

**READING HABITS OF SUCCESSFUL READERS IN DEPRIVED
CONTEXTS**

By

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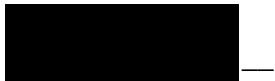
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DECLARATION

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Phakamani Jeffrey Mthlane

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“For I know the plans I have for you, plans for good and not disaster, to give you a future and hope” (Jeremiah 29: 11).

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DEDICATION

I dedicate this work to my late father, who once told me that I am intelligent, and he wants to see me becoming a great academic leader one day. I also dedicate this work to my 71-year-old mother, Sindisiwe Thobisile Mthalane, for her unconditional love and support. May the almighty God keep you.

ABSTRACT

This qualitative research is based on the reading habits of successful readers in deprived contexts positioned within the interpretivist paradigm. Five Grade 4 learners were purposively selected to explore and understand the phenomenon under study. The study employed the Reading Habits Theory as a framework to understand the reading habits of successful readers in a deprived context. The data were generated through an open-ended questionnaire, visual method (posters) and thought bubble drawings. Since the data were generated during the Corona Virus (COVID -19) pandemic, safety precautions were observed to avoid physical contact with the participants. This study employed thematic analysis to understand data.

The study aimed to find out what successful readers' reading habits are in deprived contexts and what informs the reading habits of successful readers in deprived contexts. The study revealed that learners' reading habits include self-taught routines where they develop reading habits without any assistance. Visiting the library and passion for reading books are also reading habits that make learners excel more than their peers. They have the opportunity to go to the library, where they are exposed to multiple books and develop an interest in reading books. The learners' hunger for knowledge influences these reading habits, as they believe that when they read, they learn something new. These reading habits become a hobby for children since they read to relax their minds, even after doing home chores. The learners who participated in this study read because it helps them escape many challenges experienced in their homes, e.g., socio-economic issues. Hence, they habitually read to calm their minds. It allows them to advance their reading abilities and have plenty of time to read than engage in other activities. The study revealed that most learners also imitate their parents who read materials such as newspapers and bibles, not knowing that they inspire their children to read. This shows that reading is formally introduced to learners but can also be developed outside the schooling environment.

The study recommends conducting more studies in multiple contexts with a larger population. It may assist in understanding whether the successful readers in other places have the same reading habits or not. In addition, reading should not be treated as a school or subject activity but expanded to different contexts where learners are encouraged to read continuously, becoming long-life learners through reading and positively engaging with the world.

ABBREVIATIONS AND ACRONYMS

ANA	Annual National Assessment
CAPS	Curriculum Assessment Policy Statements
CDC	Control for Disease Centre
CEA	Centre for Evaluation and Assessment
COVID-19	Coronavirus Disease
DBE	Department of Basic Education
DoE	Department of Education
EFAL	English First Additional Language
EL2	English Second Language
KNUST	Kwame Nkurumah University of Science and Technology
LoTL	Language of Teaching and Learning
NRP	National Reading Panel
PASEC	Programme for the Analysis of Education Systems
PILO	Programme to Improve Learning Outcomes
PIRLS	Progress in International Reading Literacy Study
PSRIP	Primary School Reading Improvement Programme
SA	South Africa
SES	Socioeconomic Status
SMS	Text messages
UNESCO	United Nations Educational, Scientific and Cultural Organisation
WHO	World Health Organisation

LIST OF FIGURES

Figure 3.1: Explanatory model of reading behaviour (as adapted from Mansor, Rasul, Raufand Koh,2013)	37
Figure 5.1: An illustration of participant E's reading habits	80
Figure 5.2: An illustration of Participant C's reading habits.....	80
Figure 5.3: An illustration of Participant D's reading habits.....	82
Figure 5.4: An illustration of Participant A's reading habits.....	84
Figure 5.5: An illustration of participant B's reading habits.....	84
Figure 5.6: An illustration of participant D's reading habits.....	86
Figure 5.7: An illustration of participant E's reading habits	87

TABLE OF CONTENTS

DECLARATION.....	ii
ACKNOWLEDGEMENTS	iv
DEDICATION	v
ABSTRACT	vi
ABBREVIATIONS AND ACRONYMS.....	vii
LIST OF FIGURES	viii
TABLE OF CONTENTS	ix
CHAPTER ONE.....	1
to.....	1
INTRODUCTION OF THE STUDY	1
1.1 Introduction	1
1.2 Background to the study	1
1.3 Problem Statement.....	5
1.4 Location of the study	5
1.5 Rationale.....	6
1.6 Significance of the study	7
1.7 Research questions	7
1.8 Delimitation of the Study	8
1.9 Overview of the study	8
1.10 Chapter summary.....	9
CHAPTER TWO.....	10
LITERATURE REVIEW	10
2.1 Introduction	10
2.2 Conceptualisation of reading habits	10
2.3 International perspectives on reading habits in deprived contexts	10

2.4 Perspectives on reading habits in deprived contexts in Africa.....	12
2.5 Factors that influence reading habits in Africa.....	15
2.5.1 The curriculum and reading	15
2.5.2 The school environment and reading	17
2.5.3 Teachers’ attitudes towards reading	19
2.5.4 Social class	20
2.5.5 Parental support and reading	21
2.5.6 Learners’ attitudes towards reading in deprived contexts	24
2.5.7 Availability of reading materials in deprived contexts	25
2.6 Teachers’ strategies in teaching reading in South Africa	26
2.7 Development of reading habits.....	29
2.8 National reading challenges in deprived contexts	32
2.9 Chapter summary.....	33
CHAPTER THREE	34
THEORETICAL FRAMEWORK.....	34
3.1 Introduction	34
3.3 Reading Habits Theory.....	34
3.4 History of Reading Habits Theory	35
3.5 Concepts of Reading Habits Theory.....	35
3.5.1 Hobby/Leisure reading	36
3.5.2 Recreational reading.....	37
3.5.3 Concentration reading	37
3.5.4 Deviational reading	38
3.6 Advantages of Reading Habits Theory.....	39
3.7 Theoretical Assumption.....	39
3.8 Chapter summary.....	39
CHAPTER FOUR	41

RESEARCH DESIGN AND METHODOLOGY	41
4.1 Introduction	41
4.2 Research paradigm	41
4.3 Research design	42
4.4 Case study research design.....	44
4.5. Research approach/style	45
4.5.1 Qualitative research approach	45
4.5.2 COVID-19 regulations	46
4.5.3 Sampling Procedures	46
4.6 Data generation methods	50
4.6.1 Open-ended questionnaires	50
4.6.2 Visual Method (Draw and write technique)	53
4.6.3 Thought and speech bubble drawings	56
4.7 Data analysis.....	58
4.7.1 Thematic analysis	58
4.8 Issues of trustworthiness.....	61
4.8.1 Transferability	61
4.8.2 Credibility.....	62
4.8.3 Dependability	62
4.8.4 Confirmability	63
4.9 Ethical considerations.....	63
4.10 Chapter summary.....	64
CHAPTER FIVE	65
DATA PRESENTATION AND DISCUSSION OF FINDINGS	65
5.1 Introduction	65
5.2 Discussion of themes.....	66
5.2.1.1 Theme 1: Self–taught routines	66

5.2.1.2 Theme 2: Imitative reading	67
5.2.1.3 Theme 3: Visiting the library	69
5.2.1.4 Theme 4: Reading the language of interest	70
5.2.1.5 Theme 5: Learners and reading time	71
5.2.1.6 Theme 6: Passion for reading books	73
5.3.1 Theme 7: Thirst for knowledge	74
5.3.2 Theme 8: Reading as a hobby	78
5.3.3 Theme 9: Reading as a distraction from emotional/psychological distress	80
5.4 Theorising the data	82
5.4.1 Hobby/Leisure reading	82
5.4.2 Recreational reading	84
5.4.3 Concentration reading	85
5.4.4 Deviatational reading	86
5.5 Chapter summary	87
CHAPTER SIX	89
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	89
6.1 Introduction	89
6.2 Study summary	89
6.3 Discussion of key findings	91
6.3.1 Children have a passion for reading books	91
6.3.2 Reading the language of interest	91
6.3.3 Visiting the library	92
6.3.4 Children have a thirst for knowledge and accept reading as a hobby	92
6.4 Limitations	93
6.5 Conclusions	94
6.6 Recommendations	95
6.6.1 Recommendation 1: Provision of books at an early stage to promote reading	95

6.6.2 Recommendation 2: Availability of various reading resources	95
6.6.3 Recommendation 3: Provision of adequate reading facilities	95
6.6.4 Recommendation 4: Parents’ engagement in promoting Learners’ reading habits.	95
6.7 Suggestions for further research	96
REFERENCES	97
APPENDICES	112

CHAPTER ONE

to

INTRODUCTION OF THE STUDY

1.1 Introduction

This chapter introduces the research inquiry, provide summary alignment to the study. It intends to explore the reading habits of successful readers in deprived context, particularly the Grade 4 learners who excel in reading. In this introductory chapter, I start by providing a discussion on background that motivated me to conduct the study. I further discuss the rationale, problem statement, and critical questions that guided this research journey. Finally, I provide the summary for each chapter that is included in this study.

1.2 Background to the study

The Department of Basic Education (2008) points out that language learning is offered in two programmes: Literacy Learning Programme that seeks to equip children's foundation in reading and literacy basic skills. Secondly, the Language Learning Programme builds on what learners have learned in the foundation phase and develops their cognitive skills. These programmes are implemented across the school to assist learners in developing literacy skills and ensuring that they become comfortable in reading before advancing to the familiar patterns of learning (DBE, 2008). Moreover, the success of reading acquisition in early grades is supported by the consolidation of both programmes. A South African study found that English is primarily accepted as an additional language used for pedagogical purposes (Malebese, 2019). It means that reading is essential for learners because they are instructed in a foreign language when they learn.

Although many studies Sage et al (2020); Ndimande (2018); Pretorius and Spaul (2016); Kaiser (2016) have been conducted on reading, there is still very little scientific understanding of reading habits. Previous studies have reported that most South African learners are not equipped with adequate literacy skills stipulated in language policies (Howie et al., 2005). A possible reason for poor performance is that when learners transition from Grade 4, they are taught all other subjects in English except for Home Language. However, their backgrounds are diverse and might lack resources such as libraries and books (Department of Education, 2008). Another major source of uncertainty is in the Curriculum and Assessment Policy Statement (CAPS) guidelines that stipulate that it intends to assist learners to develop their reading proficiency

(Department of Basic Education, 2011). There are ongoing debates on the best strategies to develop reading habits in learners, particularly in Grade 4. Dorji (2020) argued that children mostly spend minimal time reading even when they reach the tertiary level. They only engage in reading for assessment purposes but do not see any value. While this is the case, Monohar (2016) believes that reading is effective, and learners can only do better if inspired.

The CAPS, Department of Basic Education (2011) document framework and goal addresses inequalities in curriculum content pedagogy and equips learners with language skills, including reading and viewing (Hoadley 2017). In this research, comparing the CAPS document and other studies shows that learners' reading abilities is a serious matter. It further highlights that reading is a priority and time allocation for it is five hours a week, hence that shows the necessity for English as a first additional language in the curriculum.

It is critical in a multilingual country like South Africa for students to achieve high levels of competency in at least two languages and the ability to communicate in other languages (Department of Education, 2002). Based on this perspective, the new Curriculum and Assessment Policy Statement (CAPS) (DBE, 2010) for the first additional language, Grades R-3, advocates an additive bilingual approach to teaching an additional language. This strategy presupposes that children are proficient in their native language when they enter school and that they can utilize that language to study a second language. As a result, I have adopted the phrase "first additional language" in this study because it is widely accepted in the South African setting. It is known as a Second Language in foreign countries, hence these titles were used interchangeably throughout the study.

The document further shows the importance of reading as it accommodates the variety of texts used during teaching and learning, supporting learners to use media resources. Similarly, Naidoo et al. (2014) observed a provision of multiple methods that aim to cultivate reading abilities in South Africa, such as public reading. The Department of Basic Education (DBE) (2011) mentions that reading is essential for children who will be taught English through a foreign language for the first time in Grade 4. The literature reveals a need for reading skills because it is essential for learners' use in other subjects.

Shalem et al. (2017) reviewed the literature from the period of CAPS implementation document and found that it is highly scripted and content-based; therefore, teachers cannot implement it without developing subject knowledge and teaching it. Thus, there is still room for development

in language policies. Since teachers have been shifting from one curriculum to another, they may lack proper development to meet these interventions, including reading in the fourth grade, especially because children are taught English for the first time. There is an increasing concern about the challenging literacy skills that occur later in the South African context. Therefore, it becomes a disadvantage for learners to grasp reading skills if they are not fully introduced to this skill in the fourth grade (Howie & Chamberlain, 2017). In support, Spaul and Hoadley (2017) outline that children strive to read at a later stage in South African public schools, which negatively affects their reading acquisition and overall learning.

Additionally, Sadiku (2015) and Andres and Cordova (2019) stipulate that language learning should promote a communicative approach to ensure that learners have vast access to reading and endless opportunities to practice the language, including skills such as reading. It indicates that reading is an active skill that learners consciously and subconsciously apply in various learning processes. However, many learners from Grade 4 to 6 still struggle to read with comprehension in South Africa (DBE, 2011). Learners who struggle find it challenging to master reading in their final grades. Hence, the policies should address these challenges early (Fryer, 2017). Popova (2016) emphasise the professional development programs and highlight that language teachers should receive valuable training.

A study conducted by Ndimande (2018) found that challenges in the previous curriculum and language policies came because of materials containing complex information above the level of Grade 4 English Second Language learners. The Progress in International Reading Literacy Study (PIRLS) for 2016, argues that in South Africa, some learners are deprived of reading opportunities, unlike other top performing learners in a few schools and international countries. Similarly, Maharajh et al. (2016) observed that many learners struggle to learn and comprehend CAPS subjects because the document requires reading competent learners as they learn in English. Given these arguments, the reading component is achieved in different levels of learning. Since the medium of instruction from fourth grade is English First Additional Language in South Africa, it is interesting to explore the reading habits of learners who are successful in reading.

The United Nations Educational, Scientific and Cultural Organisation, UNESCO (2015) states that reading is the heart of learning a crisis. The PIRLS revealed that Grade 4 learners in most languages were having challenges reading even in their mother tongue (Howie et al., 2017).

The struggle that learners experience when they read even in their home language suggests that reading is a skill that has been a challenge for many years in additional languages and learners as individuals. It further implies that any crisis in learning might result from reading as an important element of learning. Howie et al. (2017) stated that PIRLS is an official organisation that aims to develop curricula.

South African Grade 4 learners participated in the national representative samples for language because they face challenges when they shift from learning with their mother tongue (IsiZulu) to receiving instruction in a foreign language (Howie et al., 2017). The tests showed that South African learners did not make it closer to international reading levels. Many children display a lack of reading skills, and this is because of their English-disadvantaged backgrounds Van der Berg et al. (2011). However, the poor performance and unsatisfactory reading results are not sufficient to conclude or claim that learners in Grade 4 cannot read. Instead, it suggests that factors influence those learners who read successfully, particularly in the deprived contexts such as classroom factors, training of teachers, etcetera.

From the previous discussion, it is evident that the success of reading ability in children is owed to the participation made by parents (Lieberman et al., 2014). The possible challenge, in this case, is that in many developing countries like South Africa, many parents have challenges with reading skills and find it difficult to assist their children in developing and achieving reading acquisition. However, it does not mean they do not have an interest in assisting their children. Lieberman et al (2014) further highlight that the essential requirement to developing learners' reading abilities is to provide multiple opportunities to practice reading texts. Likewise, Hanemann and Krolak (2017) highlighted that reading is an important aspect that is not limited to individuals; however, it is a global concern, and parents have a responsibility to expose children to reading using multiple books/ resources. The involvement of parents can help children and introduce them to reading components such as vocabulary, which does not require much training.

The writing skill has been given more attention than reading, suggesting that children have acquired much information that they can apply in many language communications (Gosher, 2015). Although this is the case, the focus of this research is reading and not writing, since if children cannot read, it becomes a limitation to them. Hence, if there is no combination of both writing and reading, children struggle to master other skills, hindering their reading acquisition

development. Similarly, Weybright et al. (2017) observed that in South Africa, most learners progress to the next level without being fully equipped with reading skills. It implies that attention is given to other language elements than reading. Many children's poor reading habits occur because of such progression, which reveals the negligence in language policies and curriculum.

1.3 Problem Statement

Many learners who are not English first language speakers experience problems when they start reading in English First Additional Language, particularly in Grade 4. However, although most learners struggle, some learners read exceptionally well or are regarded as good readers. This group of learners are from the same context, receive the same reading pedagogy and are taught by the same teacher/s, but their reading abilities are remarkable. Thus, these learners might have different habits or motivations that shape their reading skills in this deprived context. Hence, their reading habits need to be studied to understand why they are successful in reading in Grade 4, where most learners are still overwhelmed by the workload and confused by the new medium of instruction. Similarly, the Annual National Assessment (ANA) program for identifying whether learners can comprehend the language reported poor performance in reading from various stages of children's learning (Bansilal, 2012). However, these results do not conclude that all learners cannot read in English because some demonstrate good reading skills in the fourth grade.

1.4 Location of the study

The study was conducted under Pinetown District in KwaZulu-Natal province. The children are from different conditions; most of their home language is IsiZulu, and they speak English as a Second Language. Learners that attend this school live in the area, and the majority come from less privileged families - the school is categorised as quintile three. Quintile three schools are disadvantaged and considered non-paying institutions; thus, the government takes responsibility for all necessary provisions (Department of Education, 2008). The community has been rapidly increasing in these areas; hence, learners are estimated at 40 to 60 per class. Although there is a gradual development of infrastructure, most learners still walk long distances to school. Basic infrastructure such as the library is not available; if learners need any reading materials, they travel to the nearest town to access books.

1.5 Rationale

As a language teacher for four years, the researcher worked closely with intermediate phase learners from Grade 4 to 6 and observed that many learners struggle to read fluently in English First Additional Language, probably because English is an additional language to them. Hence, multiple learners lack reading skills and understanding of the additional language.

The primary motivation to conduct this research topic is curiosity. The development of this curiosity came about through an observation that a group of learners can read successfully in English. These learners are not intimidated by the poor environment as they demonstrate an immeasurable interest in reading and have good reading skills. Many teachers have shared similar sentiments and mentioned that learners in the fourth grade do not display reading skills. However, interestingly, there is always a group of learners who demonstrate exceptional reading abilities as they always seem to enjoy reading and display more understanding. These learners who read successfully catch the attention of many teachers in this school because they read with passion and awareness in a deprived context where relevant resources are lacking. Also, a vast number of learners come from illiterate family backgrounds.

Moreover, the children in South Africa are disadvantaged as they deal with both understanding and fluency when they start reading in English. As a result, some learners have unique reading abilities. The uniqueness of these learners who can read fluently has prompted interest in their reading habits as they can read in a deprived context and in the same environment with other learners who struggle to read properly. Their successful reading skills suggest they possess unique habits than the normal habits observed in many children in Grade 4. Therefore, this provided motivation to conduct a study on the reading habits of learners who are successful in reading in a deprived context. Furthermore, the literature reveals reading as an important aspect at the primary school level.

Kaiser (2016) conducted a study on Grade 4 learners' demands of English since it is a medium of instruction. Kaiser stated that the intention of teaching learners in English First Additional Language is to develop their communication skills and improve Cognitive Academic Language Proficiency so that they perceive the language of instruction as English. The study conducted by Pretorius and Spaul (2016) on reading comprehension among second language readers in South Africa reveals that many children, particularly from Grade 4, do not demonstrate an understanding of reading. More especially, there is an inability to comprehend what they read. Thus, the findings reveal that English second language (EL2) learners have little reading ability

and can mostly interpret texts without comprehending what they read. Shepherd (2018) explored literacy success in primary schools and the role of medium of instruction in schools in South Africa (SA) and Botswana countries since they have similar political, social, and educational experiences.

The findings revealed that the reading performance from Botswana had a high score compared to South Africa because, in Botswana, the second language is also English, which is used as soon as children start school, whereas SA learners begin after Grade 3. There is limited literature on successful readers' habits in deprived contexts. Therefore, the interest in conducting this study was prompted by the hope that the findings will enable the researcher as a teacher to comprehend the habits and uniqueness of learners that are successful in reading in grade 4. In addition, the study could help the researcher encourage learners to be brave in reading with additional language and create an atmosphere that will enable them to read successfully. Furthermore, this study's findings could benefit stakeholders such as teachers of an additional language, reading campaigns and library departments by providing an understanding of the habits and uniqueness of learners and contributing to modifying reading resources.

1.6 Significance of the study

This study offers an opportunity to advance the understanding of the reading habits of successful readers in deprived contexts. The findings could add significant value to language teachers and other academics. The findings will contribute to the field of research on reading habits by showing the uniqueness of learners who read exceptionally well in Grade 4. The study offers some critical insights into the curriculum and language policies as they affect the reading component in learners. There are several important areas where this study makes an original contribution; the policymakers would see the importance of promoting reading while children are still in the early grades. Furthermore, education officers such as English Second Language advisors, Language clusters and managers can be more conscious about the strength of reading habits. It allows them to design strategies to promote reading and make language teachers aware of learners' reading habits at an early stage.

1.7 Research questions

1. What are the reading habits of successful readers in deprived contexts?
2. What informs the reading habits of successful readers in deprived contexts?

1.8 Delimitation of the Study

The scope of this research is limited to the reading habits of students who are successful in reading in a poor environment. The current study was conducted in a school in the Pinetown region of KwaZulu-Natal province. The study does not give a complete review of the reading habits of learners that are successful in reading from more than one school due to practical constraints. Because the study was conducted under COVID-19 standards, the participants (grade 4 learners) were aware that no physical contact would be made. Furthermore, because the study was limited, the results cannot be applied to other disadvantaged schools or any other setting in South Africa.

Thus, the statements about the study's findings are limited to the institution in which the research was conducted.

1.9 Overview of the study

Chapter One introduces the study, presenting fundamental issues in reading habits as the phenomenon in this research. Research questions that drive this inquiry are highlighted, and the scope is presented. Some of the critical elements of the study are discussed, including context, location, statement of the problem and rationale. The final section of the chapter provides the outline of chapters.

Chapter Two presents the literature review related to the phenomenon under study. The chapter discusses the main ideas in the area of reading habits. It also elucidates gaps and limitations in existing research and discusses key debates regarding the phenomenon.

Chapter Three discusses the reading habits theory and its relation to behaviourism. It provides the background, history and concepts of the reading habits theory. In addition, the advantages and disadvantages of the reading habits theory are presented. In conclusion, the chapter provides theoretical assumptions focusing on the benefits of readers who are successful in reading in deprived contexts.

Chapter Four presents the research design and methodology employed in this study. The chapter provides the research paradigm, qualitative research methodology and research design that informs the study. It also discusses the case study research style and selection of participants under the new normal of COVID-19 with corresponding data generation methods. The chapter concludes by elaborating on data analysis procedures, trustworthiness issues (credibility, conformability, and validity), ethical issues, and a chapter summary.

Chapter Five presents the data generated from open-ended questionnaires, visual method posters and thought bubbles, including the analysis and discussion of the findings. The thematic analysis is used to elaborate the findings from the data. Furthermore, the study used verbatim quotations to ensure the use of raw data from participants' responses. The findings are discussed in relation to the recent literature and the Reading Habits Theory.

Chapter Six provides the summary of the study, conclusion and recommendations. The discussion of key findings in response to the two research questions is presented following themes that emerged from data analysis. The chapter lastly discusses the limitations, recommendations and suggestions for further research.

1.10 Chapter summary

This introductory chapter discussed the powerful and deprived state of reading in South Africa. The study focuses on the reading habits of successful readers in deprived contexts. The concern and evidence about the reading competencies of Grade 4 learners who need this skill for lifelong survival are also presented. Some of the gaps and debates around language policies were elaborated, highlighting a need for understanding the dynamics around learners' reading habits; this could improve reading skills and motivate learners' reading habits. The following chapter discusses the relevant literature that aligns with the research topic.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The previous chapter provided an introduction to the study, including a background/historical perspective on reading habits, problem statement, location of the study, rationale, the significance of the study, research questions, scope of the study and the outline of chapters. This chapter explores the literature on the phenomenon under investigation. According to Hart (2018), a literature review is a procedure for locating, explaining, and debating various viewpoints on the topic under investigation. The researcher can use literature to comprehend the various arguments, gaps, and disputes around the study topic. This chapter discusses the phenomenon under study as follows: Conceptualisation of reading habits; international and continental perspectives on reading habits in deprived contexts; factors influencing reading habits continentally; teachers' strategies in teaching reading in South Africa; development of reading habits; national reading challenges, and the chapter summary.

2.2 Conceptualisation of reading habits

Tavsanli and Kaldirim (2017) highlight that reading habits include learning, having fun, and relaxing. Research shows that reading habits are not achieved in a day but require consistency. According to McGeown et al. (2020) children are motivated to read by multiple factors such as emotional satisfaction where they want to get tranquility and a feeling of amusement. Another important finding is that reading habits are done automatically, with freedom, and supported with interest (Ahmed, 2016). They develop due to repeating reading actions that are intentional. Based on this description, reading habits cannot be produced suddenly but requires plenty of time and dedication, suggesting that a repeated reading activity will eventually form reading habits. If reading is a global concern, multiple stakeholders partake in nurturing reading habits in children. Such is evident in Farinosi et al., (2016) case study, which discovered that learners enjoy reading on tablets, phones, computers, etcetera in many international countries. It suggests that parents support their children by providing reading equipment.

2.3 International perspectives on reading habits in deprived contexts

Hanemann and Krolak (2017) identified that reading is not limited to individual countries but a global concern. Pandian et al. (2020) found that the development of reading habits is increasingly becoming a serious concept worldwide and that many families develop literacy

amongst children. The concern of reading habits internationally suggests that they are a vital element in different life stages. In international countries such as France, readers read books at an estimation of more than ten books annually (Hejase et al., 2020). Many readers announce that books are still enjoyable and interesting for many people in France (Hejase et al., 2020). There are several possible explanations for such results; people could read books because they are available or motivate children to be involved in reading habits. It further suggests that some international countries still see the value in reading, although these findings do not show evidence of instilling reading habits in children.

According to Brown (2016), teachers contact parents in various methods to support family cultures and language. Although this is motivating, lack of reading habits appears to be a major concern that faces international countries since few are mentioned as reading countries. As a result, Carvalhais, Limpo, Richardson and Castro (2020) discovered that some countries recently started interventions to develop their literacy skills. For instance, in primary level, literacy and spelling are significant components of the Portuguese curriculum. Studies concentrated mostly on strengthening children's word recognition in Grade 1, but just from Grade 2 onwards, educators begin to actively encourage reading for comprehension. Learners are encouraged to read a variety of subjects and expand their language. It shows a positive attitude towards reading habits because they can build a reading generation that can respond positively to the world around them.

Schwartz et al. (2019) observed an intense need for schools to initiate reading programs to enhance learners' learning progress, particularly in deprived contexts. However, the learning process that manifests through reading is sometimes distracted due to contextual factors such as teachers' literacy skills, learners' attendance, and social issues such as low income in families (Schwartz et al., 2019). These issues influence learners' reading habits in that low-income families cannot afford to buy reading materials for their children; thus, children are not motivated to read. Children who do not have the opportunity to read or are not exposed to reading materials or books at an early age may struggle to develop good reading habits as they grow.

Hussain and Hussain (2017) confirm that reading habits are well developed at the school level, and once developed, they can last throughout learners' lives. A child taught to develop the skill to read receives an opportunity to explore the importance of reading in their lifetime. The

learners from deprived contexts need to be taught literacy skills that will prompt reading habits as they grow. Likewise, Hussain and Hussain (2017) posit that it is vital for children to choose more reading materials and learn and understand how to do so. Children from deprived contexts cannot achieve this skill with a shortage of reading materials, although it does not mean they cannot read. Jatana (2017) points out that reading through technological devices such as computers has reduced the reading habits of all age groups in advanced countries because large numbers of children are exposed to social media such as Facebook and Google blogs. Jatana stresses that traditional methods of acquiring information seem to be substituted with technology, whereas some children cannot afford technology, coming from deprived contexts. Combining old and new technology might assist children who love reading even if they cannot read through computers. Most children love to read online resources than paper-based material. Therefore, children in deprived contexts need access to affordable reading materials.

Ulu (2017) defines successful reading as being able to read the text without struggle and correctly, implying that the core component of reading is accuracy, reading speed, and expression. It means that learners can read successfully in deprived contexts because what measures their reading skills is demonstrating these components and not because of the place they live. According to Tse et al. (2016), reading is an increasingly important area in English globally; hence, children from different backgrounds, including those in deprived contexts, must be equipped with literacy skills.

Savić (2017) argues that if learners are unsuccessful in reading at an early stage, their self-esteem, confidence, attitudes, and hope for a career could be negatively affected. Although some learners might struggle to read well in most areas, one can argue that learners are motivated to read and have confidence even in deprived contexts. Thus, this confirms that several learners prosper in reading in disadvantaged contexts, although their reading habits are affected by different factors. Given the above, there has been little quantitative analysis of the reading habits of successful learners in grade 4. The following section discusses the reading habits of learners in the African continent.

2.4 Perspectives on reading habits in deprived contexts in Africa

An interpretive study conducted by Ulu (2017) revealed that many learners in developing countries in Africa have weak reading backgrounds. As a result, countries like Zambia, Uganda, and Malawi are not well informed in reading habits (Ulu, 2017). Multiple scholars believe that

some countries experience poor reading abilities in the African continent because the continent has been labelled as an “oral society” or continent that cannot read successfully (Sotiloye & Bodunde, 2018). Because of media and the fast development of entertainment, it has substituted reading and is accepted as the information source that is an enjoyable and prominent form of relaxation (Kamalova & Koletvinova, 2016). The reading culture and the value of reading habits in Africa have been overcome by technology and exposure to entertainment at an early stage. It does not mean children cannot read, but they opt for trending resources instead of reading books or print material.

Sotiloye and Bodunde (2018) found that reading is not praised in Ghana, but ongoing media excitement exists. Also, many scholars are worried that reading culture is not valued and conclude that reading habits and culture in Ghanaians are at a low point. An interview at Kwame Nkrumah University of Science and Technology (KNUST), which took place (June 23, 2017) in one of the libraries, revealed the availability of books in the library, but students do not come to read. One probable explanation is that learners do not read since they are not accustomed to doing so while still young. The librarian indicated that students misuse social media because they get busy with their phones instead of reading when they come to the library. These findings point to a lack of understanding in reading and a prior foundation for reading habits. This negligence in reading could have happened in the families or in the primary school, which resulted in poor reading habits in many African children.

Additionally, Duhoe and Adansi (2020) assert that children in African societies live in an age characterised by a diverse range of technology that impacts their language learning. Likewise, Radesky et al. (2015) highlight that reading habits are related to writing because it involves a series of teaching channels that cater to different ways of communication with the text. Also, the African perspective of reading habits is more about utilising existing materials that prompt children to read because of the initiative of using technological devices to read.

Zhang et al. (2015) outline that although some countries still struggle to promote reading in Africa, most are moving towards revolutionary reading devices such as tablets, which are used without considering those societies that have economic barriers and might not afford these materials to promote reading habits. Although trending innovations exist, there must be supporting programs in schools to take advantage of the new improvement, particularly in the foundation classes such as grade 4.

An interpretive study conducted by Lauermann et al. (2017) highlights that most learners worry about their academic performance in reading. These learners are regarded as high performers in academic work, but they are worried about reading. Likewise, Marinak et al. (2015) found that for many children, reading is related to achievements. If reading as a language skill affects the learners' confidence, it would likely affect their daily reading habits. This anxiety is a factor that affects learners' reading confidence; thus, when learners relate reading to achievement, they would always build positive reading habits to help them perform well in schoolwork. Another factor affecting reading habits is the anxiety of reading in a foreign language. However, Rochman (2017) states that reading is essential because it helps learners read fluently and confidently. It suggests that learners who are confident in reading can read fluently, which implies that some learners' anxiety is developed by failure to read properly.

Wulandari (2016) conducted a study on curriculum development and tasks for teaching reading and found a strong link between learners' comprehension of texts and their reading habits. The emphasis here is that reading becomes a meaningful exercise when reading habits become part of learners' lives and occur naturally. Méndez (2018) believes that the school environment is a factor that does not inspire learners to love reading by not emphasising it as a skill. It indicates that some African countries' education systems use teaching methods or curricula that cause learners to be passive instead of active in the lesson. Additionally, technology inflation influences children's reading habits because they navigate and browse social networks like YouTube or Instagram (Alam, 2021). Although the internet has good intentions, it tends to be a negative factor because when children use equipment such as smartphones, they prefer to focus on entertainment rather than reading. Because of the early exposure, technology becomes a factor that creates a barrier in their reading habits, especially if not monitored.

Oriogu et al. (2017) examined the effects of the reading habits of students in Afe Babelola University in Nigeria and found that reading is crucial in the lives of all students. The study concluded that most students waste hours in other activities than reading; they only read for exams or academic-based activities. Dowd et al. (2017) also point out that in most cases, students' reading habits are all about academic achievement; they do not utilise the available resources for their personal growth. These studies suggest that time spent reading and resources can encourage and support children's reading acquisition. What is not yet clear is the impact of reading habits in grade 4 learners because multiple studies in the African context have focused more on university students. In support, Duhoe and Adansi's (2020) study outlines that children

need extensive reading opportunities and materials to grow their reading abilities. The findings from these studies prove that literacy is not only an individual matter but must be emphasised in Africa, more significantly in children.

Duhoe and Adansi (2020) further outline that technology significantly affects children because stories, cartoons, and puzzles found online inspire them; this is found more in developed countries. On the other hand, they point out that although children are exposed to technology, in Africa, parents previously read and told stories to children as young as ten years old. Duhoe and Adansi (2020) assert that children cannot acquire the habit of reading if they are not channelled to appropriate resources. There is an ongoing debate about the effects of technology and printed materials in Arab countries like Qatar. It is known as the best in reading, and the community respects books (Lindsey, 2016). The most likely cause is the introduction of reading methods; for example, reading from a technological device or printed books, which requires children to choose between the two. Hejase et al. (2019) outline that some African countries get support from countries like America that provide quality products to assist with text and content. It suggests that when children in Africa get reading products, they begin to read for pleasure because of the innovation.

2.5 Factors that influence reading habits in Africa

2.5.1 The curriculum and reading

The issue of reading habits in African countries, particularly in Zambia, has been a controversial and much-disputed subject within the field of education and curriculum. After the curriculum was revised in 2013, the findings revealed that educators were not considered while designing the curriculum (Mwanza, 2017). Consequently, they seemed not to understand the essential elements that needed attention when implementing the curriculum. That means they used any approach to teach reading that they thought was working for learners. Mulenga and Kabombwe (2019) point out that including all members in designing or curriculum reform is necessary. If teachers are involved as stakeholders, they can suggest teaching approaches relevant to the context and learners they teach.

Aly and Nurhakim (2020) conducted a study on curriculum change in education and found that most African countries accommodate the notion of curriculum transformation. The literature shows that some of the studies are in-depth studies in Pakistan and South Africa and seek to understand the dynamics of curriculum transformation and whether the changes help the

learners reach their potential in learning (Reddy, 2018). Although the studies reveal that the focus is not on facilitating learners' reading habits, the effort to modify the curriculum suggests that in certain nations, the readiness to prioritise is to answer the concerns of students.

Students' knowledge, understanding of technology and social stability, knowledge of social equality, and understanding of social stability are all areas that need to be modified in the curriculum (Aly & Nurhakim, 2020). Most of the current curricular material, especially in primary schools, focuses on transformation but little on reading or addressing the reading problems. Likewise, Fomunyam and Teferra's (2017) study on the contribution of the curriculum discovered that in Africa, the vital point of curriculum transformation is to decolonise the education from many specialists in the universities. Since the focus is on the higher institution, the lower institution's curriculum does not seem to be given much attention where children can be accommodated in different skills, including encouraging the development of reading habits.

For South Africa, curriculum and language policy are fundamental documents for teaching and learning. Bertram and Kimathi (2020) highlight that the Curriculum Assessment Policy Statements (CAPS) specify that the focus in the curriculum is gaining skills that include listening, speaking, reading, and writing in native languages and English as a foreign language. Curriculum and language are the driving components that stipulate the benefits of acquiring these skills. Murriss and Thompson (2016) argue that the curriculum should deliberately encourage children to obtain these skills as early as third grade. As a result, extensive research focuses on the pedagogical aspects of the curriculum, especially in English First Additional Language (EFAL) reading skills (Cilliers & Bloch, 2018). This interest shows that reading is a vital aspect. Although there is limited research on reading habits in South Africa, it is a focal point of teaching and learning in the curriculum.

In addition, the South African learners have demonstrated poor performance for two consecutive years when it comes to literacy tests (Spaull & Hoadley, 2017). According to Howie et al. (2017), roughly 78 per cent of learners struggle with comprehension when reading, particularly primary school learners who cannot read proficiently in both their native and second languages. The data reported here appear to support the assumption that the problem is not the language itself, but the skill of reading is still lacking in some learners. These findings align with South Africa's Annual National Assessment (ANA) results, which reveal poor

performance in English L2 (DBE, 2016). Likewise, Molotja and Themane (2018) investigated the performance of English Second Language learners in Grade 4 and found that the results were exceptionally low. It demonstrates that the problem of learners' lack of reading skills is a national subject that requires attention. The low performance in reading could be because of poor reading habits amongst these learners or perhaps poor teaching pedagogies for teaching reading.

For this reason, the Department of Basic Education (2016) reveals that there is incompetency among some academics, which is the primary source of learners' poor results in literacy. Meanwhile, Kotze et al. (2019) argue that the training processes of teachers are still a concern, especially on literacy practices. However, the poor performance cannot be used to conclude that learners cannot read; a reasonable approach to addressing this issue could be developing teachers' literacy skills.

2.5.2 The school environment and reading

One of the primary concerns in the development of reading habits is the school environment; thus, several attempts have been made to understand the position of the education sector regarding reading in African countries. A recent study by Gruijters and Behrman (2020) found that the essential aspect in learning in African schools is not reading but learning outcomes, which are extremely poor in many multiple parts of the continent. This evidence signifies that some areas of learning require more attention to improve the outcomes. Reading as part of the learning aspect can be used to develop learning. The World Bank (2017) report outlines that displeasing results and poor reading skills in many schools have led multiple scholars to declare this an educational problem.

Similarly, according to the Intergovernmental Committee on Funding World Education Opportunity report for 2017 showed that around 130 million youngsters lack reading abilities. It does not mean lack of literacy skills and poor learning outcomes are universal, but it generally occurs in disadvantaged locations (Crouch & Gustafsson, 2018). These findings prove that the school environment needs to promote reading habits, irrespective of the context. For example, they should ensure that all necessary skills for learning, such as reading, are given sufficient time and consideration.

The report from United Development Programs (2018) shows that the background of African countries and schools has been unfortunate because, for many years, they were deprived of

necessary survival skills that affect the children in schools. Nevertheless, the school managers recently accepted the enrollment of learners up to 94% in primary schools, irrespective that they are affected by socioeconomic challenges (UNESCO, 2015). It shows the level of interest by learners, suggesting that the school should cater to learners' needs even in reading as an essential aspect of learning. However, the World Bank (2017) challenges this notion and argues that most primary schools in Africa lack effective learning because of large numbers of learners. Bold, Filmer, Martin, Molina, Stacy, Rockmore, and Wane (2017) discovered that the Programme for the Analysis of Education Systems PASEC for 2015 demonstrates that children need literacy skills. The school system and teachers must ensure that these learners fulfil reading skills because the current literature reveals that most children struggle with this skill. They can ensure this by participating in workshops, personal teacher development, and other professional organisations.

According to Adeniran, Onyekwena, Onubedu, Ishaku, and Ekeruche (2019), there is inequity in Nigerian academia. Most learners fail to enhance their reading abilities since the curriculum and technology appear to advantage individuals from wealthy and middle-class backgrounds. A possible cause is that large numbers of learners result in the employment of underqualified or not fully trained teachers who might not understand the importance of reading (Gruijters & Behrman, 2020). In this case, the curriculum managers neglect the importance of different learning skills, particularly developing reading habits, because they are expected to cater to different skills and strategies. In the same vein, Bold et al. (2017) outline that some educators are inadequate in their pedagogical skills to the extent that they cannot critically assess learners' reading. Poor learning, which also involves poor reading habits in Africa, is attributed to paying less attention to the primary resources, such as qualified and knowledgeable teachers who will see the value in reading.

The curriculum prioritises reading across the continent.

Furthermore, the concept of resources plays a critical function in the classroom and reading. Grant (2017) outlines that there is debate regarding resources that schools having enough resources produce quality education. Meanwhile, the resources in the school environment are accepted as the source of reading because if they are not available, reading might be treated as a non-essential activity. The school environment must be equipped with necessary needs, such as enough resources to teach reading. Downey and Condrón (2016) agree and highlight that the distribution of education must also focus on the required learning outcomes and mentioned that

the family is also the resource that influences learning. It means the family is responsible for providing children with books that support reading. Likewise, Taylor (2016) outlines that the poor pedagogical skills in teaching reading result from a lack of resources and appropriate teaching skills from the colonial days. This shows that teachers who have not been adequately equipped to teach in disadvantaged settings may not understand the need to teach reading or be innovative to accommodate learners.

It seems to have a significant impact on developing learners' reading habits. The teachers' attitudes towards teaching are essential because they determine their dedication to teaching certain aspects, such as reading.

2.5.3 Teachers' attitudes towards reading

Anangisye's (2020) study explored the language teachers and their relationship with learners and found that some work as custodians and hired books for learners who wanted to read for leisure or assignments. Anangisye (2020) noted that borrowing learners' books with miscellaneous contents is a good strategy to prompt them to read. Anangisye (2020) further notes that teachers encounter challenges in promoting reading habits because learners show low interest in reading books. Sometimes learners are busy with other activities than reading. Children might love reading, but the lack of interesting, updated books is a problem. Some learners find it hard to read even after their academic period, primarily those from rural areas than from urban areas. Additionally, The high cost of books becomes a challenge for learners who come from poor backgrounds.

Furthermore, Colliers (2017) posits that although teachers may be motivated and put effort to develop learners' reading habits, most learners are exposed to technology and do not see reading as a valuable activity. However, teachers' attitudes are mostly positive, but they are under pressure because of unforeseen limitations. Parents and community resistibility should support teachers in teaching reading and invite learners into a reading lifestyle. On the other hand, vast literature shows that teachers need development in their practice areas (Simons et al., 2020). This idea is a positive intervention to assist teachers in ensuring that they teach learners to the best of their abilities. Acquah, et al (2016) agree that educators should be educated on how to teach a wide range of students. Hence, teachers' attitudes must be enthusiastic to welcome various students.

Duke (2020) studied teachers' attitudes and reading culture in Oyo State in Nigeria and found that reading habits are high because teachers are willingly concerned about developing reading.

Duke further outlines that these findings come from books that are read by learners more than other resources because the teachers provide books for learners, inspire them to utilise the library, deliberately stimulate learners to read and create library corners in the classrooms (Duke, 2020). These findings suggest that the teachers understand learners' demands, which inspires them to go the extra mile to develop reading. Thus, their attitudes are beneficial to the learners' reading ability. According to Martin and Amin (2020), teachers who work in deprived contexts are faced with many challenges that hinder the promotion of reading and prevent their active participation.

As a result, those teachers who expect more from learners go beyond challenges and become creative to assist learners to reach their reading potential (Martin & Amin, 2020). Likewise, Hambacher et al. (2016) discovered that teachers see a great need to support learners in reading and life in general. This positive attitude demonstrates the love and ambition from teachers' perspectives about reading and the learners in general. It can develop deeper relationships with learners, eventually making reading enjoyable.

2.5.4 Social class

Hodges (2015) mentioned that reading is a dynamic, transformative, and social action. In other words, reading is an academic activity, but it accommodates different aspects of the learners' lives, involving family support, culture, gender, and personal beliefs. Social divisions emerge in different families between those who have, do not have and have less. Therefore, addressing the reading habits issue is essential because it is a reading challenge and a social problem that may include age and socioeconomic problems (Dorji, 2020; Celik, 2020). The socioeconomic problems influence reading in that the poor social life in different families may discourage children from being effective in reading.

Anvira and Udem (2020) argue that social divisions remain as factors that hinder productive and successful reading habits. These social divisions include financially stable learners with extensive access to social media, which affects their reading habits because they spend time on social media daily (Anvira et al., 2020). This affordability in families and easy access to social media may be the primary factor that hinders reading development because children might be overexcited and stop reading, focusing more on activities such as playing games or listening to music. Fatiloro et al. (2017) agree that the invention of digital technologies and the media encouraged readers to study less and spend more time watching television, conversing online, and participating in social media activities. It goes on from an early age until children reach

university level (Kojo et al., 2018). Subsequently, it affects their attitudes towards developing reading through other strategies except for media. Anyira and Udem (2020) agree that reading for learners is lukewarm because some are lazy and are not interested in reading exercises. The motivation to read decreases due to media and parents not seeing reading as essential since they also have activities at home.

Furthermore, He et al. (2020) outline those families and children who maintain home language as part of their cultural value in most societies; hence children prefer the language they understand. Although the social dimension of language tries to promote home language, some families have shifted to English, especially in their businesses and schools (He et al., 2020). In a study on the child, family, and school factors in bilingual languages, He et al. (2020) revealed that some families embraced the foreign language in their daily activities. However, they were not promoting reading literally; children were exposed to new terms and vocabulary because of this practice. Zhang et al. (2019) agree and highlight that bilingual families who can take their children to multiracial schools have a great potential to develop children's reading. This social division impacts those who cannot encourage the learners because they are used to one language, hindering learners from developing reading habits. Sun and Curdt-Christiansen (2018) state that children in bilingual families get early exposure to foreign language reading and understand the dynamics of its functionality. Meanwhile, children who are subject to home activities such as chores and exposed to one language are indirectly deprived of reading opportunities. Hence, social dynamics positively or negatively impact learners, depending on the parenting style.

2.5.5 Parental support and reading

Pandian et al. (2020) undertook a research project on reading skills and parental involvement on rural readers and emphasised that parents' participation in their children's lives is critical. The engagement of parents in their children's reading shows that they are perceived as the first teachers who can assist the child to develop reading skills. Chen (2018) outlines that joint reading in families is a purposeful event that engages children in multiple texts and helps them in literacy performance. Parents must read concurrently with their children to show them that reading is not a once-off event but is a lived experience. On the other hand, Weisleder et al. (2018), in their study of reading aloud and child development, highlight that the positive results are observed mainly in those families with deprived contexts because children are developed in their language competence. It is interesting because reading aloud is practised in poor

backgrounds, but these parents see its value in children's literacy experiences. Although some children come from lower-class families in Africa, the involvement of parents make them inspired and independent readers (Pandian et al., 2020). It suggests that the parents can collaborate with the schools even if they assist children who do not live under the same roof. Furthermore, there is a rising dispute among scholars such as Castro (2015), who suggests the child's background has an impact; for example, some parents from the middle or lower classes may not see the value in reading or participating in their children's education. Likewise, UNESCO (2015) provides evidence on reading percentage for different groups showing that some parents are rigid in culture; hence, they do not encourage reading because they view reading below cultural activities. In support, Yulianti et al. (2018) highlight that the culture and beliefs may lead parents who are illiterate not to participate as they might lack confidence or have negative educational experiences. While this is a possible factor, parents who have high education may stimulate children to read or provide a conducive reading environment.

In their study, Tan, Lyu, and Peng (2020) highlight that policymakers and school leaders such as principals and teachers embrace the notion of working with parents to promote learning in schools. Likewise, Carpenter et al. (2016) outline that the assumption for parental involvement is that they will support the demanding requirements of educational and learning procedures at school, enhancing the family and school collaboration which might lead to easing disciplinary challenges and contributing to learners' success. Such is a positive trend in education, although a vast amount of literature does not address much about parental involvement in reading as a learning aspect. According to Tan (2018), this is not to say that parents are uninterested in learners' education; instead, their positive expectations about children's success have led many scholars to explore the link between involved parents and student performance.

The existing research has done a fantastic job; however, it focuses mainly on forms of involvement on multiple parents, partially those from diverse Socioeconomic Status (SES) backgrounds (Malone, 2017; Wang et al. 2016). The research that focuses on parental involvement in education has found that most parents branded as of a lower SES fail to assist their children or be involved in reading (Malone, 2017). The truth is that parents are expected to be involved consistently; however, they cannot because they have different access to resources, and their passion or understating of reading is different. As a result of the challenges mentioned above, Hanushek et al. (2019) point out that many gaps exist concerning SES

parental involvement. As such, learners' achievement in reading and assessment remained exceptionally low in some families from low SES backgrounds compared to elite families.

As a result, parents need to be developed in specific areas that will help learners from SES families, including parental participation, which has the most significant influence.

Moreover, according to a study by Leenders et al. (2019) on parent-teacher contact, most instructors make a concerted effort to create relationships and trust with parents. On the other hand, teachers rarely involve parents in addressing the mutual role, goals, and expectations in learners' learning or decision-making. Hence, the schools need to design possible structures to assist teachers with professional development to ensure that parents are involved. In support, Tan (2017) highlights that learning subjects such as the English Language need parents' assistance because it is used throughout learning. The studies above show the common findings that parents' impact is essential in children's learning. However, further research in this field would greatly help understand the collaboration between parents and schools.

The present studies make several noteworthy contributions to understanding parental involvement in children's reading. Like many scholars, Sage et al. (2020) acknowledge that parents' involvement contributes to children's total benefit even in their literacy development. Although the research only included a small number of individuals, the results show that literacy skills are not achieved only in the school environment but also at home, where parents can positively influence their children. The most interesting findings are that the importance of collaboration among families cannot be underestimated; home literacy assists children who struggle to read (Brown et al., 2019). In this case, helping children read does not necessarily mean the parent will teach the child, but they can model reading in front of their children. When they demonstrate good reading habits, children are likely to learn and copy what they observe from their parents. Brown et al.'s (2019) paper revealed that most parents in Africa who can read tend to move to urban areas and rarely visit the rural population. Even in deprived environments, parents in rural areas can still engage in reading as a family activity. Thus, although children in rural areas are subject to many home chores, parents can create an environment suitable for developing their reading habits.

Le Roux (2020) found that reading is essential in the child's life and should begin early as soon as the child learns to talk. Berns (2016) outlines that when children are introduced to reading at

home, it should be informal and playful. Since children are minors and playfully do things at home, they can quickly grasp the reading habits if parents playfully introduce them.

Likewise, Bano, Jabeen, and Qutoshi (2018) conducted a study of teachers' views on the influence of parents in helping children develop reading habits to boost their academic success in school and found that most teachers believe in the integration of parents to improve the learners' reading habits. Teachers and parents can change the learners' poor reading abilities and advance them. Collaboration between parents and teachers is recommended to lessen learners' reading challenges, such as excessive exposure to technology, even at home, to spend time reading (Yienger, 2016). The above-mentioned warrants the participants in the field to strategise ways to assist learners, including parents, teachers, and school managers. Le Roux (2020) highlights that reading is the key to children's successful learning; therefore, it needs to be developed in all contexts of their lives.

2.5.6 Learners' attitudes towards reading in deprived contexts

Dewan (2015) encourages reading for pleasure which has been celebrated for many years and can help learners gain confidence in a fun way. It can assist them in overcoming the anxiety of reading in English Second Language. When learners have the confidence to read, their reading habits can develop gradually and benefit their academic performances. Mawere and van Stam (2015) point out that it is a clash of paradigms, the complexity of human relationships, and sentiments. Thus, this study concentrates on reading habits to understand how successful learners read in different challenges.

Bautista and Marulanda (2018) highlight that developing a reading culture for every individual and the nation's influence is essential. It requires a positive attitude from the learners because their reading habits depend on their attitude. In support, Adesanya (2018) outlines that most African learners demonstrate negative attitudes towards reading, implying that poor reading habits are not caused by poor reading ability. When learners see no value in reading, they prefer to commit to other pursuits, like social media. Bautista and Marulanda (2018) found that social media is substituted for the time spent in reading because children prefer it. Likewise, Ogboko (2018) outlines that learners' attitudes towards reading are lukewarm and discouraging. Ogboko further highlighted that learners use materials relevant to reading but misuse them in social media than for academic purposes. Seemingly, reading opportunities are available for many learners, but most do not partake or embrace these opportunities.

Furthermore, Sulaiman et al. (2020) found that learners in disadvantaged backgrounds and schools can learn and read successfully if they get proper support. The support can come from various ways to encourage learners to read; for example, the support provided by parents who have low income or poor level of education might not be as strong as those financially stable. Mohamad and Zakaria (2018) outline that learners from deprived families have a negative attitude than those from elite families because parents afford to buy books and afford tuition fees or special classes for their children. Thus, for learners to gain good reading habits, they need appropriate encouragement to withstand all the challenges they face to become active readers. However, Bautista and Marulanda (2018) posit that most learners who are unfortunate in succeeding in good reading habits come from poor backgrounds. They must strive because there are not enough resources, and reading might not be considered essential. Therefore, children's attitudes towards reading do not always come naturally but are prompted by different situations such as lack of resources and their environment.

2.5.7 Availability of reading materials in deprived contexts

The studies show that the lack of updated libraries and relevant reading materials contributes to poor reading culture and pedagogical methods, negatively affecting reading habits (Bautista & Marulanda, 2018). As a result, reading is an activity that needs relevant and accessible resources for learners to grow in reading abilities. Bråten, Braasch and Salmerón's (2020) study on using traditional printed texts and digital materials revealed that most learners like to read digital materials over printed materials. Since some of them read materials of their choice that are digital, their reading habits may increase as they engage in multiple texts (Fletcher & Nicholas, 2018). The current findings contribute to greater knowledge on the preferences of resources when it comes to reading, indicating that allowing children to choose their reading resources stimulates the love for reading.

However, the literature reveals that although digital materials are available for most learners, they spend less time reading than those who prefer printed materials because they use digital media for other purposes (Bråten, Braasch & Salmerón, 2020). For Jeong and Gweon (2021) learners become more accustomed to computer reading as a result of the development of digital devices, their comprehension of the medium's impact on reading activity grows. The possible reason is that children were not exposed to digital materials in the past decades because they lived under apartheid conditions that exposed them to one form of education.

Sage et al. (2020) conducted a study on preferences on reading from printed materials and laptop computers. The findings from their study reveal factors that affect the choice of a reader to choose printed or digital materials, including the price of material and attitude towards the material. These factors greatly influence the reading habits of learners because they can motivate them to read or make them not enjoy reading because of different conditions. Additionally, Zeng et al. (2016) posit that the research focuses more on digital materials against printed because computer use is expected in the education sector. As such, digital reading is increasingly becoming favoured by learners. Potnis et al. (2018) argue that digital materials such as e-books are not utilised as expected, which might be due to most learners, as minors, using technology for pleasure rather than reading. Although most learners cannot afford digital devices to read, they are eager to become good readers when exposed to technology at a younger age. In support, Singer and Alexander (2017) highlight that many learners prefer to use digital over printed materials.

In other developing countries like South Africa, learners may be victims of poor reading not because they do not have the potential to read well but are deprived of resources that can stimulate their reading habits. This is a negative factor because if learners need to read and cannot access any reading material, it will discourage them in their reading habits. Dori (2018) provides an in-depth analysis of socioeconomic effects on children's reading habits and found that their books can stimulate the love for reading because of their colourful illustrations. According to Howie and Chamberlain (2017), South African cultures have very few books in their households; half of them own less than ten volumes. Consequently, a small number of children have the privilege to access reading, and this becomes a hindrance for learners who need to grow in their reading habits, particularly in English Second Language. The lack of books to promote reading habits negatively influences children as they can see no value in reading, especially if parents do not model it.

Hence, Howie et al. (2017) point out that English Second Language is affected by gender, class, and educational possibilities; children are affected if the language is shifted to these concepts.

2.6 Teachers' strategies in teaching reading in South Africa

In the English CAPS paper, Goshier (2015) declares that teaching language skills, such as a language patterns and conventions, is important for comprehending and generating spoken and written materials, and that it should be included in other courses. Hence, the implementers of the curriculum should use professional knowledge and follow CAPS suggestions in teaching

reading, not turning a blind eye to the fact that there is more information other than that found in the document. Therefore, personal experiences can also form part of knowledge that they can use as a pragmatic approach. Khoza (2015) posits that teachers who use the topics from the language policy document can consolidate it with their experiences when they teach. For example, Khoza adds that teachers can share experiences of reading habits and what is written in the language policy; it challenges them to implement the curriculum with understanding.

Furthermore, Shalem et al. (2017) stated that CAPS is highly scripted and content-based; therefore, teachers cannot implement it without developing their subject knowledge. Hence, many teachers have been shifting from one curriculum to another. After these changes, they need development to meet the needs of the current curriculum (CAPS). According to Waldow (2015), the provision of the schooling system in SA is mainly guided by desired objectives. Since CAPS specify desired outcomes, the teachers' educational experiences and teaching methods depend on the received support to implement the curriculum and their enthusiasm to teach aspects such as reading. As a result, learners should be at the center of the implementation of the curriculum and reading. In support, Sutton (2017) outlines that although teachers are curriculum implementers, they need to recognise whom they are teaching first and involve learners holistically. So far, the literature provides minimal studies about reading habits, particularly in the language policy and curriculum.

Additionally, South African education recently introduced the *Jika Imfundo* program that opens opportunities for teachers to use any material that enhances learning, such as newspapers, magazines, bottles, bottle-tops, illustrations, and any digital resources available in the school environment (Pillay, 2018). This intervention aims to promote learning with various resources and allow flexibility in teachers to create platforms that will assist learners in the learning process. Although it does not emphasise reading concepts in English Second Language, it is a good trend for teachers' teaching methods. *Jika iMfundo* is part of the practice with a fixed time and content to teach the learners. The KwaZulu-Natal Provincial Department of Education and the Programme to Improve Learning Outcomes (PILO) have collaborated on *Jika iMfundo* (Pillay, 2018). Therefore, the *Jika iMfundo* document requires consistent practice and reflections in the teaching methods of the teachers, as well as assessments for content. It appears that *Jika Imfundo* has not emphasised teaching reading but provides a pattern for teachers' daily practices. Thus, it challenges the nation to develop reading in all areas of the school, especially in the lower grades, to lay a strong foundation of reading habits.

According to Malebese et al. (2019) case study on holistic and integrated teaching techniques in English, Grade 4 learners learn it for the first time as a Language of Teaching and Learning (LoTL). It suggests that their socio-cultural backgrounds, language, and experiences affect their learning outcomes when they try to understand new concepts in English Second Language. These effects contribute to their reading habits in that they might try to understand the texts with their background knowledge or home language. Teachers usually follow the teaching sequence from known to unknown when they teach reading (Mabelese et al., 2019). This procedure can equip the learners with the ability to read if the reading material or stories are organised for them to identify the phrases and have the capacity to read and speak accurately and comprehend meanings.

Furthermore, a qualitative study by Sun (2015) on vocabulary enhancement revealed that when learners learn through group discussions, they understand better than working as an individual. Therefore, working in groups for English L2 learners could be a significant factor, causing confidence in learners when they engage with their peers. Hashemifardnia et al. (2018) assert that learners' reading skills can be enhanced through books that contain pictures as illustrations. It suggests that children need to be supported with material that arouses their interests, such as stories with pictures, to develop their reading habits. Thus, if the learners have a clear and straightforward way of following the story, that encourages them to learn so much and improve their reading skills.

However, what is not yet clear is the impact of these materials in the long run because learners need to master vocabulary and understand texts without pictures as they grow. Sun (2015) confirms this view and highlights that learners' vocabulary is increased by identifying important words in the story. In other words, the learners in grade 4 need to master reading in all aspects as they begin to learn in English because this serves as the genesis of future reading habits. Learners must also learn to relate the meanings of words from their native language to the text to comprehend the significance of the concepts.

Additionally, English First Additional Language (EFAL) is the second language in South Africa (SA), and it is a medium of instruction in the classroom in many schools (Malebese, 2019). Thus, when learners transition from Grade 4, they are taught all other subjects in English except for Home Language. However, there is no balance because learners in rural public schools are expected to learn and read in English like schools in urban areas while the context is not the

same. Because of this, rural backgrounds struggle to enjoy learning having contemporary content and, as a result, are reluctant to read due to the context, content, and reading materials.

2.7 Development of reading habits

On this subject, research reveals that reading habits can be achieved when children take responsibility to immerse themselves in reading for understanding (Karadeniz & Can, 2015). Karadeniz and Can (2015) elaborate that the reader should read chosen texts for a particular purpose and understand the writers' message, enabling the reader to develop a confident attitude and create a reading habit. They further suggest that Grade 4 learners in African settings must cultivate a passion for learning by reading words and texts for understanding and choosing materials that interest them. Adams, Haute and Ray (2016) compare learning through reading with regular teaching strategies and found that developing reading habits is a greater way to cultivate learners' interest in learning. Andres and Cordova (2019) highlight that reading habits can improve learners' understanding of many subjects and develop their knowledge. As a result, it is critical to improving language skills when learning a new language.

Andres and Cordova (2019) stress that although children can partner with parents in reading, they must be encouraged to read what interests them. It is a great way to develop reading habits because children might feel lazy to read texts that are not interesting for them. Mak and Fancourt (2020) observed that reading habits development could be achieved when children are motivated to read for pleasure, allowing them to gain new knowledge and have the privilege to enter different imaginary worlds. Thus, students must be exposed to reading for fun, eventually enhancing their academic reading habits (Wulandari, 2016). These arguments suggest that reading habits are essential to developing positive learners' attitudes towards reading. It further indicates that learners who are capable of reading succeed academically. For that reason, the importance of developing reading habits cannot be overlooked as it affects the learners' learning processes at school.

Additionally, Pretorius et al. (2020) outline that in South Africa, reading starts in the first three years, where learners are developed in foundations of literacy. Cummings and Petscher (2015) provide evidence and explain that when learners can read successfully, with comprehension and enjoyment, they have developed their reading ability. These findings reveal that when learners move from Grade 3 to Grade 4, they must read independently and comprehend everything they are reading. This development can be observed when there is an oral reading fluency where the

learner demonstrates reading fluently and naturally, following the rhythm of spoken language. However, Howie et al. (2017) are concerned that most of the learners' reading development in the South African context involves English L2 learners that do not have a robust academic command of the English language.

Meanwhile, others attend school together with English L1 learners who understand English better. As a result, the English L2 learners are in a situation that does not support their literacy development. Rohde (2015) highlighted that the challenge for EL2 learners is that they have different socio-cultural backgrounds, which affect their early access to reading skills development. Therefore, it is the ability to understand the medium of instruction and the contexts that put most EL2 learners in a disadvantageous situation. Several authors mention that the learners who begin to learn in a foreign language generally struggle with vocabulary, leading to slower development of reading habits (Janssen et al., 2015). Johnson (2017) points out that the National Reading Panel

(NRP) observes and emphasises that vocabulary is the essential element of reading and acquisition.

If learners are not developed in vocabulary, the possible result is that they cannot build reading habits because they would be reading without understanding. It further suggests that the development of reading habits should combine vocabulary with other elements of reading because it is also the key in reading for understanding. Boyer (2017) saw a clear link between early literacy development and reading for understanding. This observation means that for learners to develop their reading habits and acquisition, they must be developed in all areas of the language, especially the English L2 learners.

Moreover, most scholars are worried that poor skills limit the development of reading habits in South African learners; since English is employed for teaching and learning, learners demonstrate low proficiency (Pretorius & Spaull, 2016). It does not mean children cannot develop their reading habits, although it challenges the nation to strive for reading development. Kuo et al. (2016) highlight that most children in this era are now developing their reading abilities even in the English Second Language skills. The SA context tries to develop reading because some of the basics in EL2 learners begin in Grade R and early grades (Goodrich et al., 2017). This effort is beneficial because the age at which children are exposed to foreign languages influences their literacy development. Although this is trending in SA, there is no

specific effort for learners who intend to develop their reading habits, suggesting room for development.

In their study of promoting reading habits through reading bags, Molotja and Themane (2018) highlight that it is important to promote reading because most children struggle to develop reading habits in a language they are not familiar with. Struggling with reading harms their academic achievement. Promoting reading habits in South Africa is essential because there were disappointing results from PIRLS for 2016 that showed most learners in SA did not demonstrate the ability to read with understanding, including grade 4.

Scott and Saaiman (2016) assert that learners be introduced to reading for pleasure, leading them to excel into improved academic reading skills. Promoting reading through reading for pleasure can help children even beyond the school context throughout their lives. In this way, children can develop reading skills automatically as they engage more in reading. Nhapulo et al. (2017) argue that vast reading opportunities make learners read multiple types of texts, including long and short, to comprehend the writer's message. The more learners read multiple texts, the more they build inner motivation to read.

Le Roux (2020) discovered that embracing a foreign language for communication and teaching unites civilizations even across borders. Although this is good, the promotion of reading is still essential, as the result of PIRLS (2016) shows that the grade 4 and 5 learners performed poorly in comprehension. As a result, the South African president announced that all children who have reached ten years old must read for meaning (Le Roux, 2020). This intervention was introduced to promote reading and observe whether the texts from different languages correspond, mainly English, IsiZulu, and Afrikaans. Hence, students who are exposed to diverse sources of information at a young age may be better equipped to analyze texts critically, and they will might reading abilities to read effectively. Promoting reading requires multiple strategies from many stakeholders.

The basic education sector designed a reading programme for South African primary schools known as the Primary School Reading Improvement Programme (PSRIP) or Angie Motshekga reading programme. The PSRIP is intended to promote reading to ensure that learners in primary schools become a nation of active readers (DBE, 2016). The programme can promote reading from early grades, which can make learners grow in reading skills. Maboya (2020), in the report for the foundation skills of literacy, reported that a high percentage of Grade 4

learners failed to satisfy the basic requirements standards for reading literacy because below 78% of learners cannot read with understanding. The initiative of PSRIP is a promising strategy that can overcome these results and promote reading as a lifestyle in South Africa.

2.8 National reading challenges in deprived contexts

There is a degree of concern around the reading habits of L2 learners in South Africa. Molebese et al. (2019), in their case study, found that most of the learners' literacy competency is extremely low in Grade 4, especially in rural settings. The learners who are taught in English L2 in rural areas have limited opportunities in the area of a foreign language because they use their mother tongue due to the context and cultural dimensions. This, however, does not mean they cannot read at all. Taylor (2016) observed that these learners face difficulties when combining information, taking up-to-date decisions, and communicating without a struggle.

This suggests a weak link may exist between reading habits and foreign language, hence most L2 learners cannot comprehend different sounds, pronounce words correctly, and cannot express themselves reasonably and confidently.

The literature above, reveals different findings and arguments and mostly demonstrates the challenges that English Second Language learners encounter. However, some learners can articulate the words correctly with fewer mistakes when they read. When these learners read without struggle, they encounter complex and straightforward texts, yet they read exceptionally well. This suggests that learners in grade 4 cannot be judged based on the complexity of the texts but their habits may be unique in such a way that they can read different texts in English L2. Thus, reading habits need to be developed, focusing on reading. For these reasons, there is a need to explore learners' reading habits to understand how learners engage in different texts. Although most children live in deprived contexts, it is the parents' responsibility to expose them to children's books to stimulate reading habits. This suggests that lack of reading habits in some children is not caused by poor environment only, but also not being exposed to the relevant materials. Surprisingly, some children can read successfully in deprived contexts, thus this study focuses on their reading habits.

Weybright et al. (2017) in their paper on national school dropouts, discovered that most learners progressed to the next grades while they had not developed enough in many subjects. As a result, their reading habits become less important because they have not been inspired in the previous grades. Another possible challenge of progressing learners is that it contributes to the

poor reading habits of English L2, and learners in Grade 4 are challenged to fully adapt to the foreign language. This has a back-and-forth effect on their performance in school and reading habits. In support, Naiken (2016) states that reading challenges come when learners are not able to read the words or grasp concepts. This affects learners in all areas of learning and language and even in other subjects, which can make learners less interested in reading or learning.

2.9 Chapter summary

The phenomenon of learners' reading habits, which is the focus of this study, is explored in this chapter from international, continental, and national perspectives. The literature shows that reading habits are repeated actions or behaviours done without effort, consciously or subconsciously.

The chapter further showed that reading habits are essential in the school contexts and the life of learners as they grow. The teachers' strategies to teach reading and the various methods of developing reading habits in deprived contexts were discussed. Some significant factors that affect reading habits were highlighted, including lack of reading materials, lack of motivation and model reading from parents in front of their children.

CHAPTER THREE

THEORETICAL FRAMEWORK

3.1 Introduction

The literature review on various scholars' arguments about reading habits from a global, continental, and local perspective was presented in the previous chapter. This chapter discusses the Reading Habits Theory and provides the historical background of this theory. The relationship between the Behaviourist Theory and Reading Habits Theory is outlined. In addition, the chapter discusses the concepts, the advantages and theoretical assumptions of Reading Habits Theory.

3.2 Theoretical framework

Osanloo and Grant (2016) define a theoretical framework as a plan that directs the investigation of the whole study. For Cohen, Manion and Morison (2018), a theoretical framework refers to suitable strategies that a researcher can use in an inquiry. The theoretical framework is a fundamental property of research, and it encompasses steps to generate data in a particular phenomenon. Meanwhile, Hammersley (2012) refers to the theoretical framework as a guide of activity that is supposed to be carried out. Also, Merriam (2001) sees a theory as lens through which researchers can perceive the world. There is harmony in how multiple scholars understand the theoretical framework; therefore, many studies employ diverse theories to explore the phenomenon. The theoretical framework that underpins this study is the Reading Habits Theory.

3.3 Reading Habits Theory

Gardner (2012) sees the term "Reading Habits Theory" as frequently reading with no specific motivation behind it. This suggests that this theory is concerned with repeated behaviour of reading activity which is done without struggle. The Behaviourist Theory is intertwined with this habit of reading because they both emphasise reading that happens subconsciously (Najnowati, 2019). Reading Habits Theory is concerned with repeated action of reading self-chosen material for different reasons with enjoyment. The various ideas from the reading habits and behaviourist theories are discussed in the following sections

3.4 History of Reading Habits Theory

Gilroy (2008) studied the relationship between children's reading habits and the development of study skills and discovered that there is a substantial link between learning and children's reading habits. Similarly, Anbar (1986) emphasizes seven stages of children's reading development: ability to recognize and become aware of print; identification of letters; understanding of sounds; ability to put together; construct and recognize words; active reading; ability to sound out unfamiliar words; and ability to read and understand difficult or unfamiliar texts. After these stages, the learner acquires what is known as "reading habits," in which he or she accepts reading as a behaviour for pleasure, leisure, or concentration, according to Anbar (1986). As a result of these ideas, the Reading Habits Theory was created, which includes aspects like family participation, intrinsic and extrinsic motivation as well as school assistance. Reading habits theory has caught the interest of Bennett et al. (2002), and Sukhram and Hsu (2012), who all emphasize the importance of parental support in children's reading habits. This theory was suitable for this study since it addresses the reading habits that develop gradually as the learner keep on reading in various stages.

Multiple studies and scholars argue that the Reading Habits theory can be associated with the Behaviorist Theory found by John B. Watson in 1913 (Najnowati, 2019). In 1988, Demirezen pointed out that Behaviourist Theory deals with human behaviour, which can be habits of teaching or learning. Since Reading Habits Theory focuses on repeated and continuous behaviour, it is linked to the Behaviourist Theory. Lantolf et al. (2015) believe that the Reading Habits Theory has a close relationship with Vygotsky's Sociocultural Theory, which has elements of behaviour shaped by social context; this includes learning all the necessary skills of Second Language. In this case, the Reading Habits Theory focuses on repeated actions and learning because when children read, they also learn. It suggests that habits can also be inspired by what learners learn in their socio-cultural backgrounds; hence this was considered during data generation in this study.

3.5 Concepts of Reading Habits Theory

Ogbodo (2002) and Najnowati (2019) highlight that the Reading Habits Theory consists of multiple behaviours that serve as critical concepts for this theory. These include hobby/leisure, recreational, concentration, and deviational.

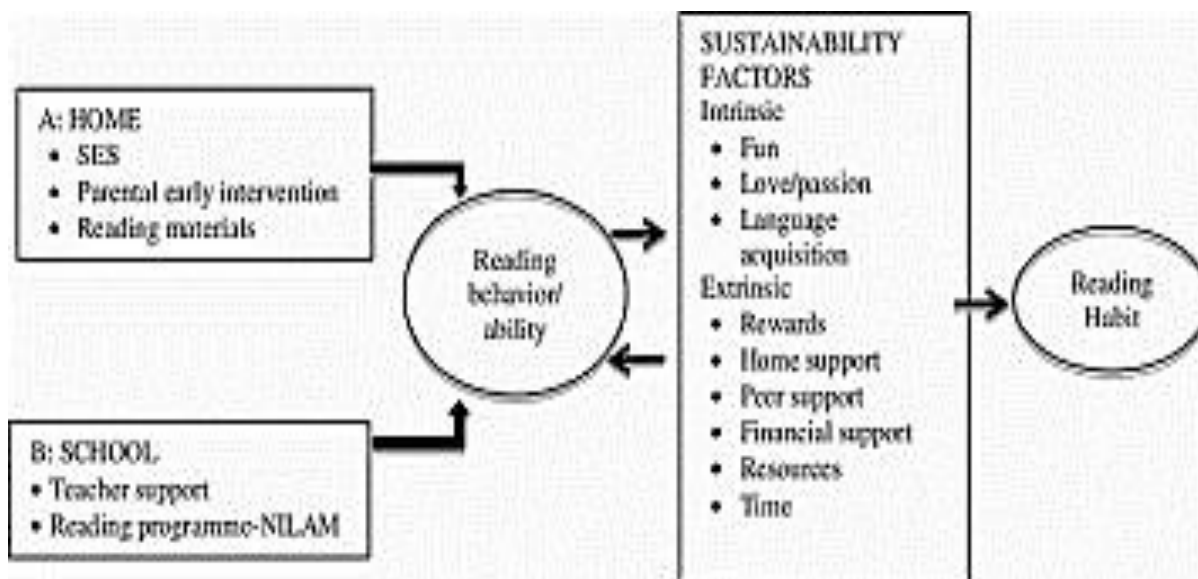


Figure 3.1: Explanatory model of reading behaviour (as adapted from Mansor, Rasul, Rauf and Koh, 2013).

In figure 3.1, the concepts are different factors that affect learners' reading habits. The circle in the centre of the diagram represents the children/learners who can read well and have good reading habits in grade 4. The parental intervention and teacher support influence the learners to engage and develop in reading. Intrinsic and extrinsic motivation can make learners succeed in reading habits. It is important to discuss the fundamental concepts of reading habits theory to understand the ideas presented in figure 3.1. The following section outlines the key concepts identified by Najnawati (2019).

3.5.1 Hobby/Leisure reading

Leisure reading is explained as reading independently as an ongoing behaviour that usually begins before or at adolescence (Mak & Fancourt, 2020). For Najnawati (2019), this kind of reading makes the reader excited, content and satisfied when reading. Therefore, they are positioned to develop in multiple areas such as language understanding, vocabulary, and interacting with other people. Leisure reading influences this project positively because it helps to understand whether learners regard reading as a hobby or not. In that way, their habits can be understood based on the hobbies they disclose in the data generation methods.

Chen, Yunus and Maarof's (2017) study on factors affecting reading in English Second Language found that not so many children like reading as a hobby. If children do not recognise reading as a hobby, there is a high possibility that they face difficulty reading and comprehending texts. Therefore, the hobby/leisure concept is suitable for this study as learners

who read successfully are requested to share whether reading is a hobby or not; more understanding can be obtained.

3.5.2 Recreational reading

According to Moyer (2007), recreational reading is when the reader reads any self-chosen materials to learn new information and for enjoyment. Recreational is when the reader reads to distract the mind from anything affecting their intellect (Najnowati, 2019). If the learners' relaxations come through reading, they may, for example, read magazines and newspapers than only school-based reading materials. Rutherford et al. (2018), in their study of effects of recreational reading, point out that in this era, its very crucial to understand the effect of recreational reading as it is the most powerful concept for children as they engage in activities more when they enjoy them.

They further outline that continuous recreational reading is associated with academics, social benefits, and reading ability improvement (Rutherford et al., 2018). Recreational reading habit is reading for fun, but that takes place outside the school environment and happens voluntarily. Therefore, recreational reading is observed in this study.

Recreational reading was considered relevant for this study because it refers to a reading that demands personal responsibility from a learner, used for leisure rather than being instructed to do it. Clark and Rumbold (2006) highlighted that recreational reading is also known as reading for fun. When learners read for fun, it gives them the advantage to learn new words and understand texts written in English Second Language (Nippold et al., 2005). Reading family memory books and puzzles can make learners enjoy reading more. Thus, their reading habits in this study can be explored by understanding learners' special reading materials and the genre they enjoy most.

3.5.3 Concentration reading

Najnowati (2019) outlines that concentration reading occurs when the reader recognises their ability to read and comprehend what they read. It implies that concentration reading can be applied even in the school context, although initially, it occurs outside the school environment.

To reach their reading potential and succeed in their anticipated desires, learners need to engage more in concentration reading (Ogbodo, 2010). Ogbodo highlights that the concentration concept is suitable for reading for achievement. That means the motivation of reading is to

achieve good marks, which generally occurs when there is a purpose of learning something. One can also read to understand current events or meet the practical demands of daily living.

3.5.4 Deviatonal reading

Gaona and Villuendas (2011) define reading deviatonal as a concept employed to understand whether learners indeed read or practice false reading, which deviates from genuinely engaging with the text. Deviatonal reading seems to carry a negative effect in this theory.

These negative effects include learners with poor reading habits that usually obtain lower results, poor reading habits that can be instrumental in destroying any individual who is distressed by it, and finally, lacking the passion to master language (Najnowati, 2019).

Gaona and Villuendas (2011) summarise three aspects of reading habits. Firstly, they emphasise reading several books: learners should show interest in reading a particular number of books; if they are interested in reading many books, they can perform well in school (Kikas et al., 2015). Secondly, they add reading frequency, which measures how much time learners spend reading, including their spare time. This aspect is affected when learners deviate from reading and engage in other activities because they are distressed by poor reading habits and see no need to search for knowledge. Finally, the third aspect is motivation: focusing on the learners' motivation in reading foreign languages such as English Second Language. The motivation aspect is missed when learners see no need to master the language and show no motivation. Although the deviatonal concepts can negatively impact learners' success, these aspects are essential to developing reading habits.

Some suggestions to address this negativity include family involvement to support children by providing multiple resources they can enjoy (Scholastic, 2015). This way, children will learn that reading habits can be developed even with the above-mentioned negative effects. Suhana and Haryudin (2017) agree that reading habits cannot be developed immediately because they require much time to be built. Learners can build positive reading habits when exposed to reading and more regularly.

Since this research aims to understand the reading habits of successful readers in deprived contexts, the Reading Habits Theory was found suitable. Since Reading Habits Theory was suitable for this study, concepts such as hobby/leisure, recreational, concentration, and deviatonal were relevant in generating more data through open-ended questionnaires, visual methods (posters), and thought bubble drawings. The researcher used these methods to guide

the participants to share their reading habits (see section 4.5). Furthermore, many scholars also acknowledged that this theory has multiple advantages.

3.6 Advantages of Reading Habits Theory

Thanuskodi (2011) proposes several benefits of reading habits theory and points out that the impact of reading habits on learners' is highly positive. Learners can learn new vocabulary, get to know new facts, and become knowledgeable about the world around them. In this study, learners who successfully read in a deprived context should have gained new knowledge, as discussed above; the advantages of their reading habits are part of this research project. Baxter and Jack (2008) and Thanuskodi (2011) agree on the advantages: helping the learner's mind perform effectively, communicating and thinking well, developing a good vocabulary by creating the ability to identify errors in different texts and understanding the intended message of the author. It further suggests that habitual reading increases reasonable curiosity, and learners obtain skills to think independently and critically. Similar, advantages were discovered by Safitri (2018) who outlined that when learners accept reading a lifestyle, they tend to develop more skills that are related to it, such as writing and understanding texts.

3.7 Theoretical Assumption

Reading Habits Theory assumes that learners who seem to benefit more from reading have good reading habits than those with poor reading habits (Iftanti, 2012). Furthermore, the conclusions on reading habits by Iftanti (2012) point out that most learners constantly read English Second Language irrespective of the fact that their parents do not buy them material to read. A greater focus on the benefits of good reading habits produces interesting evidence that some learners have an internal motivation to keep on reading because if they can read successfully, they enjoy the activity. The Reading Habits Theory underpins this research because it is flexible enough to make meaning of the research phenomenon. Thus, it is easy to understand why learners read and the advantages. Hence it enabled the researcher to generate relevant and fruitful data that responds to the research questions.

3.8 Chapter summary

This chapter discussed the definition of reading habits theory and its relation to behaviourism. It provided the Reading Habits Theory background and history, identifying its fundamental concepts and aspects that might negatively affect the theory. Some of the advantages and disadvantages of reading habits theory were identified, and the theoretical assumption focusing

on the benefits of learners who can read well in English Second Language were provided. The following chapter discusses the research design and methodology, including sampling procedures, data generation methods (open-ended questionnaires, posters, and thought bubbles) and analysis.

CHAPTER FOUR

RESEARCH DESIGN AND METHODOLOGY

4.1 Introduction

The previous chapter discussed the theoretical framework that underpins this study that focuses on the reading habits of successful learners in deprived contexts. This chapter provides the research design and sampling procedures, data generation methods and analysis methods employed in this study. The chapter begins with descriptions of the research paradigm, research design and methodology. According to Marshall and Rossman (2005), the methodology section brings together many components that assure the research project's success. The discourse of case study research style and participant selection under the new normal of COVID-19 and relevant data generation methodologies are discussed. The chapter provides the data analysis methods, trustworthiness issues (trustworthiness, credibility, conformability, and validity), ethical issues, limitations, and a chapter summary.

4.2 Research paradigm

A research paradigm can be characterised as a style of thinking about the world (Cohen et al., 2018). According to Nieuwenhuis (2015), a research paradigm is a combination of views regarding a specific topic. These definitions highlight that a research paradigm can provide and guide the research processes of an inquiry. Mertens (2012) and Punch (2000) offer further definitions by describing paradigms as the philosophical frameworks that define reality, understanding the world, and providing a basic plan for putting the study project into action. It is critical to emphasise this since various scholars refer to a paradigm in diverse ways. Biesta (2010) and Freshwater and Cahill (2013) revealed that research paradigms have embraced the “world view” for countless academics. It also includes epistemological stance and shared beliefs. It suggests that paradigms contribute to multiple pieces of research and shape the researcher's worldview. Du Plooy-Cilliers et al., (2019) and Bryman (2012) share the same view and maintain that paradigms were referred to as “research traditions” or “worldview”, and this influences how the researchers conduct studies. Any research needs to employ appropriate paradigms that will guide the research processes.

The studies presented evidence that a paradigmatic stance in any research helps the researcher understand the phenomenon and employ suitable methods to respond to the research question(s). Significant portions of research studies have been conducted on different types of

paradigms, including the Interpretive paradigm, the Critical, Positivist, Post-positivist paradigm, and PostStructuralist paradigms (Creswell, 2013; Lather, 2004). While various paradigms work well in various research, this study employs the interpretive paradigm. Lukenchuk and Kolich (2013) outline that interpretive paradigm are suitable for studies that seek to make meaning of a particular phenomenon. Because this study aims to learn about the reading habits of learners who excel at reading in disadvantaged environments, an interpretivist paradigm is appropriate.

Mack (2010) further mentions that Interpretivism is often known as Constructivism since it permits the researcher to generate meaning in a particular topic. Interpretivists, according to Kelliher (2005), assume that reality is socially produced rather than objectively determined. These studies provide an opportunity to advance the understanding of the interpretivism paradigm since the main reason for choosing it is to construct meaning about the reading habits of learners who are successful in reading in deprived contexts. Interpretivists' paradigm was appropriate and is vital in this study since it enables the interpretation of findings and conclusions. Interpretive paradigm involves elaborating significant findings of the phenomenon (Mathison, 2005). This study chose interpretivism because it goes beyond exploring truths and enables an in-depth study to understand the research topic better.

The environment influences people in diverse ways as they are constantly changing. Therefore, interpretivism is concerned with meaningful social actions (Du Plooy et al., 2019). Interpretivism concludes that people are different from objects; hence, they cannot be studied in the laboratory. Because this research focuses on students' reading habits and employs the interpretivism paradigm, the main aim is to expand the knowledge of reading habits using intensified methodology and data generation methods.

4.3 Research design

Blanche et al. (2006) assert that a research design is a strategy that serves as a framework in a study and engages with applicable research methodologies to gather data.

Likewise, Bertram and Christiansen (2014) stated that the study's design is a blueprint that the investigator uses to carry out a given study. This design further provides insight into research and works as a blueprint that involves developing a research topic, researching studies on a similar problem, and having a plan to generate information on the research topic (Creswell, 2013). Furthermore, Creswell and Creswell (2017) and Yin (2009) define research design as a

sequence or structure or logical order that guides the research inquiry and entails data generation methods, research question(s), and produces evidence of analysed data. The research design is a methodical process that works in a detailed guideline to produce a valid and profound understanding of the phenomenon.

The researcher's understanding of design is vital because it helps plan and guide how the study will be explored. The primary goal of this project was to investigate the reading habits of learners who are successful in reading in a deprived context and understand the contributions towards these habits. According to Cohen et al. (2018), researchers need to create a methodological approach that addresses the study's goals and objectives. It implies that the research design is more than just a collection of ideas; it is linked to the study's overall goal. If the design is appropriate for the study's objective, it can be trusted to provide in-depth investigation and transferability of the findings (see section 4.7.1). Andrews (2003) agree that design is a combination of the idea (phenomena) and instruments that bring conclusions with evidence from data interpretation. They point out that research is not done randomly but is planned and driven by specialised knowledge and pattern arrangements.

Additionally, Bertram and Christiansen (2014) and Gorard (2013) argue that design must respond to questions like, what evidence must the researcher generate to respond to the study objectives? What procedures will be employed by the researcher to gather that evidence? Similarly, Du PlooyCilliers et al. (2019) posit that a research design responds to these questions vividly, objectively, accurately, and economically. These descriptions imply that if the design does not reply to the study's research questions, it is unlikely to meet its goal.

Almost every paper that has been written on research design includes a section related to the purpose of the study, showing that it can be achieved through responding to research questions. It further highlights that research designs should not dictate only the kind of data but also indicate the required evidence.

While some research has been carried out on design, some limited studies go beyond the common understanding that design is a complete plan for the entire research. There was no solid proof before which goes beyond this common idea, apart from Nieuwenhuis (2015), who points out that novice researchers display qualitative studies as those only explored through case study designs, while this is not always the case. Many studies must look for the relevancy of the design to know which design suits what they explore. This investigation uses a qualitative

single case study because the goal is to comprehend a unique scenario through case study research.

4.4 Case study research design

According to Denscombe (2014), a case study is a detailed examination in one location that focuses on the phenomenon's interactions and relationships. It can be an exceptional situation inside a social group or a condition that occurs in a particular location. Leedy and Ormrod (2005) posit that a case study allows the researcher to delve further into a phenomenon, focusing on a single event while allowing for greater knowledge through the use of any applicable data generation method. In support, Yin (2009) stated that a case study can be conducted using various data collection methods such as interviews, observations, artefacts, etcetera.

Furthermore, the disagreement regarding the meaning of a case study continues. This notion increasingly receives questions from many historians like Denzin (2004) and Merriam (1998). A case study is a research design and a thorough research plan (Yin, 2003). Similarly, Creswell (2013) defines a case study as a technique, a qualitative research design, or an area of interest. The initial point demonstrated by these scholars entails the processes that a researcher employs to explore a particular phenomenon in a specific area. However, Stake (2005) found a considerable difference and highlights that the researcher decides what to explore in a case study, and it is not a methodology. The above suggests that a case being studied comes from a particular context chosen by a researcher.

The literature reveals no single or universal definition of case studies; instead, it is accepted as a method, research strategy, methodology, or a focus of the inquiry (Cohen et al., 2018; Yazan, 2015; Tight, 2010). It implies why case studies are useful and can be employed in qualitative or quantitative studies for various purposes. Denscombe (2014), Baxter and Jack (2008) categorise types of case studies, namely: exploratory (generates hypothesis or used as a pilot to other studies), explanatory (tests theories), or descriptive (describes the phenomenon in a real-life situation). The descriptive case study was adopted because it is a research-based project that aims to describe the findings of a real-life situation, particularly on reading habits.

Deciding to work within a case study is informed by its descriptive, educational, and flexible nature (Wellington, 2015). These strengths were essential in this study because they allowed me to work closely with the participants, which helped provide first-hand evidence of the

research problem. This current study remains an interpretive and qualitative case study which is conducted in one primary school.

As a result, integrating the interpretative paradigm with a case study was critical because the study was more descriptive, exploratory, and situational (Khoza, 2013). This combination required me to select participants who would provide appropriate and valuable data.

4.5. Research approach/style

4.5.1 Qualitative research approach

The research approach is the bridge that brings a philosophical standpoint (ontology) and methods to generate data (Nieuwenhuis, 2015). Research approach is an important factor in maintaining the investigation; hence, the philosophical standpoint of this study corresponds with the methodology used. For example, an interpretive should be compatible with qualitative methodology because they allow for in-depth research and accommodate multiple truths. Maree (2007) note that qualitative and quantitative methodologies are the most adopted in the research. Maree further highlights that qualitative studies are exploratory where the researcher intends to understand actions or behaviour while quantitative is experimental and the researcher intends to discover numerical values. It means qualitative methodologies are concerned with social behaviours, while quantitative are concerned with the numbers or amount of people affected by the phenomenon being studied. This research is informed by the fact that it aims to discover and understand learners' behaviours in reading; there is no numerical data generated in this study (Bryman, 2008). In the past decades, rapid development in research demonstrated an increase in the utilisation of qualitative methodologies.

A qualitative study by Sandelowski (2001) revealed that qualitative approach deals with attitudes towards understanding the experiences of a human. Therefore, this study assumes that participants hold different attitudes towards reading, which impacts their reading habits differently. For this reason, it was beneficial to adopt a qualitative approach as it is flexible for generating data from a diverse population while working in a natural setting. Hammersley (2012) concurs that qualitative methodology adopts objective information, yet it is adaptable for studying natural occurrences. If this approach is a form of social inquiry, the researchers generate data based on the participants' social experiences. For example, this study explores the reading habits of learners as their social experience.

Additionally, Huberman and Miles (1994) demonstrated that qualitative approach were mainly concerned with using and identifying two types of qualitative research in previous research. These included *loose* (broadly defines concepts and is flexible to change) and *tight* (narrowly restricts research questions and is not flexible to change). This study accommodates *loose* qualitative research since it is flexible to any change, and because people change daily, their habits are likely to change. This flexibility allows for a more specific and comprehensive grasp of concepts, activities, attitudes, and behaviours (Gonzalez et al., 2008).

In addition, a descriptive study allows for a wide range of research approaches that make use of linguistic data (Prior, 2004). The language data can be generated without numbers, for example, using drawings to generate data. Researchers who employ qualitative methods need to generate data that serve as evidence for their refined reports, mainly because they are dependent on what participants produce as their experiences. There is a correlation between qualitative research and the interpretivism paradigm as it is characterised by multiple truths experienced by participants (Polkinghornto, 2005). Qualitative research approach in this inquiry was used for interesting opportunities to generate data from first-person or self-reports of participants' own experiences. It promotes unrestricted communication and understanding of the reading habits of learners.

4.5.2 COVID-19 regulations

The World Health Organisation (2020) and Control for Disease Centre (CDC) provides suggestions on preventing the spread of the virus, including washing hands or sanitising with 70% alcohol hand sanitiser, sanitising the surfaces, wearing a mask, and keeping 1.5m distance. Since there is a risk of infection, if these precautions are disobeyed, the “secrete box/box technique” is used to avoid a physical encounter with participants. The box technique was used to communicate all the selected participants' activities (Punch, 2002). Using a box technique is suitable for meeting all the regulations that would keep everyone safe. The secret box was used in all stages of this research, from sampling, data generation, and feedback.

4.5.3 Sampling Procedures

Ritchie et al. (2013) maintained that selecting participants for the study is an essential process known as sampling. According to Nieuwenhuis (2015), the sampling in qualitative research differs from statistical research in that qualitative inquiries aim to describe, understand, and clarify a human experience. On the other hand, in statistical research, the focus is to make claims

about a group by examining a representative sample of the target population. Thus, sampling in qualitative research needs to be carefully worked out because more details and an in-depth understanding of experience are required from the chosen sample. Participants can be selected randomly (each person in the group to be studied gets a fair chance of participating) or intentionally (the researcher chooses which people, groups, or things to include in the study). This study used purposive sampling since participants were chosen based on my determination to pick only those relevant to the investigation. Purposive sampling is a means of selecting participants who are deemed suitable for the research study; not everyone in the population has the same right to participate in the study. Different scholars define purposive sampling as a process commonly used in qualitative studies where the primary purpose is to identify and select personnel who are educated about the phenomenon (Cresswell & Plano Clark, 2011).

Thus, purposive sampling entertains circumstances that are connected to the study. Although this study is informed by purposive sampling, I did not select participants unwilling to share their reading habits because they should be given free will to participate in the study or decline the opportunity (Bernard, 2017). Palinkas et al. (2015) maintain that the researcher must not be biased in selecting participants through purposive sampling. While purposive sampling is appropriate in this research, fairness was considered to allow participants who excel in reading. It is likely to influence the kind of data produced by participants. The literature provides some critical considerations of purposive sampling.

Creswell (2013) proposes three considerations of purposive sampling: deciding who will participate in research, considering the sampling method used, and the number of participants involved. Thus, the people and places chosen for the research bring deliberate information about the phenomenon and react to the research topic. A significant choice must be made as to who or what should be sampled. It includes how the sampling will be done and how many individuals or locations will be selected (Marshall & Rossman, 2016). Researchers can decide on these by using one or more strategies to select participants; for example, using “maximum variation sampling”, where the researcher predetermines the criteria that distinguish suitable participants and select them based on the criteria (Marshall & Rossman, 2016). This strategy is beneficial because selecting diverse participants increases the chances of coming closer to their realities and gaining multiple truths about the phenomenon. To obtain multiple truths about the phenomenon requires a particular sample size. I selected five learners who read successfully in English Language. The advantage of this selection is that participants were relevant for the

study, and they could easily understand the phenomenon as they experienced it. This was an advantage because these learners were able to understand the purpose of the study since they have unique reading habits, thus they were active during participation.

Qualitative research aims to uncover specific information rather than generalise it. For this reason, it is crucial to generate comprehensive data in a chosen site or from selected participants. Creswell (2013) disagrees with Wolcott (2008), who argues that in qualitative studies, in any case, more than one reduces the researcher's ability to get a high level of information. Creswell argues that four or five instances are recommendable in a piece of research selection. It means more cases may need strength during data interpretation, leading to a researcher missing some of the details. While one case with a smaller sample allows for in-depth exploration, thus data is manageable.

Since this study was conducted under the Corona Virus “new normal”, the rules and regulations regarding the pandemic were followed during participant selection.

4.5.3.1 Purposive Sampling

Because this study used a purposive sampling method to select participants, it was essential to respect the COVID-19 regulations inside the site where the study was conducted. This meant that there was no physical contact during the study process to avoid the risk of infection in every possible way. Before the potential learners were selected to participate in the study, I sought permission from the school principal to talk to a Grade 4 teacher or phase HoD about the study. This was because they already had encounters with the learners. Therefore, the grade 4 English teacher was requested to speak to the learners about the project. I accompanied the teacher to clarify the purpose of the study to the learners.

After a detailed explanation about the project, the interested learners were purposefully selected because they were relevant for the study (Nieuwenhuis, 2015; Bertram & Christiansen, 2014). The learners who were unwilling to participate were not selected as a sample as they have a right to decline. During this stage, unfairness was avoided, and fairness was practised by allowing those who excelled in reading and were willing to participate. This means that there was no discrimination against any selected participant in terms of gender, race, or ethnicity, as long as they excelled reading a foreign language. Since the children were under the guidance of adults, their parents were kindly informed, and permission was requested telephonically

about the learners' participation in the study. Detailed information regarding COVID-19 as the cause of the distance in communication was also explained.

Fontes and O'Mahony (2008) emphasise that using text-based/instant messaging is important to maintain non-face-to-face contact with participants. Non-face-to-face contacts include systems for networking like WhatsApp, WeChat and E-Mails. In this instance, generating data relies on laptops, cell phones, and tablets (Fontes & O'Mahony, 2008). At this stage, the sampling procedure involves obtaining parents' consent to permit learners to participate in the project. Parents who allowed their children to participate were informed through WhatsApp and telephonically. Each parent was contacted individually. These forms of communication were suitable for them because they did not have emails and WhatsApp was quicker and more convenient.

4.5.3.2 Recruitment of participants and criteria

Recruitment of participants and criteria is a critical phase of the study because it involves determining the number of participants and the sampling method (Creswell, 2013). The English teacher was requested to speak to learners about the project. I chose learners who excel in reading being assisted by the grade 4 teacher, hence the recruitment followed purposive sampling. At this stage, careful consideration was taken to respect the COVID-19 regulations by placing consent and assent letters in a secret box. Learners who were chosen to participate were allowed to take the letters home to their guardians or parents, and the researcher followed up by communicating the details telephonically. The parents of selected learners were encouraged to sign the letters upon accepting the request, and the learners returned them to the box where they were collected. Using purposive sampling aligns with the "maximum variation" sampling criteria that distinguish suitable participants who are selected based on their relevancy to the study (Marshall & Rossman, 2016). Purposefully Selecting learners who excel in reading provides many opportunities to obtain relevant data. Thus, the participants were recruited to achieve the aims of the study.

4.5.3.3 Inclusion and exclusion selection criteria

The acceptance and rejection of participants is dependent on the target population, sampling procedure, and recruitment of participants. Thus, the population that does not meet the project's requirements is automatically excluded. Robinson (2014) emphasises that bias must be avoided during this stage of selecting participants. The learners in grade 4 who successfully read in

English were included in the study's sampling. Likewise, the parents and learners who immediately returned the consent and assent forms were the first to be selected. The inclusion and rejection procedure relies on whether the population to be sampled meets the requirements of the study. The included learners could produce relevant data based on their reading habits and showed an interest in participating.

Furthermore, it was critical to utilize accurate and straightforward wording that parents and children could easily understand. Simple, translated, clear instructions were provided on what to do and how to use the material. The materials that participants collected from the secret box were sanitised and sealed in plastic sleeves labelled "learner A" to "learner E". Each pack included a pen and pencil, ruler, rubber, crayons, a small chart for posters, and questionnaires to be filled by participants. This ensured that there was no risk of infection during data generation. The box was placed in the principal's office with permission from the principal. According to Tight (2010), using smaller number in the case studies allows for a strong data and easier to generalise as well as enough time to do reinterpretation of data. Furthermore, single case studies with smaller number are flexible and allows for in-depth research as indicated by (Tight, 2010). Hence, the study's sample was small because it explored only one case, hence it was flexible and allowed for in-depth research.

4.6 Data generation methods

Du Plooy (2009) notes that data generation concerns what, who, how, when, and where data is generated. These questions provide directions on using strategies for gathering the information that is correct and applicable to the selected sample. Hence, the researcher should not disturb the natural setting where the data is generated but should become a natural part of the phenomenon's context (Blanche et al., 2006). This study's data generation methods did not require participants to move; instead, the researcher conducted the research within their natural context. This study's data stems from various sources: open-ended questionnaires, a visual method (posters), and thought bubble drawings. These approaches were chosen because they were appropriate for the case study and could provide a deeper insight into the phenomenon under study. As a result, these sources improve the study's credibility.

4.6.1 Open-ended questionnaires

According to McKay (2006), open-ended questions can be structured in various ways: completing questionnaires (requires one word or choosing from multiple choice) and short-

answer questions (which are open-ended and require children to create an answer). These types of questions were suitable for this study because they could be used within a short period. McGuirk and O'Neill (2016) outline that these questions encourage the participants to elaborate more on their responses.

This study adopted qualitative questionnaires as the first data generation method. Costa and Tumagole (2020) emphasise that questionnaires are designed to get an insight into the participants' experiences or behaviours. During the COVID-19 pandemic, questionnaires are deemed appropriate because they allow participants to work as individuals without sharing materials or having physical contact. DeJonckheere and Vaughn (2019) mention that this method is a privilege in research as the questionnaire method can reveal and unfold new information from participants.

Additionally, Charlotte and Hagström (2017) argue that questionnaires have been used in many qualitative studies, although they were associated with quantitative studies. Bertram and Christiansen (2014) concur that questionnaires are suitable for post-positivist paradigms; however, they can be used within an interpretivist worldview to understand participants' lived experiences. They further mentioned two types of questionnaires: structured (useful for large numbers of participants, have closed questions) and semi-structured (have open-ended questions, participants can freely respond as much as they can). In this study, space for more details was provided so that participants could provide more details regarding their reading habits if they wished to do so.

According to Cohen et al. (2007), revealing common patterns from a large amount of data from different individuals is complicated. In contrast, Charlotte and Hagström (2017) argue that questionnaires have the potential and advantage to cover various and diverse themes in the research. Therefore, using questionnaires generates data and brings experience to draw conclusions based on the above contradictions. In their study on qualitative questionnaires, Charlotte and Hagström (2017) point out that participants should not be confined to fit in one location but need to be permitted to respond to the questions freely.

According to Cohen, Manion and Morrison (2018), questionnaires come in various formats depending on the nature of the inquiry. They further highlight that structured questionnaires are suitable for a larger sample. Meanwhile, open-ended questionnaires fit well with a smaller sample size because it allows participants to expand as they are not limited by closed-ended questions. Similarly, Krosnick and Presser (2010) point out that questionnaires with open-ended

questions provide a space for reliable and valid answers that close-ended questions can not give. Qualitative questionnaires with open-ended questions were employed to obtain reliable and valid data in this study. Questionnaires are excellent for acquiring unique data about people's behaviours, experiences, human interactions, beliefs, and awareness of events (Parfitt, 2005). McGuirk and O'Neill (2016) agree and outline that employing qualitative questionnaires generates data related to peoples' experiences. This agreement suggests flexibility in using questionnaires as they can generate data in complex situations such as unfamiliar surroundings and transportation. This flexibility of questionnaires makes it feasible to generate data under COVID-19 regulations, particularly during social distancing. In this regard, employing these questions provides an excellent opportunity to discover the hidden truth from participants (Beckett & Clegg, 2007). When participants provide in-depth responses, the study's objectives are achieved, which is to understand what informs their reading habits.

Open-ended questions, which invite individuals to explain personal insights, feelings, and thoughts in their own way, encouraged participants to share extensively. Rather than providing alternative answers that limit responses, open questions allow room (and time) for participants to write their responses freely. This freedom to ask open-ended questions reflects the study's and participants' democratic information constitution (Beckett & Clegg, 2007). Regardless of what open-ended questions can offer, Bryman and Bell (2011) believe that these types of questions require more effort from participants and are time-consuming during the data interpretation and coding stage. This shows that an open style can provide inconsistent and difficult results to compare. As a result, this study does not reject some of the limitations encountered. For example, participants' responses to open-ended questions can be more challenging to analyse than closedended.

Crang (2013) argues that although questionnaires in qualitative studies can provide rich data, they can be confusing and become complex. Also, Kassam-Adams and Newman (2002) argue that participants might be reluctant (or too polite) to talk about negative things when they respond to questionnaires. In this case, using questionnaires can be a limitation when participants try to please the researcher instead of being honest. The study by Bragg (2007) reveal that the written questionnaires method may sometimes be too difficult for children because they may not understand the questions and statements in the way that was intended. Since this study employed questionnaires as the first method to explore learners' reading habits, the limitations were covered by including a visual method (posters) and thought bubbles

activities. Glasnovic et al. (2018) emphasise that it is difficult to elicit grammatically complex responses in toddlers. However, they can be creative with other methods instead of responding to questionnaire questions only. For this reason, engaging children with other data generation methods is necessary.

While there are some drawbacks to using questionnaire sheets, they also provide some advantages. McGuirk and O'Neill (2016) highlight some of the strengths of employing questionnaires to understand beliefs, sentiments, and perceptions. Secondly, they allow for extended investigation across a widely diverse sample. Because the study had few participants, questionnaires were more suitable because the researcher could maintain confidentiality and bring insight into their reading habits. Another strength of employing questionnaires is that no one could influence participants as each had a copy of the questionnaire.

Additionally, Dungworth, Grimshaw, McKnight and Morris (2004) mention that to ensure the study achieves the objectives, a detailed questionnaire needs to be designed to obtain the relevant data from participants and their preferences about reading materials. This suggests that the type of questions used must be suitable for the participants to respond actively. Since this study employed open-ended questions, some required exact answers from participants, and some required them to think of other peoples' opinions. They were also asked about their enjoyment of reading, the kind of reading material they choose, narrative styles, and how often they read. The strength of the questionnaires, in this case, is that if questions are structured correctly, they allow participants to give honest answers. Therefore, reading questionnaires provides an ideal opportunity to generate extra information about children's reading habits.

4.6.2 Visual Method (Draw and write technique)

A visual method is defined by Mitchell et al. (2011) as a draw-and-write strategy in which participants respond to research phenomena by drawing and explaining their chosen drawings. Meanwhile, Coad (2007) emphasises that employing a visual method in qualitative research enables the participants to become data producers.

Because this research focuses on the reading habits of successful readers in deprived contexts, the visual method was deemed appropriate for this study because learners would be actively involved in the data generation. This means they become data producers as they experience reading habits daily. Nomakhwezi et al. (2015) highlighted that the visual method provides an excellent opportunity for researchers to explore the participants' understanding of a specific

phenomenon and make meaning of it. Nomakhwezi et al. (2015) further emphasise that the visual method is beneficial in qualitative studies because it allows the participants to draw pictures and explain the meaning. For this study, learners were asked to draw pictures reflecting their reading habits as individuals and elaborate on the content or meaning next to each picture. They were requested to complete the activity by making a poster that reflects their reading habits.

Young and Barrett (2001) share the same view that visual methods are suitable in research that involves children as they give the researcher an insight into children's lived experiences. Learners can present ideas better using their drawings and writing techniques, especially since their drawings do not need to be perfect, as long as they can provide the meaning of the pictures. Participants shared their reading habits and automatically engaged in the research processes as they were encouraged to draw only pictures that reflect their reading habits. As a result, this provided insight into learners' reading patterns. According to Barbour (2014), visual methods can take several forms, including photos, cinema, television, drawings, branding, even comics. Hence, this study found drawings easier and cheaper to obtain children's reading experiences. Thus, participants designed a poster using the draw and write technique to demonstrate their reading habits (Young & Barrett, 2001). This study employed the visual method because it was exciting, learner-centred and allowed the participants to be in charge of the given exercise.

According to Glaw et al. (2017) visual approaches increase the depth of information by showing different meanings, leading to an in-depth understanding and creating knowledge about the specific phenomenon being studied. As a result, this study used a visual approach since there is a growing interest in using pictures and words in exploratory studies because they bring rich data (Barbour, 2014). This uniqueness of the draw and write technique has made many scholars agree that visual methods add value to other data generation methods and capture rich data from the participants' perspectives (Balmer, Griffiths, & Dunn, 2015).

The previous statements suggest that visual techniques may be employed in any community since they enable learners to convey personal thoughts in unspoken methods. The visual method was also suitable for this study as learners sometimes lack words to express their reading habits. A study by Packard (2008) reveals that the meanings provided by children through pictures guide their actions and what they include as narratives. Thus, providing the interpretation of a picture is a process of what the learner thinks and can express it through words.

Scholars like Umoquit et al. (2011) critique drawing methods highlighting that the focus is on validity and may not achieve what it is supposed to achieve. It suggests that the participants draw what is easy to draw or even try to please the researcher. This can interfere with the interpretation of information compiled through this technique because the findings might not present what was meant by participants. Mair and Kierans (2007) emphasise that multiple interpretivism studies have used analytical approaches to interpret data generated from pictures. Likewise, Sewell (2017) indicates that although the draw and write technique was used many years ago, some researchers prefer it.

Meanwhile, some researchers may resist using this technique because of its complexity to understand the meaning of the pictures. There are a variety of ways to use artworks as a reading strategy, students produce a graphic that anticipates how the tale will conclude as part of a reading activity. They might also use text-based information to choose and design a picture or symbols. (Sewell, 2017). This suggests that those with a high sympathetic and emotional grasp of artwork are more likely to use the visual method. Since this study is an interpretivist research, the visual method fits well as it allows the interpretation of images using a thematic approach. As a result, the materials and instructions used during the draw-and-write activity controlled the outcome (Varga-Atkins & O'Brien, 2009). When participants were provided with clear instructions and materials, the researcher obtained data closer to the truth.

Hartel (2014) emphasises that the visual method uses photos from a larger population and generally goes along with words or numbers. Hence, visual methods can be beneficial if used with a combination of words and numbers. Hartel (2014) further highlights some benefits of employing the draw and write technique in research: that learners can create a picture to provide data; images could be used to evoke or stimulate additional information; photos can be utilised for discussion and documentation during the process of research. These benefits can be achieved as they are accepted to find facts and illustrate the research outcome. According to Varga-Atkins and O'Brien (2009), sometimes it is challenging to control final results in particular interpretivist research since learners can produce illustrations or figures. This can benefit the researcher because they can use both pictures and figures to generate data along with other data generation methods in the study. Despite criticisms from adopting this method, research reveals that drawings provide access to different meanings, interpretations, and impossible themes through other methods (Varga-Atkins & O'Brien, 2009). Thus, using

pictures in this research required learners to exert effort in producing relevant data that speak to their reading habits.

Visual method is able to construct a more in-depth image and provide a more solid analysis of data, resulting in the generation of reliable knowledge about social practices (McClatchy et al., 2022). This advantage does not control or limit participants from expressing themselves. As a result, this method was not used in isolation but with other data generation methods. It was also used as a unique way of accessing participants' comprehension of the research problem (Prosser & Loxley, 2007). The participants' understanding of the phenomenon influences the data generated and their internal feelings are directly translated. It implies that drawings can be child-friendly, enabling the researcher to see the world through the eyes of a child, particularly their reading habits. The learners also wrote what they thought informed their reading through thought bubble drawings which expanded the data from the poster.

4.6.3 Thought and speech bubble drawings

Thought bubble drawings are often found in books that entertain children, such as comic books and cartoons, demonstrating thinking (Zambo & Zambo, 2006). A study by Cohn (2013) on thought bubbles revealed that speech bubbles portray speech through a bubble that spreads to the speaker's mouth. Thus, a speech bubble can represent a speech given by a character in a comic book or cartoon. There is a combination of the thought bubble and speech bubble because one speaks what they think. The study participants were asked to fill in thought and speech bubbles using decorative words where they shared what they thought informed their specific reading habits. Additionally, Camden (2020) emphasises that thought bubbles are strongly related to speech bubbles because these concepts are interrelated. A traditional study by McCloud (1993) reveals that thought bubbles practical guidance connects to written texts. Thus, one of the strengths of thought bubbles is that they offer an understanding of participants' attitudes as they write what they feel concerning the phenomenon under study.

Zambo and Zambo (2006) define speech drawings as an excellent method used to understand children's perspectives about a specific phenomenon and express emotions and ideas that they cannot express in words. Thought bubbles were suitable for this research because they can reveal participants' expressions on what informs their reading habits. In the thought bubble activity, the assumption is that the child would probably write good things or reading habits that excite them; hence, if the activity is exciting, participants are likely to be honest in their

responses which benefit the study. For teenagers, artwork is a different way of expressing themselves. According to Barlow, Jolley and Hallam (2011), speech bubbles enable children to remember and communicate richer information regarding situations that they rarely discuss.

For this reason, participants were free to draw/design their speech and thought bubbles. These activities involved words structured by participants in speech bubbles and not by the researcher, which implies that the learners' understudy could further explain their reading habits concepts. Robson and McCartan (2011) highlight that thought bubbles are suitable for qualitative and interpretivist studies because they allow the construction of knowledge and recognition of multiple truths. Such recognition is vital because this study is concerned with the events that take place in a natural setting and accepts the thoughts and opinions of participants rather than numerical data. This principle suggests that the researcher is responsible for analysing and interpreting data as thought bubbles are accepted as one of the methods of generating data in the field of qualitative studies (Kara & Brooks, 2020). Thought bubbles require children to work in an environment that they are familiar with because they are likely to be honest about their thoughts of reading habits. Their environment has an emotional significance that can lead them to provide valid data (Wellman & Peterson, 2013). The above suggests that any change in the environment affects how learners think about their reading habits, affecting the research. Although this research did not intend to promote learners' reading skills, it automatically provided them with the opportunity to be introduced to reflection skills that would be beneficial to their well-being over many years (Mukherji & Albon, 2018). In other words, thought bubbles provide an excellent way for children to discover their strengths in reading because some might find this activity valuable at a later stage in their development, while others might find it less useful or not relevant.

Pelletier and Wilde Astington (2004) also analysed learners' developing theory and how they perceive actions related to their reading habits. Their findings revealed that learners' ability to coordinate thoughts and beliefs was measured by the frequency of reference to the content of their thought bubbles in the stories. It proposes that children's cognition should be developed so that they can write the thought bubbles because if they are not, then the reading habits given would have no reference to their thoughts. Therefore, if thought bubbles do not coordinate content, it would be futile to adopt this method to understand what informs learners' reading habits. Gopnik and Astington (1988) indicated that children sometimes make errors in understanding their own beliefs or actions. As a result, children must infer, comprehend,

evaluate information, and talk about reading habits. All the data generated were analysed through a systematic process.

4.7 Data analysis

Data analysis is referred to as analysing text, irrespective of the data generation method (McKee, 2003), and the term text means anything written (Sonderling, 2001). It implies that the researcher needs to read the texts deeply and carefully to analyse and interpret data. Therefore, data analysis is a systematic and organised process to bring meaning from the data generated. Once data is generated, the researcher transcribes it to understand how participants comprehend the phenomenon. Wilson (2017) highlights that data can be analysed through the inductive approach (analysis of concepts that arise as a result of the data obtained) or the deductive approach (examining findings in the form of themes that already exist about the phenomenon). An inductive approach was adopted in this study since it produces themes based on data generated about the phenomenon under study. The analysis was conducted using a thematic approach because it matches the methods used to generate data (Guerin, 2015). Likewise, Harding and Whitehead (2013) highlight that analysing data through themes is an excellent method to understand words or photographs. Hence, themes that emerged from the data were used to understand the phenomenon of this research.

4.7.1 Thematic analysis

Thematic analysis is a detailed procedure in which scholars uncover a bridge in data and develop themes (Alhojailan, 2012). Researchers can utilise inductive and deductive methodologies within the thematic approach (Niece, 2011). Also, researchers usually use the procedure that best fits the enquiry depending on the nature and goal of the study. A traditional study by Boyatzis (1998) found that thematic analysis is mainly used in qualitative studies to analyse multiple categories of data and present themes that relate to it. The above suggests that studies that analyse data thematically strive to understand phenomena using interpretations. Marks and Yardley (2004) and Alhojailan (2012) agree that thematic analysis permits the researcher to relate a theme to the overall research, adding a methodical aspect in interpretation. Thus, thematic analysis allows the understanding of phenomena more widely.

The descriptions of thematic analysis reveal that the researcher can draw interpretations from the data generated in qualitative research. According to Hatch (2002) participants'

interpretations are critical in providing the most relevant reasons for their habits and attitudes consistent with the characteristics of the thematic analysis. It further shows that thematic analysis is advantageous to the researcher because it allows them to relate the various concepts and perceptions of the participants to data obtained using many methods.

Braun and Clarke (2006) explain that there are two types of thematic analysis: semantic and latent. The semantic level of analysis works within the data's evident meanings, and the researcher does not hunt for information other than what a participant wrote or drew. The researcher tries to find and understand the original concepts to gain deeper meanings from data at the latent level, which looks beyond what has been said or written. Braun and Clarke (2006) recommend six steps to analyse qualitative data: familiarise yourself with the data, create coded data, look for concepts, evaluate concepts, describe concepts, and start writing. This study applied these steps to make sense of the data.

4.7.1.1 Getting familiar with data

Getting familiar with data is the first step where the researcher reads the written data to understand it. While on this stage, participants' raw data provided in the form of pictures (posters) were transformed into written texts as they followed the draw and write technique in their posters. Braun and Clarke (2012) note that researchers immerse themselves in the data by reading multiple times at this stage. While reading the transcripts researcher must make notes (e.g., underlining phrases and adding remarks in a notepad or computer file). For this study, the researcher read data from each data source, starting with open-ended questionnaires, making notes, then posters and thought bubbles. Since posters involved images, the written definitions next to pictures helped understand the meaning of the pictures used.

4.7.1.2 Generating initial codes

The second part of theme analysis is coding, which is defined as organising and categorising qualitative information (Stuckey, 2015). Similar material is grouped in one category so that the writer may rapidly locate and organise portions that are related. During the coding stage, the coding transcript is kept on a separate page where researchers work on them to ensure they address the purpose of the study. They are usually modified using hard copies of transcripts, pens, and highlighters. Other tools, such as Microsoft Excel, are recommended by Bree and Gallagher (2016) for organising data and finding themes. For this study, coding was done using

different colours of highlighters on a hard copy to separate data related to the research question; for example, blue may represent one code, and red for another different code, etcetera. Thus, similar data from open-ended questionnaires, posters, and thought bubble drawings were highlighted with the same colour.

Anything relevant to the study was coded.

4.7.1.3 Searching for themes

According to Brawn et al. (2019), a theme captures something important concerning the research topic and denotes a certain level of response within data. Hence, the theme can be understood by its significance in the study. It is essential to highlight that although this stage is called “searching for themes”, they are usually constructed through reviewing codes and identifying similarities within the data. Themes can be generated using any general subjects found within clusters of codes (Braun & Clarke, 2006). I identified the topics relevant to this study’s phenomenon, and codes that appeared under the same category or demonstrated any similarities were used to construct a theme.

4.7.1.4 Reviewing themes

At this stage, all themes identified and initiated are reviewed. In other words, the generated themes are examined whether they make sense or not. In addition, the themes are compared with raw data through cutting and pasting on the transcripts or using Microsoft Excel to ensure relevance (Bree & Gallagher, 2016). At this point, the data associated with each theme is highlighted with different colours, and any revisions might lead to new themes or the modification of existing themes. For this study, the researcher reviewed whether data associated with each theme supported it or not. In other words, data that did not relate to reading habits were not considered. When reviewing the themes, the researcher ensured they were coherent, which helped define them.

4.7.1.5 Defining and naming themes

According to Braun and Clarke (2006), this stage is the ultimate modification of the themes to determine the essence of each topic and labelling them. It suggests that the researcher must ask the following questions: what is the message of each theme? How do subthemes interact with the main themes, if any? How do the themes relate to each other? The phenomenon under study was used to show the relationships within the concepts. Therefore, themes were elaborated and

given names. Braun and Clarke (2006) assert that an excellent theme name is informative, simple, and memorable.

4.7.1.6 Writing the report

The final stage involves writing the report using the findings that demonstrate how the information responds to the topic of the study. This was done by explaining themes initiated from data and the findings that responded to the research questions. The purpose of the report is to provide a convincing narrative regarding data analysis (Clarke & Braun, 2013). It implies that the report should convince the reader and concentrate on the academic domain. When the researcher writes the report, vivid and convincing examples of data are used to clarify each theme (Stuckey, 2015). Maguire and Delahunt (2017) emphasise that using thematic analysis is advantageous because it is not bound by philosophical presuppositions. The flexibility of thematic analysis made it appropriate for me to use it in this study. It allows me to explain all analysis procedures in detail to ensure the study's credibility.

4.8 Issues of trustworthiness

Every qualitative inquiry should consider the issues of trustworthiness as part of in-depth research. Trustworthiness refers to the state of using appropriate data generation methods in a study for it to be accepted as reliable (Carter, 2018). The data generation methods and facts about the phenomenon were presented to ensure the reliability of this study (see section 4.5). The study provides sufficient information about the context of the study and valuable data to ensure trustworthiness. Feldman (2003) highlighted that the study's findings should be trustworthy by providing evidence of all the processes used to generate and analyse data. Therefore, the findings of this study required evaluation of all processes applied in the research. Trustworthiness was regarded as an important concept for this study in analysing data and reporting the findings.

Therefore, the availability of appropriate and well-presented data is the key to trustworthiness.

4.8.1 Transferability

This qualitative study is also concerned with transferability to a different context. Conducting this study in another similar context should produce similar results to accept it as transferable (Collins & Hussey, 2013). Transferability refers to how the research can be transferred to another context while credibility refers to a situation where the conclusion refers to participants'

everyday habits (Bertram & Christiansen, 2014). This qualitative study pays more attention to transferability to allow the reader to decide whether it can be transferred to other settings or not. The researcher ensures transferability by presenting precise contextual details such as location and culture. Shenton (2004) highlights that authentic expressions from participants must be included in the conclusion of the study. Therefore, researchers need to emphasise the importance of the phenomena to encourage participants to be honest. Being honest with participants ensures that the data generated is relevant, and this becomes a benefit later during data interpretation and presentation.

4.8.2 Credibility

The researcher's accuracy in interpreting the data ensures trustworthiness; this process is known as credibility (Du Plooy, Davis & Bezuidenhout, 2019). It suggests that the study must focus on the information that responds to research questions and informs the focus of the study. Collis and Hussey (2013) and Shenton (2004) noted that credibility includes triangulation (using multiple methods of generating data); when researchers spend more time with the participants, they gain insight into their lives. To ensure the trustworthiness of data, open-ended questionnaires, posters, and thought bubble drawings were employed. This triangulation ensures credibility by addressing the phenomenon through more than one data source. Thus, data from open-ended questionnaires were compared with data from posters and thought bubble drawings through proofreading the data, checking for mistakes, and coding consistency during the data analysis stage (Creswell, 2013). This process was important during the analysis because it included the dependability and confirmability of the study.

4.8.3 Dependability

Issues of trustworthiness also involve dependability. Bitsch (2005) emphasises that dependability is the involvement of the participants in the interpretations of the findings, which suggests the researcher depends on participants, what they give as data and their interpretation of it. A traditional study by Lincoln and Guba (1985) found that in qualitative studies, dependability means there must be integration between methods in the research; for example, the data generation method integrates with data analysis and the theory used. All processes employed in the research design were presented to demonstrate the integration and flow of the study to achieve dependability.

4.8.4 Confirmability

According to Anney (2014), in qualitative studies, confirmability is important because it allows other researchers to verify the results found in the research. Thus, when scholars cannot approve the findings and all other elements of trustworthiness, it would be a challenge for readers to confirm the study. For this reason, this study's results were not randomly created by the researcher but derived from the actual data generated, which allows the study to be valid and reliable.

4.9 Ethical considerations

Confidentiality is the most important aspect of ethics as it prioritises participants' privacy (Maree, 2007). Multiple scholars agree that every research study must be treated with dignity by considering ethical principles, which are: Autonomy (consent to participate in the study voluntarily), Nonmaleficence (research should not be harmful), and Beneficence (research must be beneficial) (Hammersley, 2012). In consideration of these ethics, the researcher requested ethical clearance from the gatekeepers, which included: the school Principals, English Second Language learners who were the sample for the study, parents/guardians, the Department of Education, and the University of KwaZulu-Natal Ethical Committee. A research proposal, letters to the gatekeepers mentioned above, and consent forms were submitted to seek permission to conduct this research. The research commenced once the university granted ethical clearance.

Hence, this study focused only on learners that are successful in reading in deprived contexts. They were requested to participate after careful consideration of their rights as children. The participants' names were kept confidential to protect their rights as Parry and Mauthner (2004) warn researchers that disclosure of a person or status violates the assurances of confidentiality. Hence, I concealed the learners' names or other information about their personal lives or institution. Graham et al. (2015) proposed that research studies that involve children should honour the dignity and wellbeing of every child. This implies that researchers should respect children and ensure their rights are not violated. The above statement aligns with Cohen et al. (2018) statement that participants must feel secure and confident participating in the study.

As mentioned above, consent forms and assent letters for children were issued to participants and parents (autonomy) without any harm (non-maleficence). Participants were at liberty to decline participation in the study (Parry & Mauthner, 2004). A detailed explanation was

provided to the participants concerning their voluntary participation and withdrawal from the study if they wished to do so. Samaras (2011) argued that it is imperative to give full details of the research prior to the involvement of participants. This will help the participants make an informed decision without any manipulations. Graham et al. (2015) emphasise that research should increase the benefits of the children who wish to be included in the research. Working with successful readers allowed the participants to reflect on their reading strengths in English Second Language.

4.10 Chapter summary

The research design and methodology for the entire research was discussed in this chapter. Under the interpretivist paradigm, a qualitative case study approach was used to understand the reading habits of successful readers in deprived contexts. Purposive sampling was used to select the participants of the study. The chapter also discussed the three data generation methods used: open ended questionnaires, visual method posters, and thought bubble drawings. These methods were deemed to be helpful in the study. Thematic data analysis was used to make sense of the data following a systematic process. Also, transferability, credibility, dependability, conformability, reliability, and validity were discussed. Lastly, details on the ethical issues and limitations of the study were provided. The following chapter presents the data and discussion of findings on the reading habits of successful readers in deprived contexts.

CHAPTER FIVE

DATA PRESENTATION AND DISCUSSION OF FINDINGS

5.1 Introduction

The previous chapter provided the research design and methodology applied in this research. This chapter presents the generated data and discusses the findings of the study. Qualitative questionnaires, visual methods (posters), and thought bubbles are the three data generation methods used to produce data. Firstly, the questionnaires handed out to participants were explained in-depth for them to have a deeper understanding of what was expected. They were given almost two weeks to respond to the questionnaires and have enough time to post them back to the secret box. The questionnaire sheet had ten questions written in IsiZulu and English Second Language to allow them to choose the language of their preference. Five participants produced the data for this study from one school located in Pinetown District.

Secondly, the visual method (posters) was used where participants were requested to draw pictures using a draw and write technique that illustrated their daily reading habits. The posters were employed to get data in response to the second question, and each participant was given charts, a pencil, crayons and a rubber, and a ruler to draw their reading habits. These drawing materials were sanitised before handing them to participants to reduce the risk of Covid-19 infection. Participants were requested to use the same materials to draw the thought bubbles that reflect their thoughts and write what they thought informs their reading habits. For the thought bubble, the participants had to show what they thought makes them exceptional readers. They were requested to draw thought bubbles and write their responses. A period of one month was given to the participants to finish both posters and thought bubble drawings.

This section presents the findings in themes derived through thematic analysis. Participants' identities are hidden to comply with the research ethics concerning confidentiality rules. Participants' direct responses to the questionnaires were used to produce truthful findings and ensure that their words were not violated. Participants' direct responses and drawings of their reading habits are provided verbatim to ensure the authenticity of data. The findings are further discussed in alignment with the literature review and the theoretical framework.

5.2 Discussion of themes

According to Jamieson (2016), qualitative data is any written work from the participants. Jamieson further stated that photographs (drawn or pasted), videos, and music are all forms of qualitative data. In this study, I analyse data through thematic analysis because it involves pictures drawn by the participants, and I categorise them as qualitative data. Furthermore, data is presented through themes, and the findings are connected to the literature review and four concepts of reading habits theory. The direct quotations of questionnaire answers and pictures of posters were derived from the participants' data; hence, the spelling and grammar were not corrected to ensure that the study uses raw data. The presented themes are not isolated concepts but are connected to the phenomenon under study. The following section discusses the themes of this study. These themes respond to the first and second research questions, which seek to provide an understanding on reading habits and everything that informs them. The ten questions from the questionnaire produced data from participants, and the themes emerged as most of the participants demonstrated similar reading habits through their responses. In some cases, it was noted that their responses did not provide adequate information as they could respond in one sentence and to certain questions.

5.2.1 Reading habits of successful readers in deprived contexts.

5.2.1.1 Theme 1: Self-taught routines

Findings indicate that learners are successful in reading because they have developed self-taught routines that support their reading. For instance, some indicated that they ask teachers to recommend interesting books, borrow books from their teachers, read books from the reading corners, and read magazines and newspapers. Interestingly, participants who travel on school buses read on their way to school, after school while waiting for transport, when eating, reading picture books, and reading the same books as their friends to discuss characters from the stories they read.

Nevertheless, some learners indicated that they are successful in reading because their teachers always emphasise that one gains knowledge through reading and becomes successful through reading even though structured reading lessons are lacking during teaching. In short, extrinsic motivation encourages learners to be successful in reading. Therefore, they read because they want to be successful and knowledgeable. Some of their responses show that they use self-taught routines to read:

Participant A: *“Mina ngifunda kahle ngoba ngisifunda njalo ngiboleka nezincwadi kuthisha wami (I read well because I read it all the time and I borrow books from my teacher).”*

Participant B: *“Ngihlale ngifunda ngoba uthisha wami uhlale ethi ukufunda kubalulekile futhi kusinika ulwazi (I always read because my teacher always emphasise the importance of reading that it gives us knowledge).”*

Participant C: *“Ngifunda kahle ngoba ngifunda njalo uma ngiya esikoleni siyafunda nabangani bami siphinde sixoxe ngabantu esibathandayo ezincwadini (I read well because I always read when I travel to school with my friends, and we discuss our favorite characters from the books).*

The data above suggests that successful learners have developed self-taught routines in reading and understanding the importance of reading. Hence, reading is not enforced, but they read because they are motivated by teachers' support. Reading habits theory indicates that school support includes teachers and programs that encourage learners to read. Therefore, the findings align with what the reading habits theory speculates. It further suggests that learners in early grades are not just passive or spoon-fed but can take responsibility for their reading development.

According to Malebese (2019), most learners in deprived contexts struggle to read, especially English Second Language. The literature suggests that these learners have poor literacy skills and are less privileged since they come from deprived contexts. They might also be affected by cultural beliefs, for example, if parents believe that Home Language is more important than a foreign language. This, however, does not limit learners to come up with self-taught routines to try to learn reading even in other languages. It was noted that the Grade 4 learners take the initiative and become part of reading regardless of where they come from. Hence, reading habits need to be encouraged to ensure that learners take responsibility for their development.

5.2.1.2 Theme 2: Imitative reading

The findings suggest that participants imitate their teachers reading, newsreaders and story readers on children' television channels. Learners at a younger age love to imitate many things in the environment where they grow, including reading from their parents and teachers. The data also indicates that children in deprived contexts live with their grandparents and frequently see them reading different materials such as bibles. It includes teachers who read textbooks and from different sources such as google blogs and social networks in front of learners.

Hence, these learners are inspired by what they see and imitate reading which is beneficial. This imitative reading habit is not planned but happens unconsciously. Méndez (2018) mentioned that when learners are inspired by parents and teachers to read, reading becomes a meaningful activity and part of their lives. The reading habit theory suggests that learner support is extrinsic motivation. Hence, imitative reading is sponsored by parents and teachers who read in front of learners, which becomes an extrinsic motivation. The following excerpts provide the participants' responses.

Participant A: “Ngincamela ukufunda njengothisha wami uhlale efunda izitori efonini yakhe (I prefer reading like my teacher, she always read stories on her cellphone).”

Participant D: “Ngincamela ukufunda ngoba ngihlale ngibona ugogo ekhaya efunda ibhayibheli lakhe (I prefer to read because I always see my grandmother reading her bible at home).”

Participant E: “Ngithanda ukufunda ukuze ngiphile impilo enhle ngijwayele ukubona umawami efunda (I love to read and live a beautiful life, I always see my mother reads).”

While other children may be busy with home chores and do not get an opportunity to read, some use their own time to imitate their parents in reading. This means that learners in deprived contexts have challenges, but their parents understand the importance of reading as they randomly motivate their children to read. Hence, data suggests that children's reading habits are an imitation of their parents' behaviours. Crouch and Gustafsson (2018) outlined that most children who struggle with reading are those from deprived contexts. Nevertheless, the findings suggest that children copy what they see and develop reading skills if reading is done randomly.

Most parents and teachers may not be aware that they inspire their children when they read. Although learners in this study come from poor backgrounds or low socioeconomic status (SES) families, they greatly influence how they understand reading. This aligns with the reading habits theory, which states that children's behaviour is mainly sponsored by what they see at home. The above suggests that learners will likely imitate what happens in that environment, whether from a lower or higher SES family. Furthermore, an imitative reading habit cannot be separated with support. For example, participant C highlighted that their aunt allows them to read instead of doing home chores: *“Nincamela ukufunda ngoba imisebenzi yasekhaya u anti uyayenza athi angifunde (I prefer to read because my Aunt does all the home chores and tell me to read because she also reads)”*. Participant C receives support from their aunt, who also spends time reading.

In other words, The aunt allows the child to imitate their reading habits, implying that imitative reading can happen intentionally.

5.2.1.3 Theme 3: Visiting the library

The data suggests that although learners are in a deprived context and their parents may not have enough reading knowledge, they understand the importance of reading because they allow their children to visit the library. According to the participants' responses, there is no library in the area; however, their parents make an effort to take them to the nearest town and spend the least money they have for learners to visit the library. The participants in this study have experienced being in the library as they highlighted that it was fascinating to see many interesting books.

Furthermore, some of these learners mentioned that they found it challenging to select books they would read among many on the shelves. Visiting the library as their reading habit made them develop many skills such as understanding the library setting and its functionality. It is a great experience to visit the library for learners in deprived contexts because their peers who have never experienced this opportunity might not have the same knowledge as them who participated in this study. This was evident in their responses to the question, which asked them to explain what makes them read exceptionally well:

Participant A: "Mina ngifunda kahle ngoba makuphuma isikole umalume usuke esengilindile angiyise e library kabili ngesonto (I read exceptionally well because after school my uncle waits for me and takes me to the library, twice a week)."

Participant C: "Ngifunda kahle ngoba ngifunda njalo, futhi kuyenzeka umama angiyise e library ngibone izincwadi eziningi ngingazi ngizokhetha yiphi kodwa kumnandi ukufunda khona (I always read and sometimes my mother takes me to library where I see lot of books and even don't know which one to choose but it is fun to read in the library)."

Participant D: "Ingoba ngifunda endaweni ethule, ngifunda ekhaya nase library ngoba abangiphazamisi (It is because I read in a quiet place, I read at home and library because no one destructs me)."

Participant E: "Ngifunda kahle ngoba ngihlale ngifunda izincwadi ezimnandi futhi engizithandayo zase library (I read exceptionally well because I always read books that I enjoy in the library)."

The data above indicate that visiting the library is one of the reading habits that make learners in deprived contexts become successful readers. Bautista and Marulanda (2018) highlighted

that the lack of updated libraries and relevant reading materials contributes to poor reading culture for many children. Nevertheless, the learners who participated in this study were successful because they had many reading opportunities, although from poor backgrounds. It was noted that this opportunity to visit libraries makes them love reading, and it has become their habit compared to other learners of the same age.

Furthermore, the reading habits theory indicates that extrinsic motivation also comes from parents providing materials and financial support for learners. Since this study was conducted in a deprived context, there is no affordability of materials such as books or going to the nearest library. Hence, the learners get full financial support from their parents, who seem to sacrifice many things for their children. The data shows that some parents prefer to go with their children to the library.

5.2.1.4 Theme 4: Reading the language of interest

The data also suggests that learners in deprived contexts read self-chosen materials regardless of the language written, whether English or IsiZulu. For example, most participants mentioned that reading in IsiZulu is comfortable but reading in other languages is also exciting because they are exposed to them. It is fascinating that participants engage in reading, although they might not comprehend the text. Thus, it is embedded in their subconscious minds and happens automatically. The participants further expressed the passion they have for reading in other languages. This reading habit makes them uniquely outshine their peers as they always train their reading abilities. Reading the language of interest can make learners develop their fluency in other languages, even in deprived contexts. The data shows that another participants' reading habit is reading any selfchosen languages as found in their responses:

Participant A: "Ngithanda ukufunda IsiZulu. Kodwa nesingisi anginankinga naso ngoba ngijwayele ukusifunda. (I love to read in IsiZulu. But I don't have a problem reading in English because I always read it)."

Participant B: "Mina ngithanda ukufunda nomayini, noma ibhalwe ngolimi lasekhaya noma isingisi (I read anything, even if it is written in my home language or in English)."

Participant E: "Kumnandi ukufunda izilimi eziningi engizikhethela zona, ngiyazifunda emgwaqeni nasesikoleni (It is nice to read many languages that I have chosen myself, I read them on the road and at school)."

The responses provided by Grade 4 learners seem to suggest that although they are in deprived contexts, they can read in the foreign language, and they do this by choice. According to

Muhamad et al. (2020), the reading interest in English Second Language learners is essential because it provides them with language skills. It is a habit not found in many Second Language learners. The literature confirms that the children may learn English as an additional language, but they are eager to learn it, including reading. Malebese et al. (2019) outlined that learners who are not native English speakers usually struggle to read it because they spend time in their home language. However, the participants confidently mention that they love reading in English and other languages. Iftanti (2012) outlined that the reading habit theory assumption is that learners constantly read English Second Language and other languages although their parents struggle to provide them with reading materials. Hence, these learners have defeated the norm of failing to read other languages in a deprived context. Thus, this suggests that they are eager to learn, and they are not ashamed by not understanding when reading in a foreign language.

5.2.1.5 Theme 5: Learners and reading time

Participants were courageous to mention that they spend much time reading. The participants read after home chores as they use reading as a relaxing activity, and this can be done at a specific time, early in the evening. The findings show that participants read and spend time reading without being instructed by anyone. Children have a particular time for reading even if they have other activities, such as home chores. In other words, the contexts dictate reading in different places and times. These behaviours show that they read most of the day. The time they spend reading makes them thrive in reading compared to their peers, which was evident in their responses:

Participant A: "Kuba isikhashana (I read for a while)"

Participant C: "Siningi isikhathi engisichitha ngokufunda (I spend a lot of time reading)"

Participant B: "Uma ngisekhaya kuba isikhathi esanele ngoba ngisuke sengisekhaya futhi umsebenzi wasekhaya ngisuke sengiwuqedile (If I am at home, I read for the time that is enough for me because I read after completing my home chores)"

Data from questionnaires show that participants made time for reading as noted in their responses;

Participant D: "Zimbili izinsuku engizisebenzisa ekufundeni (I read for two days)"

Participant F: "I read every day."

One of the participants expressed that they take reading as a relaxation activity during their free time after doing all home chores. These responses suggest that reading time is essential for children; hence they make time for reading without being forced, juggling chores and reading. Thus, reading is a habit because it is part of their daily activities. Ahmed (2016) notes that reading is not just an activity done during boredom, but it is a habit done repeatedly and intentionally with freedom and at a specific time and space. McGeown et al. (2020) agree that reading habits result from continuous engagement with multiple texts. Reading Habits Theory outlines that recreational reading is associated with voluntarily improving reading habits even outside of the school environment (Rutherford et al., 2018). This was observed in this study because the findings show that the learners read voluntarily.

If parents and teachers understand the importance of time in reading, they will provide more opportunities for children to read. This suggests that there can be specific times set out for reading after home chores or home activities. Other participants outlined that they spend many hours and love to read at home because they get enough time to read, unlike in school. They can further provide a means for the availability of many resources.

Participant D: “Ngithanda ukufundela ekhaya ngoba abangiphazamisi ngiba nesikhathi esiningi (I like to read at home because they don’t disturb me I get lot of time to read)”.

Participant G: “Ngifunda kathathu ekhaya ngoba isuke ingekho into engizoyenza ngiba nesikhathi esiningi, I read three times a day because I get free time at home unlike in school)”.

Participant F: “Ngithanda ukufunda kaningi ekhaya, ngoba eskoleni kunomsindo, (I like to read at home as many times as I can because in school there is noise)”.

In the above responses, the theoretical concepts are observed because children have time for reading and the freedom to choose their preferred resources. Gaona and Villuendas (2011) summarised three aspects of reading habits: the number of books children read, reading frequency

(time spent reading), and motivation.

These three aspects were noted in the learners’ responses as the reading frequency shows that they value reading time. When they have much time to read, the resources they use might be many according to their time. Hence, the learners in this study showed that even in the deprived context, reading habits could be developed if there is time allocated for it.

Furthermore, Najnawati (2019) explains that recreational reading relaxes the readers' minds. This kind of reading should be promoted at home and even in schools. Furthermore, reading time is significant because the curriculum accommodates reading time in the CAPS document. McKay (2018) observed how schools designed curricula to bring inclusivity and care for everyone and found that curriculum encourages literacy development, including reading. Jika iMfundo is part of the practice with a fixed time and content to teach the learners. Pillay (2018) stated that this is an arrangement among many reading programmes in collaboration with the provincial level of the KwaZulu-Natal Department of Education. The above suggests that time allocated for different activities is necessary for developing language skills, although it does not emphasise reading. Therefore, the reading habits of participants in this study are developed because of their motivation and curiosity to read.

5.2.1.6 Theme 6: Passion for reading books

The data indicates that the passion for reading and choosing books over other resources can be affected by affordability or physical barriers in a deprived context. The data from participants confirms that most children have a passion for books because they are more exposed to them than other resources. For instance, two participants provided similar responses when they mentioned that they would find books and give them to other children if they offered reading assistance. The thought of finding more books than other materials suggests that they are easily accessible for them. The data below shows that learners prefer books over other sources such as online reading not at their disposal because they did not mention other resources they can provide to their peers.

Participant B: "Ngikhetha izincwadi ngoba ngiyakwazi ukuzithola kalula futhi nginganika nezinye izingane zifunde (I choose books because they are easily accessible for me, and I can give other learners to read)."

Participant C: "Akukho okunye engikufundayo ngaphandle kwezincwadi, futhi nginganika nabanye ukuze bazifunde (I do not have anything else that I read, except for books and I can give others so that they can read)."

Participant E: "Uma ngifunda izincwadi ngifunda okuningi engingakaze ngikufunde (If I read books, I learn new things that I never learnt before)."

This case demonstrates that children in Grade 4 might not have been exposed to other reading resources; hence, books are the source of information they know as they are in the deprived context. As a result, the findings from the data show that each family needs to have books for children and make it a norm to read almost daily. Given that the participants come from

deprived contexts, most of them indicated that they read books written in their home language, isiZulu, but read English books because they are taught in English at school. The choice of books written in their home language suggests that learners' reading habit is not only the passion for reading books but also the language they are comfortable with sometimes affects their choice of reading materials.

Participant C: "I love books written in isizulu."

Participant D: "I read books written in isizulu because I'm a Zulu speaker."

Participant E: Ngifunda izincwadi zesizulu ngoba ngiyasazi (I read books written in Zulu because I understand it)."

Howie and Chamberlain (2017) and the Centre for Evaluation and Assessment (CEA) in learning 2018 agree that the challenge for many families is that they own fewer books, which negatively affects their children's reading habits. This suggests that books as reading resources are essential in children's lives and should always be available. Dori (2018) highlights that children's books can stimulate the love for reading because of their colourful illustrations. The books that children read should be flexible enough for them to choose from different genres and languages.

5.3 Factors that informs the reading habits of successful readers in deprived contexts.

5.3.1 Theme 7: Thirst for knowledge

The analysis of the drawings in this study followed the steps of visual methodologies (Rose, 2007). The first step is the site or setting, which shows the location of the drawing. Secondly, an image or actual drawing focuses on what the drawing presents. Thirdly, the audience displays the site's surroundings where the picture is drawn.

The participants expressed passion for reading books and highlighted that it is fun, makes them successful, and helps them gain different knowledge; for example, academic, life, politics, economy, international news. This shows that learners are thirsty for knowledge, and they have an understanding that they can find this knowledge by reading. Meanwhile, many children around the globe get knowledge from different sources such as televisions, cartoons, parents and friends. They also mentioned that they become successful in reading and learning new vocabulary.

Furthermore, to understand data from posters, photo-elicitation was used to find the meaning behind the drawings. According to Barton (2015), photo-elicitation refers to the ideas and messages that are not obvious in the photograph or drawing. Therefore, the researcher examined the drawings and read the writing within the context to extract the hidden meaning. The findings show that reading should not be taken only as a learning activity but also as a hobby for learners, and they need to be given plenty of time to read. The above findings are captured in the drawings; since the learners highlighted that they love to read, it suggests they read for leisure without being instructed to read. Also, their drawings show no achievement, such as marks or means of impressing a teacher; thus, their reading habits are informed by leisure reading. Najnawati (2019) highlighted that this type of reading is done voluntarily and make readers happy when they read. The time spent by these learners indicates that they also find satisfaction in reading independently and engaging in any reading activity on their own.

The findings further suggest that it is crucial to provide children with reading materials because they enjoy them, and learners believe they can get good information since they are eager to learn. The above aligns with the reading habits theory that one of the benefits of reading habits is learning new words and becoming knowledgeable (Thanuskodi, 2011). Hence, the learners who participated in this study came from deprived contexts but were knowledgeable because of their reading habits. The following are some of their responses captured through drawings explaining their reading habits.

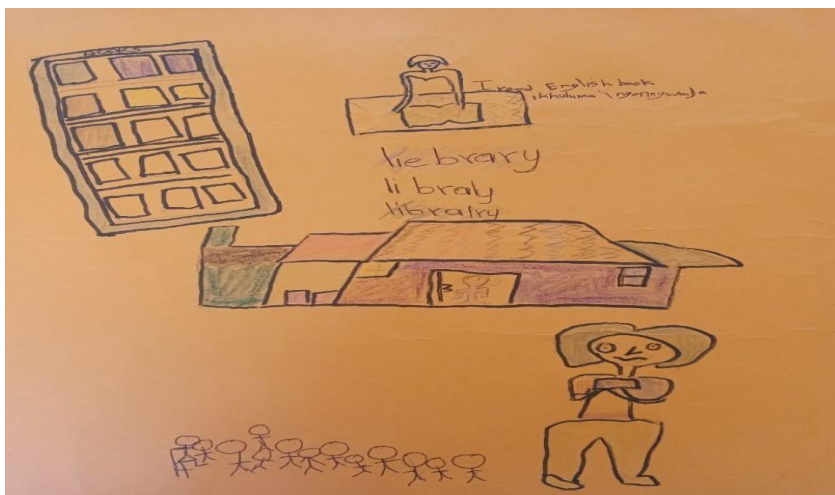


Figure 5.1: An illustration of participant E's reading habits

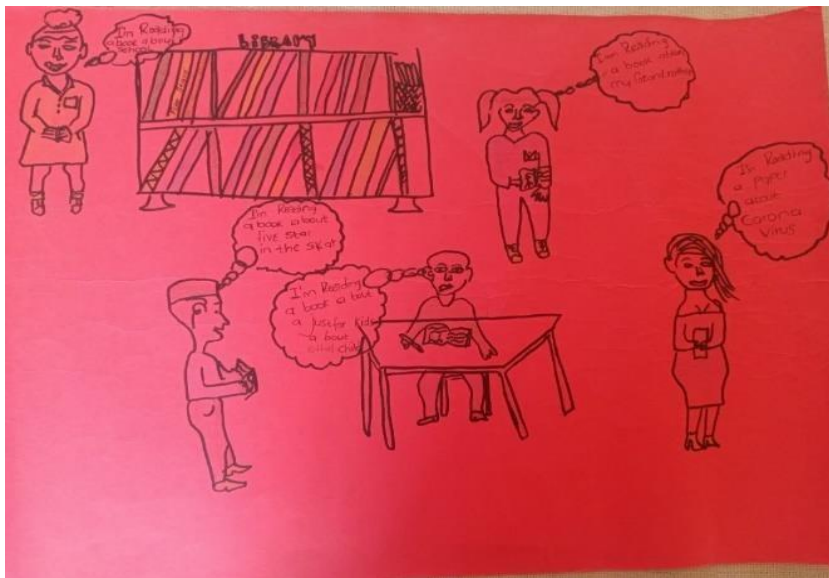


Figure 5.2: An illustration of Participant C’s reading habits

The two participants showed thought bubbles of themselves and the library with multiple books. For example, participant E showed the books on the shelf in the library and wrote, “*I read English book ikhuluma ngonogwaja (I read English book it talks about the Hare)*”. The data from these drawings suggest that the learners are thirsty for knowledge because they understand that reading from different places such as the library, provides knowledge.

The literature provided by Duhoe and Adansi (2020) highlights that currently, children in African societies are characterised by access to vast skills that inspire them to read. The participants in this study exceed this trend because they read without having the necessary technology that might influence their reading habits.

Participant E showed that they read multiple resources that makes them excel in reading. This is observed in the thought bubbles expressed as follows: “*I’m reading about the school; I’m reading about five stars in the sky; I’m reading a book about children. I’m reading a paper about Corona Virus.*” Participant E misspelt other words in the thought bubbles but did not lose the message's meaning. The learner used capital letters in the word *reading*, which suggests they emphasised their thoughts about reading extensively.

According to Stoller (2015), extensive reading shows that learners are thirsty for knowledge because they prefer reading to other activities. In this case, the learner presented data that shows successful reading habits informed by extensive reading of different genres and materials. In this way, children can develop reading skills automatically as they engage more in reading

children's books and other resources. When children are thirsty for knowledge, it becomes a benefit because they develop reading skills even in their academic life.

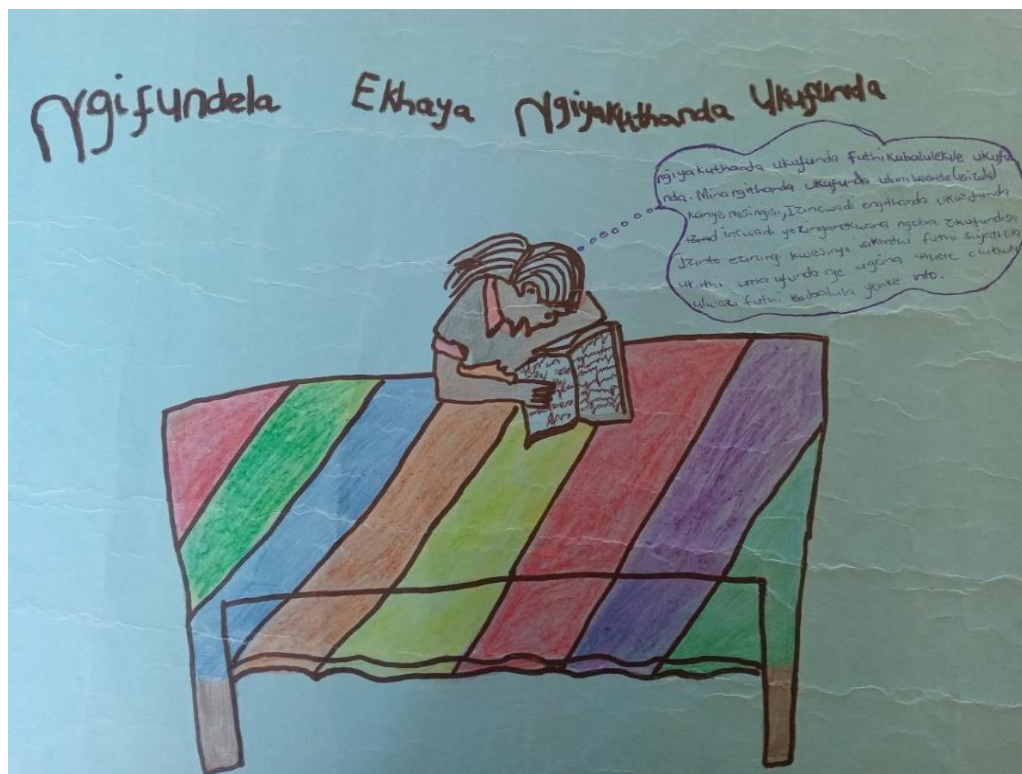


Figure 5.3: An illustration of Participant D’s reading habits

“Ngiyathanda ukufunda futhi kubalulekile ukufunda. Mina ngithanda ukufunda ulimi lwebele (isiZulu) kanye nesingisi, Izincwadi engithanda ukuzifunda incwadi yezingane kwana ngoba zifundisa Izinto eziningi kwesinye isikhathi futhi siyathola ukuthi uma ufunda nje ugcina uthole olukhulu ulwazi futhi kubalula yonke into.”

“I love reading and it is important to read. I love to read my mother tongue language IsiZulu and English Language, The books that I like to read are fairy tales books because they teach a lot of things sometimes and we find out that if you just read you end up getting great knowledge and everything become easy.”

Participant D’s thought-bubble drawing data suggests that the learner is thirsty for knowledge. In this case, being thirsty for knowledge means this learner is not afraid to indicate the language they enjoy reading. Hence, the information they receive from reading expands their knowledge. Similarly, Pelletier and Wilde Astington’s (2004) study on children’s developing theory and how they perceive actions related to their reading habits found that thoughts and beliefs of a learner are measured by the content they obtain from reading. It implies that what most learners know about life, in general, is also sponsored by what they read. Thus, being thirsty for knowledge makes these learners unique in terms of knowledge.

Therefore, the reason these learners read well than others is intrinsic motivation. When they want to know something, they engage in reading and prioritise it, which subsequently provides them with more information.

5.3.2 Theme 8: Reading as a hobby

The participants also indicated that they read for fun, not for assessment purposes. In other words, learners prefer to read more than other activities that many children do, such as playing, watching television, etcetera. Their responses indicated that they enjoyed reading and highlighted where they read, such as reading alone in the classroom even after school hours. The learners are not forced to read because they have learnt to choose places that are comfortable to read. In figure 5.4, the learner sits in a quiet space at school or home, which suggests that the learner created a special corner (space for reading) to enjoy reading.

Likewise, in figure 5.5, the learner shows a book on the table in a quiet space at school. The data from these drawings seem to suggest that, although these learners are in a deprived context, they can be creative and enthusiastic when it comes to reading for enjoyment. They do this by having time, space, and resources of their choice in special spaces. Being in a “special corner” demonstrates reading for fun and independently. This reading as a hobby is driven by intrinsic motivation, interest and that reading is essential in their lives. For instance, studying in university requires well-developed reading skills because of materials to read in different fields like education, sciences, etcetera. One of the reading spaces highlighted was at school, as expressed by participants.



Figure 5.4: An illustration of Participant A's reading habits



Figure 5.5: An illustration of participant B's reading habits

Participant A: "Ngifunda uma ngisesikoleni ngiyafunda izincwadi ngichitha isikhathi esiningi esikoleni (I am at school reading books, I spend a lot of time in school)."

Participant B: "Ngithanda ukufunda esikoleni ngithathe isikhathi esingangi esingange awa (I like to read at home during the day and take a lot of time as an hour)."

The data seems to suggest that the learners do not read because they were instructed to read but are inspired by the amusement they find when they read. As a result, the findings indicate that although these learners have limited reading facilities and guidance opportunities, they still find reading an enjoyable activity. Gardner (2012) highlighted that the reading habits theory concerns repeated actions such as reading, but the reader may not be concerned with why they read repeatedly. Similarly, the behaviourist theory confirms that a habit can be an action that happens regularly and occurs subconsciously ((Najnowati, 2019). In this case, the reading habits theory proves that children repeatedly read for pleasure. Anyira and Udem (2020) argue that reading is lukewarm to many learners from deprived contexts because they do not believe in reading or were not encouraged to read. However, the drawings above illustrated that reading could be enjoyable and an active exercise performed voluntarily.

According to Bråten, Braasch, and Salmerón (2020) and Fletcher and Nicholas (2018), learners become interested in reading when they read what is exciting. The findings correspond with many studies that speculate that children in deprived contexts may see anything that is written

as exciting to read. It suggests that reading for pleasure as a habit does not require any specific resources; if learners enjoy reading, it becomes a constant habit to them. Iftanti (2012), in reading habits theory, confirms that most of the learners constantly read irrespective of the fact that no one motivates them or provides them with necessary resources. The reading habits theory emphasises that successful readers have intrinsic motivation.

5.3.3 Theme 9: Reading as a distraction from emotional/psychological distress

Data also suggests that reading was a distraction from participants' emotional and psychological challenges from home. In other words, some participants read to distract themselves from emotional distress, such as verbal abuse leading to emotional distress. Reading is an escape from family feuds, conflicts, etcetera. Thus, reading is therapeutic, and participants find comfort when they read. The data further indicates that learners read everywhere they go; even when books are not available, they can read anything in front of them. Figures 5.6 and 5.7 are drawings from participants who indicated they read everywhere in an attempt to distract themselves from emotional distress.



Figure 5.6: An illustration of participant D's reading habits

Participant D: *"If you like to read the books is here for you. Thank you". "Oh! I can read the book."*

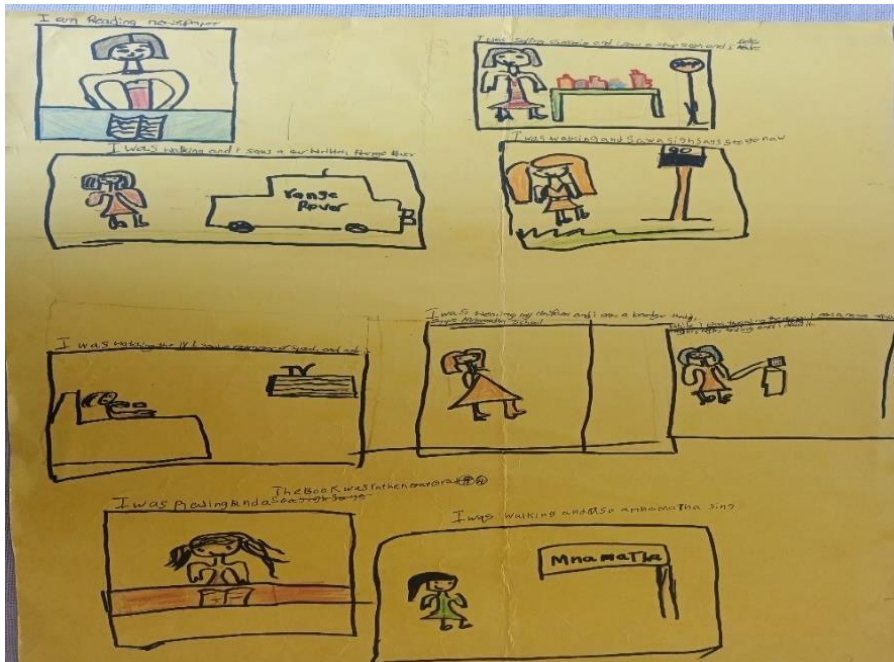


Figure 5.7: An illustration of participant E’s reading habits

Participant E: *“I am reading a newspaper”; “I was walking and saw a car written range rover”; “I was watching TV and saw a program of speech and read it”; “I was reading a book and it was written grade 4”; “I was selling the groceries and saw the stop sign and read it”; “I was walking and saw a sign say go now”; “I was wearing a uniform and saw the badge that says Mnamatha.”*

The above illustrations seem to suggest the resilience in participants’ reading habits because they continue to read while facing adverse circumstances. Personal characteristics and positive influences from the social environment where participants live and learn interact and contribute to resilience in reading habits (Bautista & Marulanda, 2018). Baxter and Jack (2008) highlight that positive emotions such as joy, interest, contentment makes learners interact easily with the world around them, leading to a long-term benefit (Armenta, Fritz & Lyubomirsky, 2017). In this case, participants demonstrated positive attitudes towards reading, irrespective of their circumstances. In support, Adesanya (2018) outlines that many South African children go through family challenges because of socio-economic issues. However, some learners use reading to survive family issues. This means that those learners who struggle to read might not have accepted reading as one way to escape the challenges they face.

Mohamad and Zakaria (2018) outlined that learners from deprived families do not believe in reading, unlike those from elite families. Hence, the environment where children grow may be

discouraging. Nevertheless, these learners are still passionate about the success that comes from reading. The participants' drawings and writings indicate that reading occurs in both formal and informal settings. As a result, this habit makes them focus more on reading and forget many things that might affect their development. It was discovered that some learners use the materials productively, as one of the learners listed on the drawing all the materials they read. This suggests that reading depends on their understanding of its importance for many learners.

The reading habits theory acknowledges that learners can motivate themselves and become successful readers even outside the deprived family system. Furthermore, the reading habits theory assumes that reading helps the learner's mind to focus and perform well in many school activities (Thanuskodi, 2011; Baxter & Jack, 2008). The learners who participated in this study provided data that aligns with the reading habits theory, particularly in shaping the learner's mind to focus, communicate and develop cognitive reasoning. Therefore, reading is not only for academic purposes but can be used as a form of emotional distress, as it affects the mind positively.

5.4 Theorising the data

This section provides a theoretical discussion of the data on the reading habits of successful readers in deprived contexts. The four concepts of reading habits theory are discussed including, hobby/leisure, recreational, concentration and deviational.

5.4.1 Hobby/Leisure reading

During the analysis of data, it was noted that reading for many learners engage with reading because of multiple influences. These include leisure reading as part of their daily activities. Although reading is accepted as a formal activity in the language learning, but for the learners who participated in this study, it was also done as a hobby. The data provided by participants below shows that they read for enjoyment.

Participant A: Ukufunda kuyangijabulisa, kungichithisa nesizungu ngoba kumnandi (Reading makes me happy and it takes away boredom because it is so nice.

Participant B: Uma ngifunda, ngiba ngiyajabula ngoba akubi nesizungu futhi ngifunda izinto ezintsha (When I read I get excited because I don't get bored and I also learn new things).

The above responses from participants shows that reading can be enforced but also it can be a choice if it is done with enjoyment. The two participants share the same sentiments of taking a way boredom through read for enjoyment of leisure reading. This is in harmony with what Rodrigo et al. (2014) outline as they mention that children enjoy reading and accept it as a hobby especially if they red in an environment where they are comfortable with. The participants in this study has proven that reading is fun as the reading theory speculate that reading becomes a fun activity if it is done voluntarily (Krashen, 2005). Hence the findings in this study corresponds with the concept of leisure reading because reading habits theory speculates that children who read for fun have a choice of reading their own selected materials that are musing to them. Although leisure reading is done with enjoyment, it does not mean learning does not take place. This is observed in the second participants who stated that there is learning that takes place if it done for enjoyment.

Rodrigo et al. (2014) stated that learners read a certain number of books and selected amusing materials, such as children's books, billboards, magazines, and newspapers. In this study's findings, learners were courageous to express their feelings that they read to calm their minds. It was noted that reading for them is not only for gaining knowledge, but it serves as a way to get a peaceful mind. Reading for learners is a choice that substitutes many activities that can be a therapy to any emotional or psychological distress they might have.

The leisure reading concept seems to be positioned to develop the reading habits of learners because when they read for relaxation and enjoyment, they automatically develop their reading skills (Najnowati, 2019). This continuous behaviour is suitable for minors because if reading is always presented as a serious or formal activity, learners might find it more overwhelming than an activity done with freedom. This means that leisure reading positions learners to grow in language skills such as pronunciation and vocabulary. From the above data, leisure reading shows that learners are active individuals who can partake in reading from self-motivation. It helps understand why learners read and what drives their choices of reading materials.

Participants experience joy from reading. Interestingly, their responses do not indicate that they were told to read for enjoyment, but they do it voluntarily with an understanding that they will benefit from it. The reading habits theory highlights that if children do not see anything exciting about reading, they tend to undermine it or choose not to read at all (Chen, Yunus & Maarof, 2017). As a result, reading for enjoyment cannot be limited to learning, but it is an emotional

activity for children. Leisure reading is strongly associated with recreational reading because learners read for enjoyment, shifting the readers' minds from being stressed to being focused.

5.4.2 Recreational reading

Recreational reading as one of the concept of reading habits theory has proven that sometimes children read with the purpose of relaxing their minds. This shows that reading is not always for assessment but learners engage in reading as a form of relaxing their minds. The data generated shows that learners felt that reading is enjoyable and allows them to interact with their favourite characters as they read:

Participant B: "I love reading, it's nice to read and I love the way language is".

Participant C: "Ukufunda kumnandi, kakhulukazi izitori engihlale ngizifunda (Reading is so nice, especially the stories that I read)."

Participant D: "Uma ngifunda, ngithanda ngithanda ukufunda amagama amasha (When I read, I enjoy reading new words)."

Participant E: "Uma ngifunda izinto eziningi, kubamnandi ngoba ziyangihlekisa, ukufunda nje kumnandi (When I read different materials, I enjoy it because I lough a lot and reading is just so nice)."

In the responses above, learners are not coerced by anyone to read, but they do it because it makes them feel good. Judging by their age and grade, they might be experiencing puberty which affects their minds. Hence reading for them helps calm the mind while deriving joy from it. Intrinsic motivation is evident in the recreational concept because learners have learned how to motivate themselves to read. A traditional study by Palmer (1995) confirms that recreational reading is self-motivation, where the reader reads for pleasure. Recreational reading is closely linked to leisure reading because if the learner can read for pleasure, it automatically relaxes their mind. A recent study on recreational reading attitudes by Khreisat and Mugableh (2020) found that recreational reading means any type of reading that involves multiple topics determined by the readers' choice of what and when to read. This means any form of assessment does not inspire their determination but the readers themselves (Richardson & Eccles, 2007). The choice of reading materials and places to read greatly influence the readers' minds.

Recreational reading is engagement in reading with the purpose to relax the mind of the reader for pleasure. According to Du Toit (2007), recreational reading refers to the exercise beyond normal reading. This means the reader spends more time reading than in any other activity.

When learners spend time reading for recreational purposes, they can go beyond enjoyment and learn from what they read. Najnawati (2019) highlights that recreational reading often occurs when learners read materials that are not academic-based, such as textbooks. This reading concept allows the reader to deal with or escape from emotional distress as they read to be entertained.

Moreover, although children read to relax the mind, recreational reading must be enjoyable because it usually takes place outside the school environment (Rutherford et al., 2018). Learners in this study have shown that when they read, they enjoy it because their responses do not show any challenges encountered during reading. Hence, recreational reading requires self-responsibility, which learners in this study have demonstrated through their drawings.

5.4.3 Concentration reading

It was noted that learners in this study have time to concentrate when they read, which means one of the reasons they read is for achievement. Concentration reading concept seems to bring more seriousness on learners and when they engage in it they do it with clear purpose. Their responses below show the highest level of this seriousness.

Participant A: “Ngifunda kahle esikoleni ngiba ngisuke nginesikhathi esiningi (I read well at school because I get plenty of time to read).”

Participant B: “I read more at school because no one is distracting me”

Participant C: “Ngithanda ukufunda esikoleni ngoba kungenza ngiphumelele (I love reading at school because it will make me succeed).”

Participant D: “Ngithanda ukufunda esikoleni ngoba ngiyagxila (I love to read at school because I can concentrate).”

The responses from learners indicate that they love to read at school because it is the environment that makes them concentrate. The reading habits theory shows that school provides teacher support for learners to read. Hence, these responses are aligned with the reading habits theory. What motivates learners to read is the pleasure they find in reading and gaining new knowledge. The theoretical assumption is that learners read in conditions that are not favourable (Iftanti, 2012). Thus, concentration reading proves that there is power in reading that prompts learners to read irrespective of their limitations. The findings imply that the school as a formal

environment allows learners to concentrate, suggesting that they are distracted and fail to concentrate in other places.

According to Ogbodo (2010), concentration reading is the foundation of achieving the anticipated results by learners. Ogbodo shows that concentration reading makes learners read to learn something. This means that they can read when instructed or not as long as they achieve clear results. Frijuniarsi and Marlianingsih (2016) stated that this type of reading is important in developing reading abilities because it makes learners concentrate more and learn new vocabulary. Therefore, concentration requires the learner to understand the benefit of reading because it allows them to advance their language skills such as listening and speaking.

A recent study by Fitriyah (2020) defines concentration reading as a process whereby the reader seeks information through reading to expand their knowledge and break limitations. It suggests that when learners read for concentration, they even choose more constructive than destructive materials. As a result, concentration reading is associated with assessment in school because if learners understand the importance of reading in their schoolwork, they will always concentrate. Thus, reading is done to achieve good marks and is applicable in the school environment. Iftanti (2012) emphasises that this kind of reading concept is beneficial for learners because it develops their intellectual skills and leads to language acquisition.

5.4.4 Deviatonal reading

Most learners in deprived contexts do not deviate from reading, but they love and are interested in it. Also, they indicated that they spend more time reading than other activities, which shows the level of interest in reading.

Participant C: "Uma ngifunda ngifunda isikhathi eside ngoba ngifuna ukugxila khona ngizothola ulwazi (When I read I spend lot of time because I want to concentrate and get knowledge)."

Participant A: "Into eyenza ngifunde isikhathi eside ingoba kungenza nginake izincwadi zami lokho kwenza ngithole ulwazi oluningi (The reason I spend lot of time in reading is because it makes me to focus on my books and end up gaining lot of information)."

The data presented by the participants regarding time they spend in reading shows that they do not waste anytime by pretending that they read. The data reveals that learners who participated in this study understand the benefits of concentration reading because

they mention that when they spend lot of time in reading they get grow in knowledge. This is shows strong positivity in their reading habits because when they read to gain knowledge, that creates a solid intellect and gradual development even in their school subjects.

Suhana and Haryudin (2017) confirms this and outline that gradual development of reading in learners can create a positive attitude in reading and more time is required to do this. Hence, when learners are provided with exciting materials, it can influence their reading behaviour and make them focus and read for understanding instead of pretending to read. Marcelina (2020) discovered that the concepts of reading habits could either have a positive or negative effect, depending on the learners' determination for reading. In this study, learners demonstrated positive attitude and determination for reading since they have good reason for reading and not pretending to read. If learners understand the positive effect of reading, they end up reading truthfully instead of pretending to read. Suzzanna (2021) outlines that learners should avoid this kind of reading because it can lead to a language barrier where learners do not grow in reading skills and subsequently lose interest in reading.

Deviational reading is a concept that serves to understand whether the reader genuinely or pretends to read (Gaona & Villuendas, 2011). This concept concerns the learners' interest in reading which can be determined by the number of resources and time spent reading (Kikas et al., 2015). The concept also uncovers the motive behind the reading habits of learners. For example, if they have low self-esteem in reading, they may not be motivated to read and may pretend to read, ignoring that they struggle to read. When learners deviate from reading, it affects them negatively; hence, the study sought to understand their habits through the reading habits theory.

5.5 Chapter summary

This chapter presented the data and discussion of the findings. After analysing data, the emergent themes were discussed. The themes were generated from qualitative questionnaires, visual methods

(posters), and thought bubbles. The participants' direct quotations and drawings were also presented. The findings were discussed related to the literature and the reading habits theory to understand the reading habits of successful readers in deprived contexts. The theoretical

discussion was based on the four concepts of reading habits theory: hobby/leisure, recreational, concentration and deviational. The findings revealed that successful readers in deprived context are limited by the poor environment where they read. They have learnt to stand the challenges that is brought by the environment because they have intrinsic motivation that makes them read well. It was noted that the reading habits theory concepts such as concentration, recreational and reading as a hobby was part of the participants 'responses. This indicated that these learners who read successfully, have multiple habits of reading that makes them outstanding than their peers.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This research study explored the reading habits of successful readers in deprived contexts. The study aimed to answer the following research questions: a) What are the reading habits of successful readers in deprived contexts? b) What informs the reading habits of successful readers in deprived contexts? Three data generation methods were used to collect the relevant data through a qualitative case study approach. These included an open-ended questionnaire, visual method posters and thought bubbles. This chapter summarises the study and discusses key findings, limitations, conclusions, recommendations, and suggestions for further research.

6.2 Study summary

This study aimed to investigate the reading habits of successful readers in deprived contexts. The background of the study indicated that there is limited research of reading habits of learners in the lower grades, particularly in Grade 4 in the deprived contexts. One of the critical elements highlighted in the problem statement was that most of learners from deprived contexts are struggling to read especially in English as an additional language. In addition, the gaps in the existing literature, such as limited studies that explores the reading habits of successful readers was discussed and personal observations provided the rationale to conduct this study. The study was located at a primary school in a deprived context, in the KwaZulu-Natal province.

The existing literature indicated that internationally, the reading habits of successful readers in deprived contexts is affected by contextual factors, such poor pedagogical skills in the language teachers as well as learners who do not attend school effectively. Continentally the literature revealed that the reading habits of successful readers are not entirely poor, but factors such as school environment, social class and parental support have either positive or negative effect. This comes because of the lack of parental support, not because parents do not want their children to read but most of them cannot even afford to provide reading material or even lack reading skills themselves. On the other hand, in South Africa, the literature suggested that learners are still having challenge to read, however there is always a group of learners who can read exceptionally well.

These learners are in the same context as those who are struggling but are successful in reading, suggesting that they possess specific reading habits of reading. Furthermore, the literature on

reading habits of successful learners highlighted the following gaps and limitations in the body of knowledge, limited studies that addresses the reading habits, limited resources for children to read, the lack of literacy skill in parents, children and teachers in multiple contexts. The literature also highlighted that although there are limitations and gaps, this does not mean learners are black slates, but they need guidance and provision of enough support from multiple stakeholders from family, school and social contexts.

Given the gaps in the existing literature, the current study employed a qualitative case study research approach under an interpretivist paradigm because the research was focused on reading habits of successful readers, that means the study aimed to explore and understand the behaviour of reading, no figures were explored. The study was guided by the Reading Habits Theory that assumes that reading is embedded in children naturally because they love reading and read irrespective of the fact that their parents do not read. Hence, learners have a potential to become successful readers although some of them may come from deprived context. The main concepts of the theory that guided the study were hobby, recreational, concentration and deviational. This theory was suitable for the study because it allowed the researcher to use these concepts to understand the reading habits of learners who participated in the study.

In selecting participants, a purposive sampling method was used to select five grade 4 learners who were successful in reading from a primary school in the deprived context. All ethical considerations and regulations regarding COVID-19 were followed. Three data generation methods were used to gather the relevant data from the selected participants. These included an open-ended questionnaire, visual method posters and thought bubbles. A thematic analysis method was employed to make sense of the generated data through the following steps reading of data to be familiar with it, creation of coded data, looking for concepts, evaluation of concepts, describing concepts, and writing (Braun & Clarke, 2006). To ensure the transparency of the data analysis process, verbatim quotations from participants were used. Moreover, to ensure the reliability and validity of the study, issues of trustworthiness were addressed through employing the qualitative research methodology and case study research style. Furthermore, the study employed three research methods which are, qualitative questionnaires, visual method (posters) and thought bubble drawings to ensure the trustworthiness of the study. Finally, the study reviewed the recent literature and employed reading habits theory to ensure that the study is valid and trustworthy.

6.3 Discussion of key findings

The data analysis, literature and theoretical framework were used to discuss the findings of this study. In this section, the themes that emerged during data analysis were used to discuss the findings in alignment with the research questions. The themes include self-taught routines, imitative reading, reading the language of interest, visiting the library, learners and reading time, passion for reading books, thirst for knowledge, reading as a hobby, and reading as a distraction from emotional/psychological distress.

Research question 1: What are the reading habits of successful readers in deprived contexts?

6.3.1 Children have a passion for reading books

The findings suggested that children become good readers because they love books and feel they provide important information. The findings show that children enjoy books more than other activities, spending more time reading and developing their reading habits.

The success of reading in children is inspired by their exposure to books to the extent that they can choose various informative and enjoyable books. Dori (2018) agrees and highlights that children's books can stimulate the love for reading because of their colourful illustrations. As a result, findings suggest that books still have power even in the lives of children; therefore, they must not be undermined. Finally, the findings conclude that each family needs to acquire books, so it becomes a norm for children to read.

Furthermore, McGeown et al. (2015) stated that reading habits are a continuous action that produces a positive result in the reader. The findings suggest that children's reading habits make them excel because they continuously engage in reading. Griffiths and Stothard's statement aligns with the data as children explained that they love to spend time reading in different places without any destruction. The findings indicate that reading time is important for children because they read multiple times daily and do it intentionally, showing that they have passion and read for pleasure, which develops their language skills.

6.3.2 Reading the language of interest

The findings revealed that learners like to read the language they love; it can be native or foreign. This behaviour leads to reading without understanding why they do it; however, learners continue to read subconsciously. Bautista and Marulanda (2018) highlighted that the

lack of reading facilities increases children's poor reading abilities. However, this study's findings suggest that when learners love reading, they succeed even without any form of motivation. Reading the language of interest makes children learn to choose and understand the resources they love and that are more informative. As a result, anything they choose to read stimulates their love for reading a specific language, ultimately developing their reading habits.

6.3.3 Visiting the library

The findings indicated that learners at a younger age love to read in a conducive environment even though they are in deprived contexts. Furthermore, the teacher and parents' support in school and at home makes learners develop reading habits because of the motivation they receive from both sides. Kaptich et al. (2019) outlined that parental support is paramount in the success of children's reading habits. The findings indicate that parents provide plenty of opportunities for learners to visit the library to support their reading. It also suggests that children study and love to read at home because of the inspiration they receive from their parents.

Research question 2: What informs the reading habits of successful readers in deprived contexts?

6.3.4 Children have a thirst for knowledge and accept reading as a hobby

The key findings show that children are independent readers, implying that sometimes they are not inspired by anyone but read independently without the influence of their peers. The findings further suggest that reading is a hobby to children, as they can read not to be assessed but as a relaxation activity that they enjoy. This finding aligns with the Reading Habits Theory as Ogbodo (2002), and Najnawati (2019) outlined that the reading habits of learners are intrinsic when they are fun and show passion, implying that passion leads them to read independently. Furthermore, the findings show that children have a positive attitude towards reading because they read everywhere they go and read anything around them, demonstrating their hunger for knowledge. Children's reading habits are informed by using the available materials productively. As a result, many learners depend on their understanding of the importance of reading. The findings also show that children's environment may be discouraging, but their positive attitude and passion for reading make them successful readers. This finding contradicts what Ogboko (2018) stated about children's reading attitudes, which is lukewarm and

discouraging. The findings further suggest that the reading habits of successful readers are informed by the fact that they see reading as a priority.

Additionally, the findings suggest that children prefer reading over other activities and that reading resources initiate the love of reading. It was revealed that the types of books they read also inform children's reading habits. Thus, if the books are interesting, learners prefer reading to other activities.

6.4 Limitations

Limitations may be described as a boundary in any stage of the research that is beyond the researcher's control (Du Plooy, Davis & Bezuidenhout, 2019). Likewise, Maxwell (2012) agrees that qualitative research deals with multiple beliefs, attitudes, and relationships connected to the phenomena; therefore, any study is likely to encounter limitations because of its nature. Since this is a qualitative study, there were limitations or challenges that were encountered by the researcher during the process of research. Firstly, there were time constraints during the process of research, particularly in ethical issues because the study focused on children. Hence, more time was needed for them to read and understand the assent forms and their parents to bring back the consent forms before the study conducted. The researcher had to be being sensitive to the rights of participants and wait for them until they all bring back the assent and consent forms.

Additionally, since the participants are minors most of them could not understand questions in the qualitative questionnaires, hence their responses were not in line with the phenomenon under the study. Some limitations of the study were the slow progress of data generation which consume lot of time because learners had other commitments as they are in the deprived context, some were expected to help with home chores before they do the work of research. This contributed to the slow progress of the research.

In addition, Atieno (2009) stresses that the language might be a limitation for studies that do not include numbers since researchers or participants may understand some linguistic terms differently. As this is a qualitative study, the language used during the investigation was simple to make participants comfortable because they were not native English L2 speakers. However, it was noted that the language became a barrier because participants responded to the questions that were not asked. The researcher had to get clarity from them before analysing data. In some

instances, their drawings presented other illustrations which were not related to their reading habits.

Furthermore, since the study was conducted under the COVID-19, the regulations expected the researcher to avoid physical contact with learners except on the time of explaining the study purposes being accompanied by the grade 4 teacher. This made it difficult to do the follow up on the methods of generating data. There were also many learners who were interested in participating in the study. Hence, it was difficult to select all of them as the sample size required was only five participants. Hence, the recruitment stage became a challenge that made the researcher to ask the grade 4 teacher to assist in the selection of those learners who can read exceptionally well.

6.5 Conclusions

This study intended to explore the reading habits of successful readers in deprived context. The main aim was to understand the reading habits of learners and what informs these reading habits. The findings were derived from the study show that there is still a challenge in reading in many learners even in the international countries. Nevertheless, this study concludes that one of the roles of the education system and all stakeholders is to ensure that there is a continuous development of reading habits in learners.

Based on the findings, there is poor provision of resources to promote reading. Hence, this study conclude that the full support of reading habits is required through the resources that will motivate children to read. Children need to be encouraged to read and be provided with resources such as children's books, cartoons, television advertisements and others from many sources. The study concludes that the full support by parents is required, even if they cannot read but they need to create many opportunities for children to read and accept reading as a lifestyle not as an activity for assessment in school.

Furthermore, the literature revealed that most children enjoy reading especially from the early stages because that is where they are still curious about things around the world. Thus, this study believes that exposing children to the world of reading where they can go and explore reading outside of classroom context. For instance, continuously visiting the library and introducing them in reading programs such as group reading, reading aloud, vocabulary testing and make them enjoy reading even more.

The reading habits theory as employed in this study shows that learners take reading as a hobby. This is very crucial because once they do not enjoy reading, that when they would stop and focus on other things. Hence the factors that affect the development of reading habits as mentioned in the theory must be addressed. The parents must collaborate with teachers because they play a major role as they can bring extrinsic motivation to the children. This means together with the policy makers of language subjects must focus on the future not just short term goals that will address the situation now.

6.6 Recommendations

6.6.1 Recommendation 1: Provision of books at an early stage to promote reading

The participants expressed their love for reading books, highlighting that it is enjoyable and provides an opportunity to acquire more knowledge. As a result, the current generation is exposed to traditional and digital materials; however, the findings show that there is still a love for reading books. Therefore, the stakeholders in education should not abandon the power of books as they still have value in the lives of children. More children's books should be made available to learners at a young age to promote reading.

6.6.2 Recommendation 2: Availability of various reading resources

Participants indicated that they love reading multiple materials even if they are not written in their home language. The literature shows that most children did not choose the materials they liked to read in the ancient days. It is recommended that besides the textbooks, other resources be made available to all readers to allow them to choose from diverse resources.

6.6.3 Recommendation 3: Provision of adequate reading facilities

The findings revealed that learners from deprived settings spend more time reading than engaging in other activities. The lack of reading facilities in their backgrounds does not limit them from reading. However, the Department of Education should provide adequate reading facilities for children in deprived contexts because it can positively impact the lives of others who also wish to succeed in reading.

6.6.4 Recommendation 4: Parents' engagement in promoting Learners' reading habits

The findings show that the participants love to read in an environment where they get support. Although they come from deprived contexts, their reading habits are motivated by the support received at home and school since they mentioned that they love to read in both places. The

recommendation is that parents actively encourage their children to read to enhance their reading habits.

6.7 Suggestions for further research

This research aimed to understand the reading habits of successful readers in deprived contexts. Regarding the literature of this study, the following are some suggestions for further research:

- In South Africa, there is a limitation of studies that address the reading habits of successful readers in deprived contexts. Therefore, more research focusing on various populations in deprived contexts would expand the body of knowledge in the field.
- This study's findings revealed that passion and enjoyment inform children's reading habits. Since this aligns with the Reading Habits Theory, more studies need to be conducted using alternative theories to compare the findings.
- This study revealed that children's attitudes towards reading are influenced by their passion for reading and the support of teachers and parents in deprived contexts. Thus, further research should be conducted on whether these findings are similar for successful readers in privileged contexts.

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APPENDICES

Appendix A: Ethical clearance



18 March 2021

Mr Phakamani Jeffrey Mthlane (212550543)
School Of Education
Edgewood Campus

Dear Mr Mthlane,

Protocol reference number: HSSREC/00002497/2021
Project title: Reading habits of learners who are successful in reading in deprived contexts
Degree: Masters

Approval Notification – Expedited Application

This letter serves to notify you that your application received on 11 February 2021 in connection with the above, was reviewed by the Humanities and Social Sciences Research Ethics Committee (HSSREC) 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 discipline/department for a period of 5 years.

This approval is valid until 18 March 2022.

To ensure uninterrupted approval of this study beyond the approval expiry date, a progress report must be submitted to the Research Office on the appropriate form 2 - 3 months before the expiry date. A close-out report to be submitted when study is finished.

All research conducted during the COVID-19 period must adhere to the national and UKZN guidelines.

HSSREC is registered with the South African National Research Ethics Council (REC-040414-040).

Yours sincerely,



Professor Dipane Hlalele (Chair)

/dd

Humanities and Social Sciences Research Ethics Committee

Postal Address: Private Bag X54001, Durban, 4000, South Africa

Telephone: +27 (0)31 260 8330/4557/3587 Email: hssrec@ukzn.ac.za Website: <http://research.ukzn.ac.za/Research-Ethics>

Founding Campuses:  Edgewood  Howard College  Medical School  Pietermaritzburg  Westville

INSPIRING GREATNESS

Appendix B: Permission to conduct research from DoE



OFFICE OF THE HEAD OF DEPARTMENT

KWAZULU-NATAL PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

Private Bag X9137, PIETERMARITZBURG, 3200

Anton Lembede Building 247, Burger Street, Pietermaritzburg, 3201 **Email**
Phindile.duma@kzndoe.gov.za: **Tel** : 033 3921062 / 033
-3921051 Buyi.ntuli@kzndoe.gov.za

Enquiries: Phindile Duma/Buyi Ntuli

Ref. : 2 /4/ 8/6006

Mr PJ Mthalane
PO Box 182
PINETOWN
KWAZULU-NATAL
3600

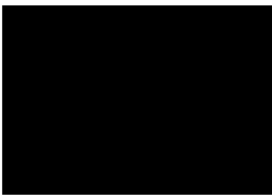
Dear Mr Mthalane

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **“READING HABITS OF LEARNERS WHO ARE SUCCESSFUL IN READING IN A DEPRIVED CONTEXTS”**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 11 August 2020 to 10 March 2023.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma/Mrs Buyi Ntuli at the contact numbers above.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

PINETOWN DISTRICT



Head of Department: Education

Date: 12 August 2020

Appendix C: Gatekeeper, Principal Letter

P. O Box 182
Pinetown
3600

Attention: Principal



P.O Box 482
Botha's Hills
3660

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

My name is Phakamani Jeffrey Mthlane and I am a Curriculum Studies Masters candidate studying at the University of KwaZulu-Natal Edgewood campus. I am required to conduct research as part of my degree fulfilment. Please be informed that I have sort the necessary permission in advance the KwaZulu-Natal Department of Basic Education to conduct research in your school. The title of my study is: Reading habits of learners who are successful in reading in deprived contexts.

The arm of the study is to explore the reading habits of learners are successful in reading in deprived contexts and understand what informs reading habits of learners who are successful in reading in deprived contexts. Therefore, the study will focus solely on learners who are successful in reading in English Second Language. Questionnaires, posters and thought bubbles will be used to generate data from the learners. The photographs of learners' work will be taken and where photographs have been taken faces be blurred to ensure their rights to privacy.

PLEASE NOTE:

- Participation by learners in the research project is voluntary.

- There is no benefit that the participants may receive as part of their participation in this project.
- Participants are free to withdraw from the research at any time without any negative or undesirable consequences to themselves.
- Under no circumstances will participants be forced to reveal information they consider will jeopardise their image and reputation.
- All responses will be treated with strict confidentiality.
- Identities of the participants will also not be disclosed at any given time in the study.
- The name of the school and those of participants will not be mentioned during and after the completion of the study.
- Issues of anonymity and confidentiality during data generation, report on findings will be observed.
- The data obtained will be used strictly for the purposes of this study and will be stored in my supervisor's safe cabinet and shredded with a shredding machine after five years.

Yours sincerely

Mr. Mthlane P.J

Herein are details of my supervisor you wish to acquire further details on The research project:

Supervisor: Dr Makhosazana ShoL &
Lecturer: Curriculum and Education Studies
Email address: shobam@ukzn.ac.za

Office: 031 "60 3688

Or

Mr Phakamani Mthlane

Email address: mthalanephakamani@gmail.com

cell:078156 1211


Furthermore, you can contact the
UKZN Humanities & Social Sciences Research Ethics Committee at
Private Bag X54001
Durban 4000 - KwaZulu-Natal,

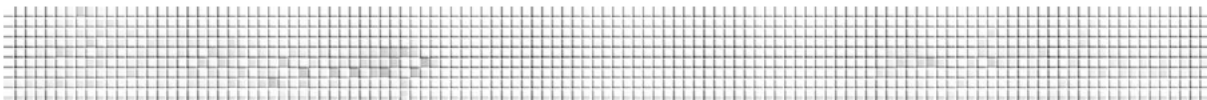
Tel: 27 31 2604557

Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za.

DECLARATION

I  (Full name) hereby confirm that I have read and understood the contents of this document and the nature, purpose and procedures of the research project. Therefore, I hereby grant the researcher permission to conduct research in my school.



SIGNATURE OF PRINCIPAL

DATE

Appendix D: Permission to conduct research Principal Letter

24 January 2022

Mr P.J. Mthlane

Educator:

P.O. Box 182

Pinetown

3600

Dear Sir

Re: PERMISSION TO CONDUCT A RESEARCH FOR STUDY PURPOSED

Your application for the above request has reference:

You are granted permission to conduct your research as per your programme that is suitable for your action plan.

You are therefore advice to approach the programme with respondents of your choice and in accordance with all the specifications on your ethical clearance. The school shall be available to provide support where it is necessary.

[REDACTED]

PRINCIPAL

SCHOOL STAMP

Appendix E: Informed consent letter for parents/guardian

P. O BOX 182

Pinetown

3600

Dear Parent / Guardian

Letter of consent for parents

My name is Phakamani Jeffrey Mthlane. I am currently a Masters student in the University of KwaZulu-Natal in Edgewood campus and currently conducting research on reading habits of learners who are successful in reading in deprived contexts.

I chose your child to take part in this study because s/he is good in reading English. Therefore, I would like to request you to allow me to work with your child in this study. If you allow your child to take part in this study, I wish him/her to answer questions (questionnaire) about their reading habits and make a charts with drawn or pasted pictures that display their reading habits.

I will only use your child's work if you give me your consent. It will be used in a way that respects the child's dignity and privacy. Photographs of their work of answers to the questions (questionnaire) and charts will be taken and be safely stored until they are no longer required for this research. Your child's names or any information that might identify them as a learner will not be used in any presentation or publication of this research. I also wish to inform you that allowing your child to participate in this study is voluntary and you have a right to withdraw your child from participating in the study at any point should you wish to do so. There are no financial benefits for participating in this study but I hope this research will provide your child with the opportunity to reflect on their reading habits.

For further information regarding the research, you may use the following details.

Supervisor: Dr Makhosazana Shoba

Lecturer: Curriculum and Education Studies

Email address: shobam@ukzn.ac.za

Office: 031 260 3688

Or

Mr Phakamani Mthlane

Email address: mthalanephakamani@gmail.com

Cell: 0781561211

Furthermore, you can contact the UKZN Humanities & Social Sciences Research Ethics Committee at Private Bag X 54001

Durban - 4000 KwaZulu-Natal,

Tel: 27 31 2604557

Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za.

Yours faithfully

Mr. Mthlane P.J

DECLARATION

I, _____ hereby confirm that I understand the content of this document and do give my consent for my child's to participate in the research that requires them to share their reading habits. I understand that my child's participation in this study is entirely voluntary and that I can withdraw my child from participating any time should I wish to do so. Choose one by writing **YES** in the space provided below and I kindly request you to delete that which you did not choose in this declaration form.

I give consent to the data generation activities of my child's work of answering questions (questionnaire) about their reading habits and charts that shows they reading habits.

I do not give consent to the data generation activities of my child's work of answering questions (questionnaire) and charts about their reading habits.

Parent / Guardian signature: -----

Date: -----

Informed consent letter for parents/guardian (IsiZulu version)

P. O BOX 182

Pinetown

3600

Mzali / Mbheki womntwana

Incwadi yokucela imvume ukuba umtwana wakho abe ingxenye yocwaningo

Igama lami ngingu Phakamani Jeffrey Mthlane. Ngingumfundi we Masters eNyuvesi ya KwaZulu-Natal egatsheni lase Edgewood, okwamanje ngenza ucwaningo ngemikhuba yokufunda kwabantwana abafunda ngempumelelo ezindaweni ezincishekile amathuba.

Ngikhethe umtwana wakho ngoba ukwazi ukufunda kahle ngolimi lwesi Ngisi. Ngakho, ngifisa ukucela imvume kuwe ukuba ungivumele ngisebenze kanye nomntwana wakho kulolu cwaningo. Uma uvumela umtwana wakho ukuba abe ingxenye kulolu cwaningo, ngifisa ukuba aphenhule uhlu lwemibuzo ebuza ngemikhuba yakhe yokufunda aphinde enze ishadi lapho ezodweba noma anamathisele izithombe eziveza imikhuba yakhe yokufunda.

Ngizosebenzisa umsebenzi womtwana wakho uma unginika imvume. Umsebenzi womntwana wakho uzosetshenziswa ngendlela eyimfihlo nehlonipha isithunzi sakhe. Kuzothathwa izithombe zohlu lwemibuzo aseyiphendulile kanye neshadi kugcinwe endaweni ephaphile bese kulahlwa uma kungasadingeki kulolu cwaningo. Amagama omtwana wakho nolunye olwazi olungase lumuveze njengomfundi ngeke lusetshenzizwe kulolu cwaningo nanoma ikusiphi isethulo. Ngiyafisa futhi ukukwazisa ukuthi ukuba ingxenye yalolu cwaningo kuwuku volontiya futhi unelungelo lokuyekisa umntwana wakho kunoma isiphi isikhathi uma ufisa ukwenza njalo. Ayikho inzuzo eyimali etholkala ngokuba ingxenye komtwana wakho kulolu cwaningo, kepha ngiyathemba ukuthi lolu cwaningo luzonika umntwana wakho ithuba elihle lokucabanga kabanzi ngemikhuba yakhe yokufunda.

Ukuthola ulwazi kabanzi maqondana nalolu cwaningo, ungasebenzisa imininingwane elandelayo.

Umqondisi: Dkt Makhosazana Shoba

Umfundisi: Wezezifundo kanye neze Kharikhulamu

Imeyili yakhe: shobam@ukzn.ac.za

Inombolo yasehhovisi: 031 260 3688

Noma

Mnumzane Phakamani Mthalande

Imeyili yakhe: mthalanephakamani@gmail.com

Umakhala ekhukhwini: 0781561211

Ungaxhumana futhi nekomidi eliqondisa ezokucwaninga eNyuvesi yaKwaZulu-Natal ku

Private Bag X 54001

Durban - 4000 KwaZulu-Natal,

Tel: 27 31 2604557

Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za.

Ozithobayo

Mthalande P.J

AMAZWI AFUNGELWE Mina

----- ngiyaqinisekisa ukuthi ngiyakuqonda okubhaliwe kulencwadini futhi ngiyayinika imvume yokuba umntwana wami abe yingxenywe yalolu cwaningo.

Ngiyakuqonda ukuthi ukubamba iqhaza kulolu cwaningo kuwuku volontiya okuphelele nokuthi ngingamuyekisa umntwana wami noma ngabe inini uma ngiba nesifiso sokwenza njalo.

Khetha okukodwa ngo **YEBO** esikhaleni esisodwa ngezansi, ngicela lokhu ongakukhethanga ukucime.

Ngiyayinika imvume yokuthi kuqoqwe ulwazi oluphathelele nalolu cwaningo ngomsebenzi womntwana wami wohlu lwemibuzo kanye ne shadi.

Angiyiniki imvume yokuthi kuqoqwe ulwazi oluphathelele nalolu cwaningo ngomsebenzi womntwana wami wohlu lwemibuzo kanye ne shadi.

Isiginesha yomzali / Umbheki womntwana

Usuku

Appendix F: Informed assent letter for learners

P. O BOX 182

Pinetown

3600

Dear Grade, 4 Learner

ASSENT LETTER FOR PARTICIPANTS

My name is Phakamani Jeffrey Mthalane. I am currently a Masters student in the University of KwaZulu-Natal in Edgewood campus and currently conducting research on reading habits of learners who are successful in reading in deprived contexts.

You have been selected to participate in this research because you are one of the learners who read well in English in grade 4. If you agree to participate in the study, I would like you to do the following activities for me. Answer the questions about your reading habits. Make a chart where you will draw or paste pictures that shows your reading habits.

I will take pictures of your questions and charts and I will only use them if you allow me to do so. I will only use your work in the research and keep it safe until it is no longer needed. Your name will not be written or known. I will make sure that I respect your privacy. Please note that you only participate in this study as a volunteer and you will not be punished in any way if you choose not to participate. You can withdraw from the study at any time when you wish to do so. Letters will also be sent to your parents to ask them permission to use your work. I hope this study will provide you with the opportunity to reflect on your reading habits.

If you would like to participate in my study, please indicate below and fill the assent form.



YES



NO

For further information regarding the research, you may use the following details.

Supervisor: Dr Makhosazana Shoba

Lecturer: Curriculum and Education Studies

Email address: shobam@ukzn.ac.za

Office: 031 260 3688

Or

Mr Phakamani Mthalande

Email address: mthalandephakamani@gmail.com

Cell: 0781561211

Furthermore, you can contact the UKZN Humanities & Social Sciences Research Ethics Committee at Private Bag X 54001

Durban - 4000 KwaZulu-Natal,

Tel: 27 31 2604557

Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za.

Yours faithfully

Mr. Mthalande P.J

ASSENT FORM FOR PARTICIPANTS

Title of project: Reading habits of successful readers in deprived context

Researcher's name: Phakamani Jeffrey Mthlane

Name of the participant:

1. Has the researcher explained what s/he will be doing and wants you to do?

YES	NO
------------	-----------

2. Has the researcher explained why s/he wants you to take part?

YES	NO
------------	-----------

3. Do you understand what the researcher wants you to do?

YES	NO
------------	-----------

4. Do you think anything bad can happen to you during this research?

YES	NO
------------	-----------

5. Do you know that your name and what you say will be kept a secret from other people?

YES	NO
------------	-----------

6. Did you feel you have to ask the researcher any questions about the research?

YES	NO
------------	-----------

7. Has the researcher answered all your questions?

YES	NO
------------	-----------

8. Do you understand that you can refuse to take part if you do not want to take part and that nothing will happen to you if you refuse?

YES	NO
------------	-----------

9. Do you understand that you may come out of the study at any time if you no longer want to continue?

YES	NO
------------	-----------

10. Do you know who to talk to if you are worried or have any other questions to ask?

YES	NO
------------	-----------

11. Has anyone forced or put pressure on you to take part in the research?

YES	NO
------------	-----------

12. Are you willing or happy to take part in the research?

YES	NO
------------	-----------

Signature of child

Date

Informed assent letter for learners (IsiZulu version)

P. O BOX 182

Pinetown

3600

Mfundi webanga lesine

Incwadi yesivumelwano sokuba ingxenye yocwaningo

Igama lami ngingu Phakamani Jeffrey Mthlane. Ngingumfundi we Masters eNyuvesi ya KwaZulu-Natal egatsheni lase Edgewood, okwamanje ngenza ucwaningo ngemikhuba yokufunda kwabantwana abafunda ngempumelelo ezindaweni ezincishekile amathuba.

Ukhethiwe ukuba ube ingxenye yalolucwaningo ngoba ungomunye wabafundi abafunda kahle isiNgisi ebangeni lesine. Uma uvuma ukuba ingxenye yalolu cwaningo, ngzofisa ukuba ungenzele lokhu. Ubuka uphendule uhlu lwemibuzo ebuza ngemikhuba yakho yokufunda. Wenze iphosta lapho uzodweba uphinde ubhale imibhalo echaza izithombe ozidwebile eziveza imikhuba yakho yokufunda.

Ngizothwebula izithombe zohlu lwemibuzo osuyiphendulile, iphosta kanye nebhaluni lemicabango yakho yemikhuba yokufunda ngikusebenzise uma unginika imvume yokwenzenjalo. Ngizosebenzisa umsebenzi wakho kulolu cwaningo ngiwugcine uphephile kuze kube awusadingeki. Amagama akho ngeke abhalwe okanye aziwe kulolu cwaningo. Qaphela ukuthi uyingxenye yalolu cwaningo ngenxa yokuvolontiya futhi ngeke ujeziswe uma ukhetha ukungabi ingxenye yocwaningo. Unelungelo lokuyeka ukubamba iqhaza kunoma isiphi isikhathi uma ufisa ukwenza njalo. Izincwadi zokucela imvume yokusebenzisa umsebenzi wakho zizothunyelwa kubazali bakho Ngiyathemba ukuthi lolu cwaningo luzokunika ithuba elihle lokucabanga kabanzi ngemikhuba yakho yokufunda.

Uma ungathanda ukuba ingxenye yocwaningo lwami, ngicela ukhombise ngokukhetha ngezansi bese ugcwalisa ifomu lesivumelwano.



YEBO



CHA

Ukuthola ulwazi kabanzi maqondana nalolu cwaningo, ungasebenzisa imininingwane elandelayo.

Umqondisi: Dkt Makhosazana Shoba

Umfundisi: Wezezifundo kanye neze Kharikhulamu

Imeyili yakhe: shobam@ukzn.ac.za

Inombolo yasehhovisi: 031 260 3688

Noma

Mnumzane Phakamani Mthlane

Imeyili yakhe: mthalanephakamani@gmail.com

Umakhala ekhukhwini: 0781561211

Ungaxhumana futhi nekomidi eliqondisa ezokucwaninga eNyuvesi yaKwaZulu-Natal ku

Private Bag X 54001

Durban - 4000 KwaZulu-Natal,

Tel: 27 31 2604557

Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za.

Ozithobayo Mthlane P.J

IFOMU LOKUVUMA UKUBA INGXENYE YOCWANINGO

Isihloko socwaningo: Imikhuba yokufunda kwabantwana abafunda ngempumelelo ezindaweni ezincishekile amathuba.

Igama lomcwaningi: Phakamani Jeffrey Mthlane

Igama lomfundi:

1. Ngabe umcwaningi ukuchazelile ukuthi yini azobe eyenza nafisa ukuba wena uyenze?

YEBO	CHA
-------------	------------

2. Ngabe umcwaningi ukuchazelile ukuthi kungani ekhethe wena ukuba ube ingxenye yocwaningo?

YEBO	CHA
-------------	------------

3. Uyakuqonda lokho umcwaningi afisa ukwenze?

YEBO	CHA
-------------	------------

4. Kungabe unawo umuzwa wokuthi khona okungase kukuvelele kulolu cwaningo?

YEBO	CHA
-------------	------------

5. Uyazi ukuthi igama lakho nozobe ukukhuluma kuzofihlwa ukuze kungaziwa abanye abantu?

YEBO	CHA
-------------	------------

6. Kukhona ozizwe ufisa ukukubuzisa umcwaningi mayelana nocwaningo?

YEBO	CHA
-------------	------------

7. Kungabe umcwaningi uphendule yonke imibuzo oyibuzile?

YEBO	CHA
-------------	------------

8. Uyaqonda ukuthi unganqaba ukuba ingxenye yocwaningo nokuthi ngeke uzithole usengozini uma unqaba?

YEBO	CHA
-------------	------------

9. Uyaqonda ukuthi ungayeka noma inini ukuba ingxenye yocwaningo uma ususfisa ukuyeka?

YEBO	CHA
-------------	------------

10. Uyazi ukuthi uzoxhumana nobani uma uzwa ukhathazekile noma unemibuzo ofisa ukuyibuza?

YEBO	CHA
-------------	------------

11. Kungabe khona umuntu okuphoqile ukuthi ube ingxnye yalolu cwano?

YEBO	CHA
-------------	------------

12. Uyathanda noma uyakuthokozela ukuba ingxenye yalolu cwano?

YEBO	CHA
-------------	------------

Isiginesha yomtwana

Usuku

Appendix G: Open-ended questionnaire

READING HABITS QUESTIONNAIRE

Dear Learner

My name is Phakamani Jeffrey Mthlane and I am doing a research on reading habits. The aim of this questionnaire is to explore about your reading habits and understand what informs your reading habits. This is part of my Masters study at the University of KwaZulu-Natal titled “Reading habits of learners who are successful in reading in deprived contexts.”

Please answer all the questions about your reading habits. There is no right or wrong answer to the questions. All answers will be confidential.

Thank you for taking time to complete this questionnaire.

1. Do you like reading books?

2. Do you read books written in English or iSizulu?

3. I hear you read very well in English?

4. What makes you read so well?

5. How much time do you spend in reading?

6. How many times do you read in a day?

7. Do you like to read at school or home?

8. How often do you go to library to read?

9. Do you prefer reading more than other hobbies?

10. How can you help other learners to read like you?

UHLA LWEMIBUZO NGEMIKHUBA YOKUFUNDA

Sawubona Mfundi

Igama lami ngingu Phakamani Jeffrey Mthlane ngenza ucwaningo mayelana nemikhuba yokufunda. Inhloso yaloluhla lwemibuzo ukuba ngifunde ngiphinde ngiqonde kabanzi ngemikhuba yokufunda kwabantwana. Lokhu kuyingxenye yezifundo zami ze Masters engiyenza e Nyuvesi ya

KwaZulu-Natal. Isihloko salolu cwaningo sisthi “Imikhuba yokufunda kwabafundi abafunda ngempumelelo ezindaweni ezincishekile amathuba”.

Ngicela ukuba uphendule ngokugcwele lemibuzo elapha ngenzansi ebuza ngemikhuba yakho yokufunda. Ayikho impendulo engamukelekile, zonke izimpendulo zizoba imfihlo yakho nomcwaningi.

Ngiyabonga ukuba uthathe isikhathi sakho sokuuphendula loluhla lwemibuzo.

1. Uyathanda ukufunda izincwadi?

2. Ufunda izincwadi ezibhalwe ngesiZulu noma ngesiNgisi?

3. Ngiyezwa ukuthi ufunda kahle isiNgisi?

4. Yini eyenzwa usifunde kahle isiNgisi?

5. Singakanani isikhathi oschitha ngokufunda?

6. Ufunda kangaki ngosuku olulodwa?

7. Uthanda ukufunda eskoleni noma ekhaya?

8. Uya kangaki ukuyofunda emtapweni wezincwadi (library)?

9. Kungabe uncamela ukufunda okunokuba wenze ezinye izinto zokuzithokozisa?

10. Ungenza njani ukuze usize ezinye izingane zikwazi ukufunda njengawe?

Appendix H: Data generation plan

DATA GENERATION PLAN

Open ended questionnaires

This study will employ the first method to generate data which is open ended questionnaire. These types of questionnaires allow the researcher to gather the information from the participants through questions (Beckett & Clegg, 2007). Hence, open ended questionnaire is flexible, it allows the participants to expand their responses because the questions are structured in a more flexible manner.

Draw and write technique (Posters)

The participants will be requested to make posters where they will draw and write their reading habits. Angell, Alexander & Hunt Punch (2015) argue that a key advantage of the draw and write technique is that it provokes the feelings that exist in children and prompts them to reflect on what they wish to portray during the activity. This advantage does not control or limit participants on how they should express themselves.

Thought bubble

The final activity that participants will do is to write thought bubble drawings. Thought bubble drawings are often found in books that entertain children such as comic books and cartoons and they demonstrate that which one is thinking (Zambo & Zambo 2006). The participants in this study will be requested to fill in the thought bubbles using decorative words where they share what they think informs their specific reading habits.

Research question(s)	Participants	Data sources and activities
<p>1. What are the reading habits of learners who are successful in reading in a deprived context?</p> <p>2. What informs reading habits of learners who are successful in reading in deprived contexts?</p>	<p>Grade - 4 Learner</p> <p>Grade - 4 Learner</p> <p>Grade - 4 Learner</p>	<p>Questionnaires - Participants will be requested to fill in the open-ended questionnaires where they freely talk about their reading habits</p> <p>Draw and write technique (Posters) - Participants will create posters using pictures illustrating their reading habits.</p> <p>Thought bubbles - The participants will write the thought bubbles where they express they thoughts concerning their reading habits.</p>

Appendix I: Turnitin certificate

READNG HABITS

ORIGINALITY REPORT

3 %	3 %	1 %	0 %
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	researchspace.ukzn.ac.za Internet Source	1 %
2	hdl.handle.net Internet Source	<1 %
3	ujcontent.uj.ac.za	<1 %