems have been used: Central economic planning and decentralized markets.

Central economic planning might appear to be the best system because it can express national priorities. But when this system was tried, as it was for 60 years in Russia and thirty years in China, it was a miserable failure. Today, these and most other previously planned economies are adopting a decentralized market system.

To make decentralized coordination work, four complementary social institutions that have evolved over many centuries are needed. They are: firms; markets; property rights; and money.

### **Firms**

A Firm is an economic unit that hires factors of production and organizes those factors to produce and sell goods and services. Examples of firms are your local fuel station, Pick n' Pay and General Electric.

Firms coordinate a huge amount of economic activity. A Mugg & Bean coffee shop, for example, might buy the machines and labour services of Liz and Joe and start to produce salads and smoothies at all its outlets. But if a firm gets too big, it can't keep track of all the information that is needed to coordinate its activities. For this reason, firms themselves specialize and trade with each other. For example, Pick 'n Pay could produce all the goods that it sells in its stores. And it could produce all the raw materials that are used to produce the goods that it sells. But that level of specialization would be prohibitively expensive – a cost that would be shifted forward to the consumers in the form of higher prices. Instead, Pick 'n Pay buys from other firms that specialize in the production of a narrow range of items. And this trade takes place in markets.

## **Markets**

In ordinary speech, the word *market* means a place where people buy and sell goods such as fish, meat, fruits and vegetables. In economics, a *market* has a more general meaning. A market is any arrangement that enables buyers and sellers to get information and to do business with each other. An example is the market in which oil is bought and sold – the world oil market. The world oil market is not a place. It is the network of oil producers, oil users wholesalers and brokers who buy and sell oil. In the world oil market, decision makers do not meet physically. They make deals throughout the world by telephone, fax and direct computer link.

Markets have evolved because they facilitate trade. Without organized markets, we would miss out on a substantial part of the potential gains from trade. Enterprising individuals and firms, each pursuing their own self-interest, have profited from making markets – standing ready to buy or sell the items in which they specialize. But markets can only work when property rights exist.

## **Property Rights**

The social arrangements that govern the ownership, use and disposal of anything that people value, are called property rights. *Real property* includes land and buildings – the things we call property in ordinary speech – and durable goods such as plant and equipment. *Financial property* includes stocks and bonds and money in the bank. *Intellectual property* is the intangible product of creative effort. This type of property includes books, music, computer programs and inventions of all kinds and is protected by copyrights and patents.

Where property rights are enforced, people have the incentive to specialize and produce the goods in which they have a comparative advantage. Where people can steal the production of others, resources are devoted not to production but to protecting possessions. Without property rights, we would still be hunting and gathering like our Stone Age ancestors.

## **Money**

Money is any commodity or token that is generally acceptable as a means of payment. Liz and Joe didn't use money in the example we discussed earlier in this chapter. They exchanged salads and smoothies. In principle, trade in markets can exchange any item for any other item. But you can perhaps imagine how complicated life would be if we exchanged goods for other goods. The 'invention' of money makes trading in markets much more efficient.

(Adapted from Parkin *et al*, 2010. *Economics*. Pearson Education: Cape Town).

## Appendix 8: Exposition Text for Writing Task

### SCARCITY, WANTS AND RESOURCES

#### 1. Economics and Scarcity

Economics is concerned with scarcity. The basic fact of economic life is that there are simply not enough goods and services to satisfy everyone's wants. As individuals, our wants are unlimited, but the ways in which the wants can be satisfied are limited.

#### 2. Wants

Wants are human desires for goods and services. Our wants are unlimited – we all want everything. As individuals, and as a society, we always want or desire more or better goods and services. Individuals have biological, spiritual, material, cultural and social wants, while people as a group have **collective wants** such as law and order, education and social security. However, it is important to note that wants are not the same as needs and demand.

##### 2.1. Needs

Needs are necessities, the things that are essential for survival, such as food and water, shelter and clothing. Needs, unlike wants, are not absolutely unlimited. For example, it is possible to calculate the basic needs which have to be met if a person or a household is to survive. The Bureau for Market Research at the University of South Africa has worked out what goods and services a household needs in its 'shopping basket' every month in order to sustain a minimum living level. What is in this 'basket' gives a good idea of the basic needs of a household.

##### 2.2. Demand

Demand is also different from wants, desires or needs. There is only a demand for good or service if those who want to purchase it have the ability to do so.

#### 3. Resources

Unfortunately, although people have many wants, the resources available to satisfy these wants are limited. There are three types of resources: natural resources (such as agri-cultural land, minerals and fishing resources); human resources (such as labor) and man-made resources (such as machines). These resources are the means with which goods and services can be produced. In economics, resources are called "factors of production". Since the resources are limited, it follows that the goods and services with which wants can be satisfied are also limited.

All individuals and societies are confronted by the problem of unlimited wants and limited means. They therefore have to make choices. For example: it is Saturday night, and Hendrik Mathibela has to study for an examination on Wednesday. He also wants to watch television, go to the movies and visit his friends, but he cannot do all these things at the same time. He has to make a difficult choice and decide what to do and what not to do, meaning that he has to sacrifice the alternative choices.

Economic decisions are always difficult. The fact that people live in a world of scarcity forces them to make difficult choices. When resources are used to produce a certain good, they are not available to produce other goods. A decision to produce more of one good, therefore, also means that less of another good can be produced. In the same way, a student who decides to study through UNISA while holding down a job has to sacrifice a lot of other things if he or she is to succeed in obtaining a degree. As the proverb says "You cannot have your cake and eat it."

Resources are scarce, so the use of resources can never be costless. There are always costs involved, even if those costs are not always apparent to the consumer of the goods or services in question. To emphasize this point, economists made up a principle which they call the TANSTAAFL principle. TANSTAAFL is an acronym for “There ain’t no such thing as a free lunch”. Someone always has to pay. Other opportunities always have to be sacrificed. The main point of this principle is that there are always costs involved in any use of scarce resources.

(Adapted from: Mohr, P. & Fourie, L. 1995. *Economics for South African students*. Pretoria: J.L. van Schaik Publishers)

## **Appendix 9: Narrative Text for Detailed Reading**

### **GOOD TIP FOR GHOSTS – STAGE 4**

A little way off, behind some old rusting car bodies, I thought I heard a noise. Pete was looking in the same direction. I was too terrified to move. I wanted to run but my legs just wouldn't work. I opened my mouth to scream but nothing came out. Pete stood staring as if he was bolted to the ground.

It was a rustling, tapping noise. It sounded like someone digging around in the junk, turning things over. It was coming in our direction. I just stood there pretending to be a dead tree or a post. I wished the moon would go in and stop shining on my white face. The tapping grew louder. It was coming closer.

And then we saw it. Or him. Or whatever it was. An old man, with a battered hat. He was poking the ground with a bent stick. He was rustling in the rubbish. He came on slowly. He was limping. He was bent and seemed to be holding his old dirty trousers up with one hand. He came towards us. With a terrible shuffle.

Pete and I both noticed it at the same time. His feet weren't touching the ground. He was moving across the rubbish about thirty centimeters above the surface.

It was the ghost of Old Man Chompers.

We both screeched the same word at exactly the same moment. "Run."

And did we run. We tore through the waist high rubbish. Scrambling. Screaming. Scrabbling. Not noticing the waves of silent rats slithering out of our way... Not feeling the scratches of dumped junk. Not daring to turn and snatch a stare at the horrible specter who hobbled behind us.

Finally, with bursting lungs, we crawled into the back of an old car. It had no doors or windows so we crouched low, not breathing, not looking, not even hoping.

Why had we come to this awful place? Fools, fools, fools. Suddenly, the thought of Gribble and the steer's skull and the false teeth seemed stupid. I would have fought a thousand Gribbles rather than be here. Trapped in a tip with a ghost.



## **Appendix 10: Editorial Text for Detailed Reading**

### **THE US MUST DEFUSE \$14.3 TRILLION TIME BOMB**

For now we have it pretty good in Canada. The US? Not so much.

Last month, Alberta's job growth alone outstripped that of the entire United States.

In a very tough economic climate, Canada is one of the best possible places to hang your hat, though that could change.

I can't predict the future, but I do have this uncanny ability to predict the past.

In the past, situations like this haven't always turned out well. Yes, Greece, I'm talking about you.

It's not just the depressingly poor job numbers American workers have all that time to dwell on. Thinking time is what you have lots of when you're unemployed.

There's also that little issue of hulking debt threatening to swallow up the entire US.

Quick, run to your kitchen and circle Aug. 2 on your calendar, then open a bottle of wine and drink half of it.

Now let's talk about the negotiations between the Republicans and US President Barack Obama, regarding taxes, spending and the lack of a plan to contain their debt.

For starters, the debt ceiling in the US is \$43.3 Trillion, the kind of number only astronomers use.

Unless there is a deal between the President and the Republicans to raise that limit on their own line of credit before Aug 2, the Americans will not be able to borrow any more money to pay their bills. In other less important countries, this is called defaulting on your debt.

A lot of things happen when a country defaults but the two biggest involve huge cuts to government programs and a big jump in interest rates.

Yet as Aug 2 gets closer, my hunch is that the markets may force politicians to reach a deal. If stock markets plummet, the dollar drops off the table and interest rates rise, antsy politicians will scamper back to the negotiating table and work something out.

The prospect of being hanged by a mob is a great motivator. But perhaps I have hunches like that because I don't wish to consider the alternative. So let's play pretend and ask what would happen if a country that is 25% of the world's economy carrying 14.3 trillion in debt ever did default.

You may now finish that bottle of wine.

As always in time of crisis, people would crowd churches and liquor stores, both groups, in their way, hoping to touch the face of God.

Secondly, we would be thrown into an economic calamity, the likes of which we have never seen. Canadians would be caught in it too.

## **GLOBAL CONVULSION**

Unless you're a leprechaun sitting on a pot of gold – or a liquor store owner – there's no escaping that kind of global convulsion.

**Solber, M. 2011. U.S. Must Defuse \$14.3 Trillion Time Bomb. Winnipeg Sun, Monday, July 18.**

## Appendix 11: Expository Text – Logical Connectors

### TEXT 1: INFLATION CYCLES

In the long run, inflation is a monetary phenomenon. It occurs if the quantity of money grows faster than potential GDP. But in the short run, many factors can start an inflation, and real GDP and the price level interact. To study these interactions, we distinguish two sources of inflation:

- Demand pull inflation;
- Cost push inflation.

#### DEMAND PULL INFLATION

Inflation that starts because aggregate demand increases is called demand-pull inflation. Demand-pull inflation can be kicked off by *any* of the factors that change aggregate demand. Examples are a cut in the interest rate, an increase in the quantity of money, an increase in Government expenditure, a tax cut, an increase in exports, or an increase in investment stimulated by an increase in expected future profits.

**Initial Effect of an increase in Aggregate Demand** Suppose that last year the price level was 115 and real GDP was R1,5 trillion. Potential GDP was also R1,5 trillion. Figure 23.13(a) illustrates this situation. The aggregate demand curve is  $AD_0$ , the short run aggregate supply curve is  $SAS_0$ , and the long-run aggregate curve is  $LAS$ .

Now suppose that the Reserve Bank cuts the interest rate and increases the quantity of money and aggregate demand increases to  $AD_1$ . With no change in potential GDP and no change in the money wage rate, the long-run aggregate supply curve and the short-run aggregate supply curve remain at  $LAS$  and  $SAS_0$ , respectively.

The price level and real GDP are determined at the point where the aggregate demand curve  $AD_1$  intersects the short-run aggregate supply curve. The price level rises to 118, and real GDP increases above potential GDP to R2,0 trillion. Unemployment falls below its natural rate. The economy is at an above full-employment equilibrium and there is an inflationary gap. The next step in the unfolding story is an increase in the money wage rate.

**Money Wage Rate Response** Real GDP cannot remain above potential GDP forever. With unemployment below its natural rate, there is a shortage of labour. In this situation, the money wage rate begins to increase. As it does so, short-run aggregate supply decreases and the  $SAS$  curve starts to shift leftward. The price level increases further, and real GDP begins to decrease.

With no further change in aggregate demand – that is, the aggregate demand curve remains at  $AD_1$  – this process ends when the short-run aggregate supply curve has shifted to  $SAS_1$  in Fig. 23.14(b). At this time, the price level has increased to 126 and real GDP has returned to potential GDP of R1,5 trillion, the level from which it started.

**A Demand-Pull Inflation Process** The events that we've just described bring a *one-time increase in the price level*, not an inflation. For inflation to proceed, aggregate demand must *persistently* increase. Suppose the government has a budget deficit that it finances by selling bonds. Also suppose that the Reserve Bank buys some of these bonds. When the reserve bank buys bonds, it creates more money. In this situation, aggregate demand increases year after year. The aggregate demand curve keeps shifting rightward. This persistent increase in aggregate demand puts continual upward pressure on the price level. The economy now experiences demand-pull inflation.

(Adapted from: Parkin, M. 2010. *Economics*. Cape Town: Pearson Education Inc., pp. 622-624)

## Appendix 12: Academic Text for Detailed Reading

### TEXT 1:

#### 1. Introduction

(1)Language issues always create a great deal of debate in multilingual societies because they are tied up with issues of political and economic power. (2)Powerful elite groups have used language as a means to maintain their power and to exclude other groupings from access to power. (3) The more access to power is associated with a particular language, the more likely it is to pose a threat to other languages. (4) These issues are particularly relevant to language-in-education policies (LiEPs) in South Africa, as English is associated with access to political and economic power. (5)The result is that many people pursue English education to the detriment of other languages in South Africa, and with devastating long-term effects on their children's literate development in both their own languages and in English. (6)This essay will argue that multilingual language-in-education policies (LiEPs) in South African schools are vital for the development of high levels of literacy in both the mother tongue and English and the provision of greater access to political and economic power for all citizens. (7)To develop this argument, the essay will focus on: the benefits of bilingual education; the effects of LiEPs in South Africa on learners' literate development; and the social, economic and political benefits of high levels of bilingual literacy in a society.

#### 2. Development of Argument: Claim 1

(1)Research into the effects of bilingual education by Liddicoat (1991) Malherbe (1937) and Heugh (2002) has revealed a range of important benefits for learners in the development of high-level literate skills. (2)Firstly, bilingual children were found to be significantly ahead of their monolingual counterparts in verbal and non-verbal reasoning, divergent thinking and achievement in content subjects. (3)Bilinguals were also found to be more creative, cognitively more flexible and able to perform better on tests of verbal and nonverbal intelligence. (4) Thirdly, bilingual children show a greater ability to manipulate language and have a greater awareness of language than monolingual children. (5)Lastly, research also revealed social benefits of bilingualism. (6)Bilingual children experience positive social development through their ability to relate to two different languages and cultures. (7)They are anchored in their original culture and language while, at the same time, establishing anchors in the culture of another language. (8)As a result, bilingual children tend to be more open-minded and tolerant than monolingual children.

#### 3. Claim 2

(1)Analyses of apartheid LiEPs in South Africa indicate that they had serious negative consequences for the literate development of the majority of learners, and thus their ability to participate effectively in society. (2)Macdonald (1990) investigated the language and learning difficulties that African schoolchildren were experiencing when they changed from mother tongue medium of instruction straight to English in the 5<sup>th</sup> year of schooling. (3)She found that under the best conditions children doing English as a subject would have a vocabulary of approximately 800 words at the end of year 4. (4)In grade 5, however, she found that the textbooks they would have to use across the different subjects required an English vocabulary of at least 5000 words. (5)In addition, the academic tasks they were required to do were more abstract than those they had done previously. (6)In other words, children had not had time to develop academic literacy in their mother tongue before they were suddenly thrust into a situation where syllabuses and textbooks demanded this high level of literacy in their second language. (7)They were therefore unable to transfer mother-tongue academic literacy to their second language. (8)The massive gap between their own vocabulary, and what was demanded by the text books, meant that learners were faced with the task of learning a new language at the same time as they were expected to understand important new concepts. (9)This obviously meant that many children in South Africa ended up semi-literate, that is, not possessing academic literacy in their own

language or in English. (10)These 'semi-literate' children would effectively be excluded from access to economic and political power in South Africa and, moreover, are likely to be a social and economic burden to society.

#### 4. Claim 3

(1)The development of high levels of bilingual literacy through appropriate LiEPs in south African schools could provide greater access to political and economic power for learners, with benefits not only to themselves but also to society as a whole. (2)The research already mentioned indicates that the most effective way of attaining high levels of academic literacy in a second language, such as English, is to establish this literacy in the first language by using it as a language of learning for a significant period of time in the school system. (3)At the same time, a second language should be learned as a subject for between 6-8 years before there is a transition to using it as a language of education. (4)This would ensure that the use of the second language as a medium of instruction would not result in negative educational consequences for learners. (5)It would also create the best possible conditions for the attainment of high levels of academic literacy in both languages. (6)As a result, learners would be better placed to gain access to higher education and employment and contribute towards the development of society.

#### 5. CONCLUSION

(1)To sum up, this essay has argued that in order to provide South Africans with access to political and economic power, multilingual LiEPs are needed in our schools to develop the levels of literacy in both the mother tongues and English needed to achieve these aims. (2)The argument has shown the benefits of bilingualism, and set these against the negative effects on learners' literate development of past and present LiEPs. (3)These arguments were then used to propose LiEPs that would enable learners to develop the types and levels of literacy that would open access to higher education and employment and enable learners to contribute to the development of their society.

## Appendix 13: Academic Text for Independent Writing

Genre: Analytical Argument  
Staging: Thesis, dev of argument, restatement

1 **THE BASIC INCOME GRANT**

2 **Poverty and Inequality: South Africa's Greatest Challenges**

3 At least 22 million people in South Africa live in poverty. In fact, South Africa has become  
4 possibly the most economically unequal nation on earth. Even in the new South Africa, poverty  
5 remains strongly correlated with race, gender and urbanisation. 94 per cent of those people living  
6 in poverty are African and more than 70 per cent live in rural areas and these households are  
7 twice as likely to be headed by women. Meanwhile, many South African urban dwellers spend  
8 more than R2000 on leisure consumption each month. Such enormous disparities pose a grave  
9 threat to the stability and the sustainability of our democracy. This paper will argue that a basic  
10 income grant is the best way to alleviate this situation. The first part of the argument will set out  
11 why the present system of grants does not do enough to meet the needs of the poor. Then there  
12 will be an explanation of how a national Basic income grant could be implemented. Thereafter,  
13 the argument will show how the Basic Income grant can be made a key tool of poverty  
14 alleviation. Then a series of argument will be put forward to show the benefits that a Basic  
15 Income Grant would bring to the HIV/AIDS pandemic, to the process of reparations and  
16 reconciliation after apartheid, how it could increase consumer spending, job creation, investment  
17 and economic growth, and how it might improve the efficiency of social investment in schools  
18 and clinics.

19 South Africa's inherited social assistance system is inadequate to meet the basic needs of the  
20 majority of its people. The existing patchwork of grants is hardly able to go anywhere towards  
21 closing the poverty gap. In addition, recent research has revealed that more than 13 million  
22 people in the poorest households do not qualify for any social security transfers. This is because  
23 many of the country's poorest households are neither receiving UIF, a state old age pension, a  
24 disability grant, nor do their children qualify for a child maintenance grant. However, the  
25 Constitution imposes an obligation on the state to achieve the progressive realisation of  
26 universally recognised socio-economic rights including food, water, housing, and health care.  
27 The Constitutional Court recently also affirmed that the State has a duty to provide immediate  
28 relief to people who are in desperate need and living in intolerable conditions. Given the crisis of  
29 poverty and inequality in South Africa today, the Basic Income Grant is an important means to

30 give effect to these constitutional obligations. Therefore, a growing number of organisations  
31 have called for the introduction of a national Basic Income Grant. This grant will alleviate  
32 poverty, provide all households with a minimum level of income and enable the nation's poorest  
33 households to meet their basic needs. In addition it will stimulate equitable economic  
34 development, while promoting family and community stability, and affirming the inherent  
35 dignity of all people.

36 A national Basic Income Grant could work by following these guiding principles. Firstly, the  
37 Basic Income Grant would be available for all and would not be subject to a means test. This  
38 would diminish the administrative burden and opportunities for corruption that are often  
39 associated with means-tested grants. The lack of a means test would also ensure that individuals  
40 would not be penalised by the loss of benefits if they work to improve their own situation.  
41 Secondly, there is broad consensus that the Basic Income Grant should be introduced with a  
42 minimum grant of R100 per person per month and should be inflation indexed. Thirdly, a Basic  
43 Income Grant is intended to expand the coverage of the existing social assistance system  
44 therefore beneficiaries of existing grants should not have their benefits reduced following the  
45 introduction of the Basic Income Grant. Fourthly the delivery of these grants should be made  
46 through Public Institutions such as Post Banks. This would also provide communities with much  
47 needed banking and service infrastructure. Finally the major costs of financing a Basic Income  
48 Grant should be recovered through progressive taxation of the rich, the restructuring of the  
49 government employee pension fund and a modest increase in deficit spending. This would allow  
50 the financing of the grant without squeezing other social expenditure and be a profound symbol  
51 of the solidarity of all South Africans in a national drive to eliminate poverty.

52 The benefits of a Basic Income Grant strategy for poverty reduction are receiving serious  
53 consideration in a number of countries. The Brazilian government has approved a Guaranteed  
54 Minimum Income Programme that could provide up to R150 per month for families earning less  
55 than half of the national minimum wage. In addition, the Irish Prime Minister has promised to  
56 publish a Green Paper on Basic Income and Britain's Labour Party has floated a proposal for a  
57 "baby bond" of up to £500 to be held in trust for every child born in Britain. These strategies  
58 recognise that the potential poverty fighting benefits of a Basic Income Grant are manifold.  
59 Since everyone would receive the Basic Income Grant, its capacity for deeply targeted poverty

→ internal use

60 alleviation far outstrips other extensions to the social security system. Recent research suggests  
61 that the introduction of a R100 monthly Basic Income Grant would nearly triple the average per  
62 capita transfer to poor households. Therefore, a Basic Income Grant could close the poverty gap  
63 by more than 80 per cent. Moreover, a R100 grant would double the amount available for  
64 consumption by people in the poorest 29 per cent of the population. Since the grant covers  
65 households that do not currently have access to social assistance, including the working poor,  
66 this would promote improved nutrition especially for children. In addition, a Basic Income  
67 Grant favours larger, poorer households which tend to pool income. This, in turn, will lead to a  
68 more equal intra-household distribution of income, contributing to the empowerment of women  
69 and younger people in the family. Moreover, if wealthier people do not take up the grant, the  
70 targeting effect will be further enhanced, because, although the grant is universal, the tax system  
71 would recover the payments made to more affluent people and ensure that the total annual  
72 transfers target those sections of the population with the greatest needs.

73 The current social assistance system is ill-equipped to deal with the HIV/AIDS pandemic, so the  
74 Basic Income grant offers an enhanced response. Current projections estimate that by 2011 one  
75 in four working age adults will be infected with HIV, and one in six will have succumbed to  
76 AIDS. If this is proved correct, over half of the population will be in households where at least  
77 one member is living with HIV/AIDS or has died from the disease. The support given by the  
78 current welfare system is insufficient to absorb the additional burden that affected households  
79 have to carry. Those working age adults most affected by HIV/AIDS have very little access to  
80 social grants; therefore affected households face a double burden. Firstly, household members  
81 with the virus often have a diminished capacity to contribute to the income of the household,  
82 agricultural activities, child care, or other household chores. Secondly, other members of the  
83 household may need to devote a substantial amount of time to caring for the sick and dying as  
84 they begin to show symptoms of AIDS. As a result, there could be a dramatic increase of the  
85 number of people with no income whatsoever. There is also likely to be a dramatic increase in  
86 "children only" households. In the absence of state support, communities will have great  
87 difficulty supporting these households and integrating these children. The Basic Income Grant  
88 would fill this gap in state support and give HIV-affected households additional resources to help  
89 them to cope.



90 The Basic Income Grant would be a tangible and meaningful contribution to reparations and <sup>Reconciliation</sup>  
91 reconciliation. The Apartheid era has left South Africa with enduring legacies of racial tension  
92 and gross economic inequality. In its report, the Truth and Reconciliation Commission  
93 recommended urgent broad reparation schemes to rebuild communities and address the deep  
94 social, economic and psychological wounds inflicted by Apartheid. Furthermore, evidence from  
95 other developing countries demonstrates that social inequality is an important obstacle to  
96 economic growth and investment. Given that South Africa has one of the highest levels of  
97 inequality in the world; the Basic Income Grant in a combination with a solidarity tax would  
98 reduce inequality on a broad scale and ensure that nobody is left without any income. Therefore  
99 a Basic Income Grant could lay the foundation for genuine and lasting national reconciliation.

100 A Basic Income Grant could be a stimulus to increased consumer spending, job creation, <sup>→ Economic</sup>  
101 investment and economic growth. A Basic Income Grant would enable people to plan their  
102 economic activities better by providing a universal, stable, and reliable income source. This cash  
103 transfer into households would increase and stabilise their demand and consumption of goods  
104 and services. In addition, their spending is likely to concentrate on basic, locally-produced  
105 commodities. Therefore, a Basic Income Grant could benefit local markets and stimulate job  
106 creation. Furthermore, by serving as a wage subsidy, the grant would allow wage increases to  
107 contribute more efficiently to worker productivity. Currently, the working poor in urban areas  
108 are under pressure to serve as the primary social safety net for their very poor family members or  
109 friends in the rural areas. Therefore, their wages are, in effect, "taxed" by remittances to their  
110 rural homes. A Basic Income Grant would reduce these demands, allowing workers to devote a  
111 larger proportion of their wages to productivity-enhancing consumption and social investment in  
112 their own health, improved housing, skills development, children's education. These improved  
113 living standards would enable individuals to make more sustained and intensive efforts to find  
114 work. Research shows that employment is enhanced by economic security which enables poor  
115 households to undertake higher-risk, potentially high-return economic activities and to explore  
116 self-employment opportunities without threatening their survival. Meanwhile, increased  
117 consumption as a result of the Basic Income Grant is likely to have particular impact on rural  
118 areas where it has the potential to kick-start the economy. Therefore, the increase in the overall

119 revenue generated through economic growth and consumer spending would further relieve  
120 pressure on urban areas.

121 A Basic Income Grant would improve the efficiency of Government social investment in schools  
122 and clinics that is undermined by poverty. For example, inadequate child nutrition places an  
123 extra burden on women and children because it creates long-term health problems. On the one  
124 hand, these problems are associated with higher medical costs, poorer educational performance,  
125 lower labour productivity and increased absenteeism among school going children. On the other  
126 hand, the Basic Income Grant would strengthen the capacity of women in households to meet  
127 their responsibilities to the basic health and education needs of their children by providing them  
128 with finances to access nearby facilities. Therefore, a Basic Income Grant could enhance the  
129 benefits of additional state investment in these public schools and clinics.

130 In conclusion this essay has argued that a Basic Income Grant has the potential to transform the  
131 situation of poverty in South Africa. The first part of the argument set out the case for the failure  
132 of the present system of grants to meet the needs of the poor. After an explanation of how a  
133 national Basic income grant could be implemented, this paper has shown how a Basic Income  
134 grant is a key to poverty alleviation. Finally the paper rehearsed the benefits, to the fight against  
135 HIV/AIDS, to the campaign for reparations and reconciliation, to increased consumer spending,  
136 job creation, investment and economic growth, and to the efficiency of social investment in  
137 schools and clinics, if a Basic Income Grant were implemented in this country.

## Appendix 14: Copies of Reading Assessment Texts

### YEAR 1 & YEAR 2

Hyväs Mätkin.

Reading to Learn - Book 5 - Selecting and Analysing Texts

35

Mr Creep the crook

Mr Creep the crook was a bad man.  
Mrs Creep the crook was a bad woman.  
Miss Creep and Master Creep  
were bad children,  
and "Growler" Creep was a bad dog.

For some of the time Mr Creep  
and his family lived in a secret den.  
For the rest of the time  
they lived in jail.

One day Mr Creep was sitting  
in his little jail-house.  
He was drinking a cup of jail-house tea  
and eating a piece of jail-house cake  
and planning how to get out.

Year 2 Mr Creep the Crook Allan Ahlberg



#### BEEES AND THE MUD

A mouse was walking  
through the woods.  
A nest of bees  
fell from a tree.  
It landed on the top of his head.  
"Bees," said the mouse,  
"you will have to fly away.  
I do not want a nest of bees  
sitting on the top  
of my head."

12

Year 1 Mouse Soup Arnold Lobel

YEARS 3 & 4

36

Reading to Learn - Book 5 - Selecting and Analysing Texts

f - g  
f - g  
f - g

### A Good Tip for Ghosts

Dad was scabbing around in the rubbish.  
 'How embarrassing,' said Pete, 'it's lucky there's no one else here to see us.'

I looked around the tip. He was right. No one was dumping rubbish except us. There was just Dad, me, and my twin brother Pete. The man driving the bulldozer didn't count. He was probably used to people coming to the tip with junk and then taking a whole pile of stuff back home.

It was a huge tip with a large, muddy pond in the middle. I noticed a steer's skull on a post in the water. There were flies everywhere, buzzing and crawling over the disgusting piles. Thousands of seagulls were following the bulldozer looking for rotten bits of food.

'These country tips are fantastic,' yelled Dad. 'Come and help me get this.' He was trying to dig

15

Year 4 Unranny Paul Jennings

f

f - g  
f - g  
f - g

## BUSTING

I'm in the supermarket trying to remember what groceries Mum wanted me to pick up, but I can't think. I can't breathe. I can't do anything. I'm busting. And I don't mean busting, I mean BUSTING!

I've got to find a toilet. Fast. Then I can come back and think about the shopping with a clear head. Or not so much a clear head as an empty bladder.

I haven't got a second to lose. I run down the aisle and skid round the corner.

WHAM!

Straight into an old guy with a walking frame. He staggers forward and crashes into a stack of cans. They go rolling all over the floor. The old man is lying in the middle of them.

Year 3 Just Slood Andy Griffiths

YEARS 5 & 6

Reading to Learn - Book 5 - Selecting and Analysing Texts

I - P  
f - g  
u - P

### Chapter 1

Like clockwork, I kept waking.

There was a noise next to me that made me blink my eyes open for moments at a time and stare into the blackness. I knew what it was.

Whenever the baby's breathing got out of time or the sheets in the cot next to my bed rustled too much, it woke me. Most times, I could dart out of bed and reach into the cot and pat his back until he calmed; rearrange his quilt before the restless breathing became a squeaky cry. I knew that if I didn't move myself quickly enough, there'd be a sudden glare of hallway lights and lots of trouble.

I held my breath and waited. The sheets rustled again.

Don't cry.

I got out of bed, feet on the cold bare floor, feeling around with my toes and trying to remember which floorboards creaked and whether there was anything to trip over. Suddenly, I could feel a tiny jumpsuited foot against my leg and realised he had caught his leg between the rungs of the cot. Slowly, carefully, I reached down, eased the tiny foot back into the cot and lifted him back into the centre of the mattress. He

20

Year 6 Change the Looks Simon French

f - g  
f - g

emts

## Fins

Lockie Leonard shook the spray from his eyes, adjusted himself on the board and kept paddling as the wave rolled past and collapsed with a bun-tingling thud on the sandbar. Out of the cool mist another swell rose all seething and motley-green and shot six glistening, giggling missiles into the sky. They twisted in the air and came spearing straight at him. Lockie stopped paddling and stared. As any halfwit knows, of course, this is not such a smart thing to do when a big horrie wave is bearing down on you like a cement truck. But the human torpedo couldn't help himself. Dolphins! Alright!

He watched them stall and turn in perfect formation, cutting white slices through the skin of the water, curving back on themselves the way no human surfer could even hope to. They

## YEARS 6 & 7

38

Reading to Learn - Book 3 - Selecting and Analysing Texts

### A PROMISE

**T**imkin woke quickly, as she usually did, her eyes flicking open, her mind instantly alert. The wagon was moving beneath her, its iron-bound wheels rumbling over the dirt track; and she could tell from the speckled sunlight shining through the narrow side window that she was still in the forest. All around her, other members of the troupe remained asleep, lying on the floor and on the opposite bunk, untroubled by the constant jolting or by the creaking and groaning of the wagon.

Slipping from her bunk, she picked her way between the sprawled bodies and paused in the open doorway at the back. There she gazed for a moment at the two horse-drawn wagons following close behind. Then, grasping the top of the doorway, she swung herself up in a graceful arc and landed lightly on the roof.

The driver, a burly young catcher, glanced back at her, his spangled collar gleaming briefly in the sunlight. 'Can't be far to go now,' he said. 'By the looks of things, there've been wood-gatherers right through here.'

She nodded, only half listening, intent on a low

1

at 8 The Red King, Victor Kelleher

### 1

#### GRACEY

Dougy had been looking for me all morning, but I'd managed to avoid him. Angela guessed what I was up to and she said so.

"Why do you treat him like that, Grace? He's better to have around than my brothers."

"No lectures, please, Angela," I begged her, trying to sound contrite at the same time. "He's different. I'm different. We just don't have much in common any more. What can you expect after so much time apart?"

"He did save your life, though," Angela pointed out. I nodded slowly and looked down at the dust that had collected on my new training shoes. Angela was right. If my brother hadn't been there on that night two and a half years ago, I would probably have died. So much for a promising athletic career, so much for a scholarship to a top school in Brisbane. I'd have disappeared in the flood waters that destroyed our little town. I still shudder when I remember. But that didn't make it any easier to be with my brother, Dougy.

I took a drag and let the smoke out slowly on the breeze as I handed the cigarette across to Angela. We were sitting on a picnic table in the shade of the only decent tree in the park; for that matter, only decent tree in the entire town of Cunningham, hole that it was.

We weren't escaping the sun. It was cold, the last week in June. We would have preferred to stretch out in the sun, away from the wind, warming ourselves like a pair of cats. But for the moment we stayed hidden.

1

## YEARS 8 & 9

Reading to Learn - Book 5 - Selecting and Analysing Texts

### 1

I see and am my childhood in the swirl and clarity of being kind of black man, sort of nigger, in my own country; kind of white, sort of 'The Man', by the other half of me. I am torn; yet I am more whole, since I am of both understandings, though of no singular one. I am two races, two cultures and, most of all, two different thinkings. I am in a way against myself. But I can speak for both.

The dark half calls my white half, Pakeha. With just a little scorn in the tone, and envy it doesn't know shows, nor knows the solution to, since envy does not seek to cure itself, it just is. Festering on itself. Hating that which it fears to become.

The Maori put his warrior thinking against the white man and reeled in confoundment at what he confronted: too much diversity, too complex, too wide the chasm of conceptual differences. Maybe the confoundment turned him ugly. But then maybe he gave up too soon. But, hell, what do I know, who am I to say? It certainly caused him a loss of confidence, made him resent what he was: of no importance, no standing, gone was the base of his precious mana concept beside the vaster, more powerful Pakeha scheme of things. The warrior man who once ruled supreme in his own land now found himself in another

7

Year 10 Both Sides of the Moon, Alan Duff

### 1 COMA

July 12, 1994

#### MARTIN'S STORY

What could I say to them?

What the hell could I say that would have any meaning for them, as they sat and watched their only daughter lying there motionless?

Lifeless.

The only movement in the whole room was the mechanical hiss and sigh of the respirator: twenty breaths a minute — I counted them. Even my parents sat there like statues, watching for a sign of life. Anything.

What was the point of telling them they were wasting their time? I tried, but they couldn't understand. Maybe they didn't want to understand.

What could I say? That my beautiful sister would never recover, never smile again; never lock herself in the bathroom and run off an entire tank of hot water with one of her eternal showers. That Rebecca was lost; in one of her "other lives", in one of her "other times". That the body they kept their vigil over was no more than that — her body — because her soul, her "self" had left three nights before, and had no way of returning.

It wasn't as if we'd kept them in the dark all these years. Anything but. They knew about the "dreams" and the "slips" and the theories — everything we were working on with Gail. But it's one thing to "know" with your head. It's something else to make your heart accept the facts.

Was I kidding? I couldn't even accept the facts.

## YEAR 10

EMMA WOODHOUSE, handsome, clever, and rich, with a comfortable home and happy disposition, seemed to unite some of the best blessings of existence; and had lived nearly twenty-one years in the world with very little to distress or vex her.

She was the youngest of the two daughters of a most affectionate, indulgent father; and had, in consequence of her sister's marriage, been mistress of his house from a very early period. Her mother had died too long ago for her to have more than an indistinct remembrance of her caresses; and her place had been supplied by an excellent woman as governess, who had fallen little short of a mother in affection.

Sixteen years had Miss Taylor been in Mr Woodhouse's family, less as a governess than a friend, very fond of both daughters, but particularly of Emma. Between *them* it was more the intimacy of sisters. Even before Miss Taylor had ceased to hold the nominal office of governess, the mildness of her temper had hardly allowed her to impose any restraint; and the shadow of authority being now long passed away, they had been living together as friend and friend very mutually attached, and Emma doing just what she liked; highly esteeming Miss Taylor's judgment, but directed chiefly by her own.

The real evils, indeed, of Emma's situation were the power of having rather too much her own way, and a disposition to think a little too well of herself: these were the disadvantages which threatened alloy to her many enjoyments. The danger, however, was at present so unperceived, that they did not by any means rank as misfortunes with her.

level 12

bonds. Also suppose that the Reserve Bank buys some of these bonds. When the Reserve Bank buys bonds, it creates more money. In this situation, aggregate demand increases year after year. The aggregate demand curve keeps shifting rightward. This persistent increase in aggregate demand puts continual upward pressure on the price level. The economy now experiences demand-pull inflation.

Figure 23.15 illustrates the process of demand-pull inflation. The starting point is the same as that shown in Figure 23.14. The aggregate demand curve is  $AD_0$ , the short-run aggregate supply curve is  $SAS_0$ , and the long-run aggregate supply curve is  $LAS$ . Real GDP is R1,5 trillion, and the price level is 115. Aggregate demand increases, shifting the aggregate demand curve to  $AD_1$ . Real GDP increases to R2,0 trillion, and the price level rises to 118. The economy is at an above full-employment equilibrium. There is a shortage of labour, and the money wage rate increases. The short-run aggregate supply curve shifts to  $SAS_1$ . The price level rises to 126, and real GDP returns to potential GDP.

But the Reserve Bank increases the quantity of money again, and aggregate demand continues to increase. The aggregate demand curve shifts rightward to  $AD_2$ . The price level increases further to 130, and real GDP again exceeds potential GDP at R2,0 trillion. Yet again, the money wage rate increases and decreases short-run aggregate supply. The  $SAS$  curve shifts to  $SAS_2$ , and the price level increases further, to 138. As the quantity of money continues to grow, aggregate demand increases and the price level increases in an ongoing demand-pull inflation process.

The process you have just studied generates inflation – an ongoing process of an increasing price level.

## Appendix 15: Samples of Students Writing

### INITIAL WRITING TASK - ANDY

211525244

#### WRITING TASK: 07/02/2011

The following text comes from an SMS sent to the editor of the Times Newspaper, in which a reader expresses her views about whether or not the upcoming Municipal vote will make a difference to the people of South Africa:

**"I only believe my vote makes a difference for the politicians and not for the people of South Africa. After voting them into power, they become the 'untouchables' through their lavish lifestyles and corruption." – MaNdlovu**

The Times Newspaper. *Your SMS Comments*. Tuesday February 1, 2011, pg 17.

Think about the above SMS, and then write 10 – 15 lines on whether you agree or disagree with MaNdlovu's comment.

This has been a very serious issue to us as South African citizens where our politicians use us for them to be rich.

I agree with the text above by MaNdlovu because, after we voted they do not do much for us but only getifying themselves. Thabo Mbheki, our previous president, used to go out with other overseas president and forget about us. Many of our politicians lives in luxury houses for ~~an example~~ <sup>example</sup> our councilors in our communities we vote for them and within no longer period he or she ~~lives~~ <sup>lives</sup> in a very luxury house with a good car but you find that she or he has done nove for people who voted for him/her.

scale  
1-5

Presentation - 2  
Purpose - 4  
Stages - 2  
Phase - 2  
Field - 3

Text - 3  
Motive - 3  
Appraisal - 2  
Lexis - 2  
Grammar - 1  
Organization - 4  
Reference - 1  
Writing - 2

Punctuation - 2



int - 4  
stage - 3  
I - 2  
In - 2

App - 2

con. - 3  
Ret - 3  
gram - 3

sp. - 4  
Prcl - 4  
Pro. - 3

## 1. Economics and Scarcity.

Economics has to do with scarcity. Something we have to know about our economic life is that there is just not enough goods and services to satisfy everyone's wants. As we are people, our wants are unlimited, but the ways in which the wants can be satisfied are limited. ✓

## 2. Wants

Wants are the things that people feel they must have (for goods and services). As people, and as a society, we always want or desire more goods and services. People have their own, spiritual, material, cultural and social wants, while people as a group have collective wants such as law and order, education and social defence force. However, it is the fact that wants are not the same as needs and demand.

### 2.1. Needs.

Needs are important, the things that we cannot live without it for survival, such as food and water, shelter and clothing. Needs are different from wants, and not completely unlimited. The Bureau for Market Research at the University of South Africa has calculated out what goods and services a household needs to have every month in their shopping in order to sustain a minimum living.

## 2.2. Demand.

When we demand something <sup>?</sup> it when <sup>??</sup> we plan to buy if or can afford it, but demand is also different from wants, desires or needs. There is only a demand for good or service if individuals who want to purchase goods and services have the ability to do so.

## 3. Resources.

<sup>??</sup> <sup>what with?</sup> There is a problem, although people have many wants, the resources to fulfil these wants are limited. Natural resources, human resources and man made resources are the resources that are needed for goods and services to be produced.

<sup>??</sup> As we are the people living in and societies, we face a problem of unlimited wants and limited means. They, therefore, have to make choices. For example: It is Saturday night and Hendrik Muthibela's Economic decision are always difficult. The fact that individuals live in a world of scarcity forces them to make difficult choices.

Resources are not easily available, so the use of resources can never be costless. To make it clear, economists use an idea which they call the TANSTAAFL principle. The basic point of this principle is that there are <sup>Resources</sup> always payments involved in any use of scarce

CLASS TEST (EDITORIAL) SEPTEMBER 2011 - LANNICE

$6 + 4 + 1 + 14 = 25$   
 Question 1  
 Question 2  
The United States Must Do  
About the \$14.3 Trillion Debt

WRITING SCORES	
Purpose	5
Style	4
Field	4
Tone	3
Mode	3
Phrases	4
Lexis	4
Appraisal	3
Conjunction	3
Reference	3
Grammar	3
Spelling	3
Punctuation	3
Presentation	3
<b>TOTAL</b>	<b>38</b>

At the moment, our economy in Canada well. The United States? Not very good

last month, Alberta's employment rate <sup>alone</sup> grew to outstrip that of the whole of the U.S.

Spelling

In a very difficult economic growth, Canada is one of among other <sup>ref?</sup> countries <sup>like?</sup> is the best place to relax, even though that could have <sup>total</sup> a spin??

I cannot foresee what could happen in the future, however, I do have this amazing skill to predict the past.

Previously, situations like this <sup>of</sup> the United States have not always resulted well. Of course Greece, I am talking about you.

It is not only the ~~bad~~ high unemployment rates that American labour force has to deal with. When you are not working, you have a lot of time to think.

There is also that huge issue of bulking debt to sweep the whole of the United Kingdom

Spelling  
Threatening

Fast, hurry up to your kitchen and highlight August 2 on your calendar, then open a bottle of whiskey and drink half of it.

Now, let us discuss about the negotiations between the Republicans and the United States President Barack Obama, concerning taxes, government expenditure and the <sup>a</sup> list of plans to control their debt.

Firstly, the debt limit in the United States is \$~~14.3~~ 14.3 trillion, a number that ~~that~~ no-one has ever used except for astronomers. ever!!

Unless there is an agreement between the President and the Republicans to increase their own credit limit before August 2, America will not be able to borrow more money to ~~go~~ pay for their expenses. In other countries like the developing countries this is <sup>reflected as</sup> defaulting on your credit.

Many things happen when any country ~~does~~ <sup>it</sup> not pay its debts, however, the most important two include, big cuts to government ~~spending~~ <sup>and</sup> projects and a huge increase in interest rates.

Although ~~as~~ August 2 gets nearer, my feeling is that the markets may put pressure on politicians to come to an agreement. <sup>(connections)</sup> If stock markets falls quickly, the dollar ~~will~~ <sup>loses</sup> its value and interest rates increase, important politicians will run back to the board room and come up with a solution.

The idea of being hanged by people is a big inspiration. But maybe I have feelings like that because I do not hope to think about ~~the~~ other options. So let us assume and question what would happen if a country that is carrying 25% of the world's wealth had to default

in paying the \$14.3 trillion debt.

You may now finish that bottle of whiskey.

As <sup>on</sup> many occasions, in times of trouble, people would go in their numbers to churches and liquor stores, both groups, either way, with a hope to develop the correct with God.

Sincerely, we would be trapped <sup>in</sup> into an economic disaster, one we have never experienced. Canadians would be in it too.

There is no running away from that kind of (international) financial disaster.

## ACADEMIC ARGUMENT TEXT FOR INDEPENDENT WRITING - BONNIFACE

### The Basic Income Grant

More than 22 million individuals in South Africa live in poverty. Factually, South Africa has become possibly the most economically unequal country on earth. Currently, the new South Africa is also living <sup>with</sup> in the world of high rate of poverty, correlated with race, gender equality and urbanisation. 94% of South Africans population of those living in poverty are African <sup>poverty-race</sup> and a maximum of 70% are living in rural areas and the majority of these individuals are women. Currently, many South Africans are living lavish lifestyles in urban areas spending R2000 on leisure goods <sup>for leisure</sup>, while many of our population is living in poverty, this poses a grave threat to the stability and sustainability of our democracy. This essay will argue how the "Basic income Grant" could be implemented in our country to alleviate poverty in South Africa.

The national Basic income Grant <sup>can</sup> be implemented by the following guidelines:

Firstly, the Basic Income Grant would be issued <sup>to</sup> all individuals and would not be as means test, this will decline the administrative burden and opportunities for inconveniences that often associated with means-tested grants. Means test will ensure that individuals will not be penalised <sup>loss of</sup> benefits if they work to improve their standards of living. Secondly, the basic income grant should be introduced and acknowledged <sup>with</sup> a R100 per individual on a monthly bases with inflation indexed. Thirdly, if the basic income grant expands this will cover social assistance system, however all individuals of any existing grants should not have their benefits reduced because of the introduction of a Basic Income Grant. Fourthly, the <sup>not bank</sup> delivery/collections of the Basic Income Grant will be collected in financial institutions (Post Banks). Finally, the costs of financing a Basic Income Grant should be recovered by increasing the taxation of the urban dwellers, restructuring government employees pension fund and increase deficit spending. The benefits the financing of the grant <sup>is</sup> to be profound

<sup>?? This is more than sufficient if it is correct</sup>

symbol of solidarity without any other social expenditure of all South Africans in a country to alleviate poverty.

<sup>to sum up</sup> To sum up, this essay has argued the implementation of how a Basic Income Grant could help alleviate poverty in our nation. First part argues that a Basic Income Grant would be available to all but not as means of a test, secondly a Basic Income Grant must be introduced and all individuals to be given R100 per month. Thirdly the expansion of the Basic Income Grant, fourthly the delivery of a Basic Income Grant, and finally progressive rise in taxation of the rich and restructuring government employees pension fund. This essay has argued the mentioned above.

# EXPLANATION TEXT - LINLEY

## The wedding ceremony

- A <sup>Introduction</sup> Wedding is a promise or an obligation that binds two families or individuals together to become one big family. Each country employs its <sup>different</sup> culture to <sup>people</sup> get two <sup>(couple = 2 persons)</sup> couples married.
- A Wedding is considered to be the enormous ceremony worldwide. The focus of the explanation below is <sup>in</sup> Indian Wedding, which is more frequently <sup>to</sup> other countries.

### 1. Engagement

Indian weddings begin with an agreement between individuals as well as families, <sup>(like all)</sup> other countries. When Indians plead or implore for an agreement for marriage, the man usually <sup>since 3rd person</sup> go to his <sup>wife's</sup> place with his current relatives, all in cultural attire.

### 2. Clothing

On the wedding day, the man <sup>is</sup> attire in a black suit with a tie, and the women regularly wear a white marriage dress covered with lot of decorations of extras of delicate net and small shaped pieces of glasses, stones and plastics, usually used for sewing on to fabric. However, <sup>other</sup> Indian women may prefer to wear saris. Sari is the <sup>Indian</sup> women's cultural dress of <sup>of</sup> Indians. Sari includes a long part of stamped fine and soft strand, and decorations around the dress, which <sup>are</sup> wound and put along the covering clothing, elevated up in the back and fastened over one shoulder.

### 3. Reception

The gathering to welcome the groom and the bride and to celebrate the wedding is held, in Indian weddings <sup>but</sup> in India the partners do not <sup>change</sup> amend from their set of clothes that they had been wearing all along from the beginning of the marriage. During this welcoming and celebrating time Indians set out breyani, spicy rice-based and sweet deserts, like sorgi.

Conclusion  
In Conclusion, the above information reveals the valid points on Indian weddings, such as planning, organizing and hosting the marriage <sup>final step</sup>.

## EXPLANATION TEXT: MICHAEL

Swif - 3  
Stage - 3  
F - 3  
T - 2  
M - 2

Phase - 2  
Lev - 2  
Ass - 2

Ret - 3  
gram - 2

Pr - 3  
Pre - 3

### THE WEDDING CEREMONY IN INDIANS

#### A INDIANS WEDDING

Wedding is the ceremony and celebration when a couple gets married. Marriages are well known in all organized community of people in a particular country, there are important differences in the ways in which these are putted into the right order and organized. The following are some of the aspects that have been selected: engagement practices, wedding clothing, and food served.

#### ENGAGEMENTS PRACTICES

Engaging in the commitments of marriage is when different cultures and families unite to build a healthy relationship amongst each other. Weddings usually start with an engagement.

In Indian proposals, the groom goes to his girlfriend's house, with his respective family, all wearing respected traditional clothing. All in the entire groom and his family must take the first step in setting the strict obedience rules of engagement in place.

#### WEDDING CLOTHING OR CUSTOMS

The grooms wear in a uniform of black suits and ties. Married women usually wear white wedding gowns that can be covered with a lot of decoration with the usual accompaniments or extras such as lace and beads. Most Indian married women may choose to wear length of cloth of worn draped round the body as a traditional item. Saris are traditional form of Indian female dress with a long piece of printed silk or cotton fabric, with a nice looking border, which is carefully wound and tucked around the waist, hanged up at the back and draped and pinned over one shoulder.

In Indian marriages, the man and woman who are married to each other do not change from their set of clothes to be worn together at the church.



## Young Leaders Need to Learn Right Behaviour

<sup>what is this?</sup>  
The maturity stage that the ANCYL is about to reach and its chairperson, Julius Malema are confusing to me. Recently I heard that young people around the country were to meet for a night vigil at Luthuli House in order to comfort their Leader, <sup>when?</sup> when he arrived at yesterday's disciplinary hearing. About 17 years <sup>have</sup> passed now <sup>into</sup> democratic country, but some people <sup>still</sup> until now are not familiar with what phenomenon is about them. <sup>meaning?</sup>

<sup>When</sup> Whenever people whom I consider as matured <sup>heading</sup> cannot distinguished between what is good and bad. Consequently we are resulting towards <sup>the</sup> tragedy. Youth league generally includes mostly young people who are at school or at tertiary level, where they are trained to anticipate and able to reason critically.

I begin to be completely  <sup>tense</sup> agreed with individuals, for example Mamphela Ramphele, when she state that we are in a perilous situation in this youth freedom. When individual cannot discover a distinction between right and wrong, Condemning other people because of having different ideas on that particular issue. <sup>correct?</sup>

I am behind Malema's strong engagement on matters interest in the ANC and what the youth league organise to do. But I myself, think that the ANC youth league directing their vitalities in dealing with wrong issues, for example, Malema proclaimed that the President Jacob Zuma is failing to rule the country, while is your leader in the ANC, <sup>Does</sup> is that shows leadership qualities? How <sup>is</sup> does public comments uplift people's standard of living? They are looking forward to service delivery and job creation.

<sup>If</sup> Whenever we are going to devote our time in night vigils, back-upping our leaders <sup>to</sup> their wrong behaviour, <sup>rather</sup> than improving ourselves mentally, <sup>so</sup> that we can able to identify a difference between what is wrong and right, Which will results in limiting failure of future leaders? South Africa should produce leaders who are characterised by valuing people and having a desire to serve people to them.

EXPOSITION TEXT FOR INDEPENDENT WRITING: GWYNETH

Intro - 2      Thesis - 3      Ref - 3      Punc. - 3  
Struc. - 2      App - 2      Gram - 2      Present. - 1  
F - 2  
M - 2

ENGLISH Language and development

Question 2

Scarcity Wants and Resources

Intro!  
Wants

Wants are human desires for good and services, AS individuals our wants are unlimited, we desire more and more. AS the people we always need more or improved goods and services. People have different types of wants such as; biological, spiritual, material, cultural and social wants, while individuals as one have collective wants such as law and order, education and social security. Although it is important to highlight the fact that wants differs much from needs.

(Connection)

NEEDS

Needs are necessities. the things that are important for current living such as food and water etc. Need differs from wants because they are completely unlimited. It can be calculated the basic needs which are needed in order for a person or household to survive. Every month a person / individuals incurs a basic living standard.

Unfortunately, although the individuals have many desires, the resources are contracted to certain points, meaning that there are scarce resources. Type of resources are natural resources, human resources and man made resources. The scarcity of resources result into limited of good and services produced.

All the people are faced with the problem of unlimited wants and limited means. Individuals need to make choices. These choices are based on sacrificing the best alternative to do another thing. For example, Hendrik Mathibela has to study and sacrifice watching television.

Resources are scarce. There are always cost involved even though cost are not always visible to consumer of good & services in question. To highlight this statement, economist made certain principles TINSTAFL meaning "There ain't no such thing as free lunch" one way or another a cost falls to someone. There are always ~~some~~ cost involved in any use of resources.

EDITORIAL TEXT FOR INDEPENDENT WRITING - THERESA

Kemp - 5  
 Steg. - 5  
 T - 4  
 F - 4  
 M - 4  
 Phases - 2  
 Lex. 3  
 App. - 4  
 Rom. 4  
 Reb - 4  
 Gam - 4  
 M. - 0  
 Pinc. - 4  
 Proact - 2

Sustainable Black Economic Empowerment deals

The likely failure of the Investec Black Economic Empowerment (BEE) business agreement with the Peu Group and Tiso is to be a cause for panicking for quite a lot of reasons.

The most clear reason is that, if the failure of the business agreement has to develop and become clear to other people who are not involved in the BEE deal, it would be a step backwards in terms of trying to alter the type of people owning financial belongings in the South African financial sector.

The fact that the first agreement in the banking sector did not succeed should be an eye-opener and cause queries about the structure of the BEE agreement. It should also raise questions about the intentions of all those people and companies who are a part of the BEE deal.

The first and most important question to be asked is about where the money to fund the BEE deal will come from. The very thought that the agreement was kept as a secret for almost 10 years after it was sealed should be an indication that the agreement's financing department relied too much on the rapidly increasing prices of owning parts of businesses.

Secondly, a question should be raised concerning how much the BEE partners have assisted Investec to develop and adopt change for the better. After all, the partners must have done something to help Investec to grow so that, in turn, Investec can help the business partners to grow in terms of knowledge and finance.

The truth of the matter is that Investec, being the fifth largest bank in South Africa, is the least developed and transformed by adopting the BEE policies. The reason for this poor development is

not one of missing here!

partly due to the way that the bank conducts its business strategies. Managing finance for wealthy, successful individuals does not really reveal Investec to the broader trading place.

Investec does not have anyone putting pressure on it to do anything. For example, nobody can force Investec bank to bring financial assistance to the poorer parts of South Africa. The end result <sup>of</sup> for this "freedom" is that Investec has become disapproving of the bank. ✓

Other questions that still need to be posed are about the people who put their money into the business deal. If BEE is like any other business strategy with goals of getting financial returns, then when things do not work out as planned, negative impacts will be inevitable. The business partners would need a lot of money to get through the financial crisis. ✓

After considering various facts, I believe that the most feasible way forward is for the BEE agreement to be funded with Investec's assets and ~~assist~~ <sup>assist</sup> BEE owners of companies <sup>to bear the</sup> consequences, until the prices of shares rise enough for the agreement to start giving <sup>(The business</sup> partners returns on their investments. After all, there is no easy way of conducting business. No matter what you decide to do, there are always risks involved. ✓

# EXPOSITION TEXT - SAMANTHA

←  $\begin{matrix} PUP - 2 \\ Story - 2 \\ F - 2 \\ M - 2 \end{matrix}$        $\begin{matrix} Lexis - 2 \\ App - 3 \\ Phases - 2 \end{matrix}$        $\begin{matrix} Long - 1 \\ Ret - 1 \\ Gam - 1 \end{matrix}$        $\begin{matrix} SP. - 1 \\ Funct - 3 \\ Pres. - 2 \end{matrix}$

← 1. Decentralised Coordination.

Decentralised coordination is the process of coordinating production decisions and specialisation for everyone in the economy. It works when <sup>four</sup> ~~the following~~ complimentary social institutions are present. *In this essay, I will discuss.*

← 2. Markets

A market exists wherever buyers and sellers meet to exchange goods and services at a price. In economics, however, the market is seen as a process where sellers of products link with potential buyers to bring about an exchange. An example <sup>of this is</sup> wholesalers. Manufactured goods and fresh produce like fruit and vegetables are brought from the producers by the wholesalers. The wholesalers sell to retails. In today's world, there is a large market for goods and services internationally. When South Africans want product from other countries, product are traded on the international market.

3. Property rights

Property rights are the social arrangements that control the ownership, use and disposal of resources that humans <sup>use</sup> valued. The property rights are: Real property involves land, buildings and durable resources such as plants and equipment. Financial property involves stocks, bonds and money in the banks. Intellectual property is the intangible product of <sup>work</sup> marking an effort (such as books, music, computer software, and inventions) protected by copy rights and patents.

4. Money

Money is any token that is generally acceptable as a means of payment. Today, in most markets, money has become necessary to establish a standard of a production and the value of a product is most often expressed in terms of the amount of money that is paid for exchange.

Thus the exchange value of product depends on its potential to command money in return for  
it. In those early days, goods were usually exchanged for other goods. This exchange was  
based on the value of goods. } why is this part tense necessary?

5. Conclusion

The above complementary social institutions are important in economic coordination. Not suffice

## EXPLANATION TEXT: SAMANTHA

### 1. The Important Of Wedding

In Africans, wedding is an important event that is celebrated in the most significant way in arrangement and preparation.

### 2. 3. Xhosa Wedding

Africans' marriage start with an engagement. In their tradition the boy's close family bear the half amount of 'lobola' (paid by the groom for his partner). Traditional this was the sum of 13 cow the modern practices now permit other forms of payment, equal to roughly the equivalent. The groom and his family take the initiative in setting the formalities of engagement in their place.

### 2. 2. Wedding Cloths

Grooms wear a regular black suit and ties. Brides usually wearing white wedding gowns that can be very ornaterly with trimmings such as lace and beads.

### 4. The Reception

In the reception the bride changes into the the traditional dress comprising beads and turban.

### 5. Food

Usually in Xhosa celebration a cow is slaughtered, cooked and served. This is accompanied with dumplings, pap and African salads, such as coleslaw.

The above exploration of African Christian wedding shows that a marriage is an important life event that deserves an elaborate and carefully prepaid celebration.



## EXPOSITION TEXT: ZELDA

### <sup>m - 2</sup> Economic Coordination

1. Introduction *← where is this??*

2. Decentralised economic systems

In order to specialise and produce different kinds of goods and services, choices must somehow be coordinated. Today, these and most other previously planned economies are adopting a decentralised market system. To make decentralised coordination work, complementary social institutions that have developed over many centuries are needed.

*What are these??*

Complementary social institutions that are needed.

3. Markets

The word market means a place where people trade with each other. In economics, a market has a more general meaning. A market is any deal that allows consumers and suppliers to get information and to do business with each other. An example is the market in which oil is bought and sold- the world oil market. The world oil market is not a place. It is the set of connection of oil producers, oil users, wholesalers and dealers who buy and sell oil. In the world oil market, decision makers do not meet physically. They make arrangements all the time <sup>Spelling</sup> buy telephone, fax, and internet. Markets have developed because they smooth the progress of trading. A market can work only when property right exist.

4. Property rights

The social arrangements that administrate the ownership, use and disposal of anything that is important to people is called property rights. Real property right includes land and buildings- the rights we call property in ordinary speech and capital goods such plants and equipment. Financial property includes money in bank, stocks and bond. Intellectual property is the

*what choices*

*Plaque use*

insubstantial product of innovative effort. This type of property includes books, music computer programmes and devices of all kinds and <sup>is</sup> protected by exclusive right.

5. ← 3. Money

Money is any commodity or token that is generally suitable as means of payments for goods and services and repayment in a given country or socio-economic context. The main functions of money are distinguished as a medium of exchange; a unit of account; a store of value and, occasionally, a standard of deferred payment.

6. Conclusion

Coordination failure also occurs. It occurs when the certain desirable activities fail to take place because of limitations within the economic system, which means they fail to coordinate the plans.

*← not sure what this means. which ones? who?*

*What plans?*

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Scarcity, wants and Resources

pic. 3

1. Wants

Wants are people's desires for certain goods and services. Wants are unlimited meaning that people always desire more of goods and services. The wants that individuals have are biological, spiritual, material, cultural and social wants. The society have got collective wants which are law and order, education and social security. Wants are somehow different from needs.

2. Needs

Needs are necessities meaning that there are essential for survival. Examples of needs are food, water, shelter and clothing. Needs are not unlimited because the basic need that a household require to survive can be calculated and be met. The goods and services that a household requires to sustain a minimum living level has been worked out. What gives a basic need of a household is what is on the household's shopping basket every month.

3. Resources

Resources are factors of production. Even though people have unlimited wants, the available resources to satisfy these wants are limited. Resources such as human resources, man made resources and natural resources are means to produce goods and services. If

resources are limited the wants that can be sustained/satisfied are also limited. So everyone is confronted by unlimited wants and limited means. All in all, when it comes to unlimited wants and limited means, a choice has to be made. A person will have to decide on one thing and sacrifice the alternative choices. That is why you cannot have your cake and eat it. ✓

Resources are very scarce. That is why they always involve costs. In that case ~~either~~ there has to be a trade-off. That is why economists invented a TANSTAAFL principle which is an acronym for "There ain't no such thing as a free ~~lunch~~ lunch". Someone always has to pay. ✓

## Appendix 16: Detailed Assessment Scores for Tracked Students

TABLE 8.1: ASSESSMENT CRITERIA COMPARISON OVER ONE YEAR PERIOD

SETH														
Task No.	Purpose	Staging	Field	Tenor	Mode	Phases	Lexis	Appraisal	Conj.	Ref.	Grammar	Spelling	Punct.	Presentation
Initial	5	3	3	4	4	2	3	2	3	0	2	2	1	2
Expl.	3	3	3	2	2	3	2	3	2	1	1	4	2	3
Expo.	3	3	3	2	2	3	3	2	3	1	1	4	2	2
Class Test	3	2	3	3	3	3	2	3	2	1	2	4	3	2
Editorial	4	3	3	4	3	3	1	3	1	2	1	5	4	3
Class Test	3	4	3	3	3	3	2	2	2	2	1	2	2	3
Academic	3	4	3	3	3	4	2	2	1	3	2	5	2	3

LINLEY														
Task No.	Purpose	Staging	Field	Tenor	Mode	Phases	Lexis	Appraisal	Conj.	Ref.	Grammar	Spelling	Punct.	Presentation
Initial	5	3	5	4	3	3	3	2	2	1	2	2	2	5
Expl.	3	3	3	2	2	2	2	2	2	3	1	5	3	4
Expo.	3	2	3	3	3	3	3	2	3	1	2	5	4	2
Class Test	3	3	3	2	2	3	2	2	3	2	1	2	4	4
Editorial	3	3	3	3	3	4	1	1	3	2	1	4	4	3
Class Test	3	4	3	3	3	2	2	3	3	2	1	3	3	5
Academic	5	4	4	4	4	4	2	2	3	2	2	5	2	4

THERESA														
Task No.	Purpose	Staging	Field	Tenor	Mode	Phases	Lexis	Appraisal	Conj.	Ref.	Grammar	Spelling	Punct.	Presentation
Initial	5	4	4	4	4	5	5	4	5	2	4	3	3	4
Expl.	4	4	4	3	3	4	4	3	4	4	4	5	4	2
Expo.	4	4	4	4	4	4	3	3	4	3	4	5	4	2
Class Test	4	4	4	3	3	4	3	3	4	4	3	5	3	4
Editorial	5	5	4	4	4	4	4	4	4	4	4	5	5	5
Class Test	4	4	4	3	3	4	3	3	4	4	3	5	5	5
Academic	5	4	4	4	4	4	3	4	3	4	4	5	4	4

GWYNETH														
Task No.	Purpose	Staging	Field	Tenor	Mode	Phases	Lexis	Appraisal	Conj.	Ref.	Grammar	Spelling	Punct.	Presentation
Initial	5	4	5	5	4	4	3	4	4	3	4	5	3	5
Expl.	3	4	3	2	2	3	2	2	2	1	1	3	2	3
Expo.	3	4	3	2	2	2	3	3	1	2	1	3	1	2
Class Test	3	2	2	2	2	2	2	2	2	3	2	2	3	1
Editorial	4	4	3	4	4	4	3	4	2	4	3	5	2	3
Class Test	n/a													
Academic	3	4	3	3	3	3	2	3	2	3	2	4	1	4

ZELDA														
Task No.	Purpose	Staging	Field	Tenor	Mode	Phases	Lexis	Appraisal	Conj.	Ref.	Grammar	Spelling	Punct.	Presentation
Initial	5	3	4	4	3	3	2	2	2	1	2	3	3	3
Expl.	3	3	3	3	3	3	2	3	3	2	1	5	3	1
Expo.	3	2	2	2	2	3	2	2	2	2	1	3	3	2
Class Test	3	4	3	2	2	3	3	2	3	3	3	3	4	3
Editorial	3	4	3	3	3	3	3	3	4	1	2	5	2	3
Class Test	3	3	3	3	3	3	2	4	4	3	2	2	2	2
Academic	4	4	3	3	3	3	2	4	2	2	2	5	4	4

ANDY														
Task No.	Purpose	Staging	Field	Tenor	Mode	Phases	Lexis	Appraisal	Conj.	Ref.	Grammar	Spelling	Punct.	Presentation
Initial	4	2	3	3	3	2	2	2	4	1	1	2	3	2
Expl.	n/a													
Expo.	3	2	3	3	3	3	2	2	3	1	2	4	1	4
Class Test	2	2	2	2	2	2	2	2	3	1	1	3	3	2
Editorial	2	3	3	3	3	2	2	2	2	2	1	3	3	3
Class Test	4	4	4	3	3	3	2	2	2	2	1	2	3	5
Academic	3	3	3	3	3	3	2	3	2	2	2	5	4	4

LANNICE														
Task No.	Purpose	Staging	Field	Tenor	Mode	Phases	Lexis	Appraisal	Conj.	Ref.	Grammar	Spelling	Punct.	Presentation
Initial	5	4	5	5	4	4	3	4	4	3	4	5	3	5
Expl.	4	4	4	3	3	4	3	3	4	3	3	5	4	4
Expo.	4	3	4	3	3	4	3	4	4	3	4	5	3	5
Class Test	4	4	4	3	3	4	4	3	2	4	4	4	4	4
Editorial	5	4	4	4	4	4	4	4	4	3	4	4	3	4
Class Test	5	4	4	3	3	4	2	3	2	3	3	3	5	5
Academic	5	5	4	4	4	3	4	4	4	5	4	5	5	5

BONIFACE														
Task No.	Purpose	Staging	Field	Tenor	Mode	Phases	Lexis	Appraisal	Conj.	Ref.	Grammar	Spelling	Punct.	Presentation
Initial	3	3	3	3	3	3	3	3	2	1	2	5	2	3
Expl.	3	3	3	2	2	2	2	2	1	2	2	4	2	3
Expo.	3	3	3	2	2	3	3	3	2	2	2	3	3	3
Class Test	2	3	3	2	2	2	2	2	2	2	2	4	3	4
Editorial	3	3	3	3	3	4	3	4	2	1	2	4	3	4
Class Test	4	4	4	3	3	4	3	3	4	3	1	2	3	5
Academic	4	4	4	4	4	3	2	2	2	4	2	5	2	4

SAMANTHA														
Task No.	Purpose	Staging	Field	Tenor	Mode	Phases	Lexis	Appraisal	Conj.	Ref.	Grammar	Spelling	Punct.	Presentation
Initial	3	4	3	2	2	3	2	2	3	1	2	5	3	4
Expl.	2	1	2	2	2	1	1	2	0	1	1	2	1	1
Expo.	2	2	2	2	2	2	3	2	3	1	1	2	3	2
Class Test	2	1	2	2	2	3	2	2	3	1	1	4	3	1
Editorial	5	4	4	4	4	4	4	4	4	3	4	4	3	4
Class Test	5	4	4	3	3	4	2	3	2	3	3	3	5	5
Academic	5	5	4	4	4	3	4	4	4	5	4	5	5	5

MICHAEL														
Task No.	Purpose	Staging	Field	Tenor	Mode	Phases	Lexis	Appraisal	Conj.	Ref.	Grammar	Spelling	Punct.	Presentation
Initial	3	3	3	3	3	3	3	3	2	1	2	5	2	3
Expl.	3	3	3	2	2	3	2	2	3	2	2	5	3	3
Expo.	2	1	2	2	2		2	2	1	1	1	3	2	1
Class Test	3	3	3	3	3	3	2	3	3	2	2	3	4	3
Editorial	2	2	1	2	2	2	1	2	1	1	1	4	3	2
Class Test	4	3	3	3	3	3	2	1	3	2	1	3	4	2
Academic	3	3	3	3	3	3	2	2	3	3	2	5	3	3

NOLEEN														
Task No.	Purpose	Staging	Field	Tenor	Mode	Phases	Lexis	Appraisal	Conj.	Ref.	Grammar	Spelling	Punct.	Presentation
Initial	5	3	5	3	3	3	2	3	4	1	4	5	2	3
Expl.	4	4	4	3	3	4	3	3	4	3	4	5	3	4
Expo.	3	3	3	3	3	3	2	2	3	3	2	3	3	2
Class Test	3	3	3	3	3	3	3	2	2	3	3	5	3	3
Editorial	3	4	3	3	3	3	2	3	2	2	2	5	3	3
Class Test	5	4	4	4	4	4	3	3	4	3	3	2	3	5
Academic	4	4	3	3	3	4	3	2	4	2	2	5	4	4



## Appendix 17: Copy of Zulu Text for Reading Assessment

### *Ukudunyiswa kothando*

**13** Noma ngikhuluma ngezilimi zabantu nezezingelosi, kepha ngingenalo uthando, ngiyithusi elikhencezayo nensimbi encencethayo. <sup>2</sup>Noma nginokuprofetha, ngiqonda izimfihlakalo zonke nokwazi konke, noma nginokukholwa konke ngangokuba ngingagudluza izintaba, kepha ngingenalo uthando, angiyinto yalutho. <sup>3</sup>Noma ngabele abampofu konke enginakho, noma ngi-

### I KWABASEKORINTE I 4

nikela umzimba wami ukuba ushiswe, kepha ngingenalo uthando, akungisizi ngalutho.

<sup>4</sup> Uthando luyabekezela, uthando lumnene, alunamhawu, uthando aluzigabisi, aluzikhukhumezi; <sup>5</sup>aluziphathi ngokungafanele, aluzifuneli okwalo, alununuki, alunagqubu; <sup>6</sup>aluthokozi ngokungalungile, kepha luthokozela iqiniso; <sup>7</sup>lubekezelela izinto zonke, lukholwa yizinto zonke, luthemba izinto zonke, lukhuthazelela izinto zonke.

## Appendix 18: Selected Notes from Researcher's Journal

The following samples, in date order, are from the Researcher's Journal notes recorded during the research and post-research period:

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10<sup>th</sup> February

Kirkwood took the concept of the paraphrasing of sentences and background info and used it to help her learners understand text. She did not follow the other R2L steps because of what she said were time constraints.

Lessons began in earnest today - group 1 looked bored, group two found it 'very interesting'! I took both 45 min lessons and covered background and detailed reading. I am a bit concerned about the sentence work on Monday, I plan to do the following:

- cut the sentences into strips - using whole sentences first, taking two of the paragraphs from the text. The learners will first place sentences back into correct order and paragraphs.
- Then I want to work with suffixes and prefixes and adverbs and, maybe then time connectors (and, also, since etc). Will the learners cut off these words and segments after they have the put the sentences together again, am I doing this the right way? I'm growing on confidence but still wanting to 'get it right'!

-----

11<sup>th</sup> February

On affirmation:

*I know the importance of accepting and affirming every answer. What do we do when an answer is either completely wrong or only partly the correct answer? If one accepts an answer that is way off the mark, that would be misleading and yet how to not shut down communication?*

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24<sup>th</sup> February

had something that concerns me today: I have two groups - not grouped in any particular order, but one group seems to be weaker than the other.

Anyway, group 1 completed a reasonable group-writing task, with two groups being asked to rewrite as they misunderstood my instructions to make use of the precise keywords in the text and rewrite their own version.

However, group 2's writing was awful! Poor references, articles, sometimes just phrases stuck in anywhere. What do you do when they don't seem to have 'got it'? Is this to be expected? I explained their errors and made them rewrite as a group.

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9<sup>th</sup> March 2011

Dear B.

On: First Group writing results

I have come across a dilemma (as is bound to happen) with the teaching so far. It is largely trial and error for me, and I often hope that I am on the right track!!

The learners completed their first group writing. Although my groups are not mixed in any special way, I seem to have one stronger and one generally weaker. Group 1 were ok, group's group writing was appalling!

I thought "Ok, back to the drawing board!" I explained the errors to each individual group, and got them to do the writing again.

1. Do you think I was correct in this?
2. Secondly, is it normal to have this sort of 'failure' in the beginning, where you think they're going to perform fantastically and you get a mess?
3. Or could it be me not teaching the method properly?

Thanks, this gets lonely sometimes!!

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24 February

Dear B.

On Rewrite:

I decided to let the learners rewrite the assignment if they choose to. I will take the best of the two marks. I know this is 'unorthodox' but it is all about bringing the writing to their level. I actually had a (male) student literally cry yesterday when he saw his first assignment results! Going over the texts they used, I can see that some of them are just way over their heads, as you suggested.

I have sent you a copy of my possible assignment using one of your texts from ACCS 110. Wanted to use an economics text, but, to be honest, I could not find one better than this one!! I hope it is acceptable to 'step' out of economics texts without 'rocking the boat' too much or confusing the learners?

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18<sup>th</sup> March

Outcome of Rewrite:

ps. the results on the rewrite were much, much better (using your 'wedding' text). Obviously it was dead easy, but it is surprising how many students *still* battled to write the essay anyway!

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25<sup>th</sup> March 2011

Some interesting observations from my preliminary reading assessments:

It seems that several of the students can read a text fluently without barely a hesitation or a mispronunciation - but can't understand a thing of what they've read! This includes academic texts (where the learner was at a level to attempt one)!

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4 April 2011

1. Class Test and assignments:

At the moment, the learners have completed the class test, as well as three assignments. Two of these assignments will have marks submitted as they were given a re-write for the first one. Results have been much better, with only one or two getting below 50%. A few students are getting in the 80's. I feel that it is time to stretch these individuals, for example, by getting them to choose their own texts now. This, of course, may mean that not all the learners get exactly the same material for their tasks (except in exams and tests).

2. Assessments and recordings

Next week, I will begin tape recording 10 students reading assessments. As I know my learners better now, I find it easier to select the participants to track three strong, four 'average' and three weaker performers. I plan to choose, for the weaker students, several who struggle but are willing to learn and trying hard to succeed.

.

R2L Problem Areas

The assessment used for the writing tasks in R2L is too narrow. Although it consists of 14 points (from purpose through to presentation), these are marked from 0-3, which allows so little leeway. For example, if a student has achieved a high level of grammatical competency in her essay (but not perfection, as she is not a native English speaker), she can only achieve a '2 rating', as 3 would equal faultless grammar! There is a need to 'expand' the marks to allow for good and excellent work. Perhaps change the rating scale from 1-5? At the moment, I allow for add on marks which I can allocate where necessary.

## Qualitative vs Quantitative

I have been realizing that this research is going to be based a lot on our (both mine and the students') perceptions of the effectiveness of this course. I know you have mentioned this many times previously, but I feel it is becoming more obvious to me. Last year, nearly all our learners passed, with the exception of those who did not arrive for lectures, hand in assignments etc. This year, I reckon we are going to see pretty much the same thing. What I am looking for is the learners telling me that they learnt something solid, that what they got was practical and usable and that they can use it as an active foundation going forward. There will also be, hopefully, the evidence in their writing (and reading) achievement.

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30<sup>th</sup> April 2011

### 1. Re-Writes and First Assignment Results

- When the group re-writes (Stage 5 of R2L) came in, I was disappointed to see that a lot of the learners didn't 'get it', and the results weren't good. I asked B. about why I didn't see this fantastic results and he advised me that the 'bad' attempts were to be my default expectation. He said that last year, both he and the students were frustrated because he was choosing texts that were above the learners' heads! This is apparently a difficult and crucial area of R2L.
- Regarding the group writing, I decided to revisit weak areas - eg. I will only teach the learners two types of genre this semester, and hopefully teach them to write these well. I would rather teach one or two things and get them to understand (eg. an explanation and an exposition text), than a whole bunch of stuff they don't understand. By the way, I made the weaker groups redo the joint exercise until I was satisfied with the results. One of my groups has turned out to be stronger than the other, despite no 'deliberate' mixing.
- The results of the first assignment were predictable: the stronger students did better, the weaker ones not so well. Under 'normal' circumstances, this would be fine, but obviously not with

R2L! .... and I have decided that my texts are probably too difficult, and I must choose easier ones or make my own texts. I am currently using texts from the learners' economics textbook, so that they can learn content for another subject whilst learning English. I have used some of the ELDV course texts, but they are only explanations (no other genre), and the content is several years out of date. The reaction from students to using the economics texts has been good.

## 2. What I think needs to be done

Nearly everything in the Varsity structure is going to make these learners feel like they can't achieve. Our job with R2L is give them a taste of writing success, using basic if necessary, and then let them build up from there.

- if we use texts that are too complex - or in my case, give them an assignment that uses too difficult texts, we end up causing the frustration and feeling of failure we are seeking to avoid.

- R2L is still in its pioneering phase in SA - particularly at tertiary level. A lot of this is trial and error - much to my dismay. I somehow imagined that, if I followed the 'formula', everything would pop into place!

- It seems that a lot hangs on text choice.

- Sometimes I might have to 'step out of' the R2L formula in order to meet my learners where they are (eg. the students get a bit tired with the notetaking and joint re-writing sometimes. Is that them, or are the R2L Stages just boring?)!

## 3. General problems

- I have still not figured out, considering the emphasis in R2L on 'affirmation', how to not accept a learner's answer if it is totally incorrect, and also, how to give them back an assignment that they only just passed!! It seems to me that that will knock them back down! There were three failures (45%), but two of these were outright plagiarism where the learner had simply copied verbatim from the text!

- On the reading assessment front, I have yet to tape record anything because I am still fult broke! We have been told that we might be paid on the 15th of March. We received nothing last month at all. Either I have to put off the assessment altogether for a while, or continue without a tape recorder for now!

- I will be giving both the control group and the access students the questionnaire this week. I completed the pilot last week with no major problems.

Anyway, I am still pondering the answers to this stuff, and it's keeping me awake at night.

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5<sup>th</sup> May 2011

I gave the learners the writing task this week. They have to find a business or economics article that is in the same genre as the one we've been working on - i.e. explanatory text.

I offered several example texts for the weaker students. The idea is that they take the content (through use of highlighting keywords) and then re-write in their own words.

What I feel is interesting is that the stronger students took a keen interest in finding their own texts - even taking a newspaper report and seeing if they can rewrite it as an explanation, whilst the weaker ones gratefully gravitated towards the examples.

This could be a way in which stronger learners aren't left behind in that they can be stretched. What seems common to all is that they all feel they can do this - in fact, they are surprised when they find out how 'easy' it is! Of course, their writing at this stage (as evidenced from my initial samples) is appalling! So they hopefully are going to learn without completely realizing that they have to??

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May 14<sup>th</sup>

Had several students come up after lectures now and tell me that R2L is working. S. Came up quietly to me today. Said it has helped in Economics test.

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7<sup>th</sup> November 2011

There were some encouraging comments today from one of the BCom Economics lecturers. He teaches upstairs, not in the basement, and I have not met him before.

However, he was saying to P. that the 1st year BCom4 students seemed to both write and understand the questions better than the 2nd years, and that he was surprised by this. He thought it was because they were "getting more English".

P. explained the new R2L methods that we're using and he was impressed.

It's good to get some encouragement from an objective source!

11<sup>th</sup> November 2011

*Dear Prof*

*Please see the letter from a student below. It's very encouraging.*

*Regards, Kellie*

Hey Nomusa, its been long time but I hope you are still fine. I just want to thank you for what you have taught us, the keywords really played a great role during the Economics and Stat exams. I was able to understand what the question wants, and able to respond the way I should have. I underlined the keywords, accordingly, made sure I understand what should I answer for example, list; explain; suggest; and so on.

You have taught us what we really need and I promise I would use it on my other modules throughout my degree.

Thank you.

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**Tues 13<sup>th</sup> March 2012**

*Now N., L. S. & SM have approached me so far as to usefulness of RTL. N. asked why they can't have continued RTL training up until 4<sup>th</sup> year.*

*SM uses RTL in "... Economics ... exams ... and forever! He said how useful it was.*

## Appendix 19: Term Marks and Exam Results for all ELDV Participants

### 1<sup>st</sup> Semester Results 2011

Student No.	Final Term Mark	Final Exam Mark
1	66	59
2	59.8	46.5
3	46.5	61
4	70.3	61
5	60.5	60
6	64	55
7	64	62
8	59.8	56
9	62	65
10	61	45
11	69	57
12	63	66
13	72	80
14	75	49.5
15	60.8	66
16	51.5	54
17	73	61
18	62.5	57
19	52.8	47
20	65	57
21	65	64
22	74	61
23	58.5	53
24	68	63
25	69.8	56
26	47.5	56
27	74.5	65
28	48	48.5
29	49.5	35.5
30	58	43
31	61.5	47
32	66.3	57
33	63	66
35	83.5	78
36	68	66.5
37	59.3	46.5
38	59	40
39	53.5	47
40	67.5	61

<b>1<sup>st</sup> Semester Results continued</b>		
41	54.3	58
42	60.5	53
43	78	85
44	55.8	60
45	69	50
46	74.3	48

## **2<sup>nd</sup> Semester Results 2011**

<b>Student No.</b>	<b>Final term Mark</b>	<b>Final Exam Mark</b>
1	59	28
2	52	63
3	55.7	54.5
4	36	42.5
5	54.7	54.5
6	59	54.5
7	60.3	57
7	56.3	55.5
8	56.7	55.5
9	55.3	46.5
10	67.3	67
11	56.3	43
12	58	66.8
13	57.3	55.5
14	65.7	63
15	68.7	56
16	63	53
17	52.7	49
18	72.3	48.3
19	61.7	46.5
20	41.7	42
21	53	62.5
22	54	54.5
23	64.7	53
24	61.3	45
25	67	56
26	68.7	57.5
27	49	45
28	76.7	66
29		
30		

2 <sup>nd</sup> Semester Results continued		
31	49.3	65.5
32	48	54
33	55	56
34	61.7	50
35	81.3	74
36	58.3	55.5
37	53.3	46
38	48.3	42
39	56.7	63.5
40	58.3	53
41	32.3	
42	48.3	45
43	80	68.3
44	48.3	36
45	63.7	53
46	67.7	45



