



**PRACTICES WHICH CONTRIBUTE TOWARDS GRADE 6 LEARNERS' READING
MOTIVATION**

by

ROCHELLE DAVIDS

Thesis submitted in fulfilment for the degree

MASTERS IN EDUCATION

in the

FACULTY OF EDUCATION AND SOCIAL SCIENCES

Supervisor: MRS ANNE HILL

NOVEMBER 2010

DECLARATION

I, Rochelle Davids, declare that the contents of this thesis PRACTICES WHICH CONTRIBUTE TOWARDS GRADE 6 LEARNERS' READING MOTIVATION is my own work and has not be submitted for any degree at any other university.

SIGNED

ROCHELLE DAVIDS

DATE

ACKNOWLEDGEMENTS

I wish to extend a word of thanks to the following individuals:

- To Almighty God for the many graces and blessings in my life.
- Anne Hill, my supervisor, for her guidance and support. Mrs Hill, thank you for keeping me focused and for being available at any given time. Your encouragement and motivation has meant so much to me. I shall always be indebted to you.
- To my dear parents Percival Charles Davids and Victorine Clarissa Davids. Your constant love and encouragement has made me the person that I am. I love you.
- Lorna Pastor, my little friend who has encouraged me every step of the way. Thanks for always being a great friend.
- To my mentor and spiritual director, Rev. Fr Canice Dooley, SDB for his guidance and words of encouragement.
- To the Anklebiters, Naughty Readers, Aces, Thunder Stormers, Super Readers, Stars of Africa. You have been an inspiration and I have learnt so much from you. Keep on reading and know that Big Momma loves you.
- To my family, friends, colleagues and fellow students, thank you for the love and support.
- To Pippa and the librarians at CPUT Mowbray, thanks for all the assistance.
- To Professor Rajendra Chetty, for all his encouragement and guidance.

ABSTRACT

Motivation is an important element in reading success. There is a concern that many learners are not choosing to read on their own and that independent reading opportunities during the school day appear to be diminishing. Research suggests that if children do not read on their own, they may lose some reading ability. The Department of Education conducts systemic evaluation tests to determine the literacy and numeracy levels of Grade 3 and Grade 6 learners in South Africa. These tests reveal that a high proportion of learners are scoring below the required level for the grade. There are a number of reasons why the learners are not performing at the required level for the grade but educators are determined to improve learners' reading and comprehension skills. Many educators therefore ask, "How do I get my learners to read?"

Not all learners are reluctant to read. Some learners do show an eagerness to read and write and they enjoy reading. These engaged readers are intrinsically motivated and value reading. In contrast, disengaged readers are inert and inactive and avoid reading. Often extrinsic measures such as punishment or rewards would coerce these learners to read. The aim of this study is to determine which teaching practices would motivate learners in a grade 6 class to read.

Key theories which underpin this study are social constructivism, social learning theory and socio-cultural learning theory. Qualitative data and quantitative data were collected from interviews and questionnaires. The research tool which was used to measure the learners' self concepts as readers and the value of reading is referred to as the Motivation to Read Profile (MRP). The MRP was devised by Gambrell, Palmer, Codling and Mazzoni (1996:520). Because the study followed an action research model, an intervention strategy was implemented which allowed the researcher to measure effects and to reflect on teaching practices and reading methodology.

TABLE OF CONTENTS

DECLARATION	ii
ACKNOWLEDGEMENTS	iii
ABSTRACT	iv
TABLE OF CONTENTS	v
TABLE OF FIGURES	ix
LIST OF TABLES	x
LIST OF ABBREVIATIONS	xi
CHAPTER ONE: INTRODUCTION	1
1.1 Introduction	1
1.2 Problem statement	3
1.3 The Purpose of this study	4
1.4 Research Question	5
1.5 Clarification of terms	6
1.5.1 Intermediate and Senior Phase of schooling in South Africa	6
1.5.2 Outcomes-based education (OBE)	6
1.5.3 Intrinsic motivation and extrinsic motivation	7
1.6 Context of the study	7
1.7 Conclusion	8
CHAPTER TWO: LITERATURE REVIEW	10
2.1 Introduction	10
2.2 Theoretical framework	13
2.2.1 Learning paradigms – behaviourism vs social constructivism	13
2.2.1.1 Behaviourism	13
2.2.1.2 Social constructivism	14
2.2.1.3 Social learning theory	15
2.2.1.4 Socio-cultural learning theory	16
2.2.1.5 Critical pedagogy	17
2.3 Definition of reading literacy	19
2.3.1 A brief history of reading	20
2.3.1.1 Whole word method	21

2.3.1.2	Whole language	22
2.3.1.3	The reading wars and a balanced approach	23
2.3.1.4	Emergent literacy	24
2.4	Factors which will enhance reading success.....	25
2.4.1	Reading engagement	26
2.4.2	Reading efficacy	26
2.4.3	Reading motivation.....	27
2.4.4	The eight principles of motivation	28
2.4.5	Intrinsic motivation.....	29
2.4.6	Extrinsic motivation.....	30
2.4.7	Intrinsic motivation versus extrinsic motivation	30
2.5	A reading model in the SA curriculum, a balanced approach.....	31
2.5.1	Controversy about how reading should be taught	31
2.5.2	The National Curriculum Statement (NCS; Department of Education): a balanced approach to literacy development	32
2.5.3	Learning outcomes in the National Curriculum Statement: Home language	33
2.6	The National Reading Strategy (NRS)	34
2.6.1	Teaching conditions in South African schools	36
2.6.2	The role of school libraries	37
2.6.3	Parental involvement	39
2.7	The role of the educator in the reading class	40
2.7.1	Educators as readers	43
2.8	Learners' attitudes towards reading	45
2.9	Differences of reading achievement in boys and girls	46
2.9.1	How boys and girls read	48
2.10	Practices to ensure reading success.....	49
2.10.1	Dramatizing literacy	51
2.10.2	The word wall	52
2.10.3	Reading conferences.....	53
2.10.4	Research on reading	54
2.11	New reading approaches which can promote motivation	55
2.11.1	Guided reading	56

2.12	Intervention programmes for learners who battle with reading.....	57
2.12.1	Reading Recovery.....	57
2.13	Chapter summary.....	59
CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY.....		61
3.1	The research question.....	61
3.2	Site of the research.....	62
3.3	Sample.....	63
3.4	The research approach – Action research.....	63
3.4.1	The action research spiral.....	64
3.4.1.1	The action research spiral.....	66
3.4.1.2	The intervention strategy.....	66
3.4.1.3	The reading series.....	72
3.5	Research instrument.....	74
3.5.1	Conversational interviews.....	77
3.5.2	Photos as instrument and object of research.....	78
3.6	Data Collection.....	78
3.7	Limitations to the study and ethical considerations.....	79
3.8	Chapter summary.....	79
CHAPTER FOUR: Results.....		80
4.1	Introduction.....	80
4.2	Background to the implementation of MRP.....	80
4.3	Results of the MRP questionnaire.....	81
4.4	Results from intervention strategy.....	91
4.4.1	Library sessions.....	91
4.4.2	Uninterrupted silent reading.....	92
4.4.3	Same ability groups.....	93
4.4.4	How had they internalised the reading?.....	94
4.4.5	Word wall.....	96
4.5	Conclusion.....	98
CHAPTER FIVE: CONCLUSIONS.....		99
5.1	Introduction.....	99
5.2	Discussion of motivation to read profile (MRP) and intervention strategy.....	99

5.2.1	The role of the educator in the reading class/intervention strategy	99
5.2.2	Library sessions.....	101
5.2.3	Uninterrupted silent reading	102
5.2.4	Same ability groups	103
5.2.5	Learning unfamiliar words – the word wall.....	104
5.2.6	How they internalized the reading and what learners liked about the intervention strategy	105
5.3	Conclusion	106
CHAPTER SIX: IMPLICATIONS OF FINDINGS FOR READING PRACTICES.....		107
6.1	Introduction	107
6.2	Library sessions	107
6.3	Uninterrupted silent reading	108
6.4	Same ability groups and class size	109
6.5	Internalise the reading.....	110
6.6	Word wall	110
6.7	Conclusion	111
REFERENCES.....		112
Appendix 1: Letter from Western Cape Education Department (WCED) Granting Permission.....		120
Appendix 2: Parent permission letter.....		121
Appendix 3: Permission to publish photographs.....		122
Appendix 4: Explanation of Reading Recovery		123
Appendix 5: Motivation to read questionnaire.....		125
Appendix 6: Example of reading worksheet		128
Appendix 7: Letters from respondents		129
Appendix 8: Systemic test results		131
Appendix 9: Reflective journal		132

TABLE OF FIGURES

Figure 2.1: Concepts explored in chapter 2.....	12
Figure 2.2: Contrasting DoE findings and some of the 8 principles of motivation.....	36
Figure 3.1 AR spiral.....	65
Figure 3.2: MRP scoring sheet.....	75
Figure 4.1: Graphical representation of the MRP readers self concept.....	86
Figure 4.2 Graphical representation of the MRP value of reading.....	86
Figure 4.1: Reading Tool.....	95
Figure 4.2 Spelling control sheet.....	97

LIST OF TABLES

Table 3.1: Learners who were interviewed.....	63
Table 4.1: Percentages of pre and post scores.....	88
Table 4.2: Learners who scored below 50% for the MRP	89
Table 4.3: Paired sample statistics.....	90
Table 4.4: T.test for paired data	90
Table 5.1: Summary 2007 vs 2009 systemic Grade 6 literacy results	106

LIST OF ABBREVIATIONS

AR	Action Research
CLOS	Classroom Literacy Observation Schedule
DoE	Department of Education
IEA	The International Association for the Evaluation of Educational Achievement
LO	Learning outcomes
MLA	Monitoring Learning Achievement
MRP	Motivation to Read Profile
NAEP	National Assessment of Educational Progress
NCLIS	National Commission on Libraries and Information Science
NCS	National Curriculum Statement
NRS	National Reading Strategy
OBE	Outcomes-based Education
SPSS	Statistical Package for Social Sciences
WCED	Western Cape Education Department

CHAPTER ONE:

INTRODUCTION

1.1 Introduction

Tests which have been conducted by the South African national Department of Education(DoE), provincial Departments of Education and international bodies have shown that learners in South Africa are not performing at the expected grade levels in numeracy and literacy (South Africa. DoE National Reading Strategy (NRS), 2008:5).

In 2001 and 2004 the DoE conducted two national systemic evaluation tests to determine the literacy and numeracy levels of learners in South Africa. Learners across the country scored poorly in these tests (South Africa. DoE NRS, 2008:4). The systemic test results revealed that 63% of learners in the Intermediate Phase scored below the required level for the grade, 23% of learners received satisfactory or partial achievement for the grade and only 14% of the learners scored outstanding achievement (South Africa. DoE NRS, 2008:6).

There are a number of reasons why many of the learners in South Africa are not performing at the required level. Historical disadvantages and poor socio-economic conditions are some of the problems. The DoE NRS (South Africa. 2008) claims however, that educators in South Africa have misinterpreted and misunderstood their role when it comes to teaching reading (South Africa. DoE NRS, 2008:8). A misinterpretation of the curriculum has resulted from educators' perceptions that they did not have to "teach" reading but that they merely had to "facilitate" the process. Many reading skills and comprehension skills therefore, have not been taught by the educators. The expectation that educators had to develop their own teaching materials and learning programmes also contributed to the problem for educators. Many educators had no experience in developing material and many schools did not have sufficient resources such as suitable reading material, text books and dictionaries. With the inception of Curriculum 2005 (South Africa. DoE 1997) and the revised National

Curriculum Statement (South Africa. DoE NCS 2002) many educators believed that they had to abandon teaching certain skills such as handwriting, phonics and multiplication tables. Rote learning was a thing of the past and emphasis was on skills acquisition through exploration and group interaction. Educators were not sufficiently trained to assist learners who experienced difficulties in reading in the Foundation Phase. These learners who experienced difficulties in the Foundation Phase often continued to have difficulties once they entered the Intermediate Phase of schooling. These readers then continued to find reading challenging. They in turn would become reluctant to read because they did not feel that they had the necessary skills to cope with reading. This was likely to contribute to learners' lack of motivation to read. These learners would try to avoid being engaged in any reading activities. A high proportion of the Grade 6 learners who participated in this study had a negative attitude towards reading and many of them had very low self esteem. These learners experienced difficulties in the Foundation Phase and their difficulties in reading should have been resolved. Many of the learners in the study were not reading at the expected level for the grade, hence poor test results.

The present study which was conducted in 2009 was based on a strategy to improve Grade 6 learners' reading performance in order for their systemic test results to be improved. Research has shown that learners' reading achievement and school success is primarily associated with reading motivation (Guthrie, Wigfield, Humenick, Perencevich, Taboada & Barbosa, 2006:232). The study aimed to review which practices would contribute towards Grade 6 learners' reading motivation in particular. An intervention strategy was implemented and an action research model was followed so that the educator could reflect on teaching practices which would enhance reading motivation.

This chapter introduces the problem statement, the purpose of the study, research question, clarification of terms and the school context.

1.2 Problem statement

The DoE NRS (South Africa. 2008:5) has stressed the importance of reading as a part of nation building because:

- Reading promotes confidence as an individual in a modern society and as a member of a national world community.
- Reading enables people to act creatively and critically in a world which is ever changing and competitive.
- Reading provides rapid, ready access to new information and knowledge that will help with life-long learning.

The DoE NRS (South Africa. 2008:5) maintains that if reading improved, the economy would benefit because workers would be literate, that is, competent in reading and writing skills.

In February 2009 I conducted the Annual National English Baseline Assessment (South Africa. DoE 2008) in the Grade 6 class of which I was the class educator. The results from the baseline test indicated that 50% of the learners read below age level. The school's systemic test results for 2007 indicated that the overall performance of Grade 3 and Grade 6 learners in literacy and numeracy resulted in a classification of "very weak". Motivation to read was poor among learners who scored below 50% in the baseline test. Motivation is an important element in reading success. If the learners in the Grade 6 class were motivated to read, systemic test results could be expected to improve, they would begin to enjoy reading activities and see the value of reading.

1.3 The Purpose of this study

The aim of the study was to investigate how learners in a Grade 6 class could be motivated to read by implementing an intervention strategy and reviewing teaching practices which would bring about motivation.

The first few years of my teaching experience were spent teaching in the Foundation Phase. This experience of about three to four years exposed me to some of the methodology which is used when teaching reading. Much emphasis is placed on phonological processing, where learners are exposed to phonics and word recognition. This “word method” is then illustrated in stories, sentence strips or flash cards.

After learners have spent three years in the Foundation Phase being exposed to phonics and spelling rules, it is presumed that learners have mastered reading and may proceed to the Intermediate Phase of schooling. As mentioned earlier, tests reveal that many of the learners have not mastered reading and it would appear as if many of them are not motivated to read. In the Foundation Phase opportunity is given where learners are taught how to read. In the Intermediate Phase it is expected that these learners can read and limited bridging or remediation occurs for those who have not fully grasped how to read. Therefore many learners are left behind, do not read at the required level and never catch up.

The Grade 6 learners in my class were reluctant to read and during the compulsory reading period many of them did not have any reading material. The school had no reading books and a large number of the hundred reading books which were issued by the Western Cape Education Department (WCED) were misplaced. The learners were last taught reading and phonics skills in Grade 3. The entire class read from the same book and individuals took it in turns to read a paragraph or two. Many learners in the class indicated that they found reading laborious and many of them stated that it made them nervous to read in class. The school did not have a library and only five of thirty-four learners indicated that they had a library card. The majority of the Grade 6 learners

only frequented the library when they needed to gather information for assignments. Information would then be photocopied, cut out and pasted on charts or pages in work books.

Therefore the purpose of this study was to investigate methods to assist learners, who showed reluctance to read so that all learners in Grade 6 could be motivated to read independently and therefore improve their reading skills.

1.4 Research Question

The study focused on addressing the following question:

- What practices contribute towards Grade 6 learners' reading motivation?

In an attempt to answer this question, the study had to investigate:

- The extent and nature of the Grade 6 learners' motivation to read before the intervention;
- The effects of intervention strategies such as taking the learners to the library, silent reading and same ability group practices on their motivation to read; and
- What reading material had positive effects on their reading motivation?

In order to investigate these questions I had to:

- Provide opportunities for learners to express their opinions on reading for pleasure and other purposes;
- Evaluate classroom practices in the light of theories of reading motivation and the learners' response to strategies drawn from these theories; and
- Find reading material that was likely to motivate their desire to read.

1.5 Clarification of terms

1.5.1 Intermediate and Senior Phase of schooling in South Africa

The Foundation Phase consists of learners from Grade R, Grade 1, Grade 2 and Grade 3. The Intermediate Phase consists of learners from Grade 4, Grade 5 and Grade 6.

1.5.2 Outcomes-based education (OBE)

Outcomes-based education (OBE) formed the foundation of the South African curriculum, the National Curriculum Statement (NCS) at the time of the study. OBE is an approach which was introduced to improve the quality of education in post-apartheid South Africa. One of the aims of the OBE model was to address the demands for a more skilled working force. The OBE model placed emphasis on problem-solving, creativity and the acquisition of skills and attitudes that would produce citizens who are competent and productive (South Africa. DoE 1996:3 in Botha, 2002:366).

“As a reform, OBE promised to improve the quality of education in South Africa (i.e. to guarantee success for all; to develop ownership by means of decentralised curriculum development; to empower learners in a learner-centred ethos; and to make schools more accountable and responsible in trying to ensure success and effectiveness. The formulated outcomes of the model underscore the above aspects and emphasize the development of critical, investigative, creative, problem-solving, communicative and future-oriented citizens.” (South Africa. DoE 1997:10 in Botha, 2002:362).

Botha (2002:364) states that OBE is a learner-centred approach which places emphasis on what the learner should know, understand and demonstrate and not on what the educator wants to achieve. The learning which takes place focuses on certain predetermined results or outcomes. These outcomes are determined by real-life needs and it ensures an integration of knowledge and competence so that the learners would become thinking, competent and responsible citizens.

1.5.3 Intrinsic motivation and extrinsic motivation

Learners may read for personal enjoyment and fulfilment of individual goals or because of external expectations. These notions are referred to as intrinsic and extrinsic motivation. Intrinsic motivation refers to learners' willingness to read independently for pure enjoyment, individual purposes and the experience of value that reading elicits. Extrinsic motivation is when readers read because of external expectations and rewards (Wang & Guthrie, 2004:18).

1.6 Context of the study

As mentioned earlier, in February 2009 I conducted the Annual National English Baseline Assessment (South Africa. DoE 2008) in a Grade 6 class, which comprises thirty-four learners at a school on the Cape Flats in the Western Cape. The results from the Annual National English Baseline Test (South Africa. DoE 2008) indicated that seventeen learners in the class scored below 50%, ten learners scored between 50 – 70% and seven learners scored above 70%. The home language of the learners was as follows: fourteen learners spoke English, six learners spoke Afrikaans and fourteen learners spoke isiXhosa. The learners' ages ranged from eleven to fourteen years. The research site was a co-educational urban primary school. There were fourteen boys and twenty girls. The medium of instruction was English. The DoE places schools into different national quintiles according to socio-economic resources of the schools' geographic environments and justifies funding per learner according to these quintiles. These quintiles range from 1 (poorest) – 5 (wealthiest). Schools in lower quintiles are awarded more money per learner than schools in higher quintiles. The site of the study is a school placed in the highest national quintile (NQ5) because it is geographically situated in a highly industrialised area, which according to the WCED means that it is a high income earning area. However, most of the learners travel into the area and are from economically poor areas such as Mitchells Plain, Gugulethu, Khayelitsha, Langa and Bonteheuwel. The limited funds which the school receives from the WCED and generates from school fees are not enough to purchase the type of books which

encourage reading for pleasure. If the school's ranking were lower it would be guaranteed more funding from the WCED. More funding would mean more books, stationery and even the possibility of starting a library.

1.7 Conclusion

This chapter has outlined the concern which I have for Grade 6 learners' lack of motivation to read and poor systemic test results. A brief summary of the school's context and the socio-economic environment is sketched, as well as the impact of the curriculum model. Chapter 2 will review literature which will define reading motivation and factors which would enhance reading success.

Chapter 1 is the introduction to the study and it defines the research problem, purpose of the study, the research question and background to the study and the clarification of terms.

Chapter 2 provides a literature review relating to reading motivation and factors which will enhance reading success. It looks at what reading entails and how it relates to the South African curriculum.

Chapter 3 outlines the research methodology employed in the investigation of the research problem using an action research approach. The aspects that are covered include the research site, research sample, the measuring instruments and the intervention strategy.

Chapter 4 provides discussion and presentation of the results of the study, the statistical data collected from the MRP devised by Gambrell, Palmer, Codling and Mazzoni (1996:520), the results of interviews and the intervention strategy.

Chapter 5 discusses the implications of results obtained from the MRP and interviews.

Chapter 6 makes recommendations that may enhance future teaching and research in the field of reading.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

According to Williams, Hedrik and Tuschinski (2008:135) there is a concern that many children are not choosing to read on their own and that independent reading opportunities during the school day appear to be diminishing. According to the Department of Education Grade 6 Systemic Evaluation (South Africa. DoE 2004:54) many learners in South Africa are not reading and their findings indicate that the time spent on reading at home is limited which inevitably affects the progress and effectiveness of learning and teaching. Learners should be engaged in independent reading in order to improve systemic test results.

Independent reading is defined by Cullinan (1992:1) as the reading which learners choose to do on their own. She states that it reflects the type of reading material which the reader would choose as well as the time and place that the reader chooses to read. The reader would then read to gain information or read for pleasure. Independent reading is reading which has not been assigned by anyone and the learner is not expected to write a report or be tested on comprehension activities (Cullinan, 1992:1). According to Cullinan (1992:7) independent reading is also referred to by other researchers as voluntary reading (Krashen 1993; Short 1995; Morrow 1991), leisure reading (Greaney 1980), spare time reading (Searls 1985), recreational reading (Manzo & Manzo 1995) and reading outside of school (Anderson, Wilson & Fielding 1988). In short, independent reading is voluntary reading which allows the reader to read widely from a variety of sources. It allows the reader to choose what type of material they would like to read. Cullinan (1992:1) cites Krashen (1993), Cunningham and Stanovich (1991) and Stanovich and Cunningham (1993) who argue that learners who read independently become better readers, score higher on achievement tests in all subject areas and have a greater content knowledge than those who do not.

Williams et al. (2008:135) cite Anderson, Wilson and Fielding (1998) who argue that some research suggests that if children do not read on their own, they may lose some reading ability.

Many educators therefore ask, “How do I motivate my learners to read independently?”

The notion that learners’ reading motivation may be intrinsic and / or extrinsic is discussed in this chapter, as well as the pedagogical implications for the educator involved in the reading class. Intrinsic motivation sustains independent reading. The research question to be answered therefore is “What practices contribute towards Grade 6 learners’ reading motivation?”

Furthermore the aim of this chapter is to define the ideal reading classroom situation and to review theory on how learners acquire knowledge which would enable them to read. Although the study is embedded in a social constructivist approach, in order to clarify the learning processes, an account of the behaviourist as well as social constructivist concepts relevant to teaching reading will be explored.

The following concepts will be discussed in detail and the structure of this exploration is elaborated in figure 2.1

- Learning paradigms;
- A definition of reading literacy;
- Factors that enhance reading success;
- The South African National Curriculum Statement (NCS);
- The national reading strategy;
- Approaches to ensure reading success; and
- New reading approaches.

Figure 2.1: Concepts explored in chapter 2

2.2.1 LEARNING PARADIGMS				
2.2.1.1 Behaviourism vs social constructivism	2.2.1.2 Social constructivism	2.2.1.3 Social learning theory	2.2.1.4 Socio-cultural learning theory	2.2.1.5 Critical pedagogy
2.3 DEFINITION OF READING LITERACY				
2.4 FACTORS WHICH WILL ENHANCE READING SUCCESS				
2.4.1 Reading engagement	2.4.2 Reading efficacy		2.4.3 – 2.4.7 Reading motivation	
2.5 SOUTH AFRICAN CURRICULUM				
2.5.1 How reading should be taught	2.5.2 A balanced approach to literacy development		2.5.3 Home language	
2.6 NATIONAL READING STRATEGY				
2.6.1 Teaching conditions	2.6.2 School libraries		2.6.3 Parental involvement	
2.7 to 2.9 CLASSROOM ATTITUDES				
2.10 APPROACHES TO ENSURE READING SUCCESS				
2.10.1 Dramatising literacy	2.10.2 Word wall	2.10.3 Reading conferences	2.10.4 Research on reading	
2.11 to 2.12 NEW READING APPROACHES				

2.2 Theoretical framework

2.2.1 Learning paradigms – behaviourism vs social constructivism

2.2.1.1 Behaviourism

Elliot (2009:1) argues that behaviourism is one of the oldest teaching methods and it is typified by rote learning, drill-and-practice skill acquisition and a punishment and reward system of learning based on behaviour modification. Behaviourist theory argues that cause and effect is what controls behaviour (Wills, 2009:1). There are two sides to the behaviourist approach which many educators in primary schools in South Africa practice, namely classical conditioning and operant conditioning. Classical conditioning is defined as conditioning an individual through a neutral stimulus. An example of this would be the sound of the bell in schools that triggers learners' automatic response of learners going to class (Wills, 2009:1).

Operant conditioning means reinforcing a particular behaviour through punishment or reward. An example of this would be to reward learners for good behaviour or work, or to punish them for bad behaviour or work. With this approach, learners use low level processing skills to understand learning material. Much emphasis is placed on drilling learners to memorise certain aspects of work, rather than to critically understand these aspects. Little responsibility for their education is placed on the learners. Learners are encouraged to memorise aspects of their learning without reflecting or understanding concepts. The result is that there is not much emphasis on problem solving, that is, higher order thinking for behaviourists. Drilling and memorizing are preferred teaching and learning strategies. The purpose of drilling and practising is to achieve automaticity and to reinforce new information and concepts through a reward system so that the learner does not forget these concepts. In other words, extrinsic measures are used by the behaviourist educator.

Social constructivists' ideas about learning and knowledge are in contrast to behaviourists' theories because much emphasis is placed on critical thinking, where individuals are engaging with others to solve problems. Social constructivism will be discussed under the next sub heading.

2.2.1.2 Social constructivism

Beaumie (2001:1) argues that social constructivism emphasises the importance of culture and the influence society has in shaping the knowledge of an individual. She further argues that three basic assumptions underpin this epistemology, namely reality, knowledge and learning. Social constructivists maintain that reality cannot be discovered because it is constructed through human activity (Beaumie, 2001:2). Individuals create meaning through interaction with each other and with the environment they live in. Learning for social constructivists is therefore seen as a social activity. The individual's knowledge is shaped by what the social group or community believes (Warmoth, 2000:1). Learning for social constructivists is a social process and meaningful learning occurs when individuals are engaged in social activities (Beaumie, 2001:2).

An important pedagogical principle which can be derived from this perspective is that individuals learn by watching and interacting with others in real life situations. In other words, the learners in Grade 6 bring to the "reading class" values and knowledge which they have obtained in their respective diverse cultural and social backgrounds. According to the Western Cape Education Department (WCED) Literacy and Numeracy Strategy 2006 – 2016 (South Africa. WCED 2006:5) in terms of learning theory, constructivist theory underpins the local interpretations of outcomes based education (OBE). The notion is that the constructivist perspective of learning presents a more dynamic alternative to traditional behaviourist conceptions of teaching and learning. Constructivism is learner centred and learners actively construct knowledge together. Therefore, in the school context, educators and the learners construct and re-construct knowledge (WCED Literacy and Numeracy Strategy 2006 -2016 South Africa. WCED, 2006:6). With social constructivism educators consider themselves to be active

participants with learners in constructing their learning. In the ideal classroom a social context is created in which learners will become interested in interactive activities that promote learning. The educator in a constructivist classroom is viewed as the facilitator of knowledge-construction. The WCED Literacy and Numeracy Strategy 2006 – 2016 (South Africa. WCED 2006:7) states that activities associated with knowledge acquisition and construction in a social constructivist's paradigm include the following features:

- reasoning and critical thinking
- problem-solving
- retrieval, understanding and use of information
- relating learning to one's existing knowledge, beliefs and attitudes
- thoughtful reflection on experience

The implication for teaching is that knowledge is not transmitted from the teacher to the learner, it is reconstructed by the learner engaged in a culture of learning at school (WCED Literacy and Numeracy Strategy 2006 - 2016 South Africa. WCED, 2006:6).

Social learning theory and socio-cultural learning theory complement social constructivism and will be discussed in the paragraphs that follow.

2.2.1.3 Social learning theory

The social learning theory of Bandura (1977) places emphasis on how individuals acquire knowledge through observation, imitation and modeling of ideas by others. In terms of Bandura's theory, my assumption as researcher would be that learners are socialised to either value or dislike reading based on how they have been exposed to reading and books. The reading classroom could promote a positive reading environment, which would encourage and motivate learners to read. Through interaction with each other, every learner in the Grade 6 class should be socialised to enjoy reading

activities through imitation and modeling positive attitudes associated with reading. The educator would play a very important role during these sessions.

2.2.1.4 Socio-cultural learning theory

Vygotsky believes that children are born with basic perceptual, attentional and memory capacities but that these abilities develop further as a result of learners' social interaction with more mature members in a socio-cultural context. In other words higher cognitive processes of learners develop as a result of social interaction (Louw & Louw, 1998:88).

Socio-cultural learning theory argues that this development occurs as a result of social interaction with more capable or competent partners. The capable or competent partners have to provide support during the learning process. This is referred to as scaffolding instruction. Vygotsky (1978) in Louw and Louw (1998:89) refers to this relationship of instruction and development in terms of mediating learning in the zone of proximal (potential) development. Louw and Louw (1998:89) quote Vygotsky(1978) who state:

“The difference between a child’s actual level of development and the level of performance that he achieves in collaboration with the adult is referred to as the zone of proximal development.”

Scaffolding is used as a metaphor to explain temporary support which is given to the learner while developing the necessary skills and then gradually removing the support until the learner has the competence to work independently. It would be correct to deduce that the educator, the competent adult, would play an important role during the mastery phase of the reading process.

2.2.1.5 Critical pedagogy

The constitution of the Republic of South Africa (South Africa. Act 108 of 1996) provides the basis for the curriculum and development in South Africa. The preamble of the constitution states that all citizens should be treated equally, be free from oppression and that each individual has the right to be protected. Social justice and human rights of each individual should be upheld. The South African constitution requires the curriculum to promote and develop individuals to their full potential (National Curriculum Statement (NCS) South Africa. DoE, 2002:1).

Critical pedagogy is derived to a great extent from the works of Paulo Freire (1972). Freire proposes that learners should question and challenge beliefs and practices which dominate or oppress individuals.

Freire (1972:45) describes traditional perceptions of the education system as a 'bank'. He refutes this notion because in the banking concept, education thus becomes an act of depositing in which the learners are the depositories and the educator is the depositor; the educator knows everything and the learners are taught; the educator talks and the learners listen meekly (Freire, 1972:46). He criticises this notion and is of the opinion that teaching cannot be a process where knowledge is transferred. This would make learners memorise information instead of critically engaging with information. According to Freire therefore, learning is seen as a process where knowledge is presented, then shaped through understanding, discussion and reflection. Learners and educators learn from each other. Learning is therefore viewed as a social activity. Learners in the reading class would be encouraged to be active participants, critically view texts and contribute to their own learning. It further emphasises the emancipatory function of being literate, giving special attention to ethics and personal and political emancipation that makes it different from other conceptions of literacy.

The aim of South African education is to educate learners to think democratically and to continually make meaning from everything they learn. Learners are encouraged to express their views and opinions and to be aware of their rights as citizens of South Africa. These notions are encompassed in the critical outcomes of the National Curriculum Statement (South Africa, DoE NCS, 2002:1). The critical outcomes state that all learners:

1. identify and solve problems and make decisions using critical and creative thinking;
2. work effectively with others as members of a team, group, organization and community;
3. organize and manage themselves and their activities responsibly and effectively;
4. collect, analyse, organize and critically evaluate information;
5. communicate effectively using visual, symbolic and/or language skills in various modes;
6. use science and technology effectively and critically, showing responsibility towards the environment and the health of others; and
7. demonstrate an understanding of the world as a set of related systems by recognizing that problem-solving contexts do not exist in isolation.

Social constructivism argues that learners bring to the classroom knowledge, a diverse culture and identity. The South African constitution upholds these rights of individuals and demands that it should be upheld in the implementation of the curriculum. The role of education is not to suppress these identities and cultures by imposing the belief system of the educator onto the learner. The social constructivist educator has to unlock the potential within each learner. The constitution has given the learners this freedom and rights to develop but they have the responsibility to engage in the learning and progress towards their own emancipation. This would ensure that individuals are empowered. A teaching practice which is common in a critical social constructivist classroom is group work, where individuals are allowed to express their opinions and ideas, without the fear of being discriminated against.

2.3 Definition of reading literacy

Literacy is defined as the ability to read and use written information and to write for different purposes. It is part of a general ability to make sense of one's world (South Africa. DoE NCS, 2002:139).

The NCS framework is the basis for outcomes-based education in South Africa. The learning outcome for reading and viewing (LO3) states that the learners will be able to read and view information for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts (South Africa. DoE NCS, 2002:72). The DoE has set baseline tests, as well as national systemic tests to assess the Grade 6 learners' learning abilities. The WCED baseline literacy tests results showed that many of the learners in the sample of this study were not reading at the required level for grade 6. In view of the above statement on literacy and based on reading results of the Grade 6 learners in the sample, I wished to motivate learners to read so that they could enjoy the process and see the value of reading. My assumption was that when children begin to enjoy reading activities they would find it less laborious and do it without the need for coercion from the educator.

What is my understanding of reading?

Reading enables the individual to gain new knowledge, enjoy literature and to be part of a society which recognizes the importance of reading in order to perform certain functions such as reading newspapers, reading instructions, getting a job, reading maps and exercising informed, responsible citizenship. The benefits of reading would mean that the individual is able to effectively communicate and be engaged in social and economic aspects of the world. Teaching learners to read therefore is an important educational goal.

When learners are in the Foundation Phase of schooling they are taught how to read but once they have progressed to the Intermediate Phase of schooling they are expected to

know how to read because they need the skill of reading to learn about the world around them.

Cziko, Greenleaf, Hurwitz and Schoenbach (2000:1) maintain that the conceptions educators have about the nature of reading would shape their approaches to helping their learners to improve their reading abilities. Some of these concepts are summarised in the paragraphs that follow.

Pang, Muaka, Bernhardt and Kamil (2003:6) believe that reading is a complex activity that involves both perception and thought. They state that reading encompasses word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language and comprehension is the process of making sense of words, sentences and connected text. The readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text (Pang et al., 2003:6). Because children come from different social backgrounds and different cultures, they develop differently. Reading instruction has to take into account the diversity of learners and the experience they use to make sense of texts.

In the next few sub headings a brief history of reading and various reading approaches will be traced. These various approaches have shaped the manner in which educators have used different methodologies to teach learners how to read.

2.3.1 A brief history of reading

Pressley, Allington, Mc Donald, Block and Morrow (2001:4) postulate that for most of the 3 000 year history of reading instruction, reading instruction began with letter-level skills, where the individual had to learn the letters and their names. These letter-sounds formed an association, followed by learning how to read syllables, which progressed to more complex words (Mathews, 1966, Smith, 1986 in Pressley et al., 2001:4). In other words the readers were exposed to a skills-first approach.

2.3.1.1 Whole word method

In the mid 19th century an alternative to teaching a phonics based approach was introduced which exposed the individual to a word method, where some sight words were taught before the individual received any instruction on the components of letters and sounds. The argument was that reading whole words was more natural to learning letter sounds and blending them. The authors of this approach believed that exposing young readers to whole word approach would easily motivate learners to be engaged in reading activities (Pressley et al., 2001:6). With this approach the readers see the word, hear the word and view pictures pertaining to the word. They eventually learn how to spell the word and how the spelling of the word can be broken down into sections.

With the word method approach readers were exposed to a reading series which had many colourful pages, which included exercises which would stimulate visual discrimination (Pressley et al., 2001:6). This reading philosophy emphasised that the young readers were exposed to whole words first, exposing the reader to many sight words before phonics were introduced. The look-say approach was the predominant method of developing word recognition skills in young readers (Pressley et al., 2001: 6). These words were read and learnt repetitively and then the reader would look at the pictures in the story in order to understand the actions and feelings of the characters. The pictures in the story books were indeed very colourful and visually pleasing to the eye of a young reader. They would easily stimulate the imagination of the young reader. According to Pressley et al. (2001:8) behavioural psychology was prominent during this time and the sight words were repeated many times, with the assumption that children's recognition of these words would improve and become more automatic with each successive repetition. What followed was round-robin reading, which gave each member in a reading group an opportunity to read a section of the story. Another popular behaviourist approach during this time was motivating learners using extrinsic methods. Readers were rewarded with sticker charts and were awarded with stars or stickers when they successfully memorized words or read books. The educator was the central figure in this approach and was solely responsible for developing learners' reading.

Flesch (1955 in Pressley et al. 2001:10) attacked the whole word method stating that this approach resulted in many learners being unable to read. He maintained that teaching phonics was a better alternative (Pressley et al., 2001:10). His book, “Why Johnny can’t read and what you can you do about it” was the start of what is referred to as the reading wars, which will be discussed in subheading 2.3.1.3

2.3.1.2 Whole language

In the 1970s the whole language reading instruction began to emerge. In the 1980s it gained momentum and in the 1990s this approach became the predominant method of teaching reading in many schools (Pressley, 2006:15). Frank Smith and Kenneth Goodman (in Pressley 2006:20) were advocates of whole language as an approach to teaching reading. Whole language emphasized the natural development of literacy competence. Immersion in real literature and daily writing was favoured over basic reading skills. The emphasis is placed on prior knowledge which the reader brings to the process of comprehending texts. Goodman (in Pressley, 2006:20) called reading a psycholinguistic guessing game. He states that readers:

- make continuous use of minimal information selected from a complex but incomplete and ambiguous text;
- draw on their own knowledge of language and the world;
- use strategies for predicting and inferring where the text is going.

In other words, he states that readers engage in informed guessing as they read. Prior knowledge therefore plays an important role in reading. The whole language approach emphasises whole reading and writing experiences rather than on teaching about parts of words and how these parts of words can be combined, that is, phonics instruction. Goodman maintained that phonics should not be taught because they do not need to be taught. He said that readers can discover letter sound regularities from experiencing actual print and doing writing. He had the following to say about teaching phonics:

- phonics instruction turns reading from a process of making sense into one of saying sounds for letters;
- phonics ignores the meaning and structure of language. It distorts children's processing of the language content; and
- phonics begins with abstractions instead of functional, meaningful language that is easy to learn.

2.3.1.3 The reading wars and a balanced approach

The debate about what is the best approach to teaching reading continues, with some advocating whole language as opposed to skills instruction and vice versa. Many literacy researchers term this 'the reading wars' (Pressley et al., 2001:25). However, a number of researchers and educators have seen a middle ground, which is referred to as a balanced approach to literacy instruction. Scholars such as Adams (1990); Cazden (1992); Chall (1967, 1987); Delpit (1986); Duffy (1991); Fisher & Hiebert (1990); McCaslin (1989) in Pressley et al. (2001:25) have acknowledged that a sensible way to teach beginning reading in the curriculum would be a balance of skills development and authentic reading and writing. A balanced approach would include a systematic way of covering skills instruction and whole language instruction. Readers exposed to a balanced approach would engage in authentic literature and writing experiences and receive systematic skills instruction in literacy. The South African curriculum follows a balanced approach to teaching reading. It is discussed in detail in subheadings 2.5.1. and 2.5.2.

2.3.1.4 Emergent literacy

According to Pressley (2006:105) a great deal of literacy development occurs during the pre-school years of young individuals. The years before formal schooling takes place are therefore referred to as the period of emergent literacy by many reading theorists and researchers. Yaden, Rowe and McGillivray (1999:2) has defined emergent literacy as a focus on informal learning in holistic activities at home, preschool or kindergarten of young learners from birth to age five to six years. Literacy development begins at the infancy stages through exposing infants to rhymes, lullabies and colourful books with pictures. During these formative years the infants experience scribbling letters and listening to stories. Pressley (2006:106) defines environments that support emergent literacy as:

- rich interpersonal experiences with parents, brothers and sisters and others;
- physical environments that include literacy materials from plastic refrigerator letters to storybooks to writing materials; and
- high positive regard by parents and others for literacy and its development in children.

Story book reading has a high potential for fostering emergent literacy. Stahl (2003) and Sulzby and Teale (1991) in Pressley (2006:106) found a strong and positive correlation in their research between the amount of reading during the preschool years and subsequent vocabulary and language development, children's interest in reading and early success in reading. During story book reading rich discussions and animated conversations between the reader and the child occur. In their research Neuman (1999), Koskinen et al. (2000), Mc Gill-Franzen, Allington, Yokoi and Brooks (1999) in Pressley (2006:106) found that when books are made readily available to learners and the correct training and support is provided to their educators, children become engaged in literacy-promoting activities, where they look at books, share books with peers and their language and literacy skills are enhanced.

In a South African context not all children have opportunities to be exposed to reading and writing experiences from infancy which would mean that when these learners enter Grade R, it should be a priority that they are motivated to read and be exposed to rich, literate environments. The South African approach to teaching literacy begins with emergent literacy and is discussed under subheadings 2.5.2.

Within the scope of social constructivism, literacy development occurs in collaboration between the school system, communities, educators, learners and families (Au, 1998:298). Social constructivists view the importance of language and other literacy activities which can be restructured to allow learners to acquire academic knowledge or scientific concepts by building on the foundation of personal experience or everyday concepts (Au, 1998:300). According to Au (1998:300) everyday concepts and scientific concepts are differentiated in Vygotsky's (1987) theory. Everyday concepts or spontaneous concepts are acquired through social interaction with others. Scientific concepts are acquired through formal instruction and schooling (Au, 1998:300). In an OBE classroom social interaction takes place so that learners acquire knowledge. The school is a social construct.

2.4 Factors which will enhance reading success

“Reading is, without doubt, the most important linguistic skill that needs to be developed in young children. Reading serves as a building block upon which all other learning takes place. Reading can also be fun. By developing a love for reading in young children, we will be giving them one of the greatest gifts of life, namely, life long learning” (South Africa. DoE National Reading Strategy, 2008:19).

The following aspects relating to reading success will be discussed below: reading engagement, reading efficacy and reading motivation.

2.4.1 Reading engagement

According to Goy, Bos and Strietholt (2006:1) engaged readers have positive attitudes towards reading, seek out texts and make time to read these texts. They argue that according to the National Assessment of Educational Progress in the United States (NAEP) (1996) tests showed that highly engaged readers have higher achievement scores than the less engaged readers.

Guthrie (2000 in Kamil, Mosenthal, Pearson & Barr 2000:26) cite Csikszentmihalyi (1991) who describes engaged reading as a state of total absorption or “flow”. Guthrie and Wigfield (1999:403) cite Cambourne (1995) who argues that engagement entails holding a purpose, seeking to understand, believing in one’s own capabilities and taking responsibility for learning. In short, engaged readers have wants and intentions that enable reading processes to occur. That is, people read a word or comprehend a text not only because they can do it but because they are motivated to do it.

2.4.2 Reading efficacy

According to Guthrie (2000 in Kamil, Mosenthal, Pearson and Barr 2000:27) reading self-efficacy is another aspect of reading motivation. According to Bandura (1993:117) people with a low efficacy domain will shy away from difficult tasks which they will perceive as personal threats. Bandura (1993:144) maintains that when faced with difficult tasks, people with low efficacy domains would focus on their personal deficiencies, slacken their efforts and give up quickly. On the other hand people with high efficacy would approach difficult tasks as challenges. These difficult tasks would be viewed as challenges which need to be mastered rather than threats to be avoided. Bandura (1993:144) maintains that this efficacious outlook fosters interest and deep engrossment in activities which produce personal accomplishment, reduce stress and lower vulnerability to depression.

2.4.3 Reading motivation

Not all learners are reluctant to read. Some learners do show an eagerness to read and write and they do enjoy reading. These engaged readers are intrinsically motivated and value reading. In contrast, disengaged readers are inactive and inert. They tend to avoid reading and minimise effort. In order to promote and encourage learners to read, educators would use extrinsic measures to encourage them to read (Williams, Hedrick & Tuschinski, 2008:135).

The aim of this review is to explore the relationship between motivation and teaching practices in order to enhance reading success in a Grade 6 classroom. In order to do this, it would be imperative to review published literature on the notion of intrinsic and extrinsic motivation. Literature on motivation emphasises that reading motivation is multifaceted. In other words some types of motivation will be stronger than others Guthrie (2000 in Kamil, Mosenthal, Pearson & Barr 2000:26). In order to conceptualise these terms, different perspectives of intrinsic and extrinsic motivation will be explored.

According to Guthrie, Wigfield, Humenick, Perencevich, Taboada and Barbosa (2006:232) learners' reading achievement and school success is primarily associated with reading motivation. Marinak and Gambrell (2008:1) state that many educators agree that motivation plays a central role in literacy development. They maintain that although phonemic awareness, phonics, vocabulary, fluency and comprehension allow students to be skillful and strategic readers, without intrinsic motivation to read learners will never reach their full potential as literate learners. Intrinsic motivation involves engagement in an activity based on personal interest or interest in the activity itself (Wang & Guthrie, 2004:2). Based on their review of reading motivation and research, Wigfield and Guthrie (1997) propose a set of constructs for reading motivation which include the following; efficacy, importance, curiosity, involvement, preference for challenge, recognition, grades, competition, social reading compliance and work avoidance (Wang & Guthrie, 2004:3).

Wigfield (1997, in Wang & Guthrie 2004:3) has defined each construct as the following:

“Reading efficacy refers to the beliefs that one can be successful at reading. Importance of reading refers to how important reading is to the reader. Curiosity is the desire to learn about a particular topic or personal interest. Involvement refers to the pleasure gained from reading a well-written book or article on an interesting topic. Preference for challenging reading is the satisfaction of mastering or assimilating complex ideas in text. Reading for recognition is the pleasure in receiving a tangible form of recognition for success. Reading for grades refers to the desire to be favourably evaluated by the educator. Competition in reading is the desire to outperform others in reading. Social reading refers to the process of sharing the meanings gained from reading with friends and family. Compliance refers to reading because of an external goal or requirement. The term work avoidance refers to students’ dislike for reading.”

Based on analysis and exploration of these constructs, Wigfield and Guthrie (1997, in Wang & Guthrie, 2004:3) defined intrinsic motivation as including constructs of reading efficacy, curiosity and involvement (engagement) and extrinsic motivation as including constructs of recognition, grades and compliance.

2.4.4 The eight principles of motivation

Williams et al. (2008:136) acknowledge the importance of motivation and encourage educators to consider the following eight principles when motivating their learners to read:

1. Choice of books – Learners need to know that they also play an important role in their education. They should be given choices so that they can be inspired to be proactive in their own learning.
2. Social interaction – Irvin (1990:55) believes that putting reading in a social context “reduces the feeling of isolation when children are expected to interact with the text alone.” Learners who share their reading experience with other appear to be more motivated.

3. Novelty – Humans seek new experiences and behaviours in learning situations. When learners are exposed to different reading approaches they are bound to become inquisitive. This would encourage them to become active participants. The educator should therefore ensure that learners' interest and curiosity should be maintained.
4. Feedback/response – Children must be told how they are doing. This could also motivate them to do even better.
5. Attainable success – According to Graves, Juel, and Graves (2007:56 -57), "Research has repeatedly verified that if children are going to be motivated and engaged in school and learn from their schoolwork, they need to succeed at the vast majority of tasks they undertake."
6. Interest – Children should constantly be introduced to exciting reading material. The reading material should capture children's interests and socialize them in becoming lifelong readers.
7. Real-world experiences /relevancy – Children who battle with reading should be exposed to text which appeal to them and which are relevant. Educators should ensure that the reading material which they expose their learners to reflect the learners' cultures and experiences.
8. Positive learning atmosphere – Graves, Juel and Graves (2007:67) stress that the classroom climate should be a "thoughtful atmosphere in which values and ideas are respected-values and ideas in texts, one's own values and ideas, and other people's values and ideas."

2.4.5 Intrinsic motivation

Unrau and Schlackman (2006:2) state that intrinsic motivation arises from an individual's personal interest in a topic or activity. The individual is therefore satisfied to pursue the topic or activity. In other words, these individuals derive pleasure and obtain a sense of satisfaction when working on the task at hand.

2.4.6 Extrinsic motivation

Extrinsic motivation for reading according to Unrau and Schlackman (2006:2) is the desire to participate in an activity due to a reward system or the release from some external social demand. Williams, Hedrik and Tuschinski (2008:135) cite Jensen (1998) who disputes the behaviourist theory that encourages educators to use rewards as a teaching strategy. He has found that rats, as well as humans, will consistently seek new experiences and behaviours even without perceivable reward or impetus. He further suggests that extrinsic rewards eventually:

- reduce intrinsic motivation;
- cheapen the value and love of learning;
- send the wrong messages; and
- create an escalating no-win game.

2.4.7 Intrinsic motivation versus extrinsic motivation

As stated previously, learners' reading motivation is a combination of intrinsic and extrinsic motivation. Wang and Guthrie (2004:18) postulate that learners may be motivated to read for a number of reasons. They may be motivated to read because they enjoy the experience and for external expectations. At the same time they may read because they are interested in reading and because they want to acquire the necessary reading skills. They may also be motivated to read because their parents want them to excel at reading. These intrinsic and extrinsic reasons may encourage the learner to read.

It has been argued that rewards associated with extrinsic motivation can undermine intrinsic motivation (Marinak & Gambrell, 2008:2). To avoid punishment or to meet with approval from parents or educators, learners are extrinsically motivated because their desire to read is controlled externally (Hidi, 2000). Their desire to read is not because of their interest, but to attain socially valued outcomes such as obtaining good grades,

recognition from others or required skills (Deci, Koester & Ryan (2001) in Unrau & Schlackman, 2006:2). Unrau and Schlackman (2006:3) argue that some forms of extrinsic motivation may lead the learner to internalize the information which they have read which would then lead them to take ownership for their reading. Law (2003:48) argues that when educators use a variety of teaching approaches to arouse their learners' interest and curiosity, the learners' reading proficiency is improved. She states that the educators' good practices can motivate the learners intrinsically and extrinsically. Unrau and Schlackman (2006:3) state that some researches have found that intrinsic motivation deteriorates significantly when learners become older. Many educators and parents rely on both intrinsic and extrinsic measures to motivate learners to read. Extrinsic motivation can be used to facilitate intrinsic motivation. Cameron and Pierce (1994 and 1996) and Eisenberger and Cameron (1996, in Flora & Flora, 1999:2) found that rewards do not undermine intrinsic interest but instead set the conditions where intrinsic interest may develop. Intrinsic and extrinsic motivation should not take on a good versus evil dichotomy but should be used to lead learners to value reading and learning.

2.5 A reading model in the SA curriculum, a balanced approach

2.5.1 Controversy about how reading should be taught

According to Pearson (2004:216) and as mentioned in 2.3.1.3 arguments about reading instruction and reading research have been shaped by particular approaches to instruction or particular methodological and epistemological perspectives in research. This is referred to as the "reading wars" which centre on teaching phonics (a bottom - up perspective) as opposed to language based approaches (a top-down perspective) (Schumm, 2007:8). According to Pearson (2004:216) the debate on how reading should be taught has been shaped by many researchers and experts in the field of literacy. In other words, one group encourages phonics as a means to teach reading and the other group encourages word recognition through exposition of different reading materials. However, there is a middle ground between the phonics and whole language

approaches. A theoretical model has evolved out of the work of David Rumelhart (1976) and later Keith Stanovich (1980). The interactive compensatory model of Stanovich (1980) proposes that the hallmark of a good reader is rapid, context free word recognition. This model suggests that learners should receive intensive instruction in phonological awareness and phonics but with emphasis on reading and writing. Some researchers refer to this perspective as the radical middle (Morrow, 1997; Pearson, 2001). Others call this balanced instruction or balanced literacy. The balanced approach is therefore a combination of these two strategies and learners are exposed to phonics skills and word recognition. In the 21st century many practitioners and researchers have accepted the important role of phonics in ensuring reading success. According to Stanovich (1986) phonological awareness has been called the strongest single determinant of a child's success in learning to read. Tan and Nicholson (1997) also agree that beginning and struggling readers need phonemic awareness and basic phonics skills to sound out regular words but being in command of a sufficient number of sight words would enable readers to improve their reading speed, which allows them to increase comprehension. Cunningham and Allington (2007:49) state that these words are meaningless, abstract and irregular in spelling and pronunciation but will assist the learners with writing skills and increase the reading speed if the learners are able to master these words and recognize them.

2.5.2 The National Curriculum Statement (NCS; Department of Education): a balanced approach to literacy development

The South African national curriculum uses a 'balanced approach' to literacy development. It is balanced because it begins with children's emergent literacy, it involves them in reading books and writing for genuine purposes, and it gives attention to phonics. These are the things learners need to know and do in order to learn to read and write successfully. "In reading, this means moving away from the 'reading readiness approach', which held that children were not ready to start learning to read and write until they were able to perform sub-skills such as auditory discrimination and visual

discrimination, and had developed their fine and large motor skills to a certain level” (South Africa. DoE NCS, 2002:9).

With the balanced approach these skills do not have to be in place before a learner can start to read and write; and can and should be developed during children’s early learning experiences (South Africa. DoE NCS, 2002:9). The NCS provides at least ten hours per week for the teaching of reading and writing in the Foundation Phase. There are five critical areas of reading that need to be taught, which include phonics, phonemic awareness, fluency, vocabulary and comprehension.

2.5.3 Learning outcomes in the National Curriculum Statement: Home language

Outcomes-based education forms the basis of the NCS. The aim of the curriculum is to enable all learners to achieve learning success. The aim of the outcomes is to encourage a learner-centred and activity-based approach to education (South Africa. DoE NCS, 2002:1). This notion is pivotal to social constructivism. The home language outcomes encourage the learners to be critical and analytical, core ideas stemming from social constructivism.

There are six home language learning outcomes (LO’s). The first four LO’s cover five different language skills; the last two develop metacognitive skills explicitly:

- LO 1: Listening - the learners will be able to listen for information and enjoyment and respond appropriately and critically in a wide range of situations.
- LO 2: Speaking - the learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.
- LO 3: Reading & viewing - the learner will be able to read and view information and enjoyment and respond critically to the aesthetic, cultural and emotional values in text.

LO 4: Writing - the learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

LO 5: Thinking and reasoning – the learner will be able to use language to think and reason, as well as to access, process and use information for learning.

LO 6: Language structure and use - the learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

Although these are presented as separate outcomes, it is expected of educators to integrate them when language is being taught and assessed (South Africa. DoE NCS, 2002:7). The NCS curriculum says it is imperative that learners are encouraged to master language knowledge. It is therefore necessary to:

- Encourage and support learners to read widely;
- Give learners frequent opportunities for writing and for developing their vocabulary and language use; and
- Help learners to discover techniques and strategies that unlock the ‘code’ of the written word (South Africa. DoE NCS, 2002:10).

2.6 The National Reading Strategy (NRS)

In order to determine the literacy and numeracy levels in primary schools, the Department of Education (DoE) conducted systemic evaluation tests in 2001 and 2004. The results of these surveys portrayed the “shocking low levels” of learners’ reading levels across the country (South Africa. DoE National Reading Strategy, 2008:4). The DoE deemed it necessary to develop a strategy to combat illiteracy. The National Reading Strategy (NRS) for reading was devised as a response to the problem. The vision of the NRS was that “every South African learner would be a fluent reader who reads to learn, and reads for enjoyment and enrichment.” What is interesting to note is

that the NRS defines explicitly factors which contribute to learners' lack of reading. These factors resonate with some of the findings in the literature available to me and with my experience in the classroom. These factors are:

- Lack of training in teaching reading;
- Underdeveloped understanding of literacy;
- Limited methodology; and
- Inability of educators to motivate learners.

The DoE NRS (South Africa. 2008:7) has tried to determine why educators are not able to improve the learners' reading levels. They postulate that many educators who are teaching beyond Foundation Phase are not trained to teach basic reading. They are therefore not able to help learners who are struggling with reading. The DoE NRS (South Africa. 2008:8) states that many South African educators have an underdeveloped understanding of teaching literacy, reading and writing. It was found that many educators only know one method of teaching reading, which may not suit the learning style of all learners. The educators did not know how to stimulate reading inside and outside the classroom. The report shows that many Foundation Phase educators did not have proper training to teach reading and it is for this reason that they believe that educators are unable to assist learners with reading difficulties. The Monitoring Learning Achievement (MLA) UNESCO/UNICEF (1999) survey conducted in South Africa found that many under qualified and unqualified educators were employed in rural schools. The employment of such educators has been a common practice and it was found that the majority of these educators were in the Foundation Phase. This has impacted negatively on the quality of teaching and has contributed to the poor performance of learners (South Africa. DoE NRS, 2008:8).

Figure 2.2 contrasts DoE findings on why reading results are poor among many South African learners with some of the eight principles of motivation mentioned in 2.4.4.

Figure 2.2: Contrasting DoE findings and some of the 8 principles of motivation

DoE findings	8 principles of motivation
Books in African languages are scarce so learners do not have the opportunity to read in their own language	Real world experience; teachers should have reading material in the classroom which reflects their students' cultures and experiences
Some classrooms have no books Many homes have no books	If struggling readers had access to interesting text they could successfully read and they would read more.
Classrooms which do have sets of readers often have them at the wrong level. Boredom/frustration brought on by inappropriate levels of challenge or interest.	Choice of books - children need to know that they have some power over their education. When they are not given any choices, they are not inspired to be proactive about their participation.
Crowded dilapidated classrooms with inadequate resources	Positive learning atmosphere; the classroom should create an atmosphere where values and ideas of others are respected.

2.6.1 Teaching conditions in South African schools

The DoE NRS (South Africa, 2008:9) found that many schools in South Africa had over-crowded and dilapidated classrooms. These factors coupled with inadequate resources, have made it impossible to deliver quality education. Over-crowded classrooms have contributed towards the negative attitude which some educators have towards education and can impact negatively on the learning process which takes place within the classroom. Educators who are not motivated may find it difficult to motivate their learners. During the reading process it would be educators' responsibility to have a positive attitude towards learning in order to motivate the learners and have the drive to succeed. This enthusiasm could impact positively on the learners' achievement in the reading classroom.

Hill (2009:6) found that underperformance of Grade 3 and Grade 6 learners in literacy in schools in quintiles 1 and 3 in the Western Cape were due to some of the following reasons:

1. Classroom conditions are not conducive to social constructivist practices.
2. In the intermediate phase a high proportion of learning and teaching time is wasted.
3. Educators are unsure about the value of homework and many of them grapple with what form the homework should take and the reason for giving the homework. Parental involvement during homework sessions is problematic. Parents do not understand their role in the homework process and many of them are reluctant to assist their children.
4. Reading resources which should motivate learners to master literacy are scarce. The compulsory literacy half-hour is not implemented and in many classrooms it is deemed as free time for learners and educators.
5. Assessments are not learner centred but rather are constructed around misinterpretation of the curriculum. Educators lack understanding of the philosophy of social constructivism which underpins the National Curriculum Statement. The educators' lack of the capacity to deliver the curriculum makes it difficult for them to confidently design and implement learning programmes.

As a Grade 6 educator it is imperative to have a comprehensive understanding of the concept of social constructivism and how it relates to the curriculum. Social constructivism requires the educator to take cognisance of each learner's level of competence in order to understand what is needed to bring about learning in an effective way for each individual. As an educator, if I were to buy into the epistemology of social constructivism I would have a better understanding of who my learners are and then I would know how to motivate them.

2.6.2 The role of school libraries

O'Connor and Simic (2002) argue that children with reading difficulties need extra support, extra time and additional intervention if they are to achieve success in regular classrooms. Kohler (2008:34) states that the availability of reading material greatly impacts on learners' literacy development in South Africa. She says that learners read

more when they have easy access to books that they choose to read and that to develop positive attitudes about reading, they must have easy access to engaging in reading material of all genres. Libraries can be utilised to expose learners to books, create an awareness of books and create in learners a love for reading. According to the United States National Commission on Libraries and Information Science (NCLIS) (2006:4) research has shown that students in schools with good school libraries learn more, they get better grades and score higher on standardized test scores than their peers in schools without libraries.

The NCLIS (2006:6) states that library media specialists are important instructional partners or consultants in supporting and expanding the existing curriculum. They state that these specialists are working with educators to change what is possible in the classroom and support exciting learning opportunities with books, computer resources and more. Many WCED schools are now equipped with computer laboratories with computer software such as Cami Read and Talking Stories, which are literacy based programmes which could assist the learners with literacy development, with reading remediation, spelling rules and comprehension activities. All these factors could contribute towards positive reading re-enforcement.

The DoE NRS (South Africa. 2008:8) has highlighted the statistics of the MLA survey (UNESCO/UNICEF 1999). Many of the schools in the MLA survey had no access to libraries. The literature reviewed in this chapter has stressed the importance of libraries. Having access to a number of genres of reading materials would promote reading and in turn encourage learners to read. The results of the MLA survey which was conducted in 1999 involved 25 145 schools (South Africa. DoE NRS, 2008:8). The following results were reported:

- 22 101 schools had no space for a school library;
- 3 388 had space for a library but had no books in the library; and
- Only 1 817 schools had library space that was stocked with books, that is 7% of the schools in South Africa utilised a library

The DoE NRS (South Africa. 2008:17) stresses that learners should have access to good reading material and that classrooms should be seen as text-rich environments. The report also stresses the importance of learners taking the reading material home, so that they can enjoy and experience the pleasure of possessing their own books.

2.6.3 Parental involvement

According to Pang et al. (2003:8) research has shown that there is a close connection between oral vocabulary and early reading ability. The reading process involves the learning of a symbolic system, which is the written text. This written text is used to represent speech. Before children begin to learn how to associate the written form with speech, they need to learn the vocabulary, grammar and sound system of the language (Pang et al., 2003:8). Pang et al. (2003:8) maintain that the home provides an ideal place where young children develop language skills because they interact with adults and children. Parental involvement is pivotal for emergent literacy because it is at the infancy stage that parents expose their infants to books and stories.

The DoE NRS (South Africa. 2008:9) states that according to the MLA Survey (1999), research found that 40% of the parents who were interviewed had not completed primary school education. The research also found that in the majority of provinces about 60% of the parents had either not completed primary school education or had not achieved education levels higher than primary school (South Africa. DoE NRS, 2008:9). The MLA survey showed that a very small percentage of the households which were interviewed had access to books. The findings show that only a quarter of the parents were members of a library and more than 50% of these households had access to fewer than ten books.

The literature reviewed in this study has shown the importance of exposing learners to books and creating a book culture from a young age. Social constructivism and social learning theory as discussed in 2.2.1.2 have also indicated that learners acquire

knowledge from what they are exposed to. The home and the school environment prepare learners for life and it is essential that before learners are admitted to formal schooling, they have been exposed to books and pictures. Parents should also be encouraged to expose learners to books from a young age so that the home environment may support emergent literacy as mentioned in 2.3.1.4.

2.7 The role of the educator in the reading class

Mazzoni, Gambrell and Korkeamaiki (1999:237) assert that positive reading motivation has been associated with a number of desirable outcomes including higher reading achievement, deeper cognitive processing, greater conceptual understanding and willingness to persevere when reading is difficult. Therefore the role of the educator in the reading class is to ensure that reading motivation is mobilised. Based on their research done on effective literacy teaching practices in Australia, Loudon, Rohl, Barratt-Pugh, Brown, Cairney, Elderfield, House, Meiers, Rivalland and Rowe (2005:242) conclude that effective early literacy teaching requires educators who can ensure high levels of learner participation, are deeply knowledgeable about literacy learning, can simultaneously orchestrate a variety of activities, can scaffold learners at word and text levels, can target and differentiate their instruction and can do all this in classrooms characterised by mutual respect. They have devised a tool called the Classroom Literacy Observation Schedule (CLOS) to observe educators of early literacy (Louden et al., 2005:187). The instrument involves two axes, the teaching activity axis and the teaching practice axis. The activity axis includes seventeen common teaching activities which explain 'how to do' particular literacy activities.

The activity axis of CLOS (Louden et al., 2005:187) includes:

1. shared book
2. reading to children
3. guided oral reading
4. independent silent reading

5. hearing children read
6. modelled writing
7. shared writing
8. interactive writing
9. independent writing
10. spelling activities
11. language experiences
12. socio-dramatic play
13. literacy related computer activities
14. use of commercial literacy programmes
15. phonics
16. organisational activities: independent group work
17. organisational activities: task board discussion

The teaching practice axis of CLOS (Louden et al., 2005:188) includes:

1. Participation:

Educator's organisation and motivation of children's classroom literacy learning, characterised by attention, engagement, stimulation, pleasure and consistency.

2. Knowledge

Educator's application of her knowledge of literacy to teach significant literacy concepts and skills, characterised by use of the classroom literacy environment, purpose, explanations, modelling and metalanguage.

3. Orchestration

Educator's management or orchestration of the literacy classroom characterised by awareness, structure, flexibility, pace and transition.

4. Support

Educator's support for children's literacy learning, characterised by assessment, scaffolding, feedback, responsiveness, explicitness at the word and text levels and persistence.

5. Differentiation

Educator's differentiation of literacy tasks and instruction, characterised by challenge, individualisation, inclusion, variation and connection

6. Respect

Educator's respect for children and evidence of the children's respect for her and their classmates, characterised by warmth, rapport, credibility, citizenship and independence.

Educators who obtained successful results were the ones who implemented the activity axis as well as the teaching practice axis of CLOS. In order to obtain the same reading success in the Grade 6 class as the classrooms where CLOS was implemented, the partnership and relationship between the learners and educator should be reviewed based on the activity axis and the teaching practice axis of CLOS. Elements of the activity axis and practice axis can be implemented. This in turn could contribute to the Grade 6 learners becoming motivated to read. Through this action research model the educator is able to implement these elements and observe the effect they have on learning. The educator in the reading classroom has the responsibility to ensure that the classroom atmosphere is conducive to learning. An atmosphere of trust and respect should reign between individuals while the individuals interact with each other in the social environment of the classroom. Bandura (1993:140) maintains that environments conducive to learning depend on the educators' talents and self-efficacy. He says that evidence indicates that the classroom atmosphere is partly determined by the educators' belief in their instructional efficacy. Bandura (1993:140) cites Gibson and Dobson (1984) who found that educators who have a high sense of instructional efficacy devote more classroom time to academic learning, provide learners who have difficulty learning with

the help they need to succeed and praise them for their accomplishments. Alternatively, educators who have a low sense of instructional efficacy spend more time on non-academic pastimes, readily give up on learners if they do not get quick results and criticise them for their failures. To ensure that an atmosphere of trust and success exists in the classroom, the reading educators have to value the learning process and should be motivated and committed to bringing about positive change in the classroom and believe in their own ability to do so.

2.7.1 Educators as readers

Mc Kool and Gespass (2009:1) investigated the relationship between educators' personal reading habits and their instructional practices. The results of their study indicate that while most educators value reading as a leisure time activity, only about half read for pleasure on a daily basis. They found that educators who read for more than 30 minutes a day use a greater number of best practice strategies than those educators who do not read at all and that educators who value reading the most tend to share insights from their own personal reading. Furthermore, educators who read for pleasure use both intrinsic and extrinsic types of motivation. Mc Kool and Gespass (2009:2) propose that parents and educators have the greatest opportunity to influence learners' reading habits. They state that if educators serve as role models, then modelling or demonstrating their own reading preferences, passions and puzzlements would affect how the learners would respond to reading. Mc Kool and Gespass (2009:1) cite Gray and Troy (1986) who found that children begin their introduction to literature by initially observing their parents at home and then extending their observations to their educators at school. It would therefore be crucial for learners during this time to observe good reading habits from their parents and educators so that they in turn could emulate these good habits. McKool and Gespass (2009:2) cite Morrison, Jacobs and Swinyard (1999) who surveyed elementary educators and reported that educators who read personally used a greater number of classroom instructional strategies associated with best practice. Morrison et al. (1999) in McKool and Gespass (2009:2) examined educators' use of recommended instructional practices. They identified behaviour such

as reading aloud, staying with children in the library, recommending books, using time in class for learners to read independently and talking with both educators and peers about reading. They concluded that educators who are enthusiastic readers are more likely to use instructional activities that promote engagement (Mc Kool & Gespass, 2009:2). In his model of conditions of learning, Cambourne (2002) emphasises that “in order to learn, the learners must not only be a witness to the demonstration but in addition be engaged with the demonstrations.”

Mc Kool and Gespass (2009:2) cite Manna and Misheff (1987) who investigated self-reports of educators’ reading habits and came up with two categories, the transactional reader and the reduced reader. They state that transactional readers approach reading in a way that meaning is essential and produces pleasure or other gratification whereas reduced readers are reluctant and see reading as an arduous and painful act that yields little gratification or pleasure. They say that when an educator’s attitude towards reading is reduced it is unlikely that learners would model the kind of behaviour that is conducive to developing lifelong readers.

Based on their research Mc Kool and Gespass (2009:8) therefore recommend the following:

1. Educator preparation programmes should encourage future educators to read widely and frequently, not only professional materials but also texts that they find personally interesting and compelling.
2. School administrators should consider hiring new educators who love to read. Principals might begin to ask questions during interview processes that reveal prospective educators’ attitudes toward reading.
3. As a community of learners, educators in a school should be encouraged to meet regularly and discuss books they have read both in professional study groups and in book clubs.

Reading educators must therefore be good role models for their learners in order to develop lifetime readers. Mc Kool and Gespass (2009:9) found that Educators who are readers, read aloud to their students, engage in conversations about books, model specific reading strategies, give students greater choice in reading materials and give students frequent time to read during the school day more than educators who report that they do not read for pleasure regularly. They want educators to realise that their personal reading attitudes and beliefs influence instructional practices in the classroom. Educators must therefore make a greater effort to hone their passion for and connection with reading,

The DoE NRS (South Africa. 2008) concurs with the above and defines educators as the key to successful teaching of reading (South Africa. DoE NRS, 2008:15). The document stipulates that teaching happens in a special relationship between the educator and the learner and that the educator has to be trusted to provide each learner with the competence and skills of reading, and the love for reading. The best educator for teaching reading can be summarised as a teacher who conveys not only the value of reading but also the joy of reading (South Africa. DoE NRS, 2008:14)

2.8 Learners' attitudes towards reading

McKenna, Kear and Ellsworth (1995 in Unrau and Schlackman 2006:4) state that based on the theoretical models and research , the social structure and environment of readers directly affect their beliefs and intention to read. The belief about expectations and outcomes, in turn, influences readers' subjective norms, especially those shaped by significant others and their attitude which they display towards reading. These subjective norms are contingent on factors such as cultural identity of others, degree of identification with that culture, specific expectations, imposed purpose for reading and conflicts among expectations (Unrau & Schlackman, 2006:4). Meanwhile, they propose that a positive attitude towards reading is often contingent on factors such as personal purpose for reading, intensity of purpose and importance of the reading. The intention to read often depends on readers' interest in the topic, physical environment and

availability of support (Unrau and Schlackman, 2006:4). They cite McKenna, Kear and Ellsworth (1995) who suggest that predictions about reading attitudes can be hypothesised with their theoretical models as well as previous experimental research. According to their theory, if a reader is frequently frustrated when reading, those frustrating experiences can contribute to a belief that reading is a frustrating experience. Consequently, that reader's attitude towards reading would become more negative. Conversely, a reader who finds enjoyment in reading experiences would become more positive.

For readers whose beliefs and attitudes toward reading become more negative, alternative modes of entertainment such as video games, would vie for the learner's reading time and contribute to the gradual deterioration of not only reading time but also reading skills and the growth of knowledge (Unrau & Schlackman, 2006:4).

According to Eccles, Lord, and Buchanan (1996 in Unrau & Schlackman, 2006:3) research has shown that many learners start off with a positive attitude towards reading but as they get older, or progress to a higher grade, their attitude and motivational levels seem to wane. Many educators acknowledge that learners appear to be motivated to read in the Foundation Phase. The momentum for motivation should continue in the Intermediate Phase of schooling and educators must be capacitated to assist learners with reading motivation by being exposed to different methods of teaching reading.

2.9 Differences of reading achievement in boys and girls

Clark, Lee, Goodman and Yacco (2008:111) postulate that based on research which was conducted by the United States Department of Education, boys are achieving at lower levels across most school subjects as a group than are girls. These boys earn lower grades and exhibit higher school dropout rates. Boys are more frequently diagnosed with attention deficit hyperactivity disorder (ADHD) and more frequently placed in special education programmes. Boys also tend to display more behavioural issues than girls (Clark, et al., 2008:111). Clark et al. (2008:112) propose that when

summarising the reason for these trends, factors such as a lack of male role models, cultural attitudes about gender expectations, disinterest in subject matter, lack of organisation and planning for the future, learning styles, reading selections and the need for physical space and movement seem to be reoccurring themes. Clark et al. (2008:112) claim that physicians, researchers and educators are pointing to specific cultural changes and motivational issues that have affected boys and their schooling and motivation in the past 15 years. They cite Gurian, (2005), Sax, (2007), Tyre (in press) who state that some of these issues are the overuse of video games, the increased diagnosis of and medication used for ADHD, the lack of passion for real-world activity and engagement in school and the decrease in male bonding between generations. Clark et al. (2008:112) state that statistics show that women have significantly surpassed men not only in high school graduations rates but also in university enrolment and degree completion (Golden, Katz & Kuziemko, 2006). Marinak and Gambrell (2010:129) state that the National Assessment of Educational Progress (NAEP) have shown that girls in grades 4, 8 and 12 consistently performed better than boys in reading achievement.

Clark, et al. (2008:127) propose that it is important that the issue of male underachievement and attainment in public education be addressed in schools and communities. They maintain that educators need to examine their expectations and perceptions of both boys and girls with regard to achievement and communicate ways which could foster positive attitudes and high but realistic expectations for all learners. They argue that lesson plans should be structured to maximise interest and motivation for boys and girls. Clark, et al. (2008:27) state that hands-on kinaesthetic, experiential activities would assist boys and girls but would appeal particularly to boys; this view is based on data which was collected from research. Educators should give brief, direct instructions which may help boys to “tune in” and persist in academic endeavours. Discipline should focus on positive reinforcement and respect which would help boys rather than remove them from the school system.

Furthermore Clark, et al. (2008:28) stress the importance of school success for all students and reiterate the appropriate role models for all learners. They argue that parents and educators should have realistic expectations for girls and boys and have positive disciplinary approaches. They postulate that specific classroom and school intervention programmes should be facilitated to take gender of learners into account. They maintain that this could affect academic achievements and make it attainable for learners to be successful.

According to Elley (1992:76) international studies of reading have shown that girls tend to surpass boys in most countries and cultures, both in their reading interest and their achievement levels in reading. He states that opinions on these phenomena differ as to whether these differences are based on maturation or cultural conditions. Preston (1996) conducted empirical studies and found that boys surpassed girls in reading achievement in Germany but were consistently behind girls in the United States. However, he noted that at that time, male educators predominated in primary schools in Germany, while the reverse was true in American schools (Elley, 1992:76).

Tests conducted in Nigeria and Germany show that boys achieved well when they had a male educator. A plausible explanation for this would be that boys identify better with the values of male educators than with female educators (Elley, 1992:76).

2.9.1 How boys and girls read

Barr and Pidgeon (1998:2) state that factors which affect achievement in literacy should take into account how men and women in society use and relate to literacy. They conclude that evidence from research suggests that women are regularly shown how to read more than men and read more books, especially more fiction. They state literacy is regarded as a female domain and that research on family practices and on children in nurseries has shown that girls get more reading experience because they seek it. According to Pidgeon (1993) and Palley (1984) when boys and girls are asked to engage in literacy learning, they are becoming aware of stereotypes of gender

appropriate behaviour. Barr and Pidgeon (1998:3) state that in many instances classroom contexts are 'gendered'. They posit that in many instances the books on offer may be more attractive to girls than boys. They maintain that fiction reading is 'privileged' and that fiction predominates in book corners and is the centre of reading programmes. Often boys and men choose to read non-fiction as opposed to fiction. Girls tend not to mind reading books about boys but boys on the other hand are not too willing to read books about girls (Barr & Pidgeon, 1998:5). The same applies to dramatising roles; girls do not mind playing male roles but boys do not feel free to act out female roles. The role of the reading educator is to ensure that factors which contribute to gender inequalities are ameliorated and that all learners are motivated to read.

2.10 Practices to ensure reading success

Ziegler and Goswami (2005:3) argue that the development of reading primarily depends on phonological awareness. Epstein, Hohmann and Hohmann (2002:1) argue further that children learn to read and write from birth. They say that reading takes place in the broader context of language development. They postulate that children want to use language to explore and they want to converse, read and write with others. They state that children acquire literacy skills by what they experience when they are speaking, listening, reading and writing. It would therefore be vital to create a learning environment during the formative years of schooling which would motivate children to read and communicate. Epstein, Hohman and Hohmann (2002:2) state that children will learn to read and write more if they enjoy the experience. It is therefore imperative that during the formative years children should find the reading experience pleasurable and not tedious. They should be encouraged to handle books, explore picture books and magazines, enjoy stories, rhymes and songs and be encouraged to communicate. This could then pave the way for a life-long love for reading. Based on the literature which I have been exposed to and my own teaching experience, many learners lose the enthusiasm for reading as soon as they get older and the reading tasks become too difficult to manage. The Intermediate Phase educator has to ensure that the learners are reading texts which are appropriate for their reading ability. The learners should also be

exposed to texts which would capture their attention: a wide selection of colourful, print-rich material.

In order to make learners read one could view what Thompson (1979:8) believes about making children read. Thompson (1979:9) states that you learn to read by reading. From this simple precept a number of things follow: that you learn to read better by reading more; that you learn to read really well by reading plenty of interesting, relevant material of high quality; and that motivation is more important than methodology.

The psycholinguistic approach to the study of languages has encouraged the belief that an effective approach to reading is through stressing motivation, materials and practices that encourage the search for meaning (Thompson, 1979:9).

In research conducted by Gambrell, et al. (1994) primary school students were asked what motivated them to read particular books. The most frequent response was "My teacher read it to the class" (Palmer, Codling & Gambrell, 1994). Ivey and Broaddus (2001) surveyed 1 765 sixth graders to determine what motivates them to read. The responses of this large group indicated that their major motivation for reading came from having time for independent reading of books of their own choosing and teachers reading aloud to them.

In the Intermediate and Senior Phases, a behaviourist reading method which is currently used at the research site requires that all the learners, irrespective of the different reading levels, read the same book. According to this method, which is referred to as the 'set work' method, pupil after pupil is expected to read a paragraph. Every now and then the teacher asks a question about the meaning of a phrase or a word derivation. Schonell (1961:146) states that this over-analytical approach to reading is "soul destroying" for the advanced learner, as well as the slower learner. In many instances the more able learner may have read the entire book and the slower learner may find the material too difficult and the pace of the reading too fast to follow. Schonell (1961:146) was familiar with this approach in 1961 and it is still a method which is currently being used by many educators in South African schools. In her research which

was conducted from 1998 – 2001, Condy (2006:11) states that she was surprised to find so many educators in the Foundation and Intermediate Phase of primary school who clearly had a limited understanding of current primary school reading instruction, approaches and practices.

As an action research strategy a number of practices were adopted and implemented by me to ensure that optimal success would be achieved and a combination of activities were implemented in the reading class. Some of these practices will be discussed in more detail below and include the following: dramatizing literacy, the word wall and reading conferences.

2.10.1 Dramatizing literacy

Miller (2007:51) states that drama can be used as an instructional tool to teach learners how to enjoy reading as it not only opens their appetites to read and participate but urges them to exist inside of a narrative so that they engage emotionally, physically and mentally with the literature at hand. Ortlieb, Cramer and Cheek (2007:169) claim that regardless of differences in educational backgrounds, economic status or exposure to literature, all children dramatize and it is their belief that the act of dramatization may unveil the perceptions behind reading differences. They believe that dramatic oral reading is a reflection of reading competence – it mirrors the comprehension, imagery and perspective of the reader, making the “art” of reading a true performance assessment of literacy skills (Ortlieb et al., 2007:170). They believe that dramatic oral expression makes reading a creative experience, involving the use of imagery, reflection and active reading. Through the dramatization of texts the learners ‘experience’ the text rather than learning about it. Using drama as a pedagogical tool in conjunction with reading instruction validates the experiences of the reader by demonstrating through performance the various associations, generalizations, assumptions, histories and applications of what each learner brings to the classroom. International benchmarks of literacy among learners imply a need to make reading a participative and motivating learning experience in a world of technological competition that is capable of depleting

learners' own imaginative talents and learning processes (Ortlieb et al., 2007:175). Dramatic oral reading and interpretation is a practical approach and does not require special training on the part of the instructor. They have suggested a few examples of how drama can be incorporated into the reading class.

1. Books and stories can be rehearsed in order to avoid the “cold reading” problems of inaccurate pronunciation or stumbling over of words.
2. Older learners can read to younger learners in a story telling format using dramatic expression.
3. Learners can take turns performing during the class story time. This will encourage creativity, boost confidence, increase comprehension and provide an opportunity to spotlight uniqueness of each individual learner.

Learners in the Grade 6 reading class should therefore be exposed to drama to ensure that they experience text and allow them to express their understanding of the text.

2.10.2 The word wall

As discussed earlier in 2.3.1.1 the whole word approach is a method of exposing readers to a word recognition method where sight words are displayed and taught. Nicholson (1998) encourages the use of flashcards that are specific to a story or reading passage for sight word instruction. Once learners have mastered these words, it should make reading easier and they could become motivated to read more. Learners would recognise these familiar words in texts and it could prompt them and encourage them to continue.

According to Pang et al. (2003:12) many studies have shown that good readers have good vocabulary knowledge and in order to understand text, readers need to know the meaning of individual words. It is important to expose learners to vocabulary items so that their vocabulary learning could become extensive.

Cunningham and Allington (2007:32) state that in order for learners to become fluent readers who can concentrate most of their attention on comprehension, these beginning readers must learn to recognize the most frequently occurring words. Words such as have, the, of, on and many others occur again and again in everything we read and are referred to as high frequency words (Cunningham & Allington, 2007:48). These high frequency words could also be displayed on word walls or flashcards. Once learners have learnt to recognise these high frequency words, they will be able to identify these words in texts. This will contribute to a better understanding of what they are reading. These “familiar” words in texts could ensure that they read more fluently. Pang et al. (2003:11) maintain that fluency in reading is important because it is closely related to comprehension. They postulate that fluency in reading means that the reader is able to read accurately, quickly and with expression.

2.10.3 Reading conferences

Manning and Manning (1984) found that children who read also enjoy talking to their classmates about what they have read. They state that providing time for children to interact with one another about reading material enhanced the effects of sustained silent reading on both reading achievements and attitudes. Allowing learners to share their reading experiences with others is an important pedagogical principal of social constructivism. When learners engage in conversation about what they have read, their understanding improves (Fall, Webb & Cudowsky, 2000). This is an approach which Cunningham et al. (2007) promote. However they stress that these conferences must be child-centred. Learners are then encouraged to do the following:

1. Learners choose the book or magazine they want to share.
2. They choose a part to read. They practice their extract beforehand.
3. They write the title of the book and page number on a bookmark and place the bookmark in the right place.
4. Learners think about what they want to talk about.

2.10.4 Research on reading

In 1992 The International Association for the Evaluation of Educational Achievement (IEA) conducted a literacy study in 50 different countries. Key elements were identified as contributing factors for reading success:

1. Importance of books: The availability of books is a key factor in reading literacy. The research proved that the highest scoring countries typically provided their students with greater access to books in the home, in nearby community libraries and book stores. The best readers in the highest scoring countries emphasized having many good books.
2. Self Ratings: Within all countries, good readers perceived themselves to be above average in reading ability.
3. Becoming a good reader: When asked how they could become good readers, students in most countries emphasized such factors as liking it, having lots of time to read and concentrating well. These results suggest that it is vital that a large and varied selection of interesting books be available for readers, the learners' self esteem be boosted so that they may overcome their fear of reading and see it as an exciting experience and different reading methodologies be explored and monitored, to see how effective they are in maintaining the learners' focus on reading. Therefore in order to bring about positive change in Grade 6 classes, educators would have to focus their attention on:
 1. Motivating learners to read
 2. Reflecting on their teaching practice, focusing on boosting the children's self confidence through positive reinforcement, encouragement and exploring teaching methods which would make reading an enjoyable activity.

3. Exposing the learners to suitable reading material

Cunningham and Allington (2007:32) state that reading to children and providing time for children to read by themselves will help children build their oral vocabularies. Children who do not have the experience of being read to at home will successfully start building vocabulary and therefore the foundation for literacy if they are given time to read in class. This exposes learners to language and word usage.

2.11 New reading approaches which can promote motivation

Nancie Atwell (1987) introduced the reading workshop approach to her middle school classroom. The learners in her class were given opportunities to think about, talk about and write about reading material which they had selected. This constructivist approach which she has implemented has three tenets:

1. She provides time for reading.
2. Learners select their own texts.
3. Finally the learners are provided with opportunities to respond to the texts which they read.

During the reading workshop the learners were engaged in reading or responding to reading for the entire period. In this approach the educator has to read and write alongside her learners and becomes the expert reader/writer guide. Group discussions are paramount in this approach as it encourages the learners to be critical thinkers. During the discussions they share ideas and opinions about texts, clarify confusing parts or make connections to other texts. The role of the educator in the reading workshop approach is to give guidance and provide insight or interpretation of particular texts. The goal of the reader workshop approach is to develop learners' identities as readers and writers.

2.11.1 Guided reading

Fountas and Pinnell (1996) in Tierney and Readence (2005:4) developed guided reading as an approach to teaching reading as a means of keeping learners engaged and ensuring that they are involved in problem-solving activities. The guided reading programme places emphasis on the following (Tierney & Readence, 2005:5):

- The importance of teacher mediation and peer support in the developing of reading for meaning, especially the problem-solving strategies which undergird independent reading.
- The importance of careful placement of learners to ensure that they have the opportunity of reading material at an appropriate level, whereby they are challenged but not to the point of frustration.
- The vigilance of educators as they observe and place learners in groups with other learners and select text for learners to read, including practice with and extension of their problem-solving strategies.
- Opportunities for students to be engaged in the use and expansion of skills and strategies as they read.

The rationale behind the guided reading approach is to place learners in groups who share similar reading skills and abilities. The role of the educator is to introduce texts which are aimed at the learners' levels and to offer support. Tierney and Readence (2005:6) define the steps in guided reading is:

1. Teacher preparation and selection of material;
2. Introduction to the selection;
3. Learners' reading of the text with teacher observation and incidental support;
4. Conversation and discussion of story including rereading, revisiting and extending the text;
5. Teacher assessment and follow up; and

6. Managing guided reading in conjunction with other elements of a classroom literacy programme.

Guided reading is a strategy which can be implemented in the reading class where the educator can work with a group of learners who have the same reading ability. It allows the educator to pay attention to the needs and wants of readers in the group and smaller groups would mean that more time can be spent on assisting individuals. Group members can also assist each other.

2.12 Intervention programmes for learners who battle with reading

2.12.1 Reading Recovery

The aim of Reading Recovery is to reduce reading failure through early intervention in order to help learners to develop and to ensure continued growth in reading (Tierney & Readence, 2005:161). The Reading Recovery programme is a one-to-one intervention programme which entails a thirty minute daily reading instruction routine. This is over and above the actual teaching of reading which would take place in the classroom. This intervention strategy is aimed specifically at learners who score very poorly in literacy, that is in the region of 20%. The components of reading recovery lessons entail:

- Reading familiar stories;
- Reading a story that was read for the first time the day before;
- Letter identification and/or word making and breaking;
- Writing a story and hearing sounds in words;
- Assembling a cut-out story; and
- Introducing and reading a new book

The National Research Council Committee on the Prevention of Reading Difficulties in Young Children (Pinnell 2000:1) has analysed various programmes for learners who are encountering problems when learning to read and write. Based on a survey of research

done by Snow, Burns and Griffin (1998 in Pinnell (2000:1) there are ten principles which provide guidance for designing early intervention programmes for reading (Pinnel, 2000:1). Reading Recovery integrates and applies these ten principles in the Reading Recovery lessons. These ten principles include the following:

1. Phonological awareness: Teach learners to hear the sounds and words.
2. Visual perception of letters: Teach learners to perceive and identify letters of the alphabet.
3. Word recognition: Teach students to recognize words.
4. Phonics/decoding skills: Teach children to use simple and complex letter-sound relationships to solve words in reading and writing.
5. Phonics/structured analysis: Teach students to use structural analysis of words and learn spelling patterns.
6. Fluency/automaticity: Develop speed and fluency in reading and writing.
7. Comprehension: Teach students to construct meaning from print:
 - monitor their own reading and writing
 - search for cues in word sequences, in meaning, and in letter sequences;
 - discover new things for themselves;
 - repeat as if to confirm the reading or writing so far;
 - self-correct, taking the initiative for making cues match or getting words right; and
 - solve new words by using all the above strategies.

8. Balanced, structured approach: Provide a balanced approach so that literacy develops along a broad front and students can apply skills in reading and writing
9. Early intervention: Intervene early to undercut failure
10. Individual tutoring: Provide one-to-one assistance for the students who are having the most difficulty

A detailed description of the ten principles of Reading Recovery is expounded in appendix 4 on page 123.

2.13 Chapter summary

This chapter has conceptualised the learning paradigms - social constructivism, social learning theory, socio-cultural learning theory and critical pedagogy which have guided the current research. A brief description of what reading entails and how the history of reading has been shaped has also been discussed.

The notion of the “reading wars” and the approaches which it encompasses has been described. Motivation is multi-faceted; the notion of intrinsic, extrinsic, reading engagement and reading efficacy has been expounded.

The application of the South African curriculum within the context of reading and a definition of literacy was also explored.

The literature reviewed influenced the development of the five phases of the intervention strategy, namely: phase one, where learners had an opportunity for self-selection of reading material and phase two, where learners were allowed uninterrupted reading for pleasure (school libraries); phase three, where learners were placed into same ability groups (Bandura’s social learning theory); phase four which consisted of word

recognition strategies (word wall); and phase five which consisted of reflection and evaluation (dramatising literacy

The next chapter discusses the methodology for this research project.

CHAPTER THREE:

RESEARCH DESIGN AND METHODOLOGY

The purpose of this chapter is to delineate the research question and discuss the procedures and research instrument used to generate data. It also discusses the research approach, the theoretical perspective of an action research model and the intervention strategy which includes library visits, silent reading, dividing learners into same ability groups, “Happy Hour” sessions and “word walls”.

3.1 The research question

The research question is: “What practices contribute towards Grade 6 learners reading motivation?”

The study was to see what impact an intervention strategy would have on Grade 6 learners’ reading motivation using a social constructivist epistemology, theories on reading success and theories on intrinsic and extrinsic motivation.

The aim of the study was to investigate how I could help the learners to improve their reading levels. I proposed to implement a “five phase” intervention strategy to motivate the learners to read. I had to evaluate the process to measure any improvement in motivation and consequently, in reading levels. To answer the research question I needed to discover:

- The extent and nature of the Grade 6 learners’ motivation to read before the intervention;
- The effects of intervention strategies such as taking the learners to the library, silent reading and same ability group practices on their motivation to read; and
- What reading material had positive effects on their reading motivation.

In order to investigate these questions I needed to:

- Provide opportunities for learners to express their opinions of reading for pleasure and other purposes;
- Evaluate my own classroom practices in the light of theories of reading motivation and the learners' response to strategies drawn from these theories; and
- Find reading material that was likely to motivate their desire to read and evaluate their responses to the material.

3.2 Site of the research

The site of the research was a co-educational urban primary school in the Western Cape. The medium of instruction was English. The DoE places schools into different quintiles and justify their funding per learner according to these quintiles. These quintiles range from 1 – 5. Schools in lower quintiles are awarded more money per learner than schools in higher quintiles. The school is placed in the highest national quintile (NQ5) because it is geographically situated in a highly industrialised area, which according to the Western Cape Education Department (WCED) would mean that it is a high income earning area. According to the WCED the school should be able to sustain itself through its school fees policy. However, most of the learners travel into the area from economically poor areas such as Mitchells Plain, Khayelitsha, Langa, Gugulethu and Bonteheuwel. Many of the parents do not pay school fees. The limited funds which the school receives from WCED and generates from school fees are not enough to purchase the type of books which encourages reading for pleasure. If the school's quintile ranking were lower, more funding from the WCED would be guaranteed. More funding would mean more books, stationery and even the possibility of a library.

3.3 Sample

All thirty-four learners in the Grade 6 class were the subjects of the research. The home language profile of the learners was as follows: fourteen learners spoke English, six learners spoke Afrikaans and fourteen learners spoke iXhosa. The learners' ages ranged from eleven to fourteen years. There were fourteen boys and twenty girls.

Table 3.1 represents the sample of learners who were interviewed.

Table 3.1: Learners who were interviewed

1.	All learners who scored below 50% for the Annual National English Baseline Assessment (Department of Education 2008)	17 learners
2.	Half of the learners who scored between 50 – 60% for the test:	5 learners
3.	About half of the learners who scored above 70% for the test:	3 learners
	Total Sample	25 learners

These twenty-five learners were therefore representative of the different reading levels. The pre-test was conducted 4 June 2009. It was not necessary to pilot the tool, as it is a valid and reliable instrument in the public domain, and which has been field tested (Gambrell, Palmer, Codling & Mazzoni, 1996:525). The focus group interviews were scheduled from 3 August – 7 August 2009. The post- test was conducted in September 2009.

3.4 The research approach – Action research

According to Grundy and Kemmis (1981:3) action research (AR) can be defined as “a family of activities in curriculum development, professional development, school improvement programmes, systems planning and policy development. These activities

have in common the identification of strategies of planned action which are implemented and then systematically submitted to observation, reflection and change.”

Grundy (1981:4) states that AR aims at improvement in 3 areas.

1. The improvement of practice.
2. The improvement of the understanding of the practice by the practitioner.
3. The improvement of the situation in which the practice takes place.

AR is viewed as a social form of research because all the participants are involved in the phases of planning, acting, observing and reflecting (Grundy & Kemmis, 1981:4)

3.4.1 The action research spiral

Grundy and Kemmis (1981:6) state that AR “requires a spiral of cycles in order to bring action under the control of understanding, in order to develop and inform practical judgment and in order to develop an effective critique of the situation, which is composed of planning, action and the evaluation of the result of action”. During these spirals an ongoing process of learning occurs. The information or knowledge which is acquired during these spirals must be applied in order for the AR to be successful. Grundy and Kemmis (1981:7) state that if what is learned in one cycle is not applied judiciously in further cycles by amending the steps of AR (amending plan, implementing it, monitoring and reflecting again) then the action research process disintegrates. It is therefore evident that deep reflection and implementation should be followed. It is imperative to plan, act, evaluate and analyse. This cyclical process allows the educator to review current practices and implement new strategies and changes at the next level. It is therefore seen as an ongoing process to bring about positive change.

AR has been summarized by Zuber-Skerrit (1992) in the CRASP model.

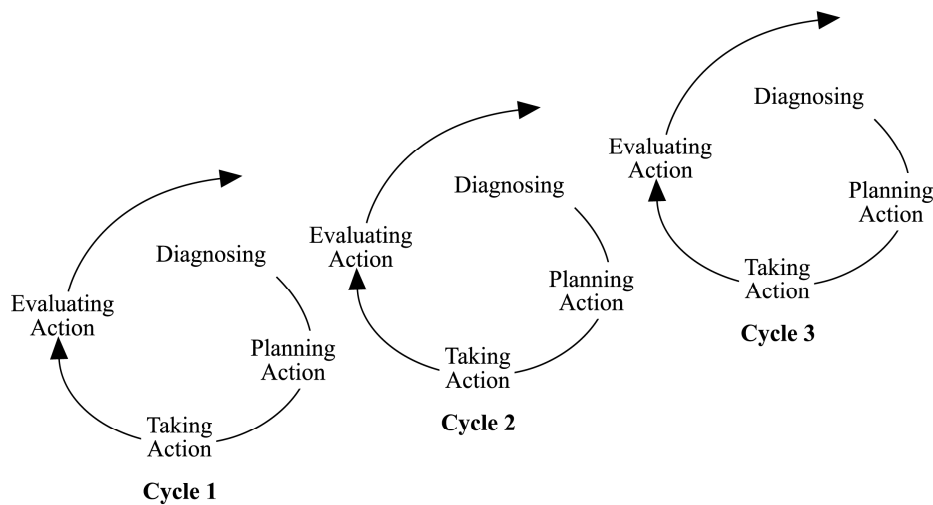
**Critical collaborative enquiry by
Reflective practitioners being**

Accountable and making the results of their enquiry public,
Self-evaluating their practice and engaged in
Participative problem-solving and continuing professional development
(Zuber-Skerrit 1992:15 in Hatten,Knapp & Salonga, 1997:4).

The purpose of the research was to bring about positive change with the Grade 6 learners; to empower them through a reading motivation process. This would only happen if the researcher facilitated the process, reflected on those teaching practices that enhanced change and implemented these changes. Action research was therefore used as a vehicle to conduct the research study.

Figure 3.1 is a diagram of the AR spiral and is adapted from Coghlan and Brannick (2001:19)

Figure 3.1 AR spiral



Source: Coghlan and Brannick (2001) p. 19

3.4.1.1 The action research spiral

Step 1: Analysing

In February 2009 the results from the Annual National Baseline Assessment (South Africa. DoE 2008) were analysed. A high proportion of the learners did not manage to pass the test. Motivation to read was poor among learners who scored below 50% for the test.

Step 2: Planning

In order to determine how learners felt about reading and how they could be encouraged to read, consultation and group discussions took place.

Step 3: Action

An intervention strategy was implemented where learners were divided into same ability groups, were taken to the library and engaged in uninterrupted silent reading.

Step 4: Reflection

Learners were allowed to share their reading experiences with each other and were allowed to comment on activities which they enjoyed or areas which they did not enjoy. This provided me with information on which methodology was most likely to motivate Grade 6 learners to read.

3.4.1.2 The intervention strategy

The five phase intervention strategy was implemented from June 2009 and continued right up until 20 September 2009. Before the intervention strategy was implemented, focus group interviews took place. Learners are usually more at ease sharing their ideas in a group than being alone with the educator, which could be intimidating. During the focus group interviews two groups were addressed at a time and the intervention

programme was discussed. All six groups gave input. The learners were asked the following questions:

1. How would they like me to proceed with the intervention programme?
2. What were their likes and dislikes about reading?
3. What types of activities would they like to do during the reading process?
4. How could I assist them with reading?
5. I stressed the importance of persuading their parents to obtain a library card on their behalf, as only the parents or legal guardians were allowed to make such an application.

At first not all the learners were too keen on the independent silent reading but all the learners were interested in having competitions and dramatising stories. Learners also indicated that they did not want to write book reports or to use a dictionary during the reading sessions.

Implementation of phases

Phase 1: Library every 3 – 4 weeks

After liaising with the local city library, it was agreed that it would “adopt” the Grade 6 class and offer assistance during the library sessions. The learners were taken to the library every three to four weeks. They were shown how to access information which they would require for projects and to select reading material. These sessions provided an opportunity for learners to select their own reading books. During these sessions learners were given options to listen to stories being read or to gather their own information. The learners formed a close relationship with the librarians, who were only too eager to point out books which they thought would be interesting to read. It soon became evident that each learner knew which books or genres they would prefer and the various authors which were most appealing.



Phase 2: Uninterrupted silent reading

Learners were given an opportunity to engage in uninterrupted silent reading. This took place daily. To ensure that we were not interrupted it was decided to lock the door each morning and not respond to anyone during this time. Learners were able to read any reading material which they chose. This took place each morning during the administration period, which is only fifteen minutes but was extended to half an hour. This was over and above the prescribed daily literacy half an hour period. A box was placed in the reading corner and the learners were encouraged to bring books from home and to place them into the box. Books which were donated to the school were also placed in the box. Many parents sent story books that they wanted to discard, to school. The reading box soon contained a variety of books that catered for learners reading at different levels. Each learner as well as the researcher was engaged in silent reading each morning.

Phase 3: Same ability groups

The learners were grouped together based on the results from the National English Baseline Assessment (South Africa. DoE 2008). Learners were divided into same ability groups and were allowed to share their reading experiences in their respective groups. This was the same approach as adopted by Kohler (2008:29) in a guided reading action research project. The theme for the programme was Read to Succeed and each group chose their own name for their respective group.

Group 1: Ankle Biters - five members

Group 2: Stars of Africa – six members

Group 3: Thunder Stormers – six members

Group 4: Naughty Readers – six members

Group 5: Super Readers – six members

Group 6: Aces – five members

In addition to independent silent reading, group reading took place each day from 11.10 – 11.40. Each group was issued with the same book which was taken from the Stars of Africa reading series (Smith & Williamson, 2004). The books are graded into two levels. I was able to read with two groups per day. The learners were asked to read the book together and at different intervals took turns to read. The characters were discussed or learners could stop at any time and ask questions. As soon as the learners completed a book, they were issued with a new book. The other groups continued to read on their own and were encouraged to assist each other. Groups demanded my attention and were not always happy that I was unable to hear them read. This meant that they had to wait for a day or two before I was able to get round to their group. Some days the learners complained that the half an hour was too short and we then continued to read for longer. On days when the weather was good the learners were taken outside which allowed the learners to practice their expression and dramatization skills without the fear of disturbing the other groups.

Phase 4: Word wall

Five to six high frequency words were displayed on the word wall. Learners were exposed to these words through games, puzzles and repetitive activities. On certain days these words were written on the board in a jumbled up manner and the learners had to see who could identify the words first. Words which appeared in the different books which the learners were reading were also added to the word wall. The learners were allowed to write these words and their meaning in their writing books and they had to learn them at home. These words and their meanings were referred to on a regular basis during class activities. On certain days I identified five words from the learners' reading books and asked them to write them down. The next day the learners were given a test to see whether they could spell the words. The various groups had to tally their scores and the groups which obtained the highest average won. These were some practices which were used to motivate the learners to spell words correctly and to ensure that they could read fluently when they came across some of these words in texts.



Phase 5: Evaluation and reflection

In this phase the researcher looked at how the learners had internalized what they had read. Opportunities were provided where learners were allowed to demonstrate their understanding of their reading material through writing, dramatization and illustration. Learners were also encouraged to record events in a journal. The journal entries were regarded as personal and they were not obliged to share their writing with anyone unless they chose to do so. These personal journals were not marked or even seen by me, unless they wanted to share something with me. Every alternate week groups were given an opportunity to share the most interesting part of a book which they encountered. They were also allowed to draw or dramatise certain parts of the book which they found most interesting. On certain days different groups would read parts of their book to the class and test the class' memory skills by posing questions based on what they had read to the class. The groups were awarded points and the group who was asking the questions would determine the winner. Library books or authors which learners found most interesting were introduced to the rest of the class on Fridays, which is referred to as happy hour. Learners were allowed to use the happy hour sessions to report back on books or stories. These sessions were also used for learners to be engaged in games such as scrabble, cards or hangman.



3.4.1.3 The reading series

The reading series which was followed was the Stars of Africa reading series for children in primary schools (Smith & Williamson, 2004). This is the series which was selected by the principal and purchased for the Grade 6 learners. The series covers stories, poems and information books, with colourful illustrations, which are all set in South Africa or other African countries (Smith & Williamson, 2004:1). The reading series was used daily during the compulsory half an hour reading period.

The Stars of Africa series 4 and 5 has a range of books of varying genres, themes and levels of complexity (Smith & Williamson, 2004:1).

- picture books with full-colour photographs;
- a collection of poetry;

- a personal dictionary activity book;
- life and growing up in Africa;
- living with HIV/Aids; and
- knowledge of and encourage a love of the environment.

The Stars of Africa series for Grade 6 has a range of books which deal with different genres, themes and levels of complexity (Smith & Williamson, 2004:1).

- books about life and growing up in Africa;
- stories and information books;
- books of varying levels of complexity;
- books that provide knowledge of and encourage a love of the environment;
- books about social issues such as gender, inclusivity and poverty;
- books that deal with living with HIV/Aids;
- books that develop the entrepreneurial spirit;
- a play and a diary; and
- a personal dictionary activity book.

The learners who started off reading the Grade 4 series were all the learners who scored 20% and below for the National English Baseline Assessment Test (South Africa. DoE, 2008). These learners were referred to as The Super Readers and The Ankle Biters.

The learners who scored between 30% and 40% were introduced to the Grade 5 reading series. These learners were referred to as The Stars of Africa. The learners who scored between 50% and 60% were introduced to the Grade 5 reading series. These learners were referred to as Naughty Readers and Aces. The learners who scored more than 69% for the test read the Grade 6 reading series. These learners were referred to as Thunder Stormers. The Teacher's Guide explains how to use the series not only to teach reading but also to cover all the learning outcomes in the Language learning area.

Worksheets are made available for the educator to copy once a book has been completed and an example of a worksheet is displayed in appendix 6 on page 128.

3.5 Research instrument

The instrument I used to gather data on these three aspects of motivating interest in the Grade 6 class was a questionnaire on motivation devised by Gambrell, Palmer, Codling and Mazzoni (1996:520). The instrument is referred to as the motivation to read profile (MRP) and can be viewed in appendix 5 on pg 125. The MRP questionnaire consists of 20 questions or items with a 4 – point scale. Ten questions pertain to “self concept as a reader” and the remaining ten pertain to “value of reading”. On some items the response options are ordered least positive to most positive, with the least positive response option having a value of 1 point and the most positive option having a value of 4. With certain questions the response options are reversed and the response options are recoded (Gambrell, et al., 1996:528). The raw scores of the self concept as reader and value of reader can be calculated and the full raw score of the survey can be obtained by adding the totals of the self concept as reader and value of reading.

Figure 3.2 is a scoring sheet of the MRP (Gambrell, et al., 1996)

Figure 3.2: MRP scoring sheet

Student name _____	
Grade _____	Teacher _____
Administration date _____	
Recoding scale	
1 = 4	
2 = 3	
3 = 2	
4 = 1	
Self-Concept as a Reader	Value of Reading
*recode 1. _____	2. _____
3. _____	*recode 4. _____
*recode 5. _____	6. _____
*recode 7. _____	*recode 8. _____
9. _____	*recode 10. _____
*recode 11. _____	12. _____
13. _____	14. _____
*recode 15. _____	16. _____
17. _____	*recode 18. _____
19. _____	*recode 20. _____
SC raw score: _____ /40	V raw score: _____ /40
Full survey raw score (Self-Concept & Value): _____ /80	
Percentage scores	Self-Concept <input style="width: 50px; height: 20px;" type="text"/>
	Value <input style="width: 50px; height: 20px;" type="text"/>
	Full Survey <input style="width: 50px; height: 20px;" type="text"/>

Valuable information may be gathered from each respondent's questionnaire which could determine what type of intervention should be administered. If respondents indicate that they find reading difficult or boring then the educator could introduce books which may be age appropriate and which would appeal to the reader.

The MRP was conducted as a pre-test before the research process started to determine the learners' motivation levels and self-concept as readers. The intervention strategy was then implemented and the MRP post test was conducted to observe if there were any trends or changes. The MRP questionnaire focuses on:

1. Self-concept which provides information about the learner's self-perceived competence in reading; and
2. The value of reading, which provides information about how the learner values reading tasks and activities.

The MRP, which is a group administered tool, was administered to the entire Grade 6 class, that is, thirty-four learners. The conversational interview, which has been designed for individual administration involved twenty-five learners in the class. As mentioned previously the sample of twenty-five included all the learners in the class who scored below 50% for the Annual National Baseline Test (South Africa. DoE 2008) that is, seventeen learners; 50% of the learners who scored between 50 and 70% for the test, that is, five learners and 50% percent of the learners who scored above 70% percent, that is, three learners. These learners were thus representative of the class results and provided an opportunity for researcher and learners to converse about the reading experience.

To overcome the possibility of a power play between educator and learners and prevent the researcher from asking questions which may have distorted the research, MRP was used to gather data on motivation. The MRP is an instrument which gathers qualitative data as well as quantitative data. Questions and items which are included in the instrument were based on a review and analysis of research and theories relating to motivation (Gambrell, et al., 1996:525). As stated previously, the MRP employs a 4 – point scale response to avoid neutral, central response patterns. Case and Khanna (1981); Nitko (1983) in Gambrell et al. (1996:525) state that it is more appropriate to use a 4 –point scale for younger learners, who may find it difficult to simultaneously discriminate among more than five discrete categories. To ensure that the learners do

not select the same responses for each item while completing the questionnaire, the questions proceed from most positive to least positive while others are ordered in the opposite way (Gambrell et al., 1996:525). I used a reflective diary to record my observations and events which occurred during the phases of the intervention strategy which is displayed as appendix 9 on page 132.

3.5.1 Conversational interviews

According to Henning (2004:52) the main aim of interview data is to bring to ones attention what individuals feel, think and do and what they have to say about it in an interview. They therefore provide the interviewer with their “subjective” reality in a “formatted” discussion, which is guided and managed by the interviewer. The data is later integrated into a research report. During interviews the interviewee is believed to give a “true” or “real” subjective version of facts, opinions and feelings based on what is experienced. Henning (2004:53) argues that the interviewer should guide the interview, should not ask leading questions, should prevent contamination of data and should not force the interviewee into a confessional mode if the person is not ready for it. The interviewer is viewed as a neutral facilitator who elicits information from the interviewee and the interviewee gives these responses with the help of questions and prompts in an atmosphere of trust and accountability.

The conversational interview of the MRP consists of three sections and consists of fourteen questions. It provides information on the following:

1. Motivational factors related to the reading of the narrative text; (3 questions)
2. Information about informational reading; (3 questions) and
3. General factors related to reading motivation (8 questions)

The purpose of the conversational interview was to initiate an informal discussion between the interviewer and interviewee in order to generate information that would

provide authentic insights into the learners' reading experiences (Gambrell et al., 1996:525).

3.5.2 Photos as instrument and object of research

Flick (2006:234) cites Mead (1963) who argues that cameras are used to give a detailed recording as well as providing a more comprehensive and holistic presentation of lifestyles and conditions. Photographs also give a detailed account of how things have occurred and what changes or improvements there can be. The camera was used in conjunction with the reflective journal to capture facts and processes that occurred during the reading process. It formed part of the AR process. According to Flick (2006:234) photographs are available for re-analysis by others.

3.6 Data Collection

Qualitative and quantitative data were collected. Qualitative data were collected from interviews and analysed using grounded theory. Grounded theory is a systematic generation of theory from data that contains both inductive and deductive thinking. Charmaz (2002:675) notes, "essentially, grounded theory methods consist of flexible strategies for focusing and expediting qualitative data collection and analysis. These methods provide a set of inductive steps that successfully lead the researcher from studying concrete realities to rendering a conceptual understanding of them." Ideas or themes which stem from data which were collected during the research were transcribed and analysed.

Quantitative data were collected from Gambrell's et al. (1996) MRP and analysed by means of the Statistical Package for the Social Sciences (SPSS) to generate tables and graphs.

3.7 Limitations to the study and ethical considerations

The study was limited to one Grade 6 class which consisted of a population of thirty-four learners. A sample of twenty-five was selected for interviews. As class teacher and researcher, I had to ensure that the power of the educator did not distort the results in any way and that the learners' voices came through without undue influence from me. As class teacher I had to be aware that the Grade 6 learners were at the age where they wanted to please the educator. Another limitation to the study was the limited time period to conduct the research. I had four months in which to investigate changes in the Grade 6 learners' motivation to read. I assumed that the opinions and information which the learners revealed during the process were true and trustworthy and that they were not merely giving me the answers which they thought I would seek in order to complete the research.

Permission was obtained from the WCED to conduct the research from 1 June 2009 – 30 September 2009 (see appendix 1 on page 120). Parents and guardians were informed of the study as well as the intervention strategy. Permission was obtained from parents to conduct the study and to report on analysis of the statistics (see appendix 2 on page 121). Special permission was also obtained from parents and guardians to submit photographs which forms part of this research project (see appendix 3 on page 122).

3.8 Chapter summary

This chapter has defined the research design, research question, approach, methodology and sample, as well as the literature used to support the methodology. The results and analysis of this investigation will follow in chapter 4.

CHAPTER FOUR:

Results

4.1 Introduction

In this chapter the results of the motivation to read profile (MRP) and the results from focus group interviews and individual interviews are presented. The statistical Package for Social Sciences (SPSS) is used for the presentation and analysis of the MRP. Information provided and discussed in the previous chapters will serve as a background against which the contents of this chapter will be presented and interpreted.

4.2 Background to the implementation of MRP

National systemic evaluation tests conducted at the school in 2007 where the study took place indicated that the school was classified as very weak. The Annual National English Baseline Assessment (South Africa. DoE 2008) conducted in February 2009 indicated that many learners in the Grade 6 class were not reading at the required level for the grade. During the prescribed half an hour reading session, many learners were not interested in reading and many of them did not have any suitable reading material. When permission was granted by the Western Cape Education Department (WCED) to involve the learners in the study from 1 June 2009 until 30 September 2009, an intervention strategy was devised to encourage the Grade 6 learners to read.

On the 4 June 2009 the MRP questionnaire was administered to the thirty-four Grade 6 learners in order to determine the learners' self concept as readers and the value of reading. The learners were informed of the reading strategy and focus group interviews took place. The learners were eager to participate in the study and the slogan for the reading campaign was called "read to succeed".

The MRP post test was conducted 7 September 2009.

4.3 Results of the MRP questionnaire

Individual questions of the MRP, which has shaped the intervention strategy, are presented as follows:

Question 1:

My friends think that I am _____

- A very good reader
- A good reader
- An OK reader
- A poor reader

Answers	Total respondents for pre-test	Total respondents for post-test
A very good reader	8	7
A good reader	8	16
An OK reader	8	10
A poor reader	10	1
	34 learners	34 learners

Question 1 pertains to learners' self concept as readers. After the intervention strategy there was a significant improvement in this area, as only one learner viewed himself as a poor reader. The reader who rated himself as a poor reader was respondent 25. This reader had low self esteem and indicated via a letter that his father would often laugh at him when he read (see appendix 7 on page 129).

Question 2:

Reading a book is something I like to do _____

- Never
- Not very often
- Sometimes
- Often

Answers	Total respondents for pre-test	Total respondents for post-test
Never	10	0
Not very often	8	1
Sometimes	8	19
Often	8	14
	34 learners	34 learners

During the pre-test 29% of the learners indicated that reading is an activity which they never did but after the intervention strategy 97% of the learners indicated that reading was an activity which they did sometimes or often.

Question 6:

I tell friends about a good book I read _____

- I never do this
- I almost never do this
- I do this some of the time
- I do this a lot

Answers	Total respondents for pre-test	Total respondents for post-test
I never do this	18	0
I almost never do this	3	0
I do this some of the time	10	22
I do this a lot	3	12
	34 learners	34 learners

Learners were given an opportunity to share their reading material with friends or be engaged in drama activities during Happy Hour sessions. This was an experience which learners enjoyed and which is indicative of the post- test results. The scores from the pre-test indicate that eighteen learners did not share their reading material with others but after the intervention strategy the total score stood at zero. Twelve learners indicated that I do this a lot of the time, whereas in the pre-test only three learners did this.

Question 10:

- I think libraries are _____
- A great place to spend time
 - An interesting place to spend time
 - An OK place to spend time
 - A boring place to spend time

Answers	Total respondents for pre-test	Total respondents for post-test
A great place to spend time	6	31
An interesting place to spend time	5	3
An OK place to spend time	6	0
A boring place to spend time	17	0
	34 learners	34 learners

Before the intervention strategy 50% of the learners indicated that the library was a boring place to spend time but after library visits, 91% of learners indicated that the library was a great place to spend time or an interesting place to spend time.

Question 14:

- I think reading is _____
- A boring way to spend time
 - An OK way to spend time
 - An interesting way to spend time
 - A great way to spend time

Answers	Total respondents for pre-test	Total respondents for post-test
A boring way to spend time	17	0
An OK way to spend time	4	1
An interesting way to spend time	7	12
A great way to spend time	6	21
	34 learners	34 learners

Question 14 pertains to how learners value reading. Fifty percent of the class felt that reading was a boring way to spend time. However, after the intervention strategy 35% of the learners felt that reading was an interesting way to spend time and 62% of learners felt that reading was a great way to spend time.

Question 18:

I would like my teacher to read books out loud to the class _____

- Every day
- Almost every day
- Once in a while
- Never

Answers	Total respondents for pre-test	Total respondents for post-test
Every day	22	27
Almost every day	9	3
Once in a while	3	4
Never	0	0
	34 learners	34 learners

A very high percentage of learners indicated during the pre-test and post-test they needed the educator to read stories to them on a daily basis.

Figure 4.1 is a graphical representation of the MRP readers self concept

Figure 4.1: Graphical representation of the MRP readers self concept

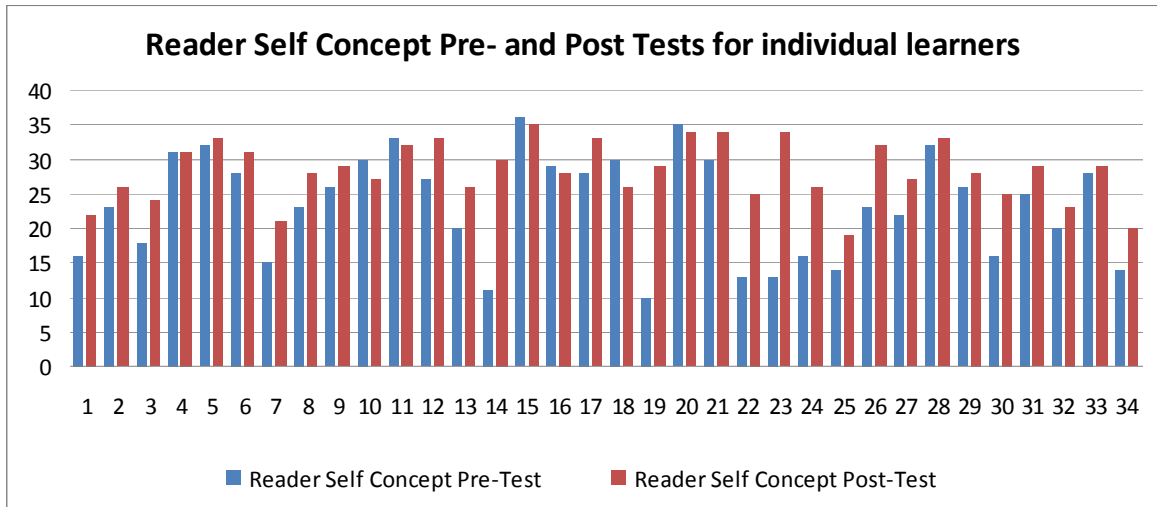
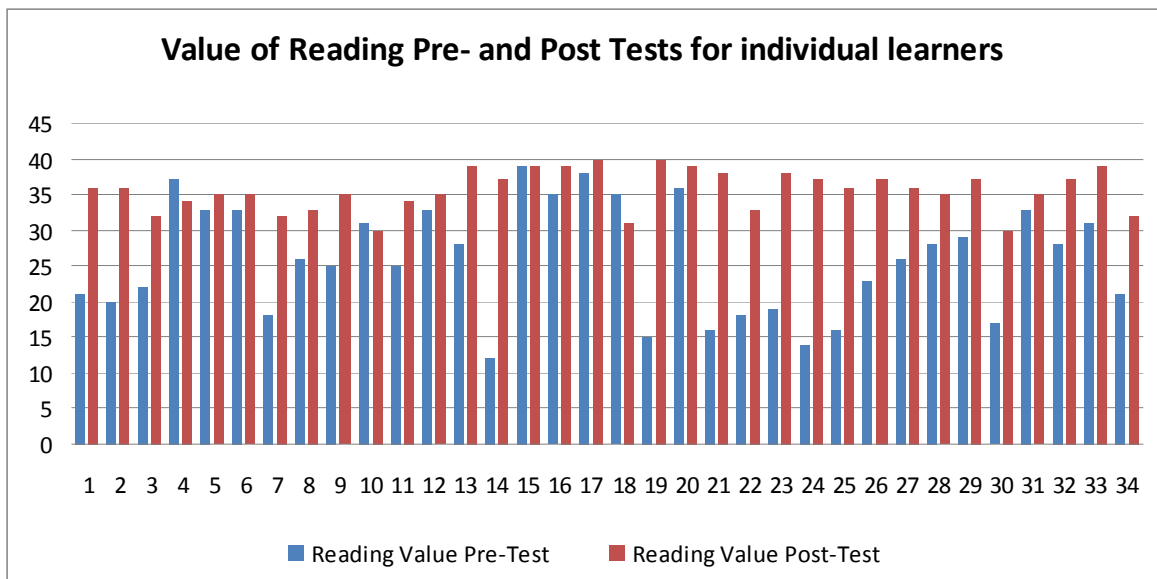


Figure 4.2 is a graphical representation of the MRP value of reading.

Figure 4.2 Graphical representation of the MRP value of reading.



The x-axis (1 -34) indicate the number of respondents who were involved in the study and the y-axis (1 – 40) indicate the possible number which could be obtained for the test.

As presented in chapter 1 and chapter 2, the key focus question was: “What practices contribute towards Grade 6 learners reading motivation?” The researcher assumed that because many learners scored poorly in test results, their motivation to read was poor and that many of them did not value reading. However the results of the MRP indicated that twenty-six learners scored 50 % and more for the MRP pre-test and 8 learners scored less than 50 % for the test. The MRP also indicated that eleven learners had a poor self concept of reading because they scored less than 50 % for the test, while twenty-three learners had a positive self concept of reading, as they scored more than 50% for the test. One could then deduce from this that the learners were indeed motivated to read but that teaching methodologies had to be implemented to encourage them to read.

Table 4.1 is a table summarizing the percentages of the Pre and Post scores. Scores highlighted indicate respondents who scored less than 50% for the MRP.

Table 4.1: Percentages of pre and post scores

RESPONDENT	Pre – Self Concept %	Post – Self Concept %	Pre – Value %	Post – Value %	Pre – Total %	Post – Total %
1 – GIRL	40	55	53	90	46	73
2 – GIRL	58	65	50	90	54	78
3 – GIRL	45	60	55	80	50	70
4 – GIRL	78	78	93	85	85	81
5 – GIRL	80	83	83	85	82	84
6 – GIRL	70	78	83	88	77	83
7 – GIRL	38	63	50	85	44	74
8 – GIRL	55	70	70	83	63	76
9 – GIRL	65	73	63	88	64	80
10 – GIRL	78	68	78	75	78	71
11 – GIRL	83	80	55	85	69	83
12 – GIRL	68	83	83	88	75	85
13 – GIRL	50	65	70	98	60	81
14 – GIRL	28	75	28	93	28	84
15 – GIRL	90	88	90	98	90	93
16 – GIRL	73	70	88	98	80	84
17 – GIRL	70	83	95	100	83	91
18 – GIRL	75	65	88	78	82	71
19 – GIRL	25	73	38	100	31	86
20 – GIRL	88	85	90	98	89	91
21 – GIRL	75	85	40	95	58	90
22 – BOY	33	63	45	83	39	73
23 – BOY	33	85	48	95	40	90
24 – BOY	40	65	35	93	38	79
25 – BOY	30	48	40	90	35	69
26 – BOY	58	86	58	93	58	86
27 – BOY	55	68	65	90	60	79
28 – BOY	80	83	70	88	75	85
29 – BOY	65	70	73	90	69	80
30 – BOY	40	63	43	75	41	69
31 – BOY	63	73	83	88	73	80
32 – BOY	48	58	70	93	59	75
33 – BOY	70	73	75	98	73	85
34 – BOY	35	50	53	75	44	63

After the intervention strategy the MRP post test was conducted on 7 September 2009 and all the learners scored more than 50% for the test. Only one learner scored below

50% for reader self concept. However there was a significant improvement in this learner's self concept as a reader and the value of reading.

Table 4.2 represents all the learners who scored below 50% for the MRP self concept of reading (pre-test)

Table 4.2: Learners who scored below 50% for the MRP

RESPONDENTS	READING GROUP	WCED BASELINE ASSESSMENT RESULTS
RESPONDENT 1	STARS OF AFRICA	42 %
RESPONDENT 3	ANKLE BITERS	28 %
RESPONDENT 14	SUPER READERS	39 %
RESPONDENT 19	STARS OF AFRICA	47 %
RESPONDENT 22	SUPER READERS	33 %
RESPONDENT 23	SUPER READERS	46 %
RESPONDENT 24	SUPER READERS	40 %
RESPONDENT 25	SUPER READERS	23 %
RESPONDENT 30	ANKLE BITERS	27 %
RESPONDENT 32	STARS OF AFRICA	48 %
RESPONDENT 34	ANKLE BITERS	11 %

These respondents are the learners who scored below 50% for the MRP self concept as readers. These learners also scored below 50% for the WCED baseline assessment. What could be deduced from this is that these learners have a very low self esteem and regard themselves as weak readers. What is interesting to note is that the learners who obtained more than 50% for the MRP also scored high marks for the WCED baseline assessment. The class average for the WCED baseline test for the thirty-four learners was 51%.

After the intervention strategy there was a significant improvement in the MRP results and all the learners obtained more than 50%. Although respondents 4, 10 and 18 obtained more than 50%, their totals decreased. The decrease in the totals could be attributed to the fact that these learners who were confident readers were now motivated

to read books pitched at a more challenging level and were selecting to read teenage books.

Table 4.3 T-Test and paired tests

Table 4.3: Paired sample statistics

		Mean	N	Std. Deviation	Std. Error Mean	Paired Differences			
						Differences		95% Confidence Interval of the Difference	
						Mean Difference	Std Deviation	Lower	Upper
Pair 1	Reader Self Concept_Post	28.29	34	4.331	.743	4.971	5.901	2.912	7.029
	Reader Self Concept_Pre	23.32	34	7.510	1.288				
Pair 2	Reading Value_Post	35.62	34	2.818	.483	9.706	7.956	6.930	12.482
	Reading Value_Pre	25.91	34	7.775	1.333				
Pair 3	Full Raw Score_Post	63.91	34	6.092	1.045	14.676	13.019	10.134	19.219
	Full Raw Score_Pre	49.24	34	14.517	2.490				

Table 4.3 gives the mean values of the pre- and posts tests, the mean differences and the 95% confidence intervals of the mean differences.

Table 4.4: T.test for paired data

Paired Samples Test

		t-value	Df	p-value (two-tailed)
Pair 1	ReaderSelfConcept_Post – ReaderSelfConcept_Pre	4.912	33	<0.001
Pair 2	ReadingValue_Post - ReadingValue_Pre	7.113	33	<0.001
Pair 3	FullRawScore_Post - FullRawScore_Pre	6.573	33	<0.001

Table 4.4 presents the results of the learners' t-test for paired data.

The values are given as <0.001 . This would indicate that for all three scores there is a difference between the pre and post scores. Each of these differences between pre and post scores is statistically significant.

4.4 Results from intervention strategy

4.4.1 Library sessions

The library intervention strategy was to expose learners to selecting their own reading material. Only five of the thirty-four learners in the Grade 6 class were in possession of a library card. The others only frequented the library when they needed to gather information to complete school projects. One learner indicated that it was not necessary to go to the library because it was easy to access information from the internet. Going to the library in the past for these Grade 6 learners was a "boring experience".

Literature reviewed in this study emphasised the importance of exposing learners to a wide range of reading material. Applications were made for those learners who did not have library cards. Every three weeks the learners were taken to the library and they were allowed to select their own reading material.

Respondent 22 had the following to say:

I love going to the library but I hate reading the baby books. I hope I can read the bigger books.

Respondent 16 wanted to know whether she could select books from the non-fiction section. I impressed on the learners from which categories they were allowed to select books. I wanted to know what the learner was searching for and she stated that she wanted to gather information on menstruation, as she was battling with this new experience. Respondent 16 had the following to say after she had read the book:

Can all the girls get together so that we can discuss this topic and share ideas? I have learnt a lot about women stuff.

Respondent 17 had the following to say about the library:

I never knew that the library had so many interesting books. Before, I used to pass by the library. I never knew that the library could be so interesting. I thought it had only information, boring stuff, homework, information, more information and stuff like that. It is interesting. They have a lot of books, a lot, a lot and they have computers to do research and they have lots of drawing books. I never knew that they had drawing books. I will definitely continue to go to the library. And the librarians are quite nice but they can be strict if you damage the books.

4.4.2 Uninterrupted silent reading

Having started phase one where learners were discovering their reading preferences, the prescribed half an hour reading period of phase two became a significant part of the school day. Respondent 17 had the following to say about the uninterrupted silent reading: (sic)

I use to fidget because I thought reading was just for nerds but now I like reading because my friends also like it. I want to read Harry Potter books but thought it was difficult but now I think I can read it.

Respondent 34 got into trouble on a particular day for not completing his Mathematics exercises. He was busy reading his Spiderman book.

Respondent 34 who was usually problematic and who found school work very difficult had given up on his Mathematics exercises but he had discovered that he could read.

Respondent 9 had the following to say:

I like reading alone in the morning, it is the start of my day.

4.4.3 Same ability groups

Respondent 7 had the following to say about her reading experience:

I read for an hour everyday. Reading makes me a better person. Last year I couldn't read and my friends made fun of me. Last year I did know how to read but I was just nervous. Then my friends used to laugh at me. They said I'm dumb. Children in groups are not funny with you and they help you.

Respondent 2 had the following to say:

I hate it if we have to use dictionaries or write book reports. It kills the book for me. But I like reading in my group.

Respondent 22 had the following to say about reading in groups.

I like sitting in groups and each one takes it in turn to read.

Respondent 7 had the following to say:

I don't always like it if the boys fight who must read and who mustn't read. The boys want to read all the time. What I like is if Miss sits with us and we read individually then I am not so nervous.

4.4.4 How had they internalised the reading?

Learners found pleasure in speaking to their peers about books which they had read. Learners became excited about books which appealed to them and shared their enthusiasm with others.

Respondent 22 had the following to say when one of his peers told him about an interesting book:

Aidan gave me a book called the Black Knight but it was a bit too difficult. I got Spiderman out of the box and Bradley wanted to know what I was reading. I told him to read this book because it was interesting.

Respondent 16 had the following to say:

Lutho told me about this interesting book. She found it in the box. It is *Child of Darkness* by Virginia Andrews. I think it's okay because it's more like a drama. I actually like romantic books. My favourite author is Annabelle Stark and she writes Megastar Mysteries. I got that in the library. I also like Jacqueline Wilson, *Girls in Love*. I mostly like romantic and horror books.

Learners also enjoyed acting out extracts of books or reciting poems.

Respondent 5 had the following to say:

I like to act out stories. It is fun because I think I have the talent to act out in front of people.

Learners indicated that they did not want to complete book reports but they were encouraged to complete a form after successfully reading a book. They had to rate the book and share their experiences with their peers. They also had a personal journal

4.4.5 Word wall

The word wall was used as a tool to consolidate and remediate spelling problems. A few words were introduced to the learners and were displayed on the word wall. These words were the high frequency words or words which were encountered in text. The learners used these words in written work activities or in oral presentations.

Learners were asked how they felt about the word wall and these are some of the responses:

I like the spelling wall. It has big words like embellishing and belligerent. Some of it is big words. So if we are not busy then I look it up and memorise it. When Miss asks me then I can spell it.

These words were used during group competitions where groups had to write a spelling test. Five words were removed from the word wall and learners were asked to write them down correctly. The totals of the groups were added together and the winners were announced.

Respondent 21 had the following to say:

I like the group competitions when certain groups win other groups for spelling.
(sic)

Figure 4.2 is an example of a spelling control sheet.

Figure 4.2 Spelling control sheet

Read to Succeed

Name: _____

Name of Group: _____

1. _____

2. _____

3. _____

4. _____

5. _____

1. _____

2. _____

3. _____

4. _____

5. _____

1. _____

2. _____

3. _____

The spelling tests were used as an extrinsic method to encourage learners to learn the words which appeared on the word wall. Because learners were eager to score high marks for their group they were encouraged to learn these words. The control sheet was used for learners to record the words.

4.5 Conclusion

This chapter has presented and analysed the MRP, responses to focus group interviews as well as individual interviews. Thus qualitative and quantitative data have been collected in order to determine which practices would contribute towards Grade 6 learners' reading motivation. The main findings can be summarised as follows:

The educator in the Grade 6 reading class had to ensure that different strategies were implemented to ensure that the learners were motivated to read. The learners were taken to the library and a library corner containing books which were brought from home and donated were made available to the learners, thus exposing them to a print rich environment. Trips to the local library allowed learners to become familiar with genres and authors which they preferred. Data from interviews would indicate that learners were starting to enjoy the reading experience.



CHAPTER FIVE:

CONCLUSIONS

5.1 Introduction

The purpose of this chapter is to discuss whether the intervention strategy which was implemented had a significant bearing on the focus of this research project, namely, Grade 6 learners' reading motivation. The aim of the "five phase" intervention strategy was to motivate learners to read with the expectation that their systemic test results in literacy would improve.

5.2 Discussion of motivation to read profile (MRP) and intervention strategy

In the previous chapter the statistical data collected from the Motivation to Read Profile (MRP) was presented and discussed as well as the results from interviews and the intervention strategy. This chapter will discuss the intervention strategy and other insights that have emerged from the study, namely, the role of the educator in the reading classroom, library sessions, silent reading, placing learners into same ability groups, how learners have internalised the reading and what learners liked about the reading programme. Finally, the results of the Grade 6 learners' national systemic results for 2009 in literacy will be presented. The results for the national systemic results for 2007 for Grade 3 and Grade 6 learners in literacy and numeracy classified the school as "very weak". This chapter will focus on how the intervention strategy impacted on the learners' results.

5.2.1 The role of the educator in the reading class/intervention strategy

The Department of Education (DoE) has tried to determine why educators are unable to improve the learners' reading levels. In 2008 the National Reading Strategy (NRS) was launched to combat illiteracy (South Africa. DoE NRS, 2008:4). According to the DoE NRS (South Africa. 2008:7) many educators in South African schools who are teaching

beyond the Foundation Phase are not trained to teach basic reading. Furthermore, the DoE NRS (South Africa 2008) has found that many educators only know one method of teaching reading, which may not appeal to the learning styles of all the learners in the classroom. In a social constructivist classroom the diverse needs of all the learners must be catered for.

The educator in the reading classroom has to ensure that different methodologies are used to motivate learners to read. The educator has to rely on intrinsic and extrinsic methods of motivation. By reflecting on one's teaching practices and engaging with the learners, one could readily determine what motivates them to read. At the same time the educator would be able to assess what aspects of reading the learners do not enjoy. Mc Gool & Gespass (2009:264) state that after parents, educators have the greatest opportunity to influence children's reading habits. The educator in the reading class has the ability to motivate learners to read and through different strategies can engage learners so that they begin to value reading.

During interviews learners indicated that they thoroughly enjoyed the read to succeed campaign. Extrinsic methods such as taking them to the library resulted in many of them, who previously did not frequent the library, discovering authors and different genres which appealed to them. Learners who often disrupted classrooms were now looking for opportunities during the day to read books which they selected. During Happy Hours sessions, learners were allowed the freedom to express themselves through drama and poetry. By creating a conducive reading atmosphere, the Grade 6 learners were not afraid to share their reading experience with their peers. They were prepared to share information about authors, plots and stories.

A conclusion which one could draw from this is that setting up a reading environment conducive to learners being able to exercise their agency (choice, interest) is significant in motivation.

5.2.2 Library sessions

According to Ruur (2009:1) school libraries make an important contribution to literacy development and are not just merely rooms with four walls but arguably the most important place in the school. The school where the study was conducted did not have a school library and the learners were taken to the public library which was in the area. In the beginning I was determined to guide the learners to books which I thought they would find interesting to read and which I thought were pitched at their reading level, based on the test results of the National English Baseline Assessment (South Africa. Doe, 2008). I insisted that those learners who scored low marks in the tests were only allowed to select books from a category of books in line with their reading level. I assumed that selecting books from a different category would be too difficult for them to read and would de-motivate them. I soon discovered that learners knew which books they wanted to read and they knew which books were too difficult to read. The books which they were capable of reading did not appeal to them, as they were looking for books which would appeal to their chronological age. I discovered that easy text is a de-motivator equal to difficult text. As an educator you must not assume that because the material is easy to read the learners would be motivated to read. The content of reading material should be age appropriate.

Respondent 16 who was dealing with menstruation soon discovered that besides reading books for entertainment, she was able to find information which would assist her with current everyday issues. She discovered an area where non-fiction books could be accessed for information.

Another learner became totally interested in Ancient Egypt after the class read an extract from the English text book. When the learner went to the library, he took three books on Ancient Egypt. When he got to the counter to have his books stamped the librarian indicated that he could only take one book. The librarian assumed that the learner had to complete a project but I intervened and told her about his interest in Egypt. He was allowed to take two of the books, as there were only three books on

Egypt in the library. He would often ask me questions about Egypt and started sharing his information on Egypt to the rest of the class. The library for this learner was a new experience. He was able to select books which interested him. Unlike the girls in the class who were mostly interested in reading fiction books, the boys in the class were more interested in non-fiction books. Books on science and history appealed to the boys.

After a few sessions, the learners knew their way around the library and felt comfortable to approach the librarian if they needed assistance. It soon became evident that some of these learners were becoming intrinsically motivated to read when they requested their library cards from me. They wanted to go to the library at weekends and during the holidays.

What may be deduced from the library experience is that the learners will determine their appropriate level of challenge through self-selection based on personal needs and interests.

5.2.3 Uninterrupted silent reading

The uninterrupted silent reading created an opportunity for learners to be absorbed in the reading process. It allowed learners to read material which they selected and it allowed them to read at their own pace. Valeri-Gold (1995:385) postulates that uninterrupted silent reading helps learners develop an interest in reading, alters learners' attitudes towards reading and their reading habits. The learners in the Grade 6 class indicated that they enjoyed the uninterrupted reading session and that it formed an integral part of their day, despite the fact that many of them found it difficult to stay focused in the beginning. This indicates that main-stream learners who encounter difficulties with their school work are also capable of being motivated to read if they are allowed to discover the pleasure of reading. The early morning half an hour reading session also set the tone for the day and it calmed the learners.

One may conclude that following silent reading sessions an atmosphere of calmness and relaxation occurs, which creates an atmosphere of learning.

On certain days learners were eager to continue to read and requested that we should do so. They would quickly complete classroom exercises and continue to read. Previously learners who completed activities before their peers would walk around and talk. Whereas discipline was usually a problem, they were now silencing their fidgety peers who were disturbing the quiet, reading ambience.

Reading motivation therefore can be seen to have an impact on appropriate pro-social learning behaviour.

5.2.4 Same ability groups

Dividing learners into same ability groups allowed learners to share ideas and opinions with each other, to assist each other and to solve problems as a group. This is one of the principles of social constructivism. Dividing the learners into same ability groups created a positive team spirit among group members, where they felt comfortable in correcting each other or asking for assistance. Members reading in these groups gained confidence and were not reluctant to read to each other.

A positive learning environment took place where learners were comfortable to share in their respective groups. Learners were eager for me to hear them read and demanded my attention. Learners were also keen to finish a book so that they could move onto the next book. Learners did not want to complete book reviews and to use dictionaries. They did not want to interrupt the reading flow by looking up difficult words or to try to remember characters in order to complete book reports. Educators often want to encourage learners to write book reports because they want to encourage them to read and understand what was read. This is also used as an assessment and surveillance tool to see that reading actually happens. It is a strategy which I have used in the past and which many educators at the research site pursue. By forcing learners to do this,

educators assume that they would encourage learners to gain knowledge and develop skills but it frustrates them and is indeed a de-motivator.

5.2.5 Learning unfamiliar words – the word wall

Pang, Muaka and Kamil (2003:32) state that in order for learners to understand text, they need to know the meaning of individual words. Educators frequently give learners lists of words which they are expected to learn and memorise. Often as many as ten to twenty words are given to the learners at a time. The learners are then given a spelling test. Many of the Grade 6 learners in the study would often score low marks for spelling tests and were not motivated to learn words from spellings lists.

The learners in the Grade 6 class found the word wall to be useful and because only two to three words were introduced at a time, so they found it easier to learn and to memorise them. The learners enjoyed the game which was used as an extrinsic method to get them to learn the meaning and spelling of the word. Children who previously scored low marks for spelling tests now showed determination by learning to spell the words correctly and obtaining full marks for their group. Words which were placed on the word wall were encountered in the learners' reading material. The Grade 6 learners were highly competitive and learners who usually battled with spelling were eager to participate in the competition. Learners who usually battled with spelling words were able to obtain marks for their respective groups because they were able to write the words correctly.

A certain amount of extrinsic motivation such as competitions and spelling games is helpful in encouraging reading motivation.

5.2.6 How they internalized the reading and what learners liked about the intervention strategy

When learners were asked what they liked about the read to succeed campaign they indicated that they enjoyed the following:

- The learners enjoyed reading in groups. They enjoyed belonging to a group and were proud of the name which they chose for their group. Reading in small groups gave learners confidence and motivated them to continue to read. Learners in groups were not embarrassed to ask for assistance and a strong bond between group members was formed. Learners in groups wanted me to hear them read and this was not always possible. Learners were eager to finish a book and to move onto the next book.
- Learners enjoyed the Happy Hour sessions when they were allowed to share their reading experience in the form of dance and drama or when they were allowed to share books and stories with each other.
- The learners enjoyed learning the words on the word wall and they enjoyed the vocabulary games and spelling games. A strong competitive spirit was evident and groups were eager to beat each other.
- The learners enjoyed the outings to the library and many of them formed strong bonds with the librarians. Learners eventually knew where to scout for books which appealed to them.

Reading is a highly social activity for Intermediate Phase learners. The social character of the intervention appears to have been the prime motivator.

5.3 Conclusion

The learners in the Grade 6 class were reluctant to read and many of them did not even bring reading material to school. Initially they found it difficult to be engaged in uninterrupted reading but eventually started to look forward to the routine of reading in the morning. Learners now brought books from home and discovered authors and genres which they liked.

Feedback on tests and assessment activities indicated that many learners started to show an overall improvement in English. The table below is an extract from the DoE Grade 6 systemic test results for the research site.

Table 5.1: Summary 2007 vs 2009 systemic Grade 6 literacy results

Assessment	2007	2009	Difference	Results
Literacy results	63.6%	89.4%	25.8%	Substantial improvement

The average of the WCED baseline assessment for the thirty-four learners, as explained in section 4.3, was 51%. The 2007 systemic results indicated 63.6% for literacy. After the intervention strategy the Grade 6 learners' national systemic literacy results, which was conducted in October 2009, showed that a substantial improvement of 25.8% (see appendix 8 on page 131) was achieved where the Grade 6 learners in the study obtained a score of 89,4% for literacy.

CHAPTER SIX:

IMPLICATIONS OF FINDINGS FOR READING PRACTICES

6.1 Introduction

The aim of the study was to investigate practices which would contribute towards Grade 6 learners' reading motivation. An intervention strategy was implemented and an action research model was followed.

This chapter will make and motivate the following recommendations based on what has emerged from the study:

- Provide regular access to libraries;
- Create an opportunity for learners to be engaged in uninterrupted silent reading;
- Divide learners into same ability groups;
- Create an atmosphere and provide opportunities where learners are able to share their reading experience; and
- Display words which they encounter on the word wall

6.2 Library sessions

The NCS curriculum expects learners to do research in order to complete projects. Often these projects are for marks and many learners associate the library as a place in which to do projects. Going to the library for many of the Grade 6 learners was a burden and they viewed the library as a "boring" place. They associated the library with hard work and assessment marks. When the learners were given an opportunity to go to the library during the formal school day, it was a novelty which soon turned out to be a positive experience for all concerned. The learners were able to select books which they were allowed to take home. During the study it was surprising to note that learners were not aware of the different types of books which could be obtained from the library

and because learners were allowed to browse through books, they soon discovered which books appealed to them and which books they were capable of reading. Learners soon started to trust the librarians and were comfortable to request specific books which appealed to them.

Not many schools have access to school libraries or have the necessary space for a school library but money should be made available where different class grades are allowed to visit the local libraries on a monthly basis. This should form part of the Language learning area and should be compulsory for all grades in the Foundation and Intermediate Phases of schooling. This could possibly socialise the learners to value books and enjoy reading. I found that the libraries were not very busy during the school day and the librarians were more than happy to engage with the school children. As mentioned previously the Grade 6 learners were highly competitive and enjoyed the competition which the librarians arranged. Many of the questions pertained to science and non-fiction topics and the boys were the ones who won. The study found while most of the girls enjoyed fiction books such as love stories, the boys were more interested in books on science and non-fiction. Books on history and geography also appealed to them and many of them found it interesting to read books which described how one could construct aeroplanes, etc.

Opportunities should be provided where learners have access to libraries.

6.3 Uninterrupted silent reading

Although policies are in place to ensure that learners read daily, this is not happening in many classrooms. Often educators expect learners to read on their own and often there is not enough reading material for the learners. Many learners do not bring reading material from home, unless they enjoy reading. So for many the half an hour compulsory reading sessions are time-wasters. Proper training should be given to educators, exposing them to different approaches which they can use and different strategies which can be implemented. The success of the half an hour reading session

depends on the commitment of the educator in the reading class. If educators do not value reading and are not passionate about reading then they would not be able to motivate their learners to read. On-going training is therefore a necessity and educators must be held accountable if they do not follow directives and policy. Funds must be made available for learners to have access to many reading books. Lost or damaged books must be replaced immediately. Parents and learners must be held accountable for books which are damaged or lost. Learners should be exposed to books from a young age and be taught to respect books. The uninterrupted silent reading is a strategy which motivates learners to read. Learners become absorbed in the reading experience and they seek opportunities during the day to be engaged in reading. Because the learners have access to reading material they are engaged in reading. Classrooms are less noisy and children tend to be less aggressive.

Opportunities should be created where learners are engaged in uninterrupted silent reading.

6.4 Same ability groups and class size

Learners in grade 6 are very aware of how their peers view them and many of them indicated that reading in front of a class was very embarrassing and intimidating. Dividing learners into smaller groups made it easier for learners to read. Working in a small group was less threatening and eventually the Grade 6 learners started to rely on each other. In the MRP all the learners indicated that they wanted the educator to read stories to them and they still needed the educator to be around to listen to them. This was not always possible because there were too many groups. If class numbers are reduced it would allow the educator to listen to the different groups on a daily basis. The result would be that learners would be able to progress in their reading abilities.

The educator has to ensure that learners are divided into same ability reading groups.

6.5 Internalise the reading

Creating an atmosphere where learners are encouraged to speak about what they have read, without expecting them to write tests or book reports will get learners to become excited about reading. The Happy Hour sessions, which took place on Fridays, were the highlight of the week for learners. In the past many learners would be absent on Fridays but learners were excited to come to school because they would be allowed to have an opportunity to share their reading experience. On Fridays all learners were in school and parents indicated that although their children were sick, they insisted on coming to school. The Happy Hour sessions allowed learners to play games such as scrabble and hangman, act out stories, recite poetry and to read extracts from a book. Fridays were days which learners cherished and as an extrinsic factor it led the learners to love reading and created an environment of learning. Educators could continue with this intervention strategy as it was effective and motivated the learners to read.

Learners should be given opportunities where they are able to share their reading experiences with others.

6.6 Word wall

Educators should refrain from forcing learners to memorise words from spelling lists. Instead these words should be displayed on word walls for learners to see. Only a few words should be introduced at a time. If learners are given too many words they give up before they have even started because the task becomes too daunting. Learners in primary school enjoy competitions and encouraging them to engage in competitions motivated them to learn these words. Extrinsic methods such as games and competitions should be used to encourage learners to read. Learners who battle with spelling would be motivated to learn three to four words at a time if they know that by doing so they would score points for their respective group or team. The words on the word wall must be relevant to the learners' learning and they must encounter these words in text or learning material on a regular basis.

Learners should view the words which they encounter in text on the word wall.

6.7 Conclusion

Before the process of action research I made assumptions that learners could not read and believed that because the learners were already in Grade 6 and were not reading at the appropriate level, very little or nothing could be done. Through the process of action research, I went through a paradigm shift after having researched the literature on reading, and implemented the principles of reading motivation from previous research. I discovered that my practice had to change as well as my attitude. I was only then able to motivate the Grade 6 learners at every level in their reading development.

Once I started talking to the learners about reading and on how I could motivate them to read, I realized that the learners were interested but that they were not exposed to interesting reading material. I soon discovered that every learner is eager to read but because many of them battle to read fluently they find it embarrassing and tend to want to avoid reading altogether. When learners were allowed to share their reading experiences with each other they became excited and eager to continue.

To improve literacy results in South African schools reading material must be readily available for all learners in the different class grades. Schools and classrooms should be print-rich environments where learners have easy access to books. The DoE should ensure that educators have compulsory ongoing training on how to teach reading. Schools should ensure that policy on reading such the uninterrupted compulsory half hour daily reading session is implemented. The educator in the reading classroom has to be passionate about reading. The learners will be motivated by the enthusiasm of the educator.

The educator in the reading classroom is “key” to unlocking the potential in every learner.

REFERENCES

- Atwell, N. 1987. *The reading zone: How to help kids become skilled, passionate, habitual, critical readers*. New York: Scholastic Inc..
- Au, K. 1998. Social Constructivism and the school literacy learning of students of diverse backgrounds. *Journal of Literacy Research*, 30(2):297-319.
- Bandura, A. 1993. Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist*, 28(2):117– 48. Erlbaum Associates.
- Bandura, A. 1977. *Social learning theory*: New York: General Learning Press.
<http://www.learning-theories.com/social-learning-theories-bandura.html>
[9 July 2009].
- Barr, M. & Pidgeon, S. (ed) 1998. *Boys and reading*. Centre for Language in Primary Education: LB Southwark.
- Beaumie, K. 2001. Social constructivism. In M. Orey (Ed.), *Emerging perspectives on learning, teaching and technology*.
<http://www.projects.coe.uga.edu/epltt/>
[31 October 2010].
- Botha, R. J. 2002. Outcomes-based education and educational reform in South Africa. *International Journal of Leadership in Education*, 5(4):361-371.
- Cambourne, B. 2002. Holistic, integrated approaches to reading and language arts instruction: The Constructivist framework of an instructional theory. In A.E. Farstrup & S. Samuels (eds.), *What research has to say about reading instructions* (pp25 – 47). Newark, DE: International Reading Association.
- Charmaz, K. 2002. Qualitative interviewing and grounded theory analysis, in *Handbook of interview research: context and method* edited by JF Gubrium and JA Holstein. London: Sage 675-694.
- Clark, M.A., Lee, S.M., Goodman, W. & Yacco, S. Examining male underachievement in public education: Action research at a district level. *National Association of Secondary School Principals. NASSP Bulletin*, 98 (2), June 2008.
- Clark, M.A., Flower K., Walton, J. & Oakley, E. (in press). Tackling male underachievement: Enhancing a positive learning environment for middle class boys. *Professional School Counselling*, 12(2):127-132, December 2008.
- Coghlan, D. & Brannick, T. 2001. *Doing action research in your own organization*. London: Sage.

References

- Condy, J. 2006. *The development of an enabling self-administered questionnaire for enhancing reading teachers' professional pedagogical insights*. Phd thesis. University of Cape Town.
- Cullinan, B.E. 1992. *Independent reading and school achievement. Assessment of the role of school and public libraries in support of educational reform*. U.S. Department of Education.
- Cunningham, P.M. & Allington, R.L. 2007. *Classrooms that work: they can all read and write*. Pearson Education Incorporation.
- Cziko, C., Greenleaf, C., Hurwitz, L. & Schoenbach, R. What is reading? An excerpt from *Reading for Understanding. The Quarterly 22(3):*Summer 2000.
- Deci, E.L., Koester, R. & Ryan, R.M. 2001. Extrinsic rewards and intrinsic motivation in education: Reconsidered once again. *Review of Education Research, 71:1-27*.
- Deci, E.L. & Ryan, R.M. 1985. *Intrinsic motivation and self determination in human behaviour*. NY: Plenum Press.
- Eccles, J.S., Lord, S., & Buchanan, C.M. 1996. School transitions in early adolescence: What are we doing to our young children? In J.A. Graber, J. Brooks-Gunn, & A.C. Petersen (eds.), *Transitions through adolescence: Interpersonal domains and context* (pp. 251 – 284). Hillsdale, NJ: Erlbaum.
- Elliot, B. 2009. E. Pedagogy: Does e-learning require a new approach to teaching and learning? Scottish Qualifications Authority. <http://www.scribd.com/doc/932164/E.Pedagogy> [8 January 2010].
- Elley, W.B. 1992. How in the world do students read? IEA Study of reading literacy. International Association for the Evaluation of Educational Achievement. International survey. July 1992.
- Epstein, A., Hohmann, C. & Hohmann, M. 2002. How young children learn to read in high/scope programmes. *Educational Research Foundation*.
- Fall, R., Webb, N.M. & Cudowsky, N. 2000. Group discussion and large scale language arts assessment: effects on students' comprehension. *American Educational Research Journal, 37(4)*, 911-941.
- Flick, U. 2006. *An introduction to qualitative research* (3rd ed.). London: Sage Publications.

References

- Flora, S.R. & Flora, D.B. 1999. The effects of extrinsic reinforcement for reading during childhood on reported reading habits of collage students. *The Psychological Record*, 49: 3-14.
- Fountas, I.C. & Pinnell, G.S. 2006. *Teaching for comprehension and fluency: Thinking, talking, and writing about reading*, K-8. Portsmouth, NH: Heinemann.
- Freire, P. 1972. *Pedagogy of the oppressed*. Great Britain: Penguin Books.
- Gambrell, L.B., Palmer, B.M., Codling, R.M. & Mazzone, S.A. *Assessing motivation to read*. *The Reading Teacher* 49(7): April 1996.
- Golden, C. Katz, L.F., & Kuziemko, I. 2006. The homecoming of American college women: The reversal of the college gender gap. *Journal of Economic Perspectives*. 20(4):133-156.
- Goy, M., Bos, W. & Strietholt, R. 2009. Reading engagement of fourth-grade students results from PIRLS 2006 for students from different socio-economic backgrounds (Symposium 852). *European Educational Research Association*. (conference paper)
- Graves, M.F., Juel, C. & Graves, B.B. 2007. *Teaching reading in the 21st century*. Boston: Allyn and Bacon.
- Grundy, S.L. and Kemmis, S. 1981. Educational action research in Australia: The state of the art. Paper presented at the annual conference of the Australian Association for research in education, Adelaide. In Kemmis, S. and Mc Taggart, R. (1988). *The action research planner*.
- Guthrie, J.T., Wigfield, A., Humenick, N.M., Perencevich, K.C., Taboada, A. & Barbosa, P. 2006. Influences of stimulating tasks on reading motivation and comprehension. *The Journal of Educational Research*, 99(4): 232-245.
- Hatten, R. Knapp, D. & Salonga, R. 1997. *Action research: Comparisons with the concepts of "the reflective practitioner" and "quality assurance"* *Action Research Electronic Reader*.
<http://www.scu.edu.au/schools/gcm/ar/arr/arrow/rdr.html>
[8 November 2010]
- Henning, E., van Rensburg W. & Smit, B. 2004. *Finding your way in qualitative research*. Van Schaik Publishers.
- Hidi, S. 2000. An interest researcher's perspective: The effects of extrinsic and intrinsic factors on motivation. In C. Sansone & J.M. Harackiewicz (eds), *Intrinsic and extrinsic motivation: The search for optimal motivation and performance* (pp 309 – 339). San Diego, CA: Academic Press.

References

- Hill, A. 2009. *An investigation into reason for underperformance in Literacy in Grades 3 and 6 in selected national quintiles 1, 2 & 3 schools in the Western Cape Education Department*. WCED Cape Town. Cape Peninsula University of Technology.
- Irvin, J.L. 1990. *Reading and the middle school student: Strategies to enhance literacy* (2nd ed.) Boston: Allyn and Bacon.
- Ivey, G. & Fisher, D. 2006. *Creating literacy-rich schools for adolescents*. Alexandria, VA: Association for the Supervision and Curriculum Development.
- Ivey, G. & Broaddus, K. 2001 "Just plain reading": A survey of what makes students want to read in middle school. *Reading Research Quarterly*, 36(4):350-377.
- Kamil, M.L., Mosenthal, P.B., Pearson, P.D. & Barr R. (eds). 2000. Handbook of reading research 111:403-422. NY: Erlbaum.
- Kohler, V. 2008 *An investigation into the perceptions of grade 7 learners of the effectiveness of a guided reading programme*. M.Ed minor dissertation. Cape Peninsula University of Technology.
- Law, Y. The relationship between extrinsic motivation, home literacy, classroom instructional practices, and reading proficiency in second-grade Chinese children. *Research in Education* 80:37-47. University of Hong Kong.
- Louden, W., Rohl, M., Barratt-Pugh, C., Brown, C., Cairney, T., Elderfield, J., House, H., Meiers, M., Rivalland, J. & Rowe, K. 2005. The Australian journal of language literacy. *Australian literacy educators' association*, 28(3).
- Louw, D.A., Van Ede, D.M. & Louw, A.E. 1998. *Human development* (2nd ed) Pretoria: Kagiso Tertiary.
- Manning, G. & Manning, L. 1984. What models of recreational reading make a difference. *Reading World*, 23:275- 380.
- Marinak, B. A. & Gambrell, L.B. 2010. Reading motivation: Exploring the elementary gender gap. *Literacy Research Instruction*, 49:129-141.
- Marinak, B.A. & Gambrell, L.B. 2008. Intrinsic motivation and rewards: What sustains young children's engagement with text? *Literacy Research and Instruction*. Coral Gables 47(1):9 – 26.
- Mazzoni, S.A., Gambrell, L.B. & Korkeamaki, R. 1999. A cross cultural perspective of early literacy motivation. *Journal of Reading Psychology*, 20: 237-253.

References

- McKenna, M.C., Kear, D.J. & Ellsworth, R.A. 1995. Children's attitudes toward reading: A national survey. *Reading Research Quarterly*, 30:934-956.
- Mc Kool, S.S. & Gespass, S. 2009. Does Johnny's reading teacher love to read? How teachers' personal reading habits affect instructional practices. *Literacy research and instruction*. Coral Gables, 48(3):264-276.
- Miller, D. 2007. *Using drama to enhance student literacy*. Masters thesis. Lehman College.
- Morrison, T.G., Jacobs, J. & Swinyard, W.R. (1999). Do teachers who read personally use recommended practices in the classrooms? *Reading Research and Instruction*, 38: 81-100.
- Morrow, L.M. 1997. *The radical middle: balancing literacy instructions*. Paper presented at the annual meeting of the International Reading Association, Atlanta, GA.
- Nicholson, T. 1998. The flashcard strikes back. *The Reading Teacher*, 52:188-192.
- O'Connor, E. & Simic, O. 2002. The effects of reading recovery on special education referrals and placements. *Psychology in the schools*, 39:635-646.
- Ortlieb, E., Cramer, N. & Cheek, E. 2007. The art of reading: Dramatizing literacy. *Reading Improvement*, 44(3):169.
- Palley, V.G. 1984. *Boys and girls, superheroes in the doll corner*. University of Chicago.
- Palmer, B.M., Codling, R.M. & Gambrell, L.B. 1994. In their own words: What elementary students have to say about motivation to read. *The Reading Teacher*, 48:176-178.
- Pang, E.S., Muaka, A., Bernhardt, E.B. & Kamil, M.L. 2003. Teaching reading. International Academy of Education (IAE). Belgium.
- Pearson, P.D. 2004. The reading wars. *Educational Policy*, 18:216.
- Pearson, P.D. (2001a). Life in the radical middle: A personal apology for a balanced view of reading. In R. Flippo (Ed.), *Reading researchers in search of common ground* (pp. 78 – 83). Newark, DE: International Reading Association.
- Pinnell, G.S. 2000. *Reading Recovery: An analysis of research-based reading intervention*. Columbus, OH: Reading Recovery Council of North America.
- Prawat, R.S. & Floden, R.E. 1994. Philosophical perspective on constructivist views of learning. *Educational psychologists*, 29(1):37-48.

References

- Pressley, M. 2006. *Reading instructions that works: The case for balanced teaching*. NY: Guildford Press.
- Pressley, M., Allington, R.L., Mc Donald, R., Block, C.C. & Morrow, L.M. 2001. *Learning to read: Lessons from exemplary first-grade classrooms*. NY: Guildford Press.
- Rumelhart, D. E. 1976. *Toward an interactive model of reading* (Technical Report No. 56). San Diego: Centre for Human Information Processing, University of California, San Diego.
- Ruur, M. 2009. Diverse, challenging: International school libraries are a special breed. *Reading Today*, 20.
- Schonell, F.J. 1961. *The psychology and teaching of reading* (4th ed.) London: Oliver and Boyd Ltd.
- Smith, L. & Williamson, J. 2004. *Stars of Africa Teacher's Guide Grade 6*. CT: Maskew Miller.
- South Africa. National Department of Education /UNESCO/UNICEF (1999) Monitoring and Learning Achievement
- South Africa. National Department of Education, 2002. *Revised National Curriculum Statement Grades R – 9 (Schools) Policy Document: Home Language*. Gazette No. 23406 Vol 443. May. Pretoria: Government Printer
- South Africa. Western Cape Education Department, 2005. *Grade 6 systemic evaluation report 2004*. Pretoria: Government Printer.
- South Africa. Western Cape Education Department, 2006. *WCED Literacy and Numeracy Strategy 2006 – 2016*. Pretoria: Government Printer
- South Africa. National Department of Education, 2008. *Annual National Assessments*. Pretoria: Government Printer.
- South Africa. National Department of Education, 2008. *National Reading Strategy*. Pretoria: Government Printer.
- Stanovich, K.E. 1980. Towards an interactive-compensatory model of individual differences in development of reading fluency. *Reading Research Quarterly*, 16(1),32-71.
- Stanovich, K.E. 1986. Mathew effect on reading: Some consequences of individual differences in the acquisition of literacy. *Reading Research Quarterly*, 21:360-407.

References

- Tan, A. & Nicholson, T. 1997. Flashcards revisited: Training to read poor readers to read words faster improves their comprehension of text. *Journal of Education Psychology, 89*:276-288.
- Tierney, R.J. & Readance, J.E. 2005. *Reading strategies and practices*. (6th ed.) Dallas: Allyn & Bacon.
- Thomas, R.M. 1992. *Comparing theories of child development* (3rd ed.) Belmont, CA: Wadsworth.
- Thompson, B. 1979. *Reading success: a guide for parents and teachers*. Sidgwick and Jackson Ltd.
- United States. National Commission on Libraries and Information Science 2006. Improving literacy through school libraries, *3*(13).
- Unrau, N. Schlackman, J. Motivation and its relationship with reading achievement in an urban middle school. *The Journal of Educational Research, 100*(2):81-128. Bloomington: Nov/Dec 2006.
- Valeri-Gold, M. 1995. Uninterrupted sustained silent reading is an effective authentic method for college developmental learners. *Journal of Reading, 38*(5):38.
- Vygotsky, L.S. 1978. *Mind in society*. Cambridge, MA: MIT Press.
- Wang, J.H.Y. & Guthrie, J.T. 2004. Modelling the effects of intrinsic motivation, extrinsic motivation, amount of reading and past achievement on text comprehension between U.S and Chinese students. *Reading Research Quarterly, 39*:162 -186.
- Warmoth, A. 2000. Social constructivism epistemology. Sonoma
<http://www.sonoma.edu/users/w/warmotha/epistemology.html>
[30 October 2010]
- Wigfield, A. & Guthrie, J.T. 1997. Relations of children's motivation for reading to the amount and breadth of their reading. *Journal of Educational Psychology, 89*:420 – 432.
- Wigfield, A., Guthrie, J.T., Tonks, S. & Perencevich, K. 2004. Children's motivation for reading: Domain specificity and instructional influences. *The journal of educational research, 97*(6).
- Wills, R. 2009. The Behaviourist approach to teaching in the class.
http://www.suit101.com/writer_articles.cfm/rachelshirley/3
[26 January 2010].
- Williams, L.M., Hedrick, W.B. & Tuschinski, L. 2008. Motivation: Going beyond testing to a lifetime of reading. *Childhood Education 63*(84): 135-141.

References

Yaden D.B., Rowe, D.W. & McGillivray, L. 1999. *Emergent literacy: A polyphony of perspectives*. Centre for the improvement of early reading achievement. MI: University of Michigan.

Ziegler, J. & Goswami, U. 2005. Reading acquisition, developmental dyslexia and skilled reading across languages: A psychology grain size theory. *Psychology Bulletin*, 131(1):3 – 29.

Zuber-Skerrit, O. 1992. *Action research in higher education: Examples and reflections*. Kogan Page Ltd.

Appendix 1: Letter from Western Cape Education Department (WCED) Granting Permission

Navrae
Enquiries **Dr RS Cornelissen**
IMibuzo

Telefoon
Telephone **(021) 467-2286**
Ifoni

Faks
Fax **(021) 425-7445**
IFeksi

Verwysing
Reference **20090529-0019**
ISalathiso



Wes-Kaap Onderwysdepartement

Western Cape Education Department

ISebe leMfundo leNtshona Koloni

Ms Rochelle Davids
Cnr 5th Avenue and Klipfontein Road
BELGRAVIA ESTATE
7764

Dear Ms R. Davids

RESEARCH PROPOSAL: PRACTICES WHICH CONTRIBUTE TOWARDS GRADE 6 LEARNERS' READING MOTIVATION.

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Educators' programmes are not to be interrupted.
5. The Study is to be conducted from **1st June 2009 to 30th September 2009.**
6. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).
7. Should you wish to extend the period of your survey, please contact Dr R. Cornelissen at the contact numbers above quoting the reference number.
8. A photocopy of this letter is submitted to the principal where the intended research is to be conducted.
9. Your research will be limited to the list of schools as forwarded to the Western Cape Education Department.
10. A brief summary of the content, findings and recommendations is provided to the Director: Research Services.
11. The Department receives a copy of the completed report/dissertation/thesis addressed to:
**The Director: Research Services
Western Cape Education Department
Private Bag X9114
CAPE TOWN
8000**

We wish you success in your research.

Kind regards.

Signed: Ronald S. Cornelissen
for: **HEAD: EDUCATION**
DATE: 1st June 2009

Appendix 2: Parent permission letter

19 April 2009

Dear Parents

I am currently studying for my Masters Degree in Education at Cape Peninsula University of Technology. I am doing research on “practices which would contribute towards Grade 6 learners’ reading motivation”. I would like to engage your child in the research process. I would like to know from the children what they like about reading and the types of books that they prefer. This will help them to improve their reading.

Participation in the research is voluntary and all information obtained will be treated confidentially.

Best regards

Rochelle Davids

Grade 6D educator

Please complete the attached.

I, _____ hereby give permission for my child

_____ in Grade 6D to participate in the research study.

or

I, _____ do not give permission for my child

_____ in Grade 6D to participate in the research

Study.

Signed: _____

Date: _____

Appendix 3: Permission to publish photographs

19 November 2009

Dear Parents

I trust that you are well. This will probably be the last time that I shall be writing to you. Let me take this opportunity to thank you for the co-operation which you have given me. The children and I have really formed a very close relationship.

Our Read to Succeed campaign has been highly successful. I have seen the improvement in the reading. I have taken a few pictures of the children and I need your permission to include these pictures in my thesis. Please be so kind as to complete the attached form.

Best regards

Rochelle Davids
Grade 6D Educator

I, Mr/Mrs _____ the parent/guardian of
_____ in Grade 6D hereby give permission to Ms
Davids to include pictures in her M.Ed thesis on reading motivation.

Signature of parent/guardian: _____

Date: _____

Appendix 4: Explanation of Reading Recovery

Ten principles of Reading Recovery (Pinnel, 2000:1).

Reading Recovery integrates and applies these 10 principles in the Reading Recovery lessons. These 10 principles include:

1. Phonological awareness: Teach learners to hear the sounds and words

When children are selected for Reading Recovery their ability to hear and record sounds are used as a measurement. Children who are the lowest achievers in the first grade are then selected for Reading Recovery. The majority of these learners then need instruction to develop phonological awareness.

2. Visual perception of letters: Teach learners to perceive and identify letters of the alphabet

Learners are assessed for letter recognition so that they are taught how to look at print. A daily record is kept to see which letters are familiar to the child and which letters appear to be confusing. The educator uses various methods to teach letter knowledge. The children write and construct their own alphabet book and work with magnetic letters.

3. Word recognition: Teach students to recognize words

In most instances first grade learners find it difficult to read and write words therefore they are exposed to words they know in detail so that they can recognise it quickly. The educator has to extend their knowledge of words by allowing them to use magnetic letters to construct the words, tracing the words and writing it. Word cards are also used. The educator would select words which occur most often in the language and used most often in writing (high frequency words).

4. Phonics/decoding skills: Teach children to use simple and complex letter-sound relationships to solve words in reading and writing

During the Reading Recovery lessons, different ways are used to teach the children letter-sound relationships so that they may apply their knowledge when reading and writing. A reading test is conducted which includes a test of hearing, recording of sounds in words, reading of text and word reading to determine the learner's word-solving skills. The tests would reveal errors which occurred during the administration of these tests and the educator would know which areas to remediate immediately.

5. Phonics/structured analysis: Teach students to use structural analysis of words and learn spelling patterns

Explicit instruction is given in structural analysis of words. Children are exposed to the knowledge of words so that they are able to take words apart and to spell it.

6. Fluency/automaticity: Develop speed and fluency in reading and writing

The majority of time during Reading Recovery is spent on reading. Although it is important to expose children to read and use problem solving skills on a new text, extensive time is used to reread texts in order to enhance fluency.

7. Comprehension: Teach students to construct meaning from print

The children in the Reading Recovery class are taught that what they read must make sense. Systems are put in place to ensure that the children never lose meaning of what they are reading. Text are selected and then carefully introduced to the children. These strategies are referred to as a self-extending system which helps the children to:

- monitor their own reading and writing
- search for cues in word sequences, in meaning, and in letter sequences;
- discover new things for themselves;
- repeat as if to confirm the reading or writing so far;
- self-correct, taking the initiative for making cues match or getting words right; and
- solve new words by using all the above strategies.

8. Balanced, structured approach:

Provide a balanced approach so that literacy develops along a broad front and students can apply skills in reading and writing. A number of activities occur in the Reading Recovery class, which are all interrelated so that children can make connections from these components. A key component of Reading Recovery is allowing the children to revisit what they had learnt previously. During lessons they would have activities which would focus on reading and comprehension of text which are familiar and new, phonemic awareness, letter-sound correspondence, basic sight words and fluency. This balance of activities, provide an opportunity to use skills in many ways, which in turn accelerates the learning process.

9. Early intervention: Intervene early to undercut failure

Reading recovery is an intervention programme which lasts for 12 – 20 weeks. It is not intended to replace classroom instruction but is seen as a means to allow young school goers an opportunity to catch up with their peers.

10 Individual tutoring:

Provide one-to-one assistance for the students who are having the most difficulty

Appendix 5: Motivation to read questionnaire

Reading survey

Name _____ Date _____

Sample 1: I am in _____.

Second grade Fifth grade
 Third grade Sixth grade
 Fourth grade

Sample 2: I am a _____.

boy
 girl

1. My friends think I am _____.

a very good reader
 a good reader
 an OK reader
 a poor reader

2. Reading a book is something I like to do.

Never
 Not very often
 Sometimes
 Often

3. I read _____.

not as well as my friends
 about the same as my friends
 a little better than my friends
 a lot better than my friends

4. My best friends think reading is _____.

really fun
 fun
 OK to do
 no fun at all

5. When I come to a word I don't know, I can _____.

almost always figure it out
 sometimes figure it out
 almost never figure it out
 never figure it out

6. I tell my friends about good books I read.

I never do this.
 I almost never do this.
 I do this some of the time.
 I do this a lot.

(continued)

7. When I am reading by myself, I understand _____.

- almost everything I read
- some of what I read
- almost none of what I read
- none of what I read

8. People who read a lot are _____.

- very interesting
- interesting
- not very interesting
- boring

9. I am _____.

- a poor reader
- an OK reader
- a good reader
- a very good reader

10. I think libraries are _____.

- a great place to spend time
- an interesting place to spend time
- an OK place to spend time
- a boring place to spend time

11. I worry about what other kids think about my reading _____.

- every day
- almost every day
- once in a while
- never

12. Knowing how to read well is _____.

- not very important
- sort of important
- important
- very important

13. When my teacher asks me a question about what I have read, I _____.

- can never think of an answer
- have trouble thinking of an answer
- sometimes think of an answer
- always think of an answer

14. I think reading is _____.

- a boring way to spend time
- an OK way to spend time
- an interesting way to spend time
- a great way to spend time

(continued)

15. Reading is _____.

- very easy for me
- kind of easy for me
- kind of hard for me
- very hard for me

16. When I grow up I will spend _____.

- none of my time reading
- very little of my time reading
- some of my time reading
- a lot of my time reading

17. When I am in a group talking about stories, I _____.

- almost never talk about my ideas
- sometimes talk about my ideas
- almost always talk about my ideas
- always talk about my ideas

18. I would like for my teacher to read books out loud to the class _____.

- every day
- almost every day
- once in a while
- never

19. When I read out loud I am a _____.

- poor reader
- OK reader
- good reader
- very good reader

20. When someone gives me a book for a present, I feel _____.

- very happy
- sort of happy
- sort of unhappy
- unhappy

Appendix 6: Example of reading worksheet

Stars of Africa: Teacher's Guide Grade 4 & Grade 5

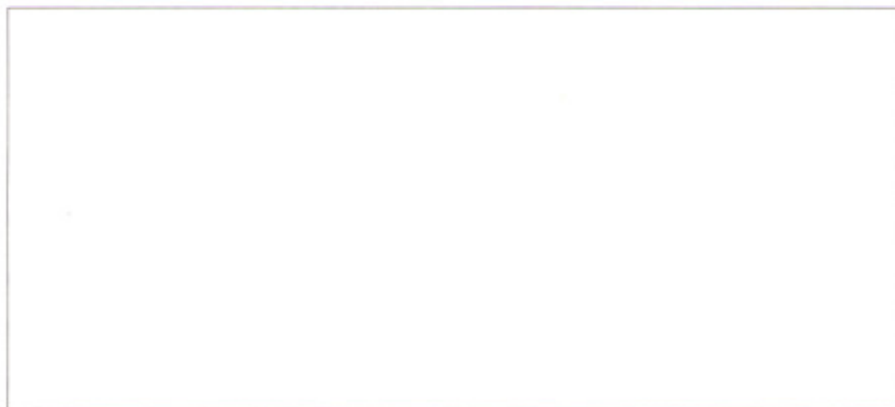
Worksheet: *Vusi's long wait*

Name: _____ Date: _____

1. Write a postcard to a friend or family member who has gone away.
2. As you work, check:
 - a. Have you included a greeting and a signature?
 - b. Is your writing clear and easy to read?
 - c. Have you explained what you are doing and why you miss the person you're writing to?
 - d. Is the postcard addressed correctly?
 - e. Is the artwork on the front beautiful or interesting?



3. This is the front of the postcard. Draw a picture on it.



Appendix 7: Letters from respondents

Respondent 22

Dear Ms Davids

I love to go to the library but I hate reading the baby books. I hope I can read the bigger books. Thank you Ms for taking us to the library.

Respondent 9

Hey Ms Davids. I would first like to thank you for trying to improve our reading. At first I did not like reading but then we started going to the library and we started reading in our groups it then became Fun and after that I ENJOYED reading. Reading with you is fabulous. I was at first like "whatever" and I did not like reading, it was not fun but when you came up with this GREAT idea even though I must admit that when you told us about what you were planning I was "like what is this lady thinking, has she gone crazy and I was like "What"! Then as the weeks went by I was like "WOW" this lady knows what she was talking about and I was shocked. I was like women, you really made a huge difference in my reading and I was amazed because even my mommy said that she was so proud of me for the improvement in my reading and I was like yes, mommy it's all thanks to Ms Davids. Thank you for the change you made not only for me but our class.

Respondent 25

I love you Ms Davids because you can help us and we can help you. I don't think that we must leave the reading or stop taking books because we are still reading nicely and I love reading now that I can read a book. The other times I did not like reading I used to tell my mom to read for me. I didn't like to read in front of anyone. If I read a book my dad used to laugh at me. I will say thank you for helping the whole class and thank you for helping us.

Respondent 20

Dear Ms Davids

I think the reading period is a wonderful idea. I like reading very much, it helps me to understand a lot. I like it when we have spelling games, it is really fun. I enjoy the library very much. The first book I took was Moon Night Secrets. The first CD that I took was Queens. I know that you love reading. So that means that we have something in common.

Respondent 5

Dear Ms Davids

I want to tell you about the library. I would like to say the reading is so fantastic. At first I did not like reading because it was like boring. When we started going to the library and reading in groups it got so lovely. Reading with you is so fun and I must say your reading is brilliant. The competitions that we have in class, is fabulous with spelling and asking questions about the book your read to the class. I would like to say I am really improving my reading. Thanks Ms Davids for taking the time to take us to the library, I really appreciate that. You are like my mother.

Respondent 1

Dear Ms Davids

I love reading hours. I need to get a 3 or a 4 for English. Last term I got code 2 but this term I want to get a code 3 for English and a code 3 for Maths. My mommy says that my English is improving and I believe that it is thanks to you.

Respondent 23

Dear Ms Davids

The reading is very very good because you had all the time for the class and we love you for giving all your time to us. We improved with our reading and it is because of you. I would not have known how to read. I love you for helping me. Before you came, Ms Davids, I could not read anything. Ms Davids, I like the way you do the reading. It's like you are all our mothers. Thanks for everything.

Respondent 17

Hey Ms Davids

I would like to thank you for helping me and the class and thank you also for helping us to improve our reading. We love you and thank you for telling us to be truthful. We will always love you.

Respondent 31

Dear Rochelle Davids

I think the library is a wonderful thing to do. There are lots of books to read and I love to read as much as I love my teacher. The reading period is a great idea. It really works for us because sometimes I get bored reading the same book every time. It is really fun to read. The spelling games is a wonderful thing to do. I hope you come up with new reading games.

Appendix 8: Systemic test results

Navrae Enquiries IMibuzo
 Dr RS Cornelissen
 Telephone (021) 467-2286
 IFoni
 Faks (021) 425-7445
 IFeksi
 Verwysing Reference ISalathiso 20100222-0102



Wes-Kaap Onderwysdepartement

Western Cape Education Department

ISEbe leMfundo leNtshona Koloni

The Principal

EMIS Number:

2009 Grade 6 Assessment Results

YOUR SCHOOL'S CLASSIFICATION:

Numeracy: VERY WEAK

Literacy: EXCELLENT

Overall: VERY WEAK

Dear Madam/Sir

The 2009 Grade 6 report on the assessment tests are set out in the following tables. The National Curriculum Statement (NCS) assessment standards were used and 50% was considered as the attainment standard (pass percentage) for learners. Please note the assessment test included Grade 3 to Grade 7-level questions for numeracy and Grade 3 to Grade 6-level questions for literacy. Tables 1 to 8, therefore, report results at these grades.

Tables 1 and 5 provide an overall view of the numeracy and literacy results for your school, with comparable percentages for circuit, district and province. Tables 2 and 6 provide the percentage learners passing per grade level at the different interval scales and augment the pass percentage of the school in tables 1 and 5. Tables 3, 4, 7 and 8 are based on the categorisation of each question in the numeracy and literacy test, in terms of learning outcome, knowledge and skill. These tables report the average and pass percentage per grade at your school for each learning outcome, as well as knowledge and skill, in numeracy and literacy.

Summary 2007 vs 2009

Assessment	2007	2009	Difference	Results
Numeracy Results	6.8	7.6	.8	Minor Improvement
Literacy Results	63.6	89.4	25.8	Substantial Improvement

Results Legend

Result	Description
Substantial Improvement	Results improved by more than 10%
Improvement	Results improved between 5 and 10%
Minor Improvement	Results improved between 0 and 5%
Remained the same	No change
Minor Decrease	Results decreased between 0 and 5%
Decrease	Results decreased between 5 and 10%
Substantial Decrease	Results decreased by more than 10%
Not Applicable	Not tested in previous cycle

Appendix 9: Reflective journal

Reading motivation journal

Rochelle Davids

Grade 6

Tuesday 21/07/09

I had a discussion with learners about the reading strategy.

It was decided that reading activities would take place each morning from 8.10 – 8.40. Everybody would read quietly and I am not allowed to mark books, meet with parents or interact with the principal or other educators. The classroom door would be locked and as a reading class, we would not be allowed to answer the door for anyone. The children felt that no writing or dictionaries would be used during this time. They would be allowed to read ANYTHING they like. A crate with books would be placed in front of the class. Children and the educator would bring books from home and place it into the crate. The learners are allowed to take a book from the crate if they do not have reading material. It was agreed that a person who does not comply with these rules would be fined 50c.

Learners made the following suggestions

1. They would like to read in their groups.
2. They want me to listen to all the groups each day.
3. They want competitions for spelling and puzzles.
4. They don't want to finish book reports after each book. They find this boring. They say it spoils the book. But they don't mind writing in their journals (diaries).
5. They like poetry and want to listen to poems and recite poems.
6. They want to read jokes and listen to jokes being read.

It was agreed that each group would choose a name and that the theme for the programme is "Read to Succeed".

Group 1: Ankle biters - Tamia, Nan, Micheal, Stefan, Natz

Group 2: Stars of Africa – Kirbs, Cynthia, Yonela, Scardino, Lusanda, Anda

Group 3: Thunder stormers – Aidan, Abby, Nons, Justin, Erin, Naomi

Group 4: Naughty readers – Malecia, Preston, Sinazo, Jade, Nikita, Wendy

Group 5: Super readers – Brad, Idrisa, Sandiso, Cindy, KK, Josh

Group 6: Aces – Ziya, Cameron, Ashraf, Annie, Sasha

Wednesday 22/07/09

8.40 - 9.10

Read in the morning after IsiXhosa. There are 1 or 2 learners who are restless and fidgety while reading.

11:10 – 11:40 I took the groups outside and read with the Thunder Stormers and Aces. The learners were asked to take it in turn to read. They were asked to spell certain words which appeared in the reading passage. Most learners remembered how to spell the words. If they got the word incorrect, another member was asked to assist. They would then look at the word again and try to spell it correctly. The learners were very eager to spell these words. It was impossible to listen to the other groups, although they invited me to their groups.

Thursday 23/07/09

8.10 – 9.40

There was a knock at the door but nobody answered. The door was locked so the person could not come in, although an attempt was made to enter the classroom. The principal then called me over the intercom. I did not respond but after twenty minutes I sent a learner down to the office to inform him about the reading session that was in progress and the rules of the class.

The learners were less fidgety.

I read with the Naughty Readers and Super Readers. The learners were asked to take turns to read. They were asked to spell certain words which appeared in the passage. Most learners remembered how to spell the words. If they got the word wrong, another member was asked to assist. They would then look at the word again and try to spell it correctly. The learners were eager to spell these words.

Friday 24/07/09

8.10 – I was called down to the office to meet a parent. When I got to the class (5 minutes later) the learners were ALL reading and there was complete silence. I was moved by the whole process. The reading continued and the principal came into the class. I had forgotten to lock the door. After a few minutes a learner indicated 2 fingers to me. After showing 5 fingers, I wanted to know what she was alluding to. She then said that I was fined R5 for not reading. The principal and I laughed at this but the class was very insistent on this. The principal then reached over and placed a R5 on the table. The class seemed “annoyed” that the principal and I continued the conversation and the learners stared at me. I ushered the principal out of the classroom and continued to read with the learners who settled down.

11.10 – 11.40 I read with Stars of Africa and Ankle Biters. The learners were asked to read one at a time. They were asked to spell certain words. If they got the word wrong, another member was asked to assist. They would then look at the word again and then try to spell it. Learners were eager to spell these words.

Monday 27/07/09

8.10 – 8.40 Reading continued. The learners are all engrossed in their reading. At the end of the session, one learner said that it was so relaxing and asked whether we could continue reading. Unfortunately we had to continue with lessons. Later in the day, I noticed that the learner was reading her book when she had an opportunity to do so.

11.10 – 12.15 Groups were issued with new books. I managed to read with all the different groups. We then had a spelling competition. Learners were asked to spell words which were taken from the reading passages. Two of the learners received a certificate for outstanding spelling skills. These two learners are learners who usually battle with spelling. Learners were awarded with 5 points for every word which they spelt correctly. Members were asked to volunteer. If they got it wrong, another group was asked to spell the word.

The words which learners were asked to spell were:

1. partial
2. bicycle
3. wreath
4. extraordinary
5. suffocated

Tuesday 28/07/09

8.10 – 8.40 Reading continued. Learners are all reading. There is less fidgeting. I don't have to tell learners to read.

11.10 – 11.40 Groups were introduced to the following words on the word wall. These words are words which were taken from reading passages. Learners were asked to construct sentences with these words (orally)

1. belligerent
2. sarcophagi
3. enough
4. could
5. were
6. where

Wednesday 29/07/09

8.40 – 9.10 Reading continued. Learners are all reading.

11.30 – 13.00 Learners are taken to the library. They are allowed to select their own books. A few learners approached me and asked if they could take books from the non-fiction section, as they found a book which they would like to read. "All about menstruation and what you need to know". They wanted to know if they could read it and share their findings with the rest of the girls. I was happy that they made

this suggestion and said that I would do an activity with the boys while they had their conversation. I would provide a time for this to happen but that they must inform me when they are ready to do this. Learners indicated that they really had an enjoyable time at the library.



Thursday 30/07/09

8.10 – 8.40 Reading continued. Learners are all reading.

11.10 – 11.40 Aces read their book to the rest of the class. They were asked questions about what they heard. The passages covered aspects about the Earth, sun, planets, etc. Each member in the group read a paragraph and posed questions at the other groups to see if they were listening. In the mean time, 5 words were taken from each group's passage(s) which they were reading. They will be writing a spelling test tomorrow.

1. Ankle biters: athletics, practicing, straight, struggles, immediately
2. Stars of Africa: healthy, beautiful, caught, guarded, dangerous
3. Thunder stormers: absolutely, immediately, wreath, barely, coughed
4. The naughty readers: surrounded, paces, scurried, magnifying glass, sandwiches
5. Aces: neighbourhood, bandages, apron, toddlers, pretended
6. Super readers: station, arrived, counted, passed, worked

Appendices

Friday 31/07/09

8.10 – 8.40 Reading continued. Learners are all reading quietly.

11.10 – 11.40 Learners are given the spelling test. Spelling tests are taken in and learners continue reading in their groups. They assist each other.

Monday 03/08/09

8.10 – 8.40 Reading continued. Learners are all reading quietly.

11.10 – 11.40 Groups are issued with new books. Learners' tests are handed back. Words which are spelt incorrectly are written 5 times. The other members continue to read. Spelling words are added to the word wall.

1. through
2. now
3. magnificent
4. millionaire
5. would
6. some

Tuesday 04/08/09

8.10 – 8.40 Reading continued. One of the learners asks if I could read their library book on jokes to the rest of the class. I read for about 5 minutes and learners are interested in the jokes. Other learners show an interest in the book and would like to read it.

11.10 – 11.40 – Poetry session "Jack Prelutsky". The learners discovered this book of poetry and brought it to me. They just looove this poet.

Wednesday 05/08/09

8.40 – 9.10 Learners are reading quietly.

11.10 – 11.40 Learners are reading in their groups and are working on reading with expression. They are assisting each other. I walk around and give input.

Appendices

Thursday 06/08/09

8.10 – 8.40 Learners are reading quietly.

11.10 – 11.40 Different learners read a passage to the rest of the class, emphasizing expression....all applaud the learners' efforts.

Friday 07/08/09

8.10 – 8.40 Learners are reading quietly. After the reading session, 5 learners wanted to know if they could have their library cards, as they want to go to the library over the weekend. I issue them with their library cards.

11.10 – 11.40 Group reading did not take place. Too many educators were absent (influenza), which meant that I was running between classes and was unable to focus on reading.

Monday 10/08/09

Public Holiday

Tuesday 11/08/09

8.10 – 8.40 Phonics - learners complete w/sheet
o - old ; oe - toe ; oa – coach; o-e - close
Dictation

I froze when I saw the doe running across the road. I told my family about it. They were so shocked. (The learners completed the activity.)

11.10 – 11.40 Read with Aces and Ankle biters. Learners took it in turns to read. They dramatized part of the story. They chose the parts. I listened . The learners indicated that they enjoyed it. They wanted to know if they could present to the rest of the class. The other groups indicated that they wanted to do the same. The next session will be dramatization of the story.

Wednesday 12/08/09

8.10 – 10.30 Many learners were absent due to the taxi and bus strike. The learners were taken into the computer lab. They were shown how to send emails to each other. They went onto Encarta Kids and read up on skeletons (this is being covered in Science).

After that the learners were introduced to Microsoft Word. They were shown how to underline, change the font and how to use bold and italic. They were told to write a

letter to me. They had to tell me what they like about the reading programme and what they dislike. They could also make suggestions.

I was amazed that the learners learnt so quickly, considering that the educators took 2 – 3 sessions to master these skills.

11.30 – 13.00 Library Day. The learners were allowed to choose books and read quietly.

Thursday 13/08/09

8.10 – 9.30 Learners are taken into the lab. There are still many learners who are absent. The learners are finding their way around the computer. They were introduced to CAMI Read and completed the comprehension activities.

Friday 14/08/09

Learners read quietly. Learners are not fidgeting anymore. They continued to read long after the reading period was over.

Monday 17/08/09

8.10 – 8.30. Learners read on their own. After that they wrote in their diaries.

11.10 – 11.40 - continuation of group reading.

Tuesday 18/08/09 - Friday 25/08/09

- Continued to read in the morning.

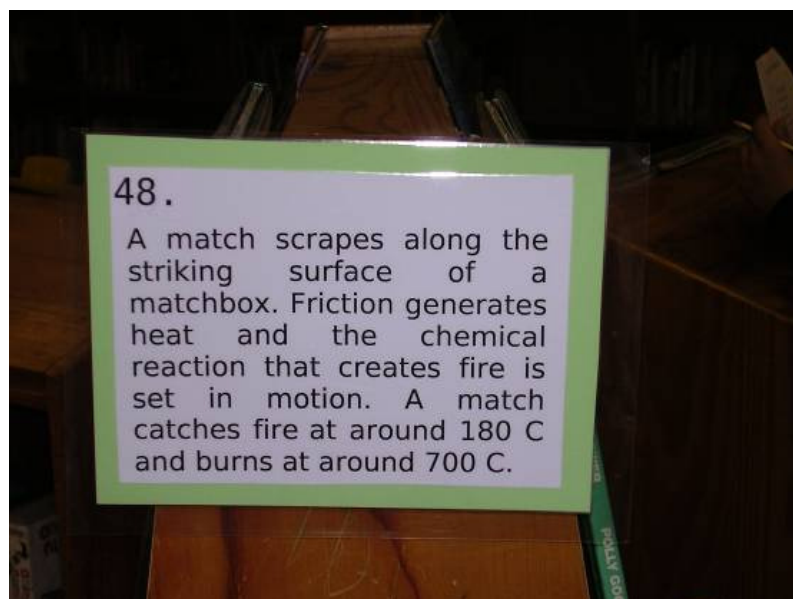
- Continued to read in groups

Wednesday 26 August 2009

8.10 - 8.30 Learners are eager to read on their own. Abigail and Naomi wanted to know if they could read two of the books which they found in the reading crate. These books were donated by Exclusive Books. The books are Armgeddon and Kingdom Come.

11.30 – 13.00 Library Day. This was the last time the learners went to the library. The librarians organized a quiz for the learners. Each learner was issued with a questionnaire which consisted of 30 questions. They had to look for the answers to these questions. Dolls with questions were placed all over the library. The dolls were made from cardboard and had a question on it. The learners had to look for the answers to these questions and find a corresponding card which had the answer. The cards were numbered and learners had to indicate the corresponding number next to the question on their questionnaire. The learners had to swop their questionnaire with a friend and the scripts were marked. They were asked questions

about the information cards to see whether they read and understood the content. The learners were disappointed when they heard that it would be their last visit to the library. The library sessions will continue in the fourth term, as all the learners seem to be benefiting from this experience.



Appendices

Monday 31 August 2009

The girls got together to discuss what they read about “menstruation”. I was not part of the discussion as I had to look after the boys. The boys felt left out and would also like to have a discussion and discuss “boy” stuff. They will let me know what they are going to research.

Tuesday 1 September 2009 – 4 September 2009

Learners are engaged in reading in the morning and learners are still reading in their respective groups. More and more learners are asking for their library cards.

Our reading corner



The different reading groups:

1. Stars of Africa
2. Ankle Biters
3. Aces
4. Naughty Readers
5. Thunder Stormers
6. Super Readers



Reading Wall



Eager Readers



Reflection

Library sessions

Yes, it would appear as if the learners enjoyed the library sessions. I often worried that the only reason why the learners were excited to go to the library was because it was one way of getting out of doing school work and being away from school. Watching the learners during the library session told me that they do enjoy selecting their own books. Many of them discovered authors which they liked. One of the learners approached me and wanted to know if they could take books from the non-fiction section. She wanted to know more about menstruation, as she was experiencing some difficulty in this area. She also wanted to share her findings with the rest of the girls and wanted to know if the girls could do research on the topic and have a discussion. Another learner became totally interested in Ancient Egypt. I had just read them a story about the Ancient Egyptians, which was taken from their English text book. I also showed them pictures on the Internet of the pyramids. When the learner went to the library, he took three books on Ancient Egypt. When he got to the counter to have his books stamped, the librarian told him that he could only take one book, as those were the only three books on Ancient Egypt. I then told her how excited he was about the topic and he was allowed to take two of the books. He then started reading the books immediately and would ask me questions about the Egyptians, often giving me the answers to questions which I did not know. He also shared his findings with the rest of the class.

Many learners informed me that they were always bored when they went to the library but going to the library with the class has been exciting.

There are a few learners who do not have library cards. I have contacted their parents and the excuse is that the parents do not have the time to take them. The librarians are insistent that only a parent or a guardian may make the application for a library card. I considered not taking these 5 learners to the library but decided not to do so. I am pleased to note that the learners feel quite happy and at ease to ask the librarians questions. One learner had the following to say about the library experience: "I love to go to the library but I hate reading the baby books. I hope I can read the bigger books..." Yes, I was insistent that he select certain books which I thought would be easy to read and contribute towards reading motivation. I thought that if he read a book which was not aimed at his level, it would make him frustrated. When I questioned him about the letter he mentioned that he would like to read the Famous Five series. His father had given him a book which he read. When I questioned him about the book he could mention the characters and the dog. I then realized that I was doing more harm by insisting that he should read certain books and not allowing him to choose his own books. I then told him that at the next library outing he could select his own books. He then inquired whether he could get Famous Five books and I said that he could ask the librarian about these books. Another learner also chose a book and I thought that it was too thick and would be too difficult for him. I made him choose another book. I have now realized that the learners will soon discover for themselves which books are too difficult or too easy for them. Giving them books which are too easy for them also contribute to boredom and make them less motivated.

Silent reading

Yes, it would appear as if all the learners are engrossed in their reading. It is really a good way to start the day. These quiet sessions set the tone for the day. A few learners have indicated that we should continue reading, after the sessions were over. Was it to delay doing formal school work? One learner mentioned that it was relaxing. The learners enjoy the poetry which is recited during these sessions. Some of them are able to memorise certain parts of these poems. What worries me is that many of them want me to read to them. At their age, they should not have such a strong desire to hear the educator read. They should find pleasure in reading on their own. This factor was also highlighted in the pre-test. Learners eye me suspiciously if I fail to read during these sessions. They are insistent that all should be engaged in reading. There are a few learners who are fidgety during these sessions but the majority of the learners seem to be reading. A few learners continue reading when they have completed work activities or have a moment to spare. Learners are also engaged in giving each other little spelling tests.

Same ability groups

Learners indicated that they hate it if the entire class reads the same story and they take it in turn to read. They said that reading the same story over and over again is very boring. I have realized that there is a lot of truth in what Fred Schonell had to say about this approach to reading. It actually puts learners off from reading and they imagine that reading is a boring experience. It would appear that they do not learn anything from this approach. Reading in same ability groups give learners the confidence to read. They are not under pressure or as nervous as when they are reading to the rest of the class. Learners are also not scared or intimidated to ask how words should be pronounced. The only problem is that these small groups are insistent that I listen to them. They also feel that I take too long to issue them with a new book because I want to make sure that they know all the words or are able to spell all the words in the book. I think that this notion of mine slows down the learning pace and I should issue them with books once they have completed their books. I don't think that I should place so much emphasis on spelling the words correctly. Some of them are starting to rectify their own spelling mistakes. One learner mentioned to me after she had written the word speciality as speshialty: "Ms, it doesn't look right. Is special and speciality almost the same?" She was then able to write the word correctly after a few attempts because she knew how to spell the word special.

How have they internalized the reading?

I have discovered that learners should not be given books review to complete after they have completed a book. They say that it takes the fun out of reading. Many learners also don't know how to describe on paper what they have read but they are able to speak about it to their friends. Very few learners will use a dictionary to look up the meaning of a difficult word. They tend to skip these words or just ignore it

altogether. It is not important to them. However, many learners show pleasure in acting out snippets of a book or a poem. Very few learners enjoy drawing their story and many of them have shown irritation when I asked them to draw the story. I have discovered that if I want my children to read lots of books, then I must not bother them with book reviews and reports. They just want to read...

Word wall

The word wall has worked very well indeed. I have deviated in some ways because I have included the high frequency words, as well as words which learners have come across in their learning process. Learners were also encouraged to give examples of words which they have found and which they would like to share with their peers. Some learners are using these words in their every day communication with me and each other and some are even including some of these words in their written work activities. The learners are not pressurized to learn these words but are encouraged and a sense of competitiveness is created in the various groups. Learners assist each other with these words and ask each other questions about the meanings or spelling. Learners are given spelling tests which consist of no more than 5 words at a time. I am pleased to note that even learners who would usually not do very well in spelling tests are now getting full marks.