Cape Peninsula University of Technology

creating futures

Grade 7 learners' understanding of comprehension skills while involved in an intervention programme in a quintile 5 school

By

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DECLARATION

I Nomonde Patience Ntshikila, hereby declare that an investigation into the support of the Grade 7 learner's understanding of comprehension skills while involved in an IP in a Quintile 5 School is my original work and that it has not been submitted for any degree in any other University.

Signed: .....
Date: September 2021

ABSTRACT

The South African education system experiences many complex comprehension literacy challenges, with a large focus on comprehension skills, as we continue to produce low literacy results. In the Progress in International Reading Literacy Study (PIRLS) 2001, 2006, 2011, and 2016, where learners are assessed according to the following four comprehension processes: 'focus on and retrieve explicitly stated information', 'making straightforward inferences', 'interpret and integrate ideas and information', 'evaluate content and textual elements', South African Grade 4 and 5 learners continually produce the lowest results globally.

This research project identified and attempted to address these results through the main research question: What are the Grade 7 learners' understanding of comprehension skills while involved in an Intervention Programme (IP) in a Quintile 5 school? The researcher chose a quintile 5 school in Cape Town where more than 90% of learners speak African languages, with a few English and Afrikaans speakers, but the language of learning and teaching (LoLT) in the school is English. The LoLT affects learners who come from disadvantaged areas with no learning resources nor parental involvement. These parents are in no position to support their children with speaking English at home as they themselves are unable to read and write.

This study used an interpretative research paradigm, a qualitative approach and a case study design. The case study was used as the researcher intended to gain an in-depth understanding of the individual journeys of 5 Grade 7 learners as they interacted with comprehension questions and learnt new comprehension strategies during the ten-week IP.

The purpose of the research was to assist these learners to improve their comprehension skills. Nine comprehension strategies were used to develop their higher-order thinking skills. These skills were supported by the conceptual framework using theories from Vygotsky, Feuerstein and Blooms' Taxonomy. They were fundamental as they stressed the significance of interaction through mediation of the knowledgeable other, the importance of social environment and cognitive development.

The researcher interviewed five parents, three teachers, one Learner Support Teacher (LST) and the five learners who took part in the study on their last day of the Intervention Programme (IP). The ten-week IP focussed on teaching, mediating and scaffolding learners' higher-order thinking and comprehension skills using Blooms' Taxonomy cognitive verbs. Using Blooms' Taxonomy to present the results showed that learners' cognitive development progressed from lower-order thinking to higher-order thinking. The study concludes with recommendations based on findings that all grade teachers need to create communities of practice within their

classes, to develop a variety of fun and exciting-to-use strategies to enhance the teaching of higher-order comprehension skills.

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TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

LIST OF APPENDICES

LIST OF ACRONYMS/ABBREVIATIONS

CAPS	Curriculum and Assessment Policy
COVID-19	Corona Virus Disease of 2019
CPUT	Cape Peninsula University of Technology
DoBE	Department of Basic Education
FAL	Afrikaans First Language
FET	Feather Education Training
FP	Foundation Phase
HDC	Higher Degrees Committee
HEIs	Higher Education Institutions
IP	Intervention Programme
L1	English First Language
LoLT	Language of Teaching and Learning
LST	Learning Support Teacher
MKOs	More Knowledgeable Other
MLE	Mediated Learning Experience
PIRLS	Progress in International Reading Literacy Study
SBST	School Based Support Team
SIAS	Screening Identification Assessment Support
UNESCO	United Nations Educational Scientific and Cultural Organisation
SIAS	Screening, Identification, Assessment and Support
SP	Senior Phase
WCED	Western Cape Education Department
ZPD	Zone of Proximal Development

CHAPTER 1
ORIENTATION OF THE STUDY

1.1. Introduction

Chapter 1 presents the introduction of the study including its origin and background, the rationale for the study, context and approach, purpose and goals, research title, main research questions and sub-questions. Key terms are clarified. The significance of the work and assumptions underlying it are presented. Finally, the organisation of the dissertation is explained.

The researcher started teaching in 2011, and began to develop an interest working with learners with learning barriers. Her previous background knowledge was gathered from completing her Honours degree specialising in Inclusive Education which assisted her to identify learners with learning barriers in her own class. She was later identified by the principal of the school to become a member on the School Based Support Team (SBST) and then the co-ordinator for the whole school. It was while she was a co-ordinator that she realised she needed to explore the concept of literacy intervention support programmes. The researcher registered for a Master's degree. This assisted her to learn more about challenges to comprehension skills and the importance of developing higher-order thinking skills through intervention support programmes.

1.2. Origin and background of the study

Prior to 1994, South Africa had different education systems. Africans received the lowest level of education, whites received approximately tenfold the funding per capita. To sustain the parameters of a racist fascist state pedagogy was strongly behaviourist in nature. Learners at any school were expected to learn information, obey and repeat the prescribed information. Learners had to mimic teachers and give back the texts in their original form. This drastically impacted on African learner's reading and comprehension skills in many South African schools. Reading and comprehension problems were extreme. The lack of reading was more prevalent in poor communities where parents of learners were often "unable to read and write" (Völkel, Seabi, Cockcroft, Goldschagg, 2016:13). Today, despite initiatives to introduce constructivist pedagogy which encourages questioning and mutual discovery of knowledge, the South African education system experiences many complex comprehension literacy challenges, with a large focus on comprehension skills as we continue to produce the low literacy results (Völkel et al., 2016).

According to the Progress in the International Reading Literacy Study (PIRLS) 2006, 2011 and 2016 results, Grades 4 and 5 South African learners performed poorly in their African home

language comprehension tests compared to those who wrote in English and Afrikaans home languages (Howie, Dowse, Tshele, Van Staden & Zimmerman, 2011). Sibanda (2017) states that one of the most important factors responsible for the learner's poor performance in these assessments is a lack of proficiency in English.

Howie, Combrinck, Roux, Tshele, Mokoena & McLeod Palane (2017) state that the PIRLS test conducted in 2006, 2011 and 2016 all indicate that South Africa had the lowest results in comprehension skills. They include the following four skills: focus on and retrieve explicitly stated information, making straightforward inferences, interpret and integrate ideas and information, evaluate and examine content, language and textual elements. According to Howie et al. (2017) the PIRLS (2016) tests showed that South African Grade 3 and 4 learners achieved best at the lowest level comprehension skill; 'focus on and retrieve explicitly stated information' rather than the other three comprehension skills which required higher-order thinking. In the 2016 PIRLS tests, South African learners had approximately 80% of the sample failing to reach the 500 International Centre Point benchmark. Grade 4 and 5 learners had not mastered the basic reading skills (Howie, Van Staden, Tshele, Dowse & Zimmerman. 2011).

South Africa is not the only country that faces comprehension challenges. Other developing countries such as Botswana and Kenya have similar challenges. Results found in the PIRLS 2011 test indicate that Botswana obtained 410 points which falls far below International Centre Point score of 500 (Howie et al., 2011). According to Piper and Zuilkowski (2015) when Kenyan learners were assessed for reading fluency, it was found that their comprehension levels were low in both English and Kiswahili which is their National language.

Although there have been many studies conducted in comprehension skills in South Africa, there has been a dearth of research conducted on this particular topic in urban public mainstream Quintile 5 schools. These schools are the wealthy schools, many of which are Model C schools. Prior to 1994, 'Model C' schools had a "specific cultural identity ... to serve the interest of a white community" (Bartlett, 2016: 10). He (2016) states that Sub-urban schools set their school fees unreasonably high, which mean that many African and Coloured parents could not afford to send their learners to these schools.

Ogbonnaya and Awuah (2019: 1) state that "Quintiles" are categorised according to their "socio economic status of the community in which the school is located". In South Africa, schools are classified from the most "economically disadvantaged (poorest) geographical areas as Quintile 1 school ... to the most economically advantaged (wealthy) geographical areas as Quintile 5" (Ogbonnaya & Awuah, 2019: 2). Quintile 4 and 5 schools receive the lowest funding from the government because of the high economic status of the community where these schools are

situated. Those parents can afford to pay high school fees. Today, the Quintile system is not as "effective as originally envisaged" (Ogbonnaya & Awuah, 2019: 2). Parents want their children to have a good education and choose to send them to sub-urban, Quintile 5 schools where the teaching and learning of schools is conducted in English.

Thembelihle Primary School (pseudonym) is classified as a Quintile 5 school, meaning that it is a fee-paying school, but most of the parents cannot afford to pay the fees (R2000 per annum) since they are unemployed, and illiterate themselves. Most of the learners in this English medium school are African home-language speakers with a high percentage of IsiXhosa speakers, a few Afrikaans language (Coloured) speakers and some learners from countries north of South Africa. The teachers at this school are mostly English and Afrikaans with a few IsiXhosa speaking, Sotho, Zulu and Shona speaking teachers. Most of the learners at this school come from high crime community areas overrun by gangsters. This prevents learners from accessing the school and the library because they are scared of walking alone in the streets. These are a few factors which result in many learners not doing well in school because they come from the most economically disadvantaged communities of Cape Town.

1.3. Rationale for the study

The rationale for conducting this study is based upon the researcher's nine years of teaching in this Quintile 5 School, which has consistently low Grade 6 literacy results in the Western Cape Education Department (WCEDs) Systemic tests. She has been concerned that learners in Thembelihle Primary School (pseudonym), continue to struggle with the four comprehension skills used in the PIRLS study.

Table 1.1 shows the WCED Systemic results for Literacy, Grade 6 learners in Thembelihle Primary School, the Province and for all Quintile 5 schools in the Western Cape from 2016 to 2019.

Table 1.1 WCED Systemic results for Literacy

	2016	**2017**	**2018**	**2019**
Thembelihle Primary School Grade 6 results	42.9%	45.7%	52.5%	46.4%
Provincial results	38.3%	38.7%	38.5%	42.8%
Quintile 5's results	65.1%	64.6%	62.7%	68.9%

As can be seen from Table 1, Thembelihle Primary School's literacy score is consistently lower than the rest of the Quintile 5 schools. Pass requirements for Literacy in South Africa is 50%

(CAPS, 2012). Thembelihle's Systemic Literacy results in 2016, 2017 and 2019 were below 50%. These results were higher than the provincial results, but lower than minimum results expected in literacy. In 2018 there was an improvement, where the learners scored 52%. According to CAPS (2012:103) 50% - 59% is a substantial achievement. In 2019, however, the results sank to 42%, which is below the minimum. Thembelihle's results are not consistent and they are much lower than other Quintile 5 schools. The researcher selected five Grade 7 learners because she could see that their literacy results were below 50%. They were achieving between 40% and 48% in literacy.

1.4. Context of the study

The researcher identified the primary school she had been teaching at for the past six years to collect her data. The school is situated in Cape Town and is a quintile five school in a mixed economic environment that consists of people who are financially stable who reside in expensive houses, people who stay in back yards, many who live in tin houses and street dwellers.

South African schools are "categorised into five groups called quintiles for the purposes of the allocation of financial resources" (Western Cape, WCED, 2013: 1). Government allocates funds to schools every year to use for their needs. Quintiles1, 2 and 3 receive the full amount of funding because they are no-fee paying schools. Quintiles 4 and 5 receive a lower percentage of the funds since, they are situated in wealthy areas where parents are able to afford the school fees and other expenses required by the schools. These quintiles are categorised according to geographical areas, from poor areas to wealthy areas. Quintiles1, 2 and 3 are mainly found in rural areas such as farm schools or in peri-urban areas such as ‘township’ schools. Quintile 4 and 5 schools are mostly found in suburban areas of towns and cities.

The five Grade 7 learners were purposively selected to participate in this study since they consecutively produced low systemic Literacy results for Grade 6. The researcher chose to work with these five Grade 7 learners since they were struggling with comprehension skills and had been working with the schools Learner Support Teacher (LST) since Grade 1.

For many years, the school was functioning without a school library. There were not enough books for all the learners to have one copy each. Three of the five learners in this research project are drawn from Philippi Township where there is no culture of reading. They are scared to walk alone in the street to access the local library. Howie et al., (2017) state in their PIRLS report that a lack of reading and an inability to access libraries, have had a negative impact on learners’ reading comprehension.

1.5. The approach to the study

The researcher used three methods of data collection for this qualitative case study. Each participant (parents) was contacted telephonically, in advance, to obtain permission to conduct interviews with them which included permission to work with their children. The researcher met the school principal to explain why she selected this particular school. The researcher provided details as to why she would use the three teachers that she chose to participate in her study. She selected three teachers because they taught these learners English and other learning areas for the past four years and had been their class teachers. She met with the three teachers and the Learning Support Teacher (LST) at different times to explain that they would participate anonymously and provided them with consent forms. The LST teacher was selected since she had worked with these five learners since Grade 1.

The WCED and the school principal made it clear that the Intervention Programme (IP) and interviews should not interfere with the general teaching and learning at school. Interviews happened before and after school time and were conducted in English. The parents' interviews were conducted in English and IsiXhosa and all were transcribed into English. Documentary reviews were conducted in Term 4 on the final year assessments in 2017. During the IP, the researcher was the participant-observer since she participated in group activities (Kumar, 2014).

1.6. The purpose and goals of the study

The purpose of the study was to investigate five Grade 7 learners' understanding of comprehension skills while involved in the ten-week IP. The first and last weeks were used for the pre and post-tests, with the IP being conducted in eight weeks. The researcher sought to determine each learner's level of understanding of comprehension skills before, during and after the IP.

The goals of the study were to expose learners to comprehension strategies that would assist the five Grade 7 learners' understanding of comprehension skills while involved in an eight-week IP. The researcher set out to assist these five Grade 7 learners to develop cognitively since they had previously been underperforming in class. The goals of the study were to encourage these five learners to read for meaning by using a variety of interesting and fun comprehension activities, to think beyond the text and to attain critical higher-order thinking skills.

1.7. The research title

What were the Grade 7 learners' understanding of comprehension skills while involved in an IP in a Quintile 5 school?

1.8. The main research question and sub-questions

From the research question, the following three sub-questions emerged:

Sub-question 1

1. What are the learners' understanding of comprehension skills **before** the IP?

Sub-question 2

2. How did the learners develop cognitively **during** the IP?

Sub-question 3

3. What are the learners' understanding of comprehension skills **after** the IP?

1.9. Clarification of items

1.9.1. Pre and post-tests

When the researcher was an Honours student, she and the rest of her colleagues, together with the supervisor, developed 29 comprehension texts spanning from Grades 1 to 10. Since most of the students were teaching in the early grades, there were three or four tests developed for each of the grades from Grades 1 – 7. There were a few students working in Grades 8 and 9. Only three tests were developed for these older learners. Each comprehension test had four questions based on the four question types from PIRLS. To develop these comprehension tests, the Honours students worked in groups, piloted the tests and rewrote them according to the feedback they received from each other. When conducting her Master's degree, the researcher was familiar with these comprehension texts and questions and decided to use them to conduct the pre- and post-tests with her five learners. The researcher chose 10 comprehension texts for the pre and post-tests from Grades 4 - 7. In this manner, two Grade 4, three Grade 5, three Grade 6 and two Grade 7 texts were used.

The advantages of using the pre and post-test were: the lower grades had shorter texts with more simple questions at each level, the higher grades had longer texts with more complex grammar structures to read and more complex questions. From the 10 weeks of the Intervention Programme, two weeks were put aside to conduct the pre and post-tests. This assisted the researcher as she had enough time to complete each learner's reading and writing tests. Each learner had 10 comprehension texts with four levels of questions.

Disadvantages of pre and post-tests were: learners had to do a lot of reading at once, four of the five learners needed to be assisted with their reading, it took time to complete everyone's reading, and learners had to re-read the comprehension passages particularly Grades 6 and 7 as there was a lot of text. The researcher and learners had no collaboration on these tests beforehand.

1.9.2. Intervention Programme (IP)

An IP is a planned programme that can be implemented over a period of time. In the discipline of 'literacy' this type of programme is "derived" from a particular test written by an individual or a group (Cumps, Verhagen, Duerinck, Deville, Duchene, Meeusen, 2008:4). Using the results of the pre-tests, the researcher could see what skills her five learners struggled with the most. The IP for this research project consisted of 10 weeks. The first and last weeks were used for the pre- and post-tests. The intervening eight weeks were assigned to the IP, which consisted of teaching higher-order thinking skills. These were the skills the researcher identified after analysing the pre-test results.

1.9.3. Comprehension strategies

Comprehension strategies are literacy activities, planned to assist learners to comprehend a particular text. The researcher used the following comprehension strategies: Cloze technique; My Turn-Your Turn; Reader's Theatre; Vocabulary Matching; Anticipation Guide; Magic Square; Feature Matrix; and Think Aloud. These are discussed in more detail in Chapter 2.

1.9.4. The Progress in International Reading Literacy Study (PIRLS)

The Progress in International Reading Literacy Study (PIRLS) is an international assessment that measures learners' literacy in reading (Howie et al., 2017). Learners are assessed according to the following four comprehension processes: 'focus on and retrieve explicitly stated information', 'making straightforward inferences', 'interpret and integrate ideas and information', 'evaluate content and textual elements' (PIRLS, 2016). South Africa has taken part in this study every five years since 2001, 2006, 2011 and 2016. The PIRLS 2016 results confirmed that South African learners were struggling to read with understanding (Howie et al., 2017).

1.9.5. Cognitive development

Cognitive development refers to the "mental processes of perception, memory, judgement and reasoning" (Adesoji, 2018:5). During the cognitive development phase, learning happens from lower-levels of cognitive processes to higher-levels of cognitive processes. Adesoji (2018) describes these levels of cognitive processes as the process that depends on an individual's ability to learn. A learner cannot be forced to perform towards higher-levels of cognitive processes, if unable cope with the lowest levels of cognitive processes. Vygotsky (1978) believes that learners' cognitive development depends on adults with the 'knowledgeable other' mediating a child's learning processes via different approaches of teaching and learning.

1.9.6. Higher-order thinking skills

Higher-order thinking skills constitute learners' ability to apply their critical thinking and argumentative skills, construct their own knowledge, analyse their abilities, evaluate their own ideas and create their own ideas and elements (Anderson & Krathwohl, 2001; Miri, David & Uri, 2007; Barak & Dori, 2009). Higher-order thinking requires learners to think beyond the text. Learner cognition needs to be scaffolded from the lower-levels of thinking to the higher levels of thinking (Vygotsky, 1978). Learners apply their critical thinking and argumentative skills when they begin to share opinions with one another. Higher-order thinking skills involve social learning between learners and their active participation during lessons (Barak & Dori, 2009).

1.10. Significance of the study

This study highlights the importance of improving the comprehension skills to develop Grade 7 learners at a time when literacy is one of the most significant national goals in the country. Second this work provides teachers with various comprehension strategies which they can deploy in their classrooms either before, during and after their lessons. Third, these strategies can assist teachers from Foundation Phase (FP) to Further Education and Training (FET) to improve their students' literacy understanding and assessment outcomes. Fourth, this study is of particular value to the Provincial Western Cape Education (WCED) and Department of Basic Education (DoBE). It introduces to them engaging and novel strategies to improve the literacy rates of all learners. Fifth, this study contributes to teacher training since teachers need to be taught how to integrate and use these comprehension strategies across all subjects and grades.

1.11. Limitations of the study

This study had certain limitations which the researcher is aware of. The researcher worked with one quintile 5 schools only, in the Cape Town Central District. She was a teacher in this same school and this factor limited travelling to other schools. The number of learners was limited to five. There were more learners who wanted to participate in this study but could not because of time and space limitations. The researcher wanted a small and manageable class because she needed more time to analyse all the data. The study was limited to investigating this phenomenon in the Senior Phase (SP) since the study focussed on Grade 7. Lastly, the researcher was limited to conduct her data collection from 10th of April 2018 till 8th of June 2018 since she was not allowed to disturb learners during their examinations.

1.12. Assumptions of the study

It was assumed that class teachers and the LST teacher participating in this study had experience in teaching comprehension skills in Grade 7. Another reasonable assumption was that teachers knew of cognitive verbs listed in Bloom's Taxonomy and the levels of questioning.

Further assumptions were made that teachers knew of the PIRLS four comprehension questions to support learners from lower-order thinking to higher-order thinking. It was assumed that teachers involved in this project would be able to provide various support strategies that they use to teach reading for meaning. The final assumption was that the learners, parents, teachers and LST would be willing to partake in this research and give honest responses.

1.13. Organisation of the dissertation

Chapter 1: Introduction to the research

Chapter 1 presents the introduction of the study including the origin and background of the study, the rationale of the study, the context of the study, the approach of the study, the purpose and goals of the study, and the research title. Following the research title, are the main research questions and sub-questions, clarification of terms, significance of the study, and assumptions of the study and finally the organisation of the dissertation?

Chapter 2: Literature review and Conceptual framework

This chapter presents a literature review organised around the following concepts: Comprehension, Reading for meaning, the Curriculum and Assessment Policy (CAPS) document, Language of Teaching and Learning (LoLT), language issues in teaching comprehension in developing countries, comprehension skills, a discussion on a variety of comprehension strategies, reading motivation and finally classroom environment. This chapter ends with a discussion on the conceptual framework which has been used to underpin this research. This chapter concludes with a final summary.

Chapter 3: Research design and Methodology

This chapter presents the research paradigm (interpretative), the research approach (qualitative) and research design (case study) of this study. In addition, this chapter includes a discussion of the site and the participant selection, the data collection instruments including a brief discussion on the IP, the data analysis, trustworthiness and the researcher's role. Finally, ethical considerations are discussed and the chapter concludes with a final summary.

Chapter 4: Findings and Discussions

Chapter 4 presents the results and discussion of the research.

Chapter 5: Conclusion and recommendation

This chapter reflects on conclusions from the research and offers recommendations for practice, policy and future research.

CHAPTER 2
LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

2.1. Introduction

This chapter presents a literature review where the following concepts are discussed: Comprehension: Reading for meaning, The Curriculum and Assessment Policy Statement (CAPS) document, Language of Teaching and Learning (LoLT), Language issues in teaching comprehension in developing countries, Comprehension skills, Comprehension strategies (of which there are eight strategies), Reading motivation and classroom environment. The chapter ends with a discussion of the conceptual framework which has been used to underpin this research. Finally, the chapter concludes with a summary.

2.2. Comprehension: Reading for meaning

Comprehension is an important skill which forms a critical part of the reading process and requires an ability to read for meaning from a given text (Pretorius & Lephalala, 2011). Comprehension skills are needed to assist learners to read for meaning but "...learners continue to struggle with comprehension as teachers continue to neglect it in their teaching" (Pretorius & Klapwijk, 2016:3). Since this important skill has been neglected “South Africa is producing learners with very low literacy and numeracy levels” (Pretorius & Spaull, 2016:2). The way comprehension is taught, and the nature of each teacher’s instructional pedagogy determine how comprehension skills are developed in our learners. This has been stated in the PIRLS results of 2006, 2011 and 2016; South African Grade 4 and 5 learners were assessed in all 11 languages. These learners score 320 points which was the lowest score out of 50 countries which were tested. This implies that they lack basic reading skills required of learners by the end of Grade 4. Only 4% of South African Grade 4 learners were able to read at the highest level (Howie et al., 2017). South African learners achieved best on the lowest level comprehension skill 'focus on and retrieve explicitly stated information' where they could find the answers in text (PIRLS, 2016). Despite the fact that learners were assessed in their Home Languages, the results of the PIRLS 2016 are not substantially different from the 2001, 2006, and 2011 results.

Pretorius and Spaull (2016:2) posit that “South African learners perform abysmally poorly regardless of whether reading is assessed in African home languages, English or Afrikaans”. Poor literacy performance in needs to be addressed nationally which includes searching for ways of teaching comprehension skills differently (Howie et al., 2016). Teachers need to teach learners explicitly to assist them to comprehend when they "model strategies aloud so that learners can see how they are used by readers, with learners gradually taking over actions"

(Pretorius & Lephalale, 2011:5). When teachers teach explicitly, they capture learners' attention by using explicit instruction and asking a variety of questions (Yenkimaleki, 2018).

Reading for meaning has not only been a challenge for under developed countries. Countries like, Colombia, Indonesia, United States of America and many others experience similar challenges of reading for meaning (Samad, Jannah & Fitriani, 2017; Del Toro, Mercado, Manjarres, Noriega, Watts, Sanchez, 2019). These countries experience a high number of foreigners who come into their countries struggling to read for meaning (Samad et al. 2017:1). The LoLT for most of these learners is not supported in their homes which makes reading for understanding and meaning a large challenge.

2.3. The Curriculum and Assessment Policy Statement (CAPS)

CAPS (2012:5) is a National Curriculum Statement which aims to produce learners that are able to:

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

The teacher's role in implementing CAPS is to design lesson plans and use new teaching approaches that encourage learner-centred perspectives to produce independent and creative learners (CAPS, 2012; Maharajh, Nkosi & Mkhize, 2016; Green & Condy, 2016). New teaching approaches encourage learners to communicate through language and support cultural diversity in a classroom. Learners develop socially good relations, reading processes and an ability to interact with texts (CAPS, 2012; Mahdavi & Tensfeldt, 2013). The CAPS (2012) document outlines the implementation of comprehension strategies 'before, during and after' reading as a way of increasing learners' understanding of texts. The three activities derived from the CAPS (2012:10) document are discussed below:

Pre-reading is used to: activate prior knowledge; look at the source and publication date; read the first and last paragraphs of a section; make predictions (CAPS, 2012:10). During this process, a learner's prior knowledge is acknowledged and valued. Prediction takes place in this stage. Learners develop the ability to predict what the story is about, who the author is and

where the story takes place. They can do their own pre-reading using pictures and the title of the story (CAPS, 2012).

During-reading learners are expected to:

> … pause occasionally to check your comprehension and to let the ideas sink in; compare the content to your predictions; use the context to work out the meaning of unknown words as much as possible; where this is not possible, use a dictionary; Visualise what you reading; keep going if you don't understand a part here and there; re-read a section if you do not understand at all. Read confusing words sections aloud, at a slower pace, or both; ask someone to help you understand a difficult section; add reading marks and annotate key points; reflect on what you read (CAPS, 2012:10).

At this stage, learners compare their predictions during the pre-reading stage. Learners extract or highlight difficult words that they did not understand. This is where re-reading happens. They clear confusing sections. During re-reading questions such as: what, where, when, who and why questions are asked to check whether learners can recall what they read. This level is similar to the lower-order thinking skills identified in Bloom's Taxonomy where learners have to: remember, recall or recognise specific information, understand, using strategies, concepts, principles and theories (Anderson & Krathwohl, 2001).

Post-reading learners are expected to:

> ... recall specific information, make a graphic organiser or outline of key ideas and few supporting details; draw conclusions; write a summary to help you clarify and recall main ideas; think about and write new questions you have on the topic; ask yourself if you accomplished your purpose?; understanding-confirm your understanding to the text; Evaluate-bias, accuracy, quality of the text; extend your-use ideas you saw in text (CAPS, 2012:13).

During post-reading, learners begin to understand a given text and extend their thinking. Learners begin to enact the skills implied in cognitive verbs such as: applying, analysing, evaluating, and creating as they reach higher-order thinking (Anderson & Krathwohl, 2001).

2.4. Language of Teaching and Learning (LoLT)

Before 1994, South Africa had different education systems. These systems were determined by colour. Africans were allocated the lowest funding per capita because they were to be the servant class to the whites. This relegation and systematic humiliation still has a destructive effect upon the education system. So-called township schools seldom have the resources to move up the quintile system and remain locked in at the lower levels. Many ex-white schools

have become effectively semi-private, English medium and retained high standards because parents pay high fees. Many parents have to regard such schools as a means to social mobility and English has become a prestige language, wrongly perhaps. Parents currently prefer their children to learn English as LoLT from Grade R, and move them away from townships and rural schools (Landsberg, Kruger & Swart, 2011). CAPS (2012:8) states that “children should start using their First Additional Language, English as the LoLT in Grade 4". Most parents are unfamiliar with the importance of LoLT as well as the Home language of their children. According to Pretorius and Klapwijk (2016) a large percentage of parents are doing what they think is the best for their children by giving them better education, unaware of the effects of a second language and LoLT on learner performance in multiracial schools. Pretorius and Klapwijk (2016) and Molteno (2017) concur with the scholars above that some of the learners in South Africa perform poorly in subjects taught in the LoLT that they are not familiar with and seldom acquire good comprehension skills. LoLT affects learners from disadvantaged areas with no learning resources or parental involvement. As a result of the generational deprivations of apartheid and its aftereffects, many parents have often missed out on education themselves (UNESCO, 2008; Molteno, 2017). Such parents are in no position to support their children's LoLT at home because they themselves are unable to read and write (Pretorius & Klapwijk, 2016; Mokibelo, 2016). Learning in their home language is essential because it assists their children to translate the words that they do not understand in English to IsiXhosa. Such translation helps them to understand the meaning of words more deeply. van der Berg, Spaull, Wills, Gustafsson and Kotzé (2016) concur with Pretorius and Klapwijk (2016). They explain that most African language learners are switching to English as a second language too early.

In this research study, the five Grade 7 learners, one so-called Coloured, three IsiXhosa, one Sotho learner, began their education in an urban Quintile 5 school from Grade R. The LoLT at that time was English First Language (L1) and Afrikaans First Additional Language (FAL). These learners suffered the effects of having a second language LoLT. They did not have the foundation of their own mother-tongue language and, were not able to translate the words that they did not understand into their own language. Their home languages were different from the LoLT, meaning that the LoLT was not supported (Pretorius & Klapwijk, 2016). Molteno (2017:65) explains that learners "code switch" deliberately to their language when they cannot express themselves in the LoLT. Three of the five grade 7 learners who participated in this study were IsiXhosa speakers. Often during the interventions, the researcher observed them helping each other in IsiXhosa when words in the LoLT were not clearly understood.

2.5. Language issues in teaching comprehension in developing countries

Language development is not a challenge in South Africa only. Many other developing countries such as Kenya "face challenges in developing children's literacy skills" (Pretorius &

Spaull, 2016:7). In a developing country such as Botswana, Setswana is the National language. English is a second official language. Mokibelo (2016:158) argues that “there are other ethnic groups which are Bazezuru and San who encountered problems with language-in-education policy because Botswana’s education policy recommends the use of Setswana in lower grades with a switch to English in Standard 2 (Grade 4 in South Africa)." The elimination of other languages creates inequalities and learning barriers for non-Setswana speakers. The Department of Education in Botswana excluded other languages in the lower grades. Yet in South Africa and Kenya the policy states that learners should use their mother-tongue as LoLT in the Foundation Phase (Mokibelo, 2016) only. In South Africa most parents prefer their children to learn in English as early as Grade R. Kenyan learners are experiencing comprehension challenges because they cannot read and understand words in their mother-tongue languages such as Kiswahili. All they have is an imperfect ability to read in English (Piper, Schroeder & Trudell, 2016).

2.6. Comprehension skills

The four comprehension skills discussed here are listed in the PIRLS study conducted in South Africa in 2001, 2006, 2011 and 2016. PIRLS is an international study in reading literacy which is conducted every five years. According to and Zimmerman and Smit (2014:1) “PIRLS 2006 and 2011 assessment focused on processes of comprehension which involved: ‘focus on and retrieve explicitly stated information’, ‘making straightforward inferences’, ‘interpret and integrate ideas and information’, ‘evaluate and examine content, language and contextual elements’. The majority of the learners that were assessed did not achieve basic reading proficiency”. A discussion of the four PIRLS comprehension skills (2001, 2007, 2011 & 2016) follows:

Focus on and retrieve explicitly stated information is a comprehension skill that requires learners to “identify information that is relevant to the specific goal of reading, including looking for specific ideas, searching for definitions, words or phrases, identifying the setting of a story (e.g., in terms of time or place), and finding the main idea” (Howie et al., 2011:45). They described "focus on and retrieve explicitly stated information” as the skill that requires lower-order thinking skills. Learners are expected to do no more than identify the main idea of the text. Howie et al. (2017:23) contend that “focus on and retrieve explicitly stated information allows the reader to locate and understand content that is relevant to the question”. This comprehension skill, in terms of the testing process, requires the reader to focus on the text, on the word, phrase and sentence level for the purpose of constructing meaning (Howie et al., 2017). In this research study, the researcher used the same four comprehension questions from the PIRLS document (2016) to test learner understanding of the texts. These questions covered lower levels of cognitive questioning and all four cognitive levels of questioning.

According to Mullis, Martin and Sainsbury (2016), 'making straightforward inferences' is a skill where learners use hints in a given text to resolve gaps in meaning. During straightforward inferences, learners have the ability to make connections that are implicit and may open to some interpretation based on their perspective (Mullis et al., 2016). Howie et al. (2017:45) state that making 'straightforward inferences' is essential for the "skilled readers to connect with two or more pieces of information and recognise the relationship even though it is not stated in the text". For learners to draw an inference, they need to re-tell a story in a sequence. Howie et al. (2017) determined that 'making straightforward inferences' is an important skill. Learners connect ideas that are explicitly stated. Connections between them are not plain to see and must be inferred. In this research study, the researcher used a variety of activities such as: 'Vocabulary Matching', 'Magic Square', and 'Feature Matrix' to develop this inference skill. Learners were required to connect information and recognise the relations during discussions, debates, agreements and disagreements.

The third comprehension skill 'interpret and integrate ideas and information' is a reading skill where learners are expected to view "character actions by comparing and contrasting text information, inferring a story's mood or tone, and interpreting a real-world application of text information" (Howie et al., 2011:45). Mullis et al. (2016:47) substantiate that 'interpret and integrate ideas' is the "comprehension skill that allows readers to draw on their understanding of the world". Learners do not focus on local understandings; this comprehension skill allows them think globally. The emphasis is on the importance of background or prior knowledge and experiences for this skill. Howie et al. (2017:47) agree that "readers who are engaged in interpreting and integrating ideas and information in texts may focus on local or global meanings". Comprehension strategies that were used by the researcher during the IP included: 'My Turn - Your Turn', 'Vocabulary matching' and 'Reader's theatre' to develop this comprehension skill.

The highest-order comprehension skill: 'evaluate critique and examine content, language and textual elements' requires readers to process information in a given text and evaluate it (Howie et al., 2011). This type of text processing requires learners to evaluate and critique a text based on their own perspectives (Mullis et al., 2016). 'Evaluate and examine content, language and textual elements' enables a reader to predict what could happen next and describe how the author devised a surprise ending (Howie et al., 2011). This comprehension skill enables learners to draw upon their knowledge, to reflect and judge the author's language choices and devices for conveying meaning (Mullis et al., 2016). In 'evaluate and critique content and textual elements' learners do not depend on the text only. They need to find "weaknesses in how the text was written or recognise the successful use of the author's craft" (Mullis et al., 2016:21). To develop this skill, the researcher used different comprehension strategies that

required higher-order thinking skills such as: 'My-turn your-turn' and 'Feature matrix' during the IP. These strategies required the five Grade 7 learners to evaluate the content and critically reflect on the text.

2.7. Comprehension Strategies

Comprehension strategies are activities to assist learners to understand particular texts, to enhance critical thinking skills, and can be adapted to any subject. The comprehension strategies that were used for this study included: Cloze technique; My Turn - Your Turn; Reader's theatre; Vocabulary matching; Anticipation guide, Magic square; Feature matrix; and Think aloud. Each strategy is discussed in more detail.

2.7.1. Cloze technique

Cloze technique is one of the techniques used to teach reading for meaning. Putra (2010:1) states that "cloze technique is an active technique where learners have to make predictions and learners are encouraged to take risks and chances". She justifies cloze technique as "a strategy that is used to diagnose learner's reading level, to test if the material is at the appropriate level of difficulty and to diagnose learner's comprehension level" (2010:1). During cloze technique, learners show their understanding of a text by filling in the blank spaces with the correct words. Knowledge of vocabulary is vital to fill in the gaps. Learners are expected to fill in the missing words using words extracted from the text or words that will make sense and meaning.

According to Apsari (2016) a cloze technique is a technique to improve comprehension and train learners to replace words that are deleted in a passage. Apsari believes that cloze techniques are tests that are more efficient and reliable than reading comprehension tests which use open-ended questions. Cloze technique activities hone learners' ability to be mindful of the meaning of words. It teaches learners to scan a text quickly and search for clues. In this research study, this activity assisted learners to infer meaning. It used the same passage that they had read but the teacher erased some of the words from it.

2.7.2. My Turn – Your Turn

Nomlomo (2010:2) states that turn-taking is a skill that is important for learners to "interact with each other by taking turns, roles and talks (conversation) between the teacher and learners and between learners themselves". She describes this as a strategy that promotes social interaction. Nomlomo (2010:2) explains turn-taking as a skill that is "usually initiated by the teacher through asking questions or giving instructions while learners acquire or receive turns by responding to the teachers' questions or instructions (learners respond by raising hands and then answering)".

This was how My Turn-Your Turn was presented in this current research project. Interaction between the learners occurred when they discussed the texts; giving each other time to talk, time to listen and respect each other's opinions. According to Silverman, Young-Suk and McNesh (2017) the 'My Turn - Your Turn' is a strategy that promotes peer-learning. Learners read and discuss texts. This comprehension strategy encourages reading buddies of the same age to support each other's vocabulary development. This skill requires learners to take turns with the teacher and one another: each one has a turn to speak. My Turn - Your Turn functions well in a small group as well as the whole class. The researcher used a fluffy doll that the learners would throw around the class to show whose turn it was to talk. Everyone in the group/class would put up his/her hand. They were longing to share their views. My Turn - Your Turn was the skill most favoured by the learners. During the IP learners gained confidence. The five learners became reading buddies who would debate together for clarity without offending one another. They developed the ability to support one-another. My Turn - Your Turn allows learners to become good readers with a variety of skills while they are reading to gain a deeper meaning of the passage. The variety of skills includes predicting, making connections, clarifying and paraphrasing/summarizing. Each skill is discussed further.

Predicting- during My Turn - Your Turn learners learn to predict the story. During prediction activities, learners are required to "make predictions and generate questions as they look at the covers of the books as the instructor would be reading aloud" (Pretorius & Lephalala, 2011:5). Predicting assists learners to estimate what they will read about in the story. The prediction guide is created by teachers. Statements must be marked after reading to verify that learners' predictions were correct (Klapwijk, 2015). For this research study, learners did not use the book covers because the stories were typed. They used pictures and the title to predict the stories, to imagine what would happen next. They wrote their predictions on a sentence strip and put these on the wall. After reading all the sentence strips, they then re-visited their predictions to see who had made the most correct predictions.

Making connections - Learners connect two or more pieces of information that they read based on their life experiences and their background knowledge (Pretorius & Lephalala, 2011; Mullis et al., 2016). During the IP, the theme was 'Slavery'. Activities allowed the five Grade 7 learners to connect the lives of the slaves with their own. During the My Turn - Your Turn activity, learners were allowed to take turns to discuss:

the way slaves were abducted from their homes;
how slaves were treated in the Barracoons when they were chained together;
how slaves would be sold in the slave market;

their working conditions in the plantations;
how slaves sat in a segregated section in a plantations church;
how they were punished for speaking their own languages.

Clarifying occurs during reading. Learners are expected to: look at the title; use keywords; use other words as clues, and become actively involved in the reading text (CAPS, 2012). When learners do not understand, the teacher asks them to take turns to stop and think about what they have read. The teacher may ask learners to re-read the sentence; to adjust their reading rate, connect to the text or something they have read in a previous story, visualise the development of the story and reflect on what they have read.

Paraphrasing/summarising refers to the summary of the main idea and "supporting ideas in a point form/paragraph as per the required length" (CAPS, 2012:17). The CAPS (2012) document emphasizes the importance of summarising to assist learners to remember the main ideas of stories. This process assisted the five Grade 7 learners to take turns and reflect on what they learned after reading.

2.7.3. Reader's theatre

Reader's theatre is a "rehearsed group presentation of a script that is read aloud rather than memorised" (Flynn, 2004:2). Fleynn explains that Reader's theatre is a strategy that emphasises spoken words and gestures that involve learners demonstrating comprehension, paraphrasing, summarising, synthesizing information, communicating ideas and information but not in a formal stage performance.

According to Rasisnski, Stokes, Young (2017:1) "Reader's theatre is an ideal approach to capitalise on the desire to perform". Rasisnski et al., (2017) describe Reader's theatre as an essential strategy where learners read and perform a script without memorising lines, and without the use of costumes, acting and props. Learners display their understanding of the text by acting out where each learner will have a turn to characterise the story. Reader's theatre assisted the five Grade 7s to:

comprehend and understand the text
speak clearly and use facial and bodily gestures
bring life to the text
understand how slaves felt when treated badly by their masters
demonstrate their understanding of the text
perform without memorising the text
learn to sequence the events of a story

2.7.4. Vocabulary matching

Acquiring knowledge of vocabulary is crucial for understanding language and comprehending a text. The “depth of vocabulary knowledge refers to the quality of knowing a word, which means that learners should know more than a superficial understanding of a word meaning” (Tang & Nesi, 2003:1). Matching vocabulary assists learners with understanding words. It helps them appreciate deeper aspects such as pronunciation, meaning and the spelling words (Tang & Nesi, 2003).

Knowledge of vocabulary is emphasised by Nation (2015) and Webb and Chang (2015). They state that learning vocabulary is important. Learners learn to see the words and the matching explanation. Webb and Chang (2015) explain that during extensive reading, vocabulary gains occur through guessing from the context and through looking up the word in a dictionary.

The scholars above stress the importance of matching vocabulary as an important skill where learners match the word to the descriptions. During the vocabulary matching activity, the learners in this study had to do extensive reading, exchange ideas and share their understandings during discussions. Learners guessed the word. They had to understand its meaning. For each vocabulary matching activity learners were given four comprehension questions from the PIRLS (2016) document. These comprehension questions assisted the participants to move from lower level thinking to higher-levels of thinking.

2.7.5. Anticipation guide

The Anticipation guide is a pre-reading strategy that juxtaposes literacy instruction and content learning (Kozan, Murray & Windell, 2006). Kozan et al. (2006) emphasise that "anticipation guide supply teachers with skills and tools to address the needs of all learners, including those with disabilities". The Anticipation guide is a flexible strategy and can be used in content subjects as well. Meirafoni, Amir and Fitrawati (2014) clarifies that Anticipation guides, as a reading strategy, increase a learner’s prior knowledge and the ability to interact with texts. Meirafoni et al. (2014) state that this reading strategy is an easy strategy to apply and is an effective teaching tool that instructors can use in any educational setting.

This comprehension strategy can be used by groups of five, where learners read the statement in the left column and discuss it with the members of the group. Once they all share their ideas they can circle 'A' if they ‘Agree’ with statement or 'D' if they ‘Disagree’ with the statement. Learners are required to explain why they are choosing Agree or Disagree. Learners are required to use the same sequence in all questions.

2.7.6. Magic squares

The Magic square strategy is a way of strengthening a matching exercise (Vacca & Vacca, 2005). According to Ma'rifah (2014: 1), the Magic square strategy is one of the strategies that is appropriate for students' characteristics to be more focused and easier in learning vocabulary. Vacca and Vacca (2005: 287) explain:

> This activity has two columns, one for content area terms and one for definitions or other distinguishing statements such as characteristics or examples. The students are asked to match terms with definitions. In doing so, they must take into account the letters signalling the terms and the numbers signalling definitions. The students then put the number of a definition in the proper space (denoted by the letter of the term) in the 'magic square answer box'. If either matchup is correct, they will be the same for each row across and each column down the answer box. This total forms the puzzle's 'magic number'. Students add up the rows and columns to check if they're coming up with the same number each time. If not they should go back to the terms and definitions to re-evaluate their answers.

Magic squares are an important teaching and learning process as well as a tool that changes the classroom ethos, making matching more interesting and interactive for students (Ma'rifah, 2014).

2.7.7. Feature matrix

The Feature matrix is a strategy that compares or classifies characteristics (Cunningham & Cunningham, 1987). This strategy requires learners to compare characteristics by explaining similarities and differences between for example, people, animals, numbers, sounds, instruments, shapes etc. This reading strategy assists learners to "gather, compare and contrast information for several items in the same category" (Cunningham & Cunningham, 1987:3). Learners need to read through the text and compare the characteristics. For this research project, learners compared slaves with masters. Venacore (2015:17) states that 'feature matrix' is a strategy that gives learners an opportunity to "gain vocabulary development, reading practice, compare/contrast independently, and to track words as the learners re-read the text". Teachers can integrate their teaching of content areas in Science, Social Sciences, Mathematics by using a 'feature matrix' (Venacore, 2015). The teacher can model the activity and the class fill in their 'feature matrix' columns with appropriate information. Learners can confirm characteristics from the text. Learners need to discuss the characteristics as each learner has a different answer. Teachers guide them with questions such as:

> How slaves were treated?

What clothing did they wear?

What food did they eat?

What religion did they follow?

What language did they speak?

Learners share answers in their groups then give the feedback to the whole class. Figure 2.1 is an example of a Feature Matrix used with five learners in this study.

Feature Matrix

Compare characteristics of slaves and masters

Questions	Slaves	Masters
How slaves would be treated?		
What clothes would they wear?		
What food would they eat?		
What religion would they follow?		
What language would they speak?		

Figure 2.1 Presents characteristics of slaves and masters

Figure 2.1 presents characteristics where learners are expected to compare slaves with masters. This skill is important since it assists learners to identify similarities and differences. This power of discrimination is a higher order thinking skill. Learners need to discuss their answers. A 'Feature matrix' strategy can be used in any subject: in a Mathematics class, for example, learners look for similarities and differences between 2D and 3D shapes.

2.7.8. Think - Aloud

According to Wang (2016:3) "Thinking - Aloud activities require readers to express their thoughts from their short-term memory at specific intervals, within a text". The Think - Aloud activity develops pre-reading skills. Learners predict the story and the story ending by using the title of the story. Learners ask the following questions: what, where, why, when, who, how. The Think-aloud strategy "allow learners to monitor their thinking processes through the use of reading strategies" (Jackson, 2016:2). Jackson explains that the Think - Aloud activity is a strategy that assists learners to draw inferences, make connections, summarise, question and interpret texts. Sudiati, Hanapi and Bugis (2018:2) state that Think-aloud is a "strategy that can monitor the comprehension process. Think-aloud is an important skill which promotes a better understanding of the texts through learners' thoughts while reading". In the current research

study, the researcher found this strategy particularly useful: learners were able to express their thoughts. By doing so, they developed and showed a better understanding of the text.

Some Think-aloud instructions (Oster, 2001; Wang, 2016) to consider are:
put up their hands in the middle of reading and say what they
think while reading;
write questions and comments while reading;
predict what will happen next;
stop anytime and discuss;
become think-aloud models;
their think-aloud are used to discuss the plots, characters development and a theme;
express their thoughts;
talk freely; and
take turns to read aloud.

Learners are independent but need to follow instructions. This skill was essential during the IP. It allowed learners to say what they thought. Discussions were guided by rules which assisted them to identify the plot, characters and the theme (Oster, 2001). Learners were able to connect with the text during reading and discussions.

2.8. Reading motivation

Klauda and Guthrie (2015: 2) state that "motivation in reading is postulated to lead to increase in engagement and in related tasks". When learners are motivated, they can increase their level of reading. Self-efficacy in reading "refers to the belief in one's ability to read where learners are aware of their reading practices and are likely to use appropriate strategies and usually believe that they can read successfully" (Boakye, 2017:4). Learners who are motivated, read more and have high level of self-efficacy and learners who are not motivated have a low-self efficacy and they struggle to read successfully (Boakye, 2017). Moopelwa and Condy (2019:4) explain that learners with high self-efficacy are "… motivated to persist for longer, put in more effort and strive to complete given tasks". Learners with "stronger reading motivation can be expected to read more in a wider range of text" (Ahmadi, 2017:2). Ahmadi holds that learners with high motivation levels read more than others: "reading motivation can lead to the improvement in language learning performance for different levels of learners irrespective of what learning context they are in". Amesi, Akpomi and Amadi (2014) affirm that a teacher has control over many factors that influence motivation; learners want to do well if they are encouraged. This confirmation transforms a classroom into a community of well-behaved and self-directed learners.

2.9. The classroom environment

Musti-Rao and Haydon (2011:3) explain the importance of the classroom environment as a system that "provides opportunities for the learners to engage in their favourite activities..." The classroom environment in this study was an encouraging environment. The five learners were affirmed, encouraged and exhorted. Learners were welcomed to every lesson and ask how they were. The researcher never raised her voice. Where necessary she praised them. This kind of environment was fundamental for these five learners to feel welcome, valued and created a sense of belonging. Haydon and Musti-Rao and Haydon (2011:3) describe the provision of a sound, friendly and safe classroom environment as an important way to "… encourage interaction with learners which can help foster more positive teacher-learner relations... where learners will feel more comfortable and safe in the classroom environment and will begin to interact in more positive ways". Karim (2018:14) states that a classroom environment "refers to the overall atmosphere of the class, by which the teacher is seen as a role model for learners as they spend most of their time in class." She elucidates that the teacher determines the environment of the class: "If the teacher prepares a warm and happy environment, learners are likely to be happy."

2.10. Conceptual Framework

A conceptual framework is an "alignment of the key concepts of the study" (Henning, van Rensberg & Smit, 2004: 26). The theories guiding this study include: Vygotsky (1978) in terms of his theory of socio-culture learning and cognitive development, Feuerstein's (1996) theory of mediated learning experiences and Bloom's (1956, revised 2001) taxonomy of cognitive development. The three theories and their sub-sections are illustrated on figure 2.2.

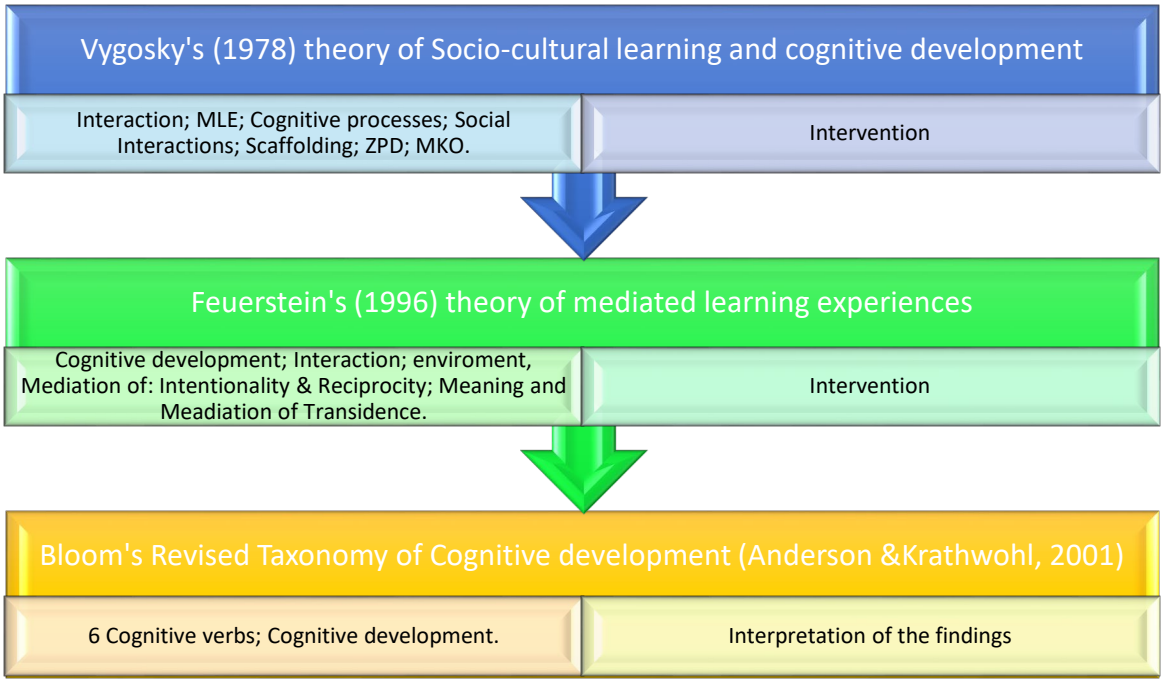

Figure 2.2: Conceptual Framework

These three theories have been fundamental for this study because they stress the significance of interaction through a mediator or a knowledgeable other and the importance of the environment. The teacher's/researcher's role was to produce a teaching and learning environment which was conducive to learning. Vygotsky's and Feuerstein's theories support the scaffolding of new knowledge. In this research project, the new knowledge included developing the five Grade 7 learners' higher-order thinking and comprehension skills. The IP focused on the researcher interacting, mediating and scaffolding the learners' higher-order thinking and comprehension skills. A gradual release approach was used during the intervention as the more knowledgeable teacher progressed the learners from being dependent to independent thinkers.

Vygotsky (1978) stresses the basic role of interaction in the development of a child and Mediated Learning Experience (MLE). Vygotsky's view is that "… the cognitive processes develop in social interactions with adults or more able peers" (Zavershneva & van der Veer, 2018:117). According to Kozulin (2012:2) Vygotsky's MLE "describes learning situations facilitated by a go-between (mediator) who ensures that the learners understand the content at stake". The researcher mediated the learning experience of the five Grade 7 learners and developed their higher-order thinking skills and comprehension skills through social interactions during the eight-week IP. Vygotsky (in Donald, Lazurus & Moolla, 2014: 87) viewed scaffolding as "mediating the appropriate structure and/or strategies of a particular area or knowledge". MLE and scaffolding correspond as they require the mediator to support the learner to be able to reach the next level of cognition or be comfortable to work on their own without the help of a mediator. This is the space where the Zone of Proximal Development (ZPD) happens. Vygotsky (in Verikana, 2010:2) views the ZPD as the space where "development" depends on social interactions, where the learner can be developed with the guidance of an adult or peer. Verenikana (2010:2) describes Vygotsky's ZPD as the "… development between what a person can do with or without help". During the IP, the researcher mediated learning as the activities required her to guide the learners throughout the eight weeks. She slowly introduced the learners to increasingly complex activities and allowed them to work ever more on their own. It was significant to notice how the learners increasingly supported one another more as the programme progressed, with Learner 3 emerging as the group leader. Although she was Afrikaans speaking and the others were IsiXhosa and Setswana speakers, Learner 3 explained the concepts, the learning processes and assisted fellow learners to understand what was necessary for them to complete their activities. The researcher, as the More Knowledgeable Other, observed that the learners' cognitive development occurred slowly as the weeks progressed until they reached higher-order thinking abilities towards the end of the programme.

According to Feuerstein and Lewin-Benham (2012:1) "… mediation is an interaction in which an adult intends to convey a particular meaning or skill and encourages the child to transcend, that is to relate the meaning to some other thought or experience". Feuerstein and Lewin-Benham (2012:1) aver that "mediation includes a range of techniques for any adult/child intervention, involving both cognition and motivation". Feuerstein (1996) states that the mediator enhances the interaction between the child and the environment. During the eight-week IP, the researcher used Feuerstein's (1996:3) three criteria of MLE which include: "Mediation of Intentionality and Reciprocity, Mediation of Meaning and Mediation of Transcendence". These three criteria of MLE need to be discussed in more detail.

2.10.1. Mediation of 'Intentionality' and 'Reciprocity'

Mediation of 'Intentionality' "… occurs when the teacher deliberately guides the interaction in a chosen direction by selecting, framing and interpreting specific stimuli" (Feuerstein, 1996:9). Intentionality refers to the mediator's attitude, which should be purposeful, specific, sometimes commanding, and always directed towards a particular end (1996). Intentionality happens when the mediator wants it to happen, deliberately (Feuerstein, 1996). Feuerstein (1996:9) explains that Mediation of 'Reciprocity' occurs when there is "… responsivity from the learner and an indication of being interested and involved in the learning process". For this research study, the researcher deliberately guided the learning as she introduced new activities to the five Grade 7 learners. Learners were interested in the new activities. The activities required them to be fully involved in their learning. Social interactions were important, as the group needed to work together to complete most activities and reflect after each lesson.

2.10.2. The Mediation of 'Meaning'

The Mediation of 'Meaning' is essential for the existence of interactions (Mutlu & Mehment, 2019). They discuss that the Mediation of 'Meaning' is what creates the motivational and emotional forces that drive our activity and our behaviour". Mutlu and Mehment (2019) explain that 'Mediation' arouses the need of the recipient of the mediation to look further to a more personal meaning of one-self. In this research study, 'mediation' for meaning happened when the participants compared the lives of 'Slaves' to their lives as this added meaning to the text, to their emotional forces and this motivated them to share how they felt about slave life (Mutlu & Mehment, 2019). These five Grade 7 learners were emotional about the way slaves were treated in the plantation.

2.10.3. Mediation of 'Transcendence'

Feuerstein (1996:22) states that 'Transcendence' is a "… bridge that connects related activities and ideas, and links immediate needs to ever-expanding needs". Feuerstein and Lewin-

Benham (2012:40) elaborate that "… during 'Transcendence' children connect what they are doing now to something they recalled or something they imagined".

These three criteria. 'intentionality and reciprocity', 'meaning' and 'transcendence' were used while interacting with the five learners during the IP. The researcher required the learners to interact, discuss and share their opinions, to question themselves, the authors, each other and the teacher, and become involved physically (as in the Reader's Theatre) and emotionally, understanding the importance of doing all these activities.

Bloom's Taxonomy theory was developed by Benjamin Bloom and revised by Anderson & Krathwohl in 2001. The researcher used Bloom's revised theory because it "… presents each cognitive activity as a verb, indicating the action that the learner is expected to demonstrate" (Meda & Swart, 2017:4). The theory consists of six levels of cognitive processes: remembering, understanding, applying, analysing, evaluating and creating' (Anderson & Krathwohl, 2001). Bloom's Taxonomy was important for this study because it "… provided a hierarchy of increasingly complex cognitive functions which ranges from lower-levels (basic recall of information) to higher-levels (logical reasoning and critical thinking)" (Meda & Swart, 2017:6). They discuss the six levels of cognition as an important way of questioning "… where learners are likely to learn effectively and become critical thinkers if they are fully exposed to the full range of Bloom's Taxonomy".

The researcher employed this theory because it is a theory that is used world-wide at universities, high schools and primary schools, and it is supported in South Africa by the Department of Basic Education CAPS document of 2012. For this research study, the researcher exposed the five learners to Blooms (2001) six levels of cognitive development. She developed comprehension questions which were taken from PIRLS (Mullis et al., 2016:19) document, which complemented Bloom's Taxonomy. The first comprehension skill from PIRLS (2016) was: 'focus on and retrieve explicitly stated information'. This comprehension skill required the learners to remember, find clues and answers within the text. This skill is similar to the lowest level of Bloom's revised Taxonomy 'remembering' where learners were "expected to recall knowledge from memory," (Anderson & Krathwohl, 2001:2). Learners were able to remember that slaves were kidnapped by Europeans and by their fellow Africans during the Anticipation guide.

The second PIRLS (2016) comprehension skill: 'making straightforward inferences' is where learners were expected to infer, move beyond the text, make connections, recognise, focus on local and global meaning, conclude and describe the relationship between two characters. This corresponds with Bloom's Taxonomy's level of 'understanding' and 'applying' where learners

were expected to "… construct meanings from written or graphic messages such as interpreting, exemplifying and classifying, summarizing, inferring, comparing, or explaining" (Anderson & Krathwohl, 2001:2).

The third PIRLS (2016) comprehension skill: 'interpret and integrate ideas and information' is where learners were expected to focus on local and global meaning, relate ideas and information, make sense of the author's intent in developing a greater understanding of the entire text, integrate personal knowledge and experience within the text, make connections, interpret the texts based on their own perspective (Mullis et al., 2016:21). This third level of questioning is similar to 'analysing' where learners are expected to "… determine how the parts relate to one another or how they interrelate, or how the parts relate to an overall structure or purpose. Mental actions included in this function are: differentiating, organising, and attributing, as well as being able to distinguish between components or parts…" (Anderson & Krathwohl, 2001:3).

The fourth PIRLS (2016) comprehension skill is to: 'evaluate and critique content and textual elements' corresponds to level four of Bloom's Taxonomy comprehension skills that required the highest level of cognition. Mullis et al., (2016:21) state that "… the focus shifts from constructing meaning to critically considering the text itself, learners … evaluate the content and critique from their own personal perspectives or with an objective view … they make justified judgments, drawing on their own interpretations … remain neutral, … make comparisons, … reflect on the author's language choices…". Similarly, Anderson and Krathwohl (2001:3) explain Bloom's Taxonomy's (2001) 'evaluation' as the highest level where learners are expected to "make judgements based on criteria and standards through checking and critiquing. Critiques, recommendations and reports are some of the products that can be created to demonstrate the process of evaluation".

Boles, Goncher and Jalayath (2015:4) describe Bloom's Taxonomy as a theory that is useful in "… the application of development of educational assessment methods". This theory assists teachers and learners with different levels of questioning in assessments and learning activities. They stress the importance of the cognitive level of questioning at which learners need to perform well in the low-levels because they may experience difficulties performing well at higher-cognitive levels. Learners need to achieve at lower levels to be able to reach and perform well in the higher cognitive levels. The Department of Basic Education CAPS (2012:295) document states that: "… formal assessments should cater for a range of cognitive levels and abilities of learners…". It is a prerequisite for teachers to use Bloom's Taxonomy's verbs for their teaching as well as their assessments to cater for all.

The value of Bloom's Taxonomy was noticeable throughout the IP. The five Grade 7 learners began from Bloom's Taxonomy's lowest-level 'remembering' where they had to remember the details of the stories they read. Even the strongest learner began from the lowest level. These five learners developed cognitively as the weeks progressed. They began to 'understand' the texts, which is the second-level Bloom's Taxonomy of cognitive processes. Level 3, 'applying', which is the beginning of Bloom's Taxonomy higher-order thinking was the level where two learners moved through quickly and were comfortable 'analysing' texts which related to Bloom's Taxonomy level 4. All five learners were able to 'analyse' the texts and their activities during their reflections after each lesson. Only three learners were able to 'evaluate their learning', and none of the learners reached Bloom's level 6: 'create' new ideas.

2.11. Summary

This literature review provides a brief description of the South African Department of Basic Education's policy document which provides teachers with a framework to teach literacy in South Africa. Since this research study was conducted with learners from poor backgrounds, issues of poverty needed to be foregrounded and discussed. Many comprehension strategies and skills that were used in this research project have been deliberated on and explained. The theories used in this study have been found to be necessary in order to understand the underlying teaching philosophy and these have been discussed in detail.

CHAPTER 3
RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

This chapter presents three elements: the research paradigm which is interpretative, the research approach that is qualitative in nature and the research design which comprises a case study. This chapter includes a discussion of the reasons for selecting the site, the participants and particular mode of collecting data, as well as a brief discussion of the IP, the data analysis, trustworthiness and ethical considerations required to meet ethical standards. The chapter concludes with a final summary.

3.2. Research paradigm

According to Okeke and van Wyk (2015: 21) research paradigms are important because they are "philosophical bases for us, the researchers, that inform our choices about which research questions to address and what methodology to employ". The research paradigm of the current research project was situated within an interpretative paradigm. The researcher chose an interpretative paradigm because she sought to understand, communicate, observe, reflect and interact with her participants (Okeke & van Wyk, 2015). She was involved in a "sustained and intensive experience with the participants" (Creswell, 2014: 287) while collecting data. Three research elements underpinning this study were chosen intentionally as they allowed the researcher to produce rich data that assisted her to answer the research question and sub-questions.

Ransome (2013: 65) states that interpretivist research "… aims to produce positive, strong, reliable scientific knowledge of actual existing social phenomena". In this research project, which lasted ten weeks, the researcher collected robust and consistent data when conducting the pre- and post-tests as well as when guiding her learners through the eight-week IP. She explored the comprehension challenges of five Grade 7 learners. It was during this time that the researcher developed "a long-term, close, trusting relationship with the participants" (Okeke & van Wyk, 2015: 49) where she examined "participants' social experiences".

Rahl (2017: 2) explains that an interpretative paradigm "believes in the deep understanding of a concept and explores the understanding of the world they live in". When discussing the reading passages, which were based on the theme 'Slavery', the learners were encouraged to link the content to their prior knowledge and lived experiences, and share their views with each other. This led to "true knowledge which can only be obtained by the deep interpretation of a subject" (Rahl, 2017: 2).

Okeke and van Wyk (2015:50-52) describe interpretative paradigm as the researcher that:

- “Works with people to ‘gather data’;
- Constructs ‘meaning’ from the data collected;
- Has to monitor the ‘social process’;
- ‘Critical reflection’ is an important part of an interpretative study;
- Explore the participants ‘in-depth’;
- Respect for human dignity is a priority;
- Build trusting relations with the participants
- ‘Allow a deeper exploration of individual cases’
- ‘Produced rich detailed information’
- ‘Allows the researcher to study dynamic process with flexibility”

The researcher chose to use an interpretative paradigm because she wanted to be involved in “organising, gathering and the interpretation of data obtained from humans which often involves in-depth interviews and observations” (Lichtman, 2013: 7). This paradigm was significant for this study as it helped the researcher to reflect on the rich detailed information collected throughout the data collection process.

3.3. Research approach

Henning et al. (2004: 5) state that a qualitative approach "… allows for a different view or theme that is studied and in which the respondents [referred to as 'participants' by most qualitative researchers] have a more open-ended way of giving their views and demonstrating their actions". Although this is a relatively old source, the work of these researchers continues to be the basis of leading research in the field. The qualitative approach was necessary for this study since the researcher wanted to understand the "human behaviour and the reasons that govern such behaviours" (Tesoro, 2017: 113). This type of research approach allowed the researcher to "collect in-depth details on a particular topic" (Rahl, 2017). In this case, the issue was how five learners understood higher-order thinking skills. She observed how these five learners reacted to the orally read texts, the comprehension questions, and how they behaved with each other in a social environment. A qualitative approach enabled the researcher to collect rich textual data by using interviews, observations and reflective notes. This process is consistent with the stance of Cohen, Manion and Morrison (2017) who argue that a qualitative approach is suitable for research which garners textual data from participants.

3.4. Research design

This research project adopted an interpretative case study to gain an in-depth understanding of the individual journeys of five learners interacting with comprehension passages (Cohen et

al., 2017; Henning et al., 2004). Kumar (2005: 113) describes the case study as "… a design for studying a social phenomenon through the analysis of an individual case". He claims that a case study approach "… may be a person, group, episode, process, community, society or any other unit of social life" (2005: 113). An interpretative case study allows the researcher to guide her learners in their journey of developing higher-order comprehension thinking skills by reading and interacting with Grade 7 passages on "Slavery" during the IP. This method allows the researcher to interrogate the literacy, cognitive and social behaviours of five learners during class activities, reading and reflection times while they were completing their behaviour modification chart (Kumar, 2005).

The 'case study' research design involves a process. The researcher chose to visit the home of each of her learners to gain a first-hand sense of their backgrounds and to interview the parents regarding the reading culture in their homes (Kumar, 2005; Tesoro, 2017). Four of the five parents of learners were unemployed at the time. A carefully constructed observation schedule was used to study the learning processes of learners and track the development of their critical thinking. An interpretative case study was chosen because of the many advantages it offers. The advantages and disadvantages of a case study are shown in table 3.1 below.

Table 3.1 Advantages and disadvantages of case studies

Advantages of case study	Disadvantages of case study
1. Case studies allow the researchers to fully understand the behavioural pattern of the unit concerned.	a. Case studies are seldom comparable and as such the information gathered is often not comparable.
2. Case studies assist the researcher to obtain a real and enlightened record of personal experiences.	b. Honest information is often not collected because the subjectivity of the researcher. The danger of false generalisation is always there. There are no fixed limits during data collection.
3. This approach enables the researcher to trace a history of social relationships … social factors and forces involved in its surrounding environment.	
4. This approach facilitates intensive study of social units.	c. It [case study] consumes more time and requires lot of expenditure.
5. Information collected helps … to construct the appropriate questionnaire or schedule.	d. This approach can be used with a limited sample only.
6. The researcher can use more than one approaches in this case study approach.	e. Responses of the investigator is an important limitation of the case study approach.

Source: (Tesoro, 2017:225)

Table 3.1 presents the advantages and disadvantages of case studies. A Case study method guided the researcher on what to do and not do. The researcher worked with five learners as a case study. This consumed most of her time which assisted her to understand more about the personal experiences of the five learners.

3.5. Selection of Site

This research project was conducted in Thembelihle (pseudonym) Primary School, a public mainstream primary school in Cape Town, in the Western Cape. There were 658 registered learners at this school in 2018, at the time when the study was conducted. The teacher ratio was 35:1.

This school is situated in a mixed socio-economic environment; including lower-medium-high, urban area in Cape Town. According to Bassadien and Spencer (2016: 2) "higher income residents replace lower-income residents": this is true in the area where Thembelihle Primary School is situated. Many people are relocating because of high interest rates in this area and wealthier people have bought the houses. At the same time, and in the same area, there are many people who live on the streets, in backyards and in tin houses. Many learners who live in the streets attend the school without food. Many use the sink in the toilet to wash themselves. The street dwellers (Bergies) continually jump over the school fence during the night and sleep on the veranda of upper part of the school which is used for Foundation Phase classes.

Thembelihle Primary School is a Quintile 5 school and the school fees in 2018, the year this study took place, were R2000.00 per annum. However, due to the mixed population of this area, many parents cannot afford to pay these fees. In Table 3.2 below, the Quintile system used in the Western Cape is represented.

Table 3.2 Quintile system in the Western Cape

Quintiles/amount allocated/learner	Description
Quintile 1 - R1010 Quintile 2 - R1010 Quintile 3 - R1010	Grant fee for each learner/ year Grant fee for each learner/year Grant fee for each learner/year
Quintile 4 - R505	Grant fee for each learner/year
Quintile 5 - R252	Grant fee for each learner/year

Adapted from Basic Education Rights handbook-Education Rights in South Africa-Chapter 7 (South Africa, 2017:8)

According to Table 3.2, learners in Quintile 1-3 receive a full grant amount of R1010 per learner from the government to pay for the school fees of each learner including textbooks per year.

In Townships and rural areas, including farm schools, the government compensates an amount of money for each learner. In Quintile 4 schools the government pays a minimum of R505 grant fee per learner. The remainder of the fees are used to manage the school and come from the parents. In Quintile 5 schools the government pays the school an amount of R252 grant fee per learner. The rest of the fees are drawn from the parents. Quintiles 4 and 5 are mostly situated in Sub-urban areas and in Town. Quintile 4 and 5 schools are in good areas and learners who attend these schools are expected to afford the school fees. The government grant is lower than other quintiles. Thembelihle is a quintile 5 school situated in Cape Town, yet most of the parents cannot afford to pay the schools fees which are below R2500.00 per year.

The language of teaching and learning (LoLT) in Thembelihle Primary School is English yet 90% of the learners in this school are African home-language speakers with a high percentage of IsiXhosa speakers and 10% of English and Afrikaans speaking learners. There are many other African language speakers in this Quintile 5 School, as shown in Table 3.3 below.

Table 3.3 Languages and the country of origin in Thembelihle Primary School

	Country of origin	Language/s
1	Congo	Lingala/French/Spanish/Swahili
2	Cameroon	French
3	Kenya	Swahili
4	Malawi	Xitsonga/Chi Chewa
5	Nigeria	Igbho
6	Zimbabwe	Ndebele/Shona
7	Zambia	French & Bemba

Table 3.3 shows various languages spoken by learners at Thembelihle Primary School. They experience difficulty understanding the LoLT of this school because most of them have little or no knowledge of English. They have to learn this new language before they can learn the curriculum. Teachers, in this school, use the other learners in the class, as a buddy system, to interpret the work for learners who do not understand the LoLT. Home languages of teachers in the various grades are significant. Table 3.4 shows the home languages of teachers at this school in 2018. Since this research took place in the Grade 7 class, the researcher found it pertinent to include information about the home languages of teachers.

Table 3.4 Home languages of the teachers from Grade R-7

Grades	Number of classes	Teacher's home-language
Grade R	2 classes	English and Afrikaans
Grade 1	2 classes	Shona and Afrikaans
Grade 2	2 classes	Afrikaans and IsiXhosa
Grade 3	2 classes	Afrikaans and IsiZulu
Grade 4	2 classes	Both teachers were IsiXhosa
Grade 5	2 classes	Afrikaans and IsiXhosa
Grade 6	3 classes	Afrikaans, IsiXhosa and Sotho
Grade 7	3 classes	Shona, English and Afrikaans

3.6. Participant selection

A Grade 7 class was selected because of the low results obtained in the WCED Grade 6 Systemic Tests. This was the researcher's class where she taught both Social Sciences and Creative Arts.

Purposive sampling was chosen because the researcher intended to "select information-rich cases whose study will illuminate the questions under study" (Van Rijnsoever, 2017: 2). Fraenkel, Wallen and Hyun (2012) state that the researcher chooses who is to be in the study because she best knows who is useful and able to provide the rich data necessary for the study. Purposive sampling is a deliberate way of choosing the sample with some purpose in mind (Punch, 2014). The researcher purposively selected five learners, five parents, three teachers and one Learner Support Teacher for this study because she felt that they provide rich information during the eight-week IP. The following information provides details of the home environment of the five learners involved in this study. Table 3.5 shows the Grade 7 demographics of participants.

Table 3.5 Demographics of the five participants of this study

Learners and their age	Age	Gender	Parent/Guardian	Home language
Learner 1	14 years old	Female	Guardian	IsiXhosa
Learner 2	13 years old	Female	Parent	IsiXhosa
Learner 3	13 years old	Female	Parent	Afrikaans
Learner 4	13 years old	Female	Parent	IsiXhosa
Learner 5	14 years old	Female	Parent	Sotho

Learners 1, 2, 4 and 5 were selected because they had been with the Learning Support Teacher since Grade 1. When researching their previous report cards of December 2017, the

researcher noted that their English scores were between 40% and 48% which was below the average of 50%. In December 2017, Learner 3 received 52% on her report card for English. These five learners were chosen because they had been underperforming in class and experiencing challenges in reading comprehension which made it difficult for them to understand the text as well as the assessments.

The following information provides details of the home environments of the five learners involved in this study.

Learner 1 (L1)

L1 is the second born in her family. She lives with her single mother who had to resign at work in 2016 because she was sick. She wakes up at 4.00am, makes her bed and tidies her room. She then bathes, eats breakfast and waits for transport. L1 is playful at home and social at school.

To provide a little background information about L1, her parent made the following verbatim comments during the one-on-one interview:

> I had to be clear about the time she will spend with her friends and the she can come back to her book
> She spend more time reading on Sunday afternoon so I usually pushed her during that time because she misuse most of her time playing.
> She love story books but what I noticed about her she takes some books from school and bring them home, she also have a public library card that I made for her, but what I noticed about her she does not complete the story book thoroughly, she reads and loose interest very easily and wish to find other book.
> We usually fight a lot about that because she only know the beginning not the end she does not have the full story.
> She only bring English books because she does not understand IsiXhosa she can only speak IsiXhosa at home.
> She is clueless when it comes to IsiXhosa. She can only speak, but when it comes to reading and understanding of the language she become clueless.

I used to take her to the library very often, from Grade 6 and 7, I'm getting sick a lot. I would ask someone to go with her because it is too far.

Learner 2 (L2)

At home L2 speaks IsiXhosa only. Her father assists her with school work. Her mother is a Nurse and she works long shifts. Her father looks after her and her younger brother. She was selected to participate in this research project since she struggled with her reading and understanding her reading.

To provide background information about L2, her father made the following verbatim comments during the one-on-one interview:

> We encouraged her by telling her to speak English we would translate like a word by telling her because she also struggles to know IsiXhosa when I'm looking at her.
> What she knows better is English so there are words sometimes she does not know the spelling we could translate them so that she can understand them in English and in IsiXhosa.
> She like to use social network to find stories of the actors like Sophia and other stars like movie stars not musicians and read about them.
> She does not play a lot before I think she is grown up now she is always looking for something on internet.
> She does not have lots of friends because township friends are uncontrollably, they might put her in an awkward situation, but I also see her that she know what is good for her, she chooses her friends wisely.
> She is good with children than other kids in the township and in her age who are uncontrollably.

Learner 3 (L3)

L3's home-language is English and Afrikaans. She is the first girl in the family of three children. She does not use transport to school since she lives in the environment. She is an active girl who likes to play soccer with the boys. She was selected to participate in this research project because she was struggling to complete her assessments.

To provide a little background information about L3, her Mother made the following verbatim comments during the one-on-one interview:

> Our home language is English and Afrikaans. We prefer to speak English because it is difficult to explain things in Afrikaans to get the proper explanation.
> L3 spend most of her time reading at night because that is the only time for herself because when she comes from school, she gets ready to the Muslim school and the night-time is the only time she has.

She read on the computer as I have invested on an electric book.
She knows what to do I do not have to push her. She is vibrant and a fun person she likes to play soccer and she is the understanding child.
If I explained something, she will take her time that I must remind her. I do not have to talk a lot to her, and she does think out of her own from time - to - time she surprises me.
She does not have a lot of friends, but there is a girl that I know from school she always talks about her. She is friends with boys that she plays soccer with.

Learner 4 (L4)

L4 is the first-born child in her family. Her home-language is IsiXhosa. She lives in a disadvantaged area where she sometimes has to wait long periods for transport since it is difficult to drive on the poor roads. She often arrived late at school. According to her mother, L4 struggles to read in IsiXhosa. She does not read until her mother reminds her to do so. She was selected to participate in this research project because she struggled with her reading and understanding what she read.

To provide background information about L4, her mother made the following verbatim comments during the one-on-one interview:

I had to remind her that it's reading time now dear. She does not do anything by herself I have to be on her case. She does not do any chores during the week.
She had to wash, do homework and sleep early. During weekends she would then wash her uniform.
So today is Friday she is going to soak her white clothes then in the morning she had to wash them including her uniform. She had to clean the house afterwards because she must learn to do the work.
She would take mostly the whole day to do that because she is very slow. Anything she does she talk a lot she would count all the things that she has to do she would probably finished the room around 11.00am.
I had to force her to do this because she must learn one day I might not be here she has to know what to do.
She is very talkative and that's what I liked about her is because of the situation that we are facing now as we stayed in informal settlements anything can happen.
Only thing I have to do I have to remind her all the time. She forgot very easily.

Learner 5 (L5)

L5 lives with her aunt who is her guardian. They speak Sotho as their home language. She originally came from the Free State. Her biological mother stays in the Free State with her other siblings. She is a second born according to her aunt. She and her elder sister were living with their aunt in Cape Town in the Phoenix area near the Township of Joe Slovo Park. She travelled to school with public transport with her aunt who worked in one of the companies in the city of Cape Town. She was selected to participate in this research project since she struggled with her reading and her understanding of reading.

To provide some background information about L5, her aunt made the following verbatim comments during the one-on-one interview:

> She likes to read because she also like to read the newspapers every Wednesday she tries to read. During the week there is a laptop and she would sit read.
> She is the one who is a little bit scared she can't just ask you or tell you if she not understand she...just... getting shocked that maybe I'm wrong you see.
> We bought reading books at home but one of my colleagues bought them for her she must read. She followed a routine during weekend.
> She does not have to be reminded. She love baking because her sister like to bake. She tried but like I said she is a little bit scared, she also love cooking. She would help her sister.
> She is very good at plaiting and likes to plait her doll. She is very helpful around the house she also help her sister to look after the baby.
> The researcher selected the Learner Support Teacher because she worked with these five learners whom she taught at Foundation Phase (FP) and in Grade 5 in 2015. She was closer to them and continues to support them in Grade 7 in the support team of the school. The researcher saw a need to include her in her study.

Table 3.6 Demographics of the teachers who participated in the research

Teachers		Grades taught	Race	Gender	Home Language	Language of Teaching and Learning (LoLT)	Age	Highest Qualification
Teacher 1		4 /5	African	Female	IsiXhosa	English	48	ACE course
Teacher 2		4/5	Coloured	Female	Afrikaans	English	26	Degree
Teacher 3		7	Coloured	Female	English	English	34	Degree
LSEN Teacher		R-7	African	Female	Shona	English	36	Diploma

Table 3.6 shows the demographics of the teachers involved in this study, the grades they taught, their race, gender, home language, the LoLT, the age and highest qualifications. Since this research took place in the Grade 7 class, the researcher found it pertinent to include details of the home languages of the other teachers. She felt this information provided background information about the languages of the learners.

3.7. Data collection instruments

Data were collected by using the following three instruments: semi-structured interviews, participant-observations and documentary reviews (Okeke & van Wyk, 2015). Semi-structured interviews were deemed suitable as the researcher wanted to gather more information by asking probing questions, and collect rich textual data about the phenomenon. Cohen et al. (2017) state that semi-structured interviews are ideal for a study that requires rich qualitative data. The researcher collected data from 10 April 2018 to 8 June 2018 (10 weeks). This period of data collection was called IP (IP). As part of the IP, the researcher conducted pre-tests in the first week. Weeks 2 - 9 were used for the IP, and week 10 was used for the post-test.

The researcher conducted a pilot study to trial test her interview schedule. Pilot testing is referred to as a “technique where preliminary interview guides are tested with the potential study participants" (Kallio, Pietila, Johnson, Kangasniemi, 2016: 16).

Table 3.12 Changes made to the interview schedule due to pre-testing

Question number	Initial question	Adjusted, final question used
1.	Describe the comprehension challenges of Learner...?	Can you tell me about the reading problems of Learner ….?
2.	How do you know if she comprehends?	Does she understand what she read? How do you check her understanding?
5.	Do you ask about the characters of the story?	Do you normally ask the details of the story, the characters, the setting, the plot, the conflict and the resolution? How often do you do that?
10.	How do you assist your child with vocabulary?	Does she ask the meaning of the words that she does not understand? In which language? In which language you use to answer?

3.7.1. Semi-structured interviews

Semi-structured interviews were used for this study since they allowed flexibility and for the participants to add their own thoughts (Curtis, Murphy & Shields, 2014). These types of interviews were necessary because they allowed the researcher to probe deeper into how the parents, the Learner Support Teacher, the current and previous teachers read and discussed passages with their children. Semi-structured interviews allowed the researcher to collect in-depth information (Punch, 2014). She wanted detailed information about how the five Grade 7 learners understood comprehensions. According to Okeke and van Wyk (2015: 299) "In-depth interviews are known as unstructured interviews", and these allowed the researcher to ask the parents questions about their families understanding of literacy and comprehensions, and as they became more comfortable with her, they provided additional confidential information about their family structures. These semi-structured interviews comprise a conversation (Okeke & van Wyk, 2015). Although the researcher had memorised the interview questions, and followed the interview schedule, she was mindful of the sequence of questions, she was flexible and the conversations evolved naturally (Tesoro, 2017).

Tesoro (2017: 206) states that "language of the Interview can be adopted to the ability of the educational level of the person interviewed and as such misinterpretations concerning questions can be avoided". The researcher adapted the use of languages that the respondents were comfortable with. The interview of the parent of L4 was conducted in IsiXhosa since that was her home language. L3's mother, whose home language was Afrikaans, and L5's aunt, whose home language was Sotho, asked to be interviewed in English. While L1 and L2 parents chose to be interviewed in English, they soon converted to IsiXhosa because they felt uncomfortable to express themselves in English. The change of language gave the

respondents an opportunity to express themselves freely. They were comfortable to speak their language of choice (Tesoro, 2017). These issues are linked to Vygotsky's (1978) socio-cultural theory in that he stresses creating a safe environment in which respondents interact with comfort and ease.

All the interviews were tape-recorded, with the agreement of the respondents, and translated and transcribed back into English. Tape-recording the interviews assisted the researcher to capture all the useful information including their humming and hawing sounds while they thought of how to respond to questions (Tesoro, 2017).

According to Okeke and van Wyk (2015: 299) "cultural interviews focus on norms, understandings, as well as the taken-for-granted rules of behaviour of a group, community and society". This socio-culture environment of learning occurred between the researcher and the respondents during the interviews where she learned about the different ways the Afrikaans-, Sotho- and Xhosa-speaking people encouraged a culture of reading in their homes.

The interview of L1's mother took place at her home in the afternoon. It was convenient for since she was unemployed and sick at that time. L2's father's interview took place at his house in the afternoon. Since he was unemployed at that time, he had to look after L2 and her younger brother. The interview for L3's mother took place at her home at 2:35pm: she had other siblings to look after. L4's aunt's interview took place at school at 7:30 am. That time was convenient for her since it was within walking distance of her workplace. L5's mother's interview took place at her home in the afternoon. The mother ran a hair and nail salon at home and had to look after her little sister.

The interview schedule and probing questions for the parents can be found in Appendix A [isiXhosa] and B [English]. The interview schedules and probing questions for the one Learner Support Teacher can be found in Appendix C. The three class Teachers are in Appendix D. During the interview process, the researcher experienced both advantages and disadvantages of using this form of data collection in her research.

Advantages of Interviews

One of the advantages of using interviews in this study was that they were like a "conversation with an individual, conducted by a trained person that usually collects specific information about the interviewee" (Kumar, 2005; Okeke & van Wyk, 2015; Tesoro, 2017). The interviewer kept strictly to the planned questions and had the flexibility and freedom to probe for more in-depth information to answer the research questions. Each interview was approximately1hour long.

Another advantage of using interviews was to conduct face-to-face interviews with the participants who were not hesitant to talk and could comfortably share their ideas (Creswell, 2012). Face-to-face interviews allowed the researcher to draw on social cues such as: listening to the respondents voices and intonations, and taking note of their body language as they responded to the questions asked during the interview (Henning et al., 2004; Opdenakker, 2006; Punch, 2014; Tesoro, 2017). Drawing on the social cues was beneficial to the researcher to gain an in-depth understanding of the reading cultures in the students' homes.

Recording is an essential process during qualitative research and advantageous in that they can be done through different modes which include: field notes, audio-tape, video and pictures (Yin, 2011; Creswell, 2012). During this research process, conducting audio tape-recordings of the interviews was advantageous for the researcher. She had the freedom to concentrate on what the interviewee was saying rather than writing. This provided "accurate records of the conversation" (Opdenakker, 2006: 4; Creswell, 2012: 221).

Transcription is the "process of converting audio tape recordings into text data" (Creswell, 2012: 239). The transcripts took her one month to complete. She interviewed five parents, three teachers, one Learner Support Teacher and the five learners on their last day. The benefit of transcribing the interviews was that the researcher provided accurate data. She had an idea of what transpired during the interview and understood the tone of the interviewees voices (Henning et al., 2004). By transcribing the many interviews, the researcher learnt more about the respondents, her own note taking skills, developed more critical listening skills, and the ability to capture precise details.

Disadvantages of interviews

Disadvantages of conducting interviews were that they were time consuming, expensive and took a long time to complete especially as the sample was large (Okeke & van Wyk, 2015; Tesoro, 2017; Adhabi & Anozie, 2017). To conduct three interviews with the students' parents, the researcher travelled 75 kilometres to a township outside central Cape Town. These parents were unable to travel to her school for interviews because they were unemployed and had siblings to look after. The families lived 3 kilometres apart from each other although they were in one township. The other two parents (L3 and L5) who lived close to the school, were interviewed at school and at the home of one pair of parents respectively. Neither of these interviews were difficult for the researcher.

Another disadvantage of conducting the interviews was the danger of the geographical region (Adhabi & Anozie, 2017). For the three interviews in the township, the researcher was not sure about her safety. This particular township was known to have a high crime rate. She made

arrangements with the parents to travel home with their learners. These interviews took place one Friday afternoon when she finished work early at 13:30. This allowed her time to travel to the township at mid-day where the roads were clear and crime was not so prevalent. She arrived at L1's home at 14.05. After making the parent feel comfortable with the interviewing process, she completed the interview at 15:05. It took her 15 minutes to drive to L2's home arriving at 14:25. This interview took one hour ten minutes. At 15:35 she was on her way to L4's home. It took her longer to travel there since the roads which were wet and muddy. She arrived at 16:00 and completed this interview at 17:15. The researcher was finally escorted out of the township onto the main road again. There were no disadvantages when interviewing the parent of L3 and guardian of L5.

To avoid any sense of bias, the researcher stuck closely to questions on the interview schedule (Yin, 2009). Since she recorded the interviews and transcribed them verbatim, there were no incidences of inaccuracies due to poor memory recall (Yin, 2009).

3.7.2. Participant-observations

Participant-observation occurs when the researcher "participates in the activities of the group being observed, in the same manner as its members and getting to know their ways of doing things" (Kumar, 2014: 174). Okeke and van Wyk (2015: 283) discuss that the role of the participant - observer is to "fully participate in the activities of the setting, and the people being observed are fully aware of the person's role as a researcher". This method of the data collection is one of the significant methods that collects primary data and used in a qualitative enquiry across research fields (Yin, 2011; Okeke & van Wyk, 2015). In this particular study, the researcher chose to be a participant – observer in natural settings where the participants were observed, involved in a natural phenomenon of comprehension teaching and learning activities while she made observations without manipulating any variables (Okeke & van Wyk, 2015).

The researcher observed the learning process while she guided her five learners to their zones of abilities and independence during the IP (Vygotsky, 1978). She mediated the learning process by asking frequent questions and persuaded her learners to ask questions to encourage discussion (Vygotsky, 1978; Feuerstein, 1996). She purposefully arranged opportunities to conduct group work and co-operative learning to encourage interactions amongst the five learners. After every lesson, the researcher completed her observation schedule (Appendix E) reflecting on the behaviours of learners during lessons.

Advantages of participant-observations

There were a few advantages of using observations in this research project. One advantage of using participant-observations in this research study, is that the researcher had direct contact with the participants where she observed their interactions and behaviours with her own eyes (Yin, 2011; Creswell, 2014; Tesoro, 2017). This was an advantage to her because for all her lessons, she had to pay close attention to her students' actions and after the lesson she recorded all the primary data.

The other advantage of using an observation method to collect data, was that the researcher was the participant-observer in this research which made it easier for her to record primary data or unusual information (Creswell, 2014; Tesoro, 2017). The unusual information that the researcher recorded, when closely observing the five learners in the classroom while doing their activities included:

their faces when they interacted with one another;
their facial expressions when they understood or did not understood the questions asked;
what put smiles on their faces;
their curiosity to read the new story;
their excitement when they finally found the correct answer of the Magic Square activity;
how they paid attention to one another during the My-Turn-Your-Turn discussions;
how disappointed they were when they could not remember the details of the story;
and how they interacted to one another during discussions.

Another advantage of choosing the participant-observation method in this research was that it gave the researcher the opportunity to watch closely and get to know the routines of her five learners during discussions of lessons (Cohen et al., 2000). For example it was important to note who was able to answer the questions, who is hiding behind the others, who was the most talkative and who was the one who talked more than others.

The researcher systematically planned and recorded her observations using her observation schedules with demographic information about time, place, and date where the observations took place. By doing this, it was an attempt to eliminate bias: she could not make up information that did not occur (Creswell, 2014).

According to Okeke and van Wyk (2015) and Tesoro (2017) participant-observation is the best data collection method. It is independent of the willingness of respondents to respond and is

less demanding which is an advantage. For this current research, participant-observation was the best data collection method since it gave honest data. The learners were free, they were not giving their best behaviour because they knew that they were being observed. They were independent, comfortable and free to do what they wanted as long as they abided by the class rules, and this was an advantage.

Disadvantages of participant-observations

The main disadvantage of using the participant-observation method was that the researcher had to be seen as not interfering with the learning process while she observed and recorded her notes in the classroom (Creswell, 2014). It may have resulted in the five individuals changing their behaviour when they became aware that they were being observed (Kumar, 2005).

The researcher was the class teacher. Another disadvantage of participant-observations could have been an issue of bias and power (Kumar, 2005; Okeke & van Wyk, 2015). Since the observations were conducted three months into the academic year, she had already established a sense of trust with her learners (Cohen et al., 2007). Although there is no way of confirming what the researcher wrote was an exact reflection of what was really happening in the class, she had received training in how to manage observations, and she was focussed on getting honest data. This may be seen as a limitation (Kumar, 2005; Okeke & van Wyk, 2015).

Poor observation skills may be a disadvantage of participant-observations if the researchers are poorly trained. They can be inaccurate when observing and recording (Creswell, 2014; Okeke & van Wyk, 2015). It was therefore necessary for the researcher to have proper training that consisted of "learning to pay attention to detail, learning how write descriptively and practising it, as well as being meticulous in documenting field notes" (Okeke & van Wyk, 2015: 293).

3.7.3. Documentary reviews

Documentary reviews are considered to contribute valuable rich information in qualitative research (Ahmed, van der Werf & Minnaert, 2010; Punch, 2014). This method of collecting data cannot be used in isolation. It has to be combined with other methods of data collection to provide rich data (Punch, 2014). For this research project, the researcher used a range of documents including: pre-tests and post-tests, the five learners' exercise books and behaviour modification charts to assess their academic performance in their written comprehensions (Creswell, 2014; Punch, 2014). The researcher used these documents as they contained information which was going to assist in the answering of the research questions. The rationale of using these methods chronologically was to assist the researcher to answer the main

research question and sub-questions as she needed to identify the learners' challenges before the IP (she used the pre-tests), during the IP (she used the learner's exercise books) and the behaviour modification charts. Finally at the end of the IP, she used the post-tests.

Advantages of documentary reviews

Advantages of documentary reviews is that they provided the researcher with the actual language and words of the participants (Creswell, 2012, 2014). This was an advantage for the researcher. She referred to the exercise books and behaviour modification charts of the five learners during the IP. Their writing assisted the researcher to understand the written work of the five learners where they expressed themselves. This was an advantage since she regularly re-read these documents for more authentic details needed to assist her answering the research questions (Yin, 2014).

Another advantage of documentary reviews is that they saved the researchers' time and expenses related to transcribing (Creswell, 2014). This method of data collection was an advantage. It was written evidence, and it was included in the research design (Henning et al., 2004; Creswell, 2014).

Disadvantages of documentary reviews

Disadvantages of using documentary reviews is the difficulty of retrieving some documents. They may be protected and not available to the public and the access may be deliberately withheld (Yin, 2009; Creswell, 2012, 2014). For this research project, the one disadvantage was that the researcher was prohibited from gaining any visual and pictorial sources of the respondents. It was not available for the public and yet these pictures of learners' struggling or achieving could have provided rich data for analysis (Yin, 2009; Ahmed et al., 2010; Creswell, 2012).

Another disadvantage of using documentary reviews was "bias selectivity, if collection is incomplete" (Yin, 2009: 102). At the beginning of this research project, the researcher had a particular learner in mind but she was absent for the first two weeks. When she came back, she wanted to be part of the IP especially since her friends were part of it. The researcher chose to include her in the group but purposefully could not include any of her data when analysing the results in Chapter 4.

3.7.4. Intervention Programme (IP)

This section examines the IP (IP) that was put in place for the period of ten-weeks, starting from 10 April 2018 to 8 June 2018. The group of five learners met with the researcher, five times a week for 30 to 45 minutes, after school hours. The purpose of this research project

was to assist 5 Grade 7 learners to improve their comprehension skills. These five learners were aged between 13 -15 years old and were identified by the researcher as (L1, L2, L3, L4, and L5). The researcher chose the participants purposively and assigned them for an IP (Okeke & van Wyk, 2015).

Pre-tests were conducted to determine the reading skills of these five learners and their ability to respond to the questions on the texts. The Honours students at the university where the researcher was registered, developed and piloted the texts and questions. Multiple texts and questions were developed from Grades 1 to 10. These tests consisted of ten comprehension passages with four comprehension questions adapted from the PIRLS document (2006, 2011 & 2016). The researcher had one week to conduct the pre-tests where she had read for L1, L2, L4 and L5 who were struggling to read and write on their own, despite being in Grade 7. It took her four days to complete the four learners. L3 was a more independent reader so she read and wrote the answers on her own. The researcher chose various passages from Grade 4 to Grade 7 for the pre-tests, and she used the same passages for the post-tests. These passages were used as they were adapted and developed by the researcher and other Honours students, and consisted of different levels of questions and texts which ranged from lower-order thinking to higher-order thinking levels.

The ten passages were:

How was fishing?; Achoo!; Friends again; Silverfin; Leaving her mark; Dolphins; Cupid's arrow; Square eyes; The crow and the pitcher and Three cheesy wishes.

The ten responses to the questions were marked and analysed. The same post-tests were conducted to determine the level of improvement of the five learners' reading skills after the IP. The researcher had one week to conduct the post-tests. It took her 3 days to complete as she was working for 30-45 minutes a day. L1, L2, L3 and L4 worked independently except for L5 who still needed assistance with only the reading, she was able to write the answers.

Intervention schedule

An intervention schedule was planned and followed by the researcher during the IP. The schedule was used to guide the researcher to introduce and teach different literacy higher-order strategies.

The researcher chose to use a theme for the ten-week IP and this was negotiated and eventually chosen by the participants. They chose 'Slavery' which was adapted from the Grade 7 Social Science History topic: Trans-Atlantic Slave trade (Slavery in West Africa) for Term 2 as it was going to assist them with their June examinations. The researcher was able to

integrate these literacy comprehension lesson with the English content since she taught them English. The researcher used different comprehension strategies which include:

> Cloze technique, My turn-Your-turn, Reader's theatre, Vocabulary matching, Anticipation guide, Magic squares, Feature matrix, Think aloud and Comprehension questions.

The researcher chose to work with nine higher-order literacy comprehension strategies as described in Table 3.15.

Table 3.15 Teaching intervention schedule

Week 1	Week 2	Week 3	Week 4	Week 5
Interview with parents	Vocabulary matching	Anticipation guide	My-turn Your-turn	Feature matrix
Pre-tests/Theme selection	Vocabulary	Cloze technique	Magic square	Vocabulary
IP	Comprehension questions	Vocabulary	Vocabulary	Comprehension questions
	Behaviour modification chart	Behaviour modification chart	Behaviour modification chart	Behaviour modification chart
Week 6	**Week 7**	**Week 8**	**Week 9**	**Week 10**
Readers theatre	Anticipation guide	Magic square	Vocabulary matching	Post-tests
Vocabulary	Cloze technique	Readers theatre	Vocabulary	Behaviour modification chart
Reflection	Vocabulary	Comprehension questions	Comprehension questions	
Behaviour modification chart	Behaviour modification chart	Behaviour modification chart	Behaviour modification chart	

Motivation charts

According to Rosario, Hogemann, Nunez, Vallejo, Cunha, and Rodriguez and Fuentes (2019) journal writing can be enacted without wasting time or classroom resources. For this research project, learners used a modification chart. They used colour paper to write their reflections of the lesson of what they had learnt and each week these comments were stuck together on a piece of paper to make a chain. They shared with one another by reading out their comments. This taught them to give one another a chance to talk without criticism. Hakim (2017: 3) emphasises the importance of an "environment that is fair where learners are free to answer

without critique". A fair environment was created by the researcher. She treated the participants with love and care (Hakim, 2017). The motivation chart gave the learners an opportunity to express themselves through writing, self-reflection and self-expression (Rosario et al., 2019). The modification chart was not used for academic purposes.

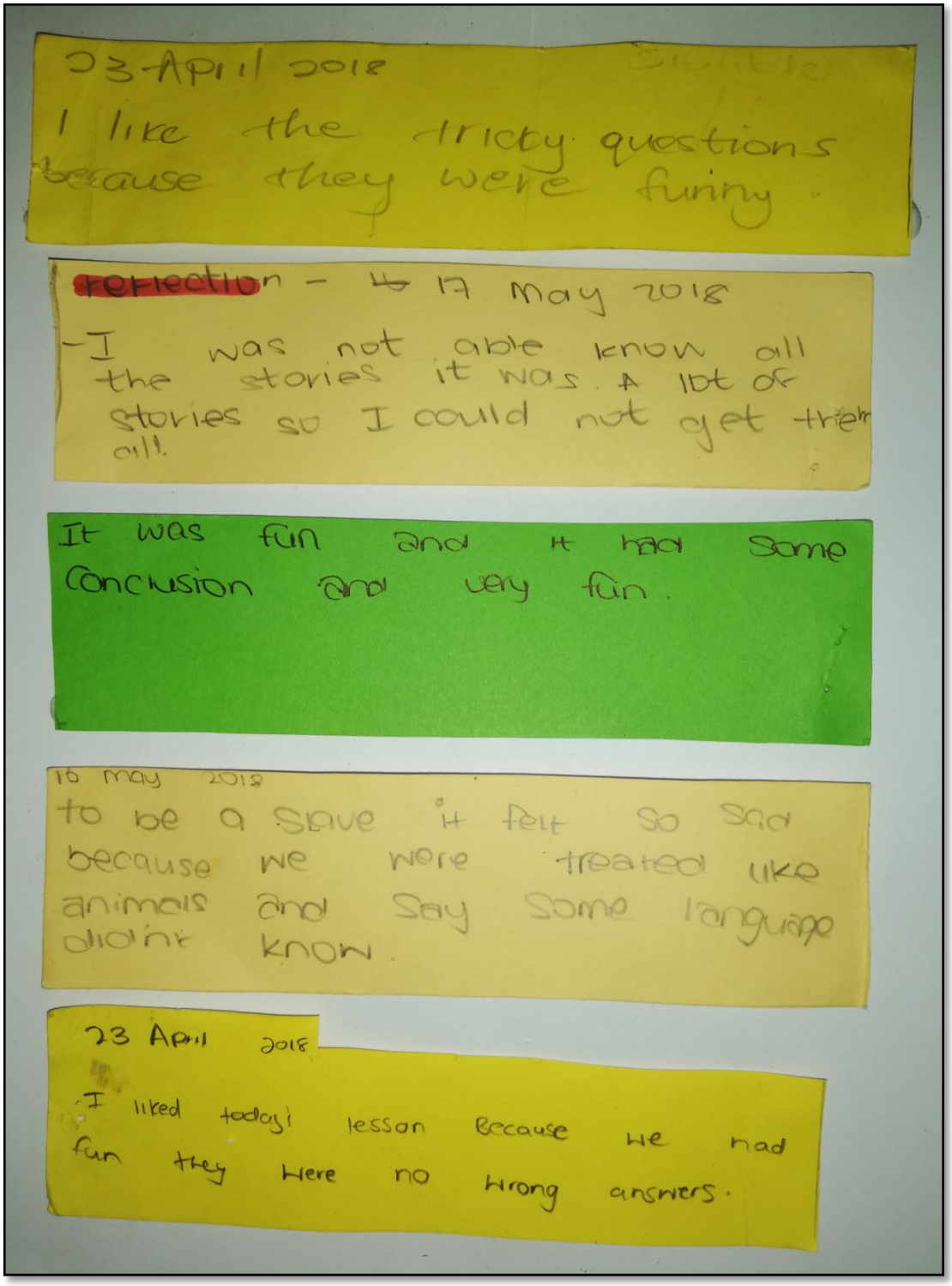

Figure 3.6 Motivation chart of the participants

3.8. Data analysis

Qualitative data analysis refers to an “iterative and continuously comparative process that involves reducing and retrieving information” from interviews, observations, focus groups and documents” (Fraenkel et al., 2012: 436). According to Creswell (2012: 175) data analysis involves the "taking data apart to determine individual responses and the put it together and summarise it". The data were dissected by the researcher. This assisted her to analyse and interpret the data to answer the research question (Creswell, 2012). For this research data, analysis assisted the researcher to look for "patterns in the dataset" (Okeke & van Wyk, 2015: 35). The patterns helped the researcher to organise her data into "manageable, understandable proportions" (Okeke & van Wyk, 2015). The data were scanned, analysed and cleaned manually. Manual analysis was the easiest way of analysis but, time consuming (Kumar, 2005).

For this research, data analysis effectively began at the same time as the collection of data. The researcher analysed the pre-test results followed by the interviews. The researcher had five interviews with four parents for Ls 1, 2, 3, 4 and with the guardian of L5, three teachers and one Learner Support Teacher. She observed the five Grade 7 learners five days a week for eight weeks. Data were translated from IsiXhosa to English and transcribed into English by the researcher herself.

The researcher read and re-read the data to make sense of the individual responses (Creswell, 2012). She separated the data into smaller and more meaningful sections (Henning et al., 2004). The themes that emerged were colour coded and presented in words, tables, figures and pictures (Creswell, 2012) as in Figure 3.6. This allowed the researcher to identify participant responses to each research question. Data were analysed both deductively and inductively. Each will be discussed in more detail.

Creswell (2014: 186) describes deductive analysis as a process where the "researchers look back at their data from the themes to determine if more evidence can support each theme or whether they needed to gather additional information". This type of analysis assisted the researcher to assess at what level each of the five learners was reading and their responses during the eight-week IP. The researcher analysed Research Question 2 using Bloom's Revised Taxonomy (2001) cognitive processes, cognitive verbs and each learner’s verbatim quotations, as described in Figure 3.6.

Inductive analysis "illustrates working back and forth between the themes and the database until the researchers have established a comprehensive set of themes" (Creswell, 2014: 186). Each of the interview and observation transcriptions were read many times. The researcher

began to build patterns, categories and themes to make meaning and the related codes were categorised (Henning et al., 2004; Creswell, 2014). Various categories were highlighted and colour coded. The categories were tabulated for all transcriptions and the categories were thematised using key concepts. A theme is a "pattern that captures something significant or interesting about data/or research question" (Delahunt & Maguire, 2017: 6).

The themes that emerged were: Comprehension questions (CQ -highlighted in yellow) (Focus on retrieve explicitly stated information, Making straightforward inferences, Interpret and integrate ideas and information, and Evaluate and examine content, language and textual elements); Cognitive processes (CP – highlighted in pink) derived from Bloom's Revised Taxonomy ('Remembering', 'Understanding', 'Applying', 'Analysing', 'Evaluating', and 'Creating'). The researcher consolidated the variety of themes, making sure that all the categories were covered. Figure 3.7 illustrates the two categories (CQ and CP) and ten sub-themes identified from the pre-test and post-tests interviews, observations and reflections, of the five Grade 7 learners.

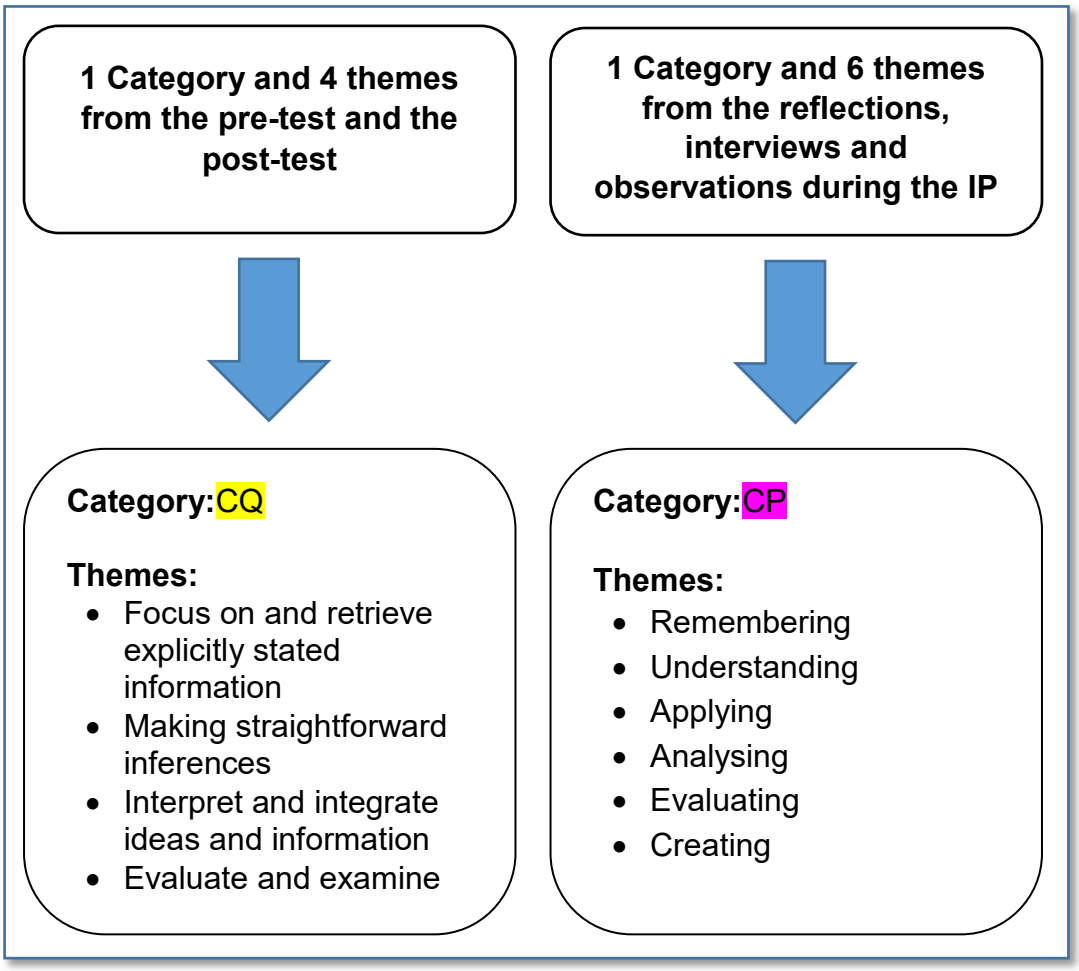

Figure 3.7: Categories and sub-themes identified from pre-test and post-tests

The data from the pre and post-test results was presented quantitatively in tables using Microsoft Excel programmes to generate visual images in line graphs. These line graphs assisted the researcher to use colour, sort features and qualitatively analyse the numerical data (Bree & Gallagher, 2016).

3.9. Trustworthiness

In order to convey the trustworthiness of this project, 'validity, reliability and triangulation' are discussed and how these concepts were realised in this study (Cohen et al., 2000; Kumar, 2005).

3.9.1. Validity

Kumar (2005: 153) describes validity as the "ability of an instrument to measure what it is designed to measure". Validity refers to the correctness of instruments that were used including continually checking, questioning, and theoretically interpreting the findings (Henning et al., 2004). The Learner Support Teacher and the three teachers were given copies of their interview transcripts to verify the authenticity and credibility. The researcher used multiple approaches to determine the accuracy and validity of the study (Creswell, 2014) and each of these is discussed in more detail.

Correctness of instruments: This refers to using the same instruments for both the interviews and observation schedules throughout the IP. All instruments were piloted and developed specifically for this research project. The researcher "administered" these instruments with help of the supervisor (Fraenkel et al., 2012: 148).

Continually checking and member-checking: This is one of the "validation techniques ... used to explore credibility of the results" (Birt, Scott, Cavers, Campbell & Walter, 2016: 1). Member-checking method is essential for qualitative study to ensure the trustworthiness of the study. The researcher translated the interviews to English and transcribed the interviews verbatim. She sent the interview transcripts back to the original interviewees for member-checking to check the correctness and authenticity of the translations. Birt et al., (2016:1) state that member-checking is a "technique for exploring the credibility of results". It is known as a validation technique which usually takes place after data collection (Birt et al., 2016; Candela, 2019). This member-checking is an important aspect of preparation before the analysis began to "explore whether results have resonance with participants experience" (Birt et al., 2016: 6). This process confirms the accuracy in a qualitative research (Candela, 2019).

The researcher piloted the interview questions with three teacher colleagues who were not taking part in the study; including how many parents, who were also not part of the study, but

living in the school's community, to pilot the isiXhosa interview questions (Kallio et al., 2016; Bahnson, Wyer & Cass, 2019). Table 3.10 shows the initial questions before the trialling period and how the researcher adjusted the questions afterwards. The researcher rephrased questions: 1, 2, 5 and 10 as she noticed that the participants had difficulty answering these questions. According to Okeke and van Wyk (2015: 330) "the pilot test helps to see how clear the researcher's instructions, questions, and the participant's answers are". This piloting process assisted the researcher to identify challenges that the participants may have encountered, and she clarified the questions by including more probing questions (Okeke & Van Wyk, 2015).

Question preparation*:* The researcher prepared questions that she used during the interview schedules with the same probing questions. These questions were prepared to reinforce the ethical considerations of this research project since the researcher prepared English and IsiXhosa questions to accommodate all the participants (Cohen et al., 2007). Before the interview, she asked the participants which language they were comfortable to use during the interviews. Parents of L4 and L1 strictly used IsiXhosa: L2's parent mixed the two languages and L3 and L5's parents used English questions. The interviews were conducted at their homes for L1, L2, L3 and L4, L5's guardian was conducted at school.

Theoretically interpreting the findings: The researcher used the same conceptual framework throughout the study: a similar data analysis process with consistent codes. The data were scanned manually and analysed using Vygotsky's (1978) theory of socio culture of learning and cognitive development, Feuerstein's (1996) theory of mediated learning experience and Bloom's (1956, revised 2001) taxonomy of cognitive development as the framework. These theories were peculiarly suitable for this study because they focused on cognitive development. The researcher interpreted her findings according to the learners' cognitive development of the reading passages during the IP.

Interpretative paradigm*:* The researcher used the interpretative paradigm because she was socially interacting with her five Grade 7 learners and interpreted the findings. Henning et al., (2004: 20) state that interpretative research "… encourages varieties of data and different sources of analysis methods in order to strive for validity".

3.9.2. Reliability

According to Fraenkel, Hyun and Wallen (2012); Punch (2014) 'reliability' is the consistency and faith of the scores obtained from the use of data instruments. The researcher used the same instruments to test the five Grade 7 learners during the pre- and post-testing. The results obtained from these tests were not identical as they were taken at different times of the IP. The

pre-tests were completed before the IP: that there was no interaction between the researcher and the five learners. The same instruments used for the post-tests, after the researcher taught the literacy skills during the IP. Fraenkel et al. (2012) state that research should not produce identical results, but close enough to ensure a trustworthy study.

3.9.3. Triangulation

In Social Sciences triangulation includes studying the human behaviour in an attempt to map out or explain more fully the richness and complexity by studying it from more than one standpoint (Cohen et al., 2000, 2017). In this study, 'time triangulation' was used as the researcher gathered her data from different people at different times (Cohen et al., 2000; Flick, 2011: Creswell, 2014). The researcher used 'space triangulation' in an "attempt to overcome limitations conducted in one culture or subculture" since she used multicultural language people to gather her data from three learners. L's 1, 2 and 4 and their parents were IsiXhosa speakers, L3 and her parent was 'Coloured' who spoke English and Afrikaans at home, and L5 and her guardian was a Sotho speaker who spoke strictly Sotho at home (Cohen et al., 2000: 113). In this qualitative study, 'theoretical triangulation' assisted the researcher to support her study as she used a conceptual framework to support her study which included: Vygotsky's (1978) theory of socio culture of learning and cognitive development, Feuerstein's (1996) theory of mediated learning experiences and Bloom's (1956, revised 2001) taxonomy of cognitive development. Lastly 'instrument triangulation' was significant for this study because she collected data from three different data collection instruments; interviews, observations and documentary reviews (Cohen et al., 2017).

3.10. The researcher's role

The researcher chose an interpretative paradigm. She was involved in a sustainable and in-depth experience with participants (Creswell, 2014). She was a participant observer and interviewer during data collection. She maintained her professionalism by following the rules of the research ethics; neither to discuss nor disclose anything to anyone about the respondents. She eliminated bias by recording what was said or what happened during observations. She compared the recorded data with the teachers to see if the observations were accurate. She transcribed the interviews verbatim, and saved all the data collection instruments in a safe place. Fairness was maintained by communicating the results to the participants for verification purposes to avoid misinterpretation of research findings. The researcher protected and respected the well-being of the participants.

3.11. Ethical considerations

According to Curtis et al., (2014: 185) "ethical issues are rules which outline a system of moral principles which researchers are expected to follow". Ethical clearance was received from the

Cape Peninsula University of Technology (CPUT), see (Appendix F), and the Western Cape Education Department (Appendix G). Informed consent forms were sent to the principal (Appendix H), Learner Support Teacher and three teachers and five parents (Appendix I) to sign and agree to the research. The principal gave the researcher a letter of permission to collect data in Thembelihle Primary School. The principal did not participate in the study, but she gave a letter of permission to allow the researcher to collect data in her school. The researcher adhered to all the ethical guidelines specified by the Higher Degrees Committee (HDC) of CPUT. All informed consent forms were signed before the data collection began.

The following ethical considerations were taken during this study. In the informed consent forms, the researcher shared the purpose of her study with her principal, teachers, learners and their parents. She explained that she was conducting this research on developing comprehension skills in Thembelihle Primary School, as she felt that the five selected learners were capable of performing better. The consent form clearly stated that all participants would participate in a voluntary capacity. If any learners wished to withdraw from this research project, it was clearly stated that they could do so at any time with no repercussions, however, all participants stayed for the duration of the study. This form made it clear that their privacy would be protected: all names of the participants and the school would remain anonymous and confidential.

These processes were important for this study as she managed to communicate, observe, interact and reflect with the participants without being biased.

3.12. Chapter summary

Chapter 3 sets out the research paradigm, the research approach and the research design. The selection of the research site and participants was explained and defended. The discussion included information on the data collection methods used, data analysis, trustworthiness and ethical considerations. Chapter 4 presents the research questions, the findings and discussions.

CHAPTER 4
FINDINGS AND DISCUSSIONS

Introduction

This chapter presents the reading conditions and levels of reading among a select group of Grade 7 learners before, during and after an IP which focused on developing comprehension skills strategies, as discussed in Chapter 2. The effects of this intervention are recorded and complemented by excerpts from the in-depth interviews, classroom observations and information from the learners' reports. The main research question is:

What were the Grade 7 learners' understanding of comprehension skills while involved in an IP in a Quintile 5 school?

To answer this main research question the following sub-questions are discussed:

4.1 What were the learners' understanding of comprehension skills **before** the IP?

4.2 How did the learners develop cognitively **during** the IP?

4.3 What were the learners' understanding of comprehension skills **after** the IP?

Each of these three sub-questions is answered.

Research sub-question

4.1. What were the learners understanding of comprehension skills before the IP?

Prior to implementing the IP, ten texts were set to determine the learners' level of understanding of comprehension skills. The following passages in Table 4.1 were chosen for the pre-test:

Table 4.1: Comprehension passages

GRADE	COMPREHENSION TEXT (10 passages)
4	How was fishing? Achoo!
5	Friends again Silverfin Leaving her mark
6	Dolphins Cupid's Arrow Square Eyes
7	The Crow and the Pitcher Three cheesy wishes

Each passage consisted of four questions which were based on the questions posed in PIRLS (2001, 2006, 2011, & 2016). Pre-test results based on the four comprehension skills are presented in Figure 4.1.

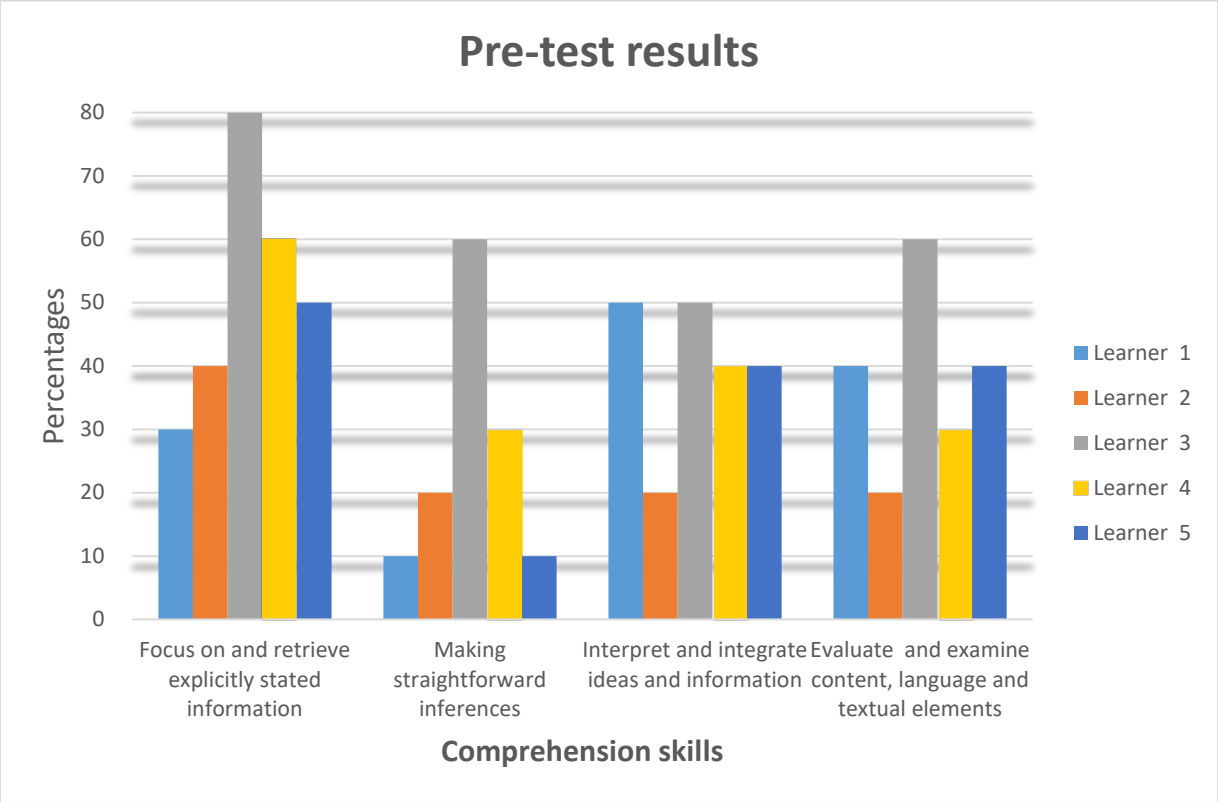

Figure 4.1 Pre-test results of five Grade 7 Learners

Figure 4.1 represents the results of the pre-tests of the five Grade 7 learners. Each learner was given 10 passages to read. Each passage consisted of four comprehension questions which were adapted from the PIRLS study (2001, 2011 & 2016). The four skills tested were: focusing on and retrieving explicitly stated information; making straightforward inferences; interpreting and integrating ideas and information; and finally evaluating and examining content, language and textual elements. All five learners scored high on the skill of 'Focussing on and retrieve explicitly stated information' however, 'Making straightforward inferences' appeared to be the most difficult skill for the learners. L3 maintained consistently high marks across all four comprehension skills, while L2 appeared to be one of the weaker learners.

When providing evidence from the interviews, the researcher decided not to edit the language use so that the original authentic texts would be used. Each question is dealt with individually.

4.1.1. Focusing on and retrieving explicitly stated information

Figure 4.2 shows how many questions were asked: this information is out of 10.

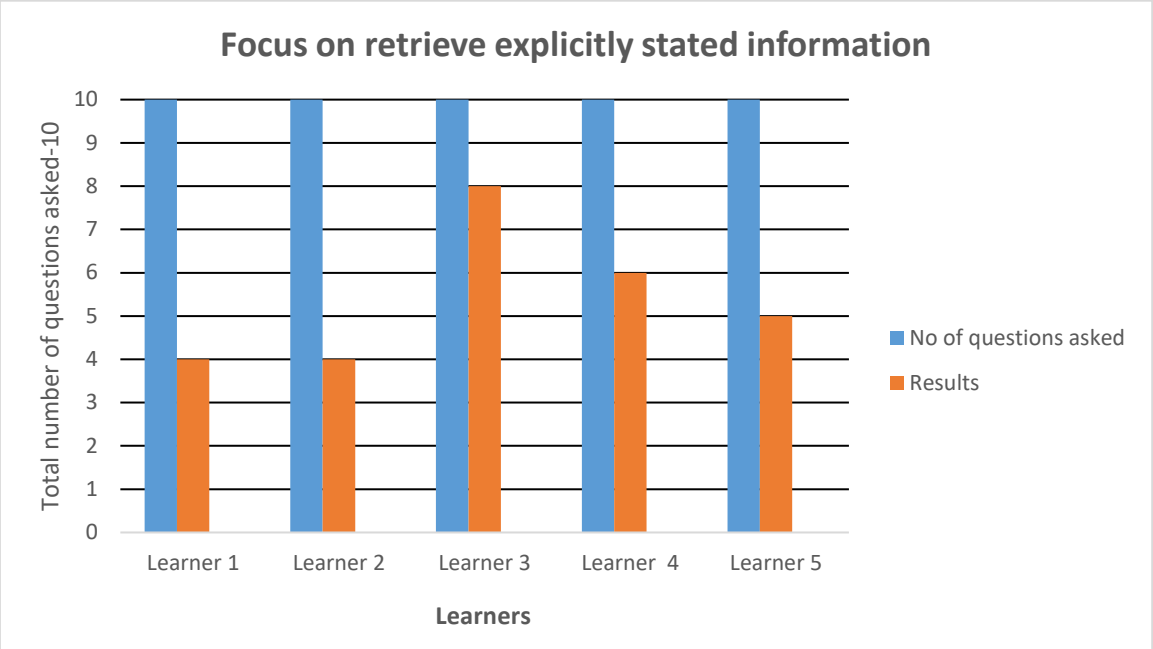

Figure 4.2 Pre-test results: 'Focusing on and retrieving explicitly stated information'

Figure 4.2 presents the results of the first comprehension skill 'Focusing on and retrieving explicitly stated information' and scored an average of 54%. 'Focusing on and retrieving explicitly stated information' is the comprehension skill where readers 'focus' on ideas that confirm or contradict their predictions they have made about the "meaning" (Zuckerman, Kovaleva & Baranova, 2018: 4). It is the skill where learners find clues and answers in the text. This skill is perceived as the most basic of the four skills because learners find answers within the text. According to Howie et al. (2017: 23) this skill of 'focusing on and retrieving explicitly stated information' assists "readers to use various ways to locate and understand content that is relevant to the question posed". Learners who struggle academically can answer these comprehension skill questions because they can re-read the story to find answers for the specific question asked.

Pretorius and Lephalale (2011) claim that in the PIRLS 2016 tests, only 12% of Grade 4 learners could answer questions that required no more than retrieval of information already explicitly stated. van Staden, Bosker and Bergbauer (2016: 4) explain that "South African Grade 4 learners mostly have the ability to locate and retrieve explicitly stated information from an informational text". The PIRLS (2001, 2006, 2011 & 2016) document indicates that South African learners' performed better on lower order processes than higher order processes in

almost all languages, except for Afrikaans and Tshivenda. In this research study, the five Grade 7 learners performed the best on this comprehension skill.

In this test the five Grade 7 learners scored 54% for this particular skill. Evidence of this can be seen in the Grade 5 passage of Silverfin (Appendix 1). The teacher read the passage, asked this question and learners responded as indicated in Table 4.2.

Table 4.2 Learner responses from the passage 'Silverfin'

Question: What is James doing?		
Learners	Learners' responses	Results
L1	Take care of the river	incorrect answer
L2	It was very hot	incorrect answer
L3	He was doing swimming conditions	incorrect answer
L4	Swimming	correct answer
L5	James was walking	incorrect answer

The correct response was:

- James was swimming

As can be seen by this evidence, only one of the Grade 7 learners (L4) was able to answer this question at a Grade 5 level by finding clues already given in the text. This question requires learners to use lower-order thinking skills by recalling information from the given text (Miri, David, & Uri, 2007).

In order for the researcher to understand why L1, L2 and L5 could not answer the lower order comprehension skills, she interviewed both the current Grade 7 teacher, and the past Learner Support Teacher.

Researcher: How do you check your learner's understanding of explicitly stated questions?

Grade 7 teacher: Learners' are too lazy to look back into the story to be able to answer the questions that require them to re-read the story.

I usually check if they recall about what they read by trying to give them an easier way by trying to remember information as I noticed that the learners struggled a lot in class … I've got a technique that I formulated, if we read something, I always tell them to look

for someone or something that we are reading about and a place where the story happened.

The past Learner Support teacher:

I would ask those questions during reading and after reading. They normally refer back to the book to see if they can find information they need for the questions and most of them would just read through without understanding the text and would give any answer that they think it's correct.

Both the Grade 7 teacher and the Learner Support Teacher had previously taught these learners techniques to look for clues in stories, 'to refer back to the book', 'find information' 'recall' to 'remember information' and to 'look for someone or something'. According to Howie et al. (2017: 23) all learners had to do when retrieving explicitly stated information was to "identify information that was relevant, look for ideas, identify story settings and to find the main idea".

One may query whether these learners had the background knowledge of 'swimming in a river'. The researcher believes that four of the learners did not have this prior knowledge. Donald et al. (2014) posit that it is important for teachers, peers, parents/caregivers or school councillors to help learners think forward or assist their learners to make connections between familiar and unfamiliar words or knowledge.

During the pre-test, these learners did not answer this question accurately as they were expected to because there was no mediation between the researcher and the learners. This was their first encounter with each other.

The question to the learners was: "What is James doing?" This can be seen to be on the lowest level of cognition according to Bloom's Taxonomy (Adams, 2015: 152). Bloom's Taxonomy (in Boles, Goncher, & Jalayath, 2015: 3) states that "lower-level questioning is used to remember (knowledge) - learners needed to be able to recall or recognise information, ideas, and principles". Learners who are unable to answer lower-order questions lack simple cognitive skills.

Bloom's Taxonomy level 1: learners are expected to:

Tell; list; distinguish; give; example; group; label; locate; memorise; outline; quote; read; recall; relate; repeat; reproduce; show; describe; write; find; state; and name.

The lowest level questions required by the CAPS (2012) Grades 7 - 9 document asks questions such as “What happened after? Can you name the… Describe what happened at… Who spoke to... What is the meaning of ?...” Similarly the PIRLS questions ask “Where can you find…? What…? Who...? Where...? Why… ?” All these lower-order questions require learners to recall or remember basic facts from the story.

4.1.2. Making straightforward inferences

Figure 4.3 represents results of the second question ‘Making straightforward inferences’. The maximum score for each learner was out of ten. The learners had to answer four questions from each passage.

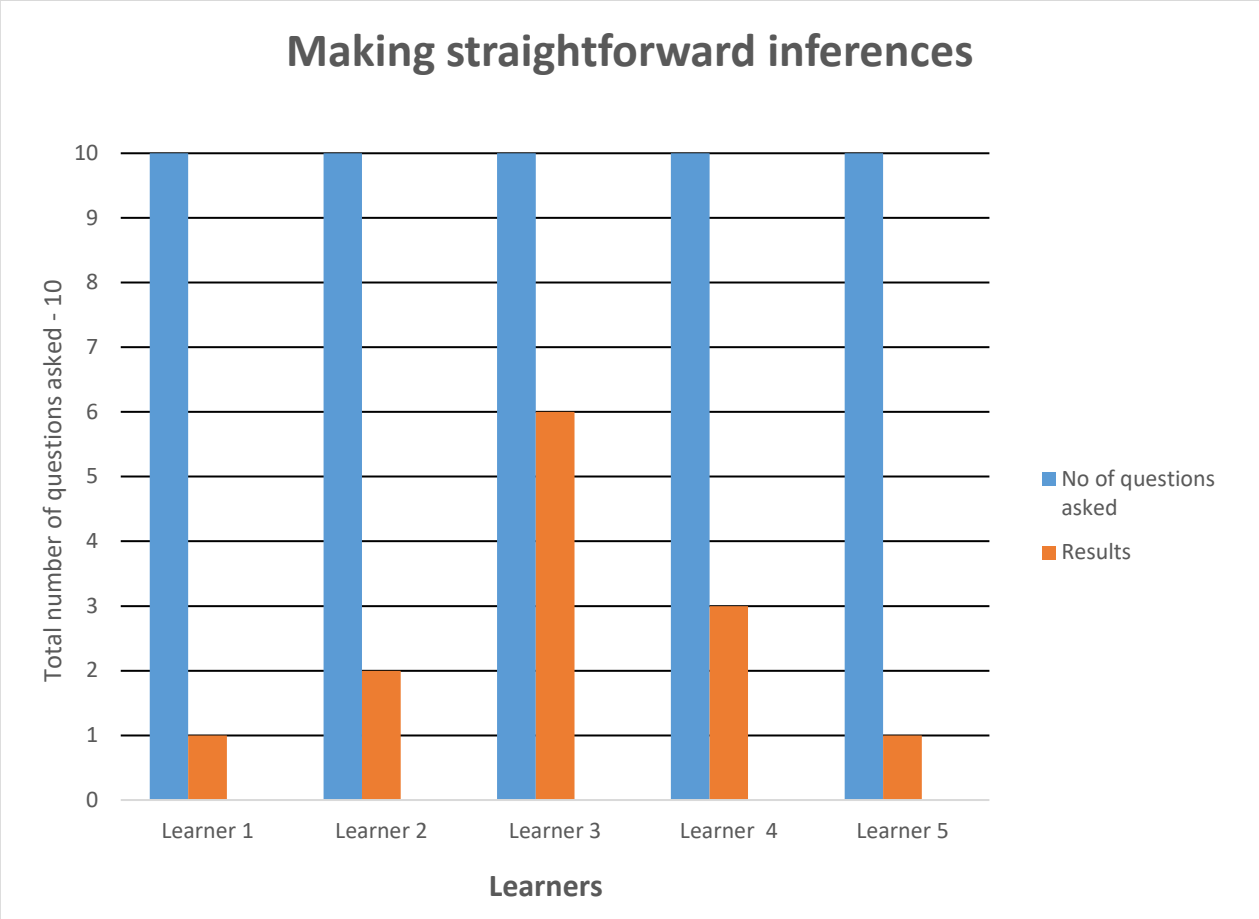

Figure 4.3 Pre-test results: ‘Making straightforward inferences’

The results show that ‘Making straightforward inferences’ skill was the weakest of the four comprehension skills pre-test scores. Learners obtained an average mark of 26%. L3 maintained the highest results for this comprehension skill followed by L4 and while L2 and L5 scored the lowest mark. ‘Making straightforward inference’ is the skill where the learners use textual clues to read between the lines and make judgments about textual events, ideas or character analysis (Howie et al., 2017). These types of questions are based “primarily on

information that is contained in the text, some straightforward inferences are not explicitly stated they also necessitate readers to move beyond the surface text to resolve gaps in meaning" (Howie et al., 2017: 24). According to the CAPS document (2012: 7) under "Reading and Viewing" inference strategies are explained as the "meaning of unfamiliar words and images by using word attack skills and contextual clues".

Making straightforward inferences from the passage such as "How was fishing?" (Appendix 2) yielded the following responses. L1 alone was able to answer the following question correctly as can be seen in Table 4.3.

Table 4.3 Learner responses from the passage 'How was fishing'

Question: Explain why Vusi said there was a bad thing about going fishing with his dad?		
Learners	Learners' responses	Results
L1	His father got cut with the spine	correct answer
L2	It was a rotten day, stinky day and a lousy day	incorrect answer
L3	That's because Vusi was actually like the small fish	incorrect answer
L4	Vusi thought he was getting a bait all over his fingers	incorrect answer
L5	That's because Vusi actually liked the small fish bait	incorrect answer

The correct responses were:

- Vusi had to watch out for a number of things that Oyama (his dad) did not watch out for.
- His father slipped with the bait knife and nicked himself.
- The hook stuck in his finger
- His father grabbed the fish and the spines stuck in his hands.

Inferencing requires learners to draw upon their own understanding or their own views and their prior knowledge of what is around them and beyond their existing knowledge (Babosa, Wang & Yu, 2015). According to Howie et al. (2017: 24) Grade 7 learners "were unable to make straight forward inferences across texts or interpret events to provide reasons, motivations or feelings with full text-based support". These results are similar to the results of the pre-test in this research project where the five learners received a total of 13/50. There is evidence that most of these learners could not use textual clues to make judgments about the event described.

According to Zimmerman and Smit (2014: 1) “teachers put more emphasis on decoding skills, which is often done in a superficial and decontextualized way and then assume that learners are able to comprehend”. They explain that the reason teachers focus on decoding texts in the primary language is that learners have most likely not yet mastered reading comprehension skills in their vernacular language. In order for these second language learners to understand this text they needed to translate the English words into the vernacular language (isiXhosa and Sotho) and then translate back into English.

This question was posed by the researcher to solicit reasons for why learners were weak on this type of inference question:

Researcher: Which comprehension skills do you teach?

Grade 7 Teacher: So, the skills that I had to focus on is vocabulary because they do not understand what the words, sentence, paragraph or the entire text mean. A lot of the time I teach the skill of how to determine what this word means in the context of the entire passage.

Learner Support Teacher: We also look at inferences where we draw information from the story to explain maybe linking characters to real life characters that the learners might be to... I also tried to analyse to sort of evaluate the story to try to relate with their everyday life.

Researcher: How do you teach vocabulary?

Grade 7 Teacher: Emh so with the vocabulary emh if we not using a dictionary in CAPS term 2 we look at dictionary use in story telling if it's not the activity that need them to use dictionary then I try and teach them content try and read before that particular sentence and read the couple after and try to figure out what that word. Try and understand without that word it's almost like blocking out without that word.

For this question, learners were expected to use their cognitive skills and social learning environment. Vygotsky (1978) ascribes a special role to cognitive development and the social environment which requires habits of thought and judgment largely through the interaction with others. Since this was the pre-test, the researcher had not yet created a social learning environment.

4.1.3. Interpret and integrate ideas and information

'Interpret and integrate ideas and information' is a skill that requires a higher level of cognition, more than the straightforward inferences and making connections that are not implicit. Learners are expected to be open to interpretation based on their own lived perspectives (Howie et al., 2017). Figure 4.4 presents the results of the third comprehension question, where the maximum score for each learner was out of ten. The learners had to answer four questions from each passage.

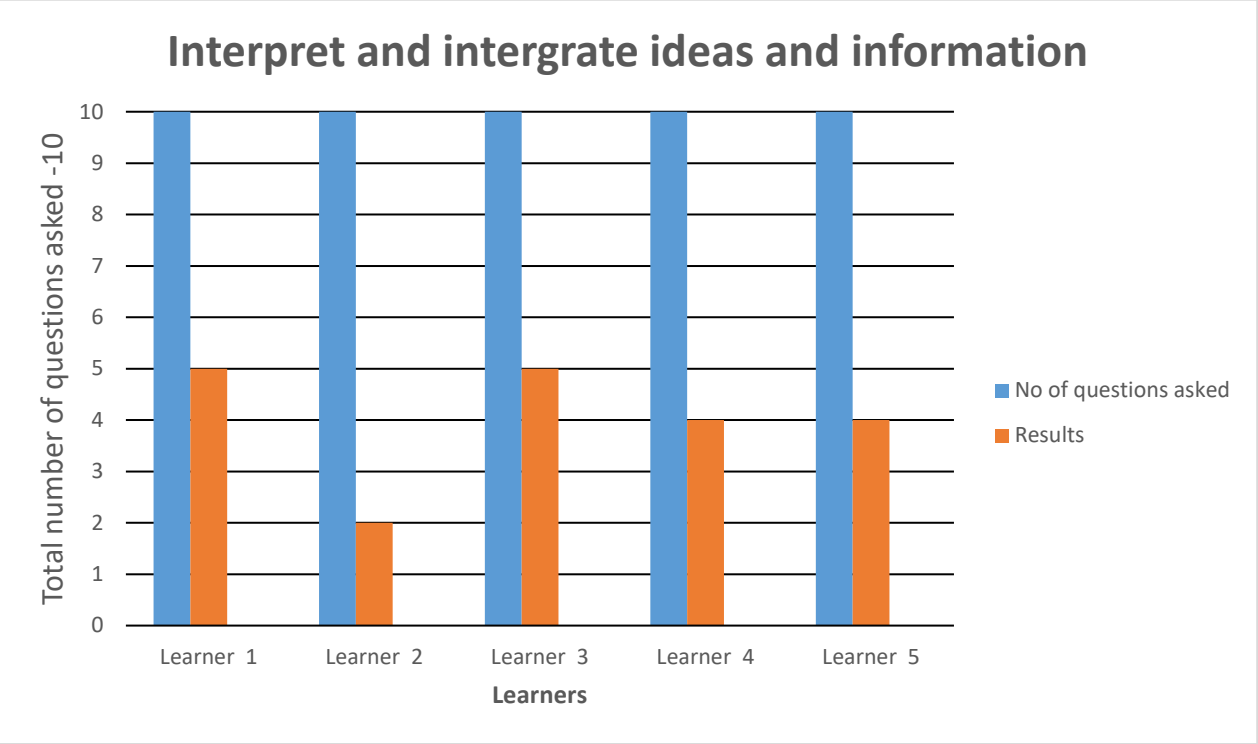

Figure 4.4 Pre-test results: 'Interpret and integrate ideas and information'

Figure 4.4 represents the five Grade 7 learners' scores. For this comprehension skill, the learners obtained an average of 40% which indicates the level of complexity. L2 scored the lowest for this skill, while L1 and L3 received similar scores.

Learners were expected to draw upon their own understanding of the world, as well as their background knowledge and experiences into texts. According to Howie et al. (2017: 20) "learners do not only focus on local, but on global meanings, or may relate details to overall themes and ideas". Learners discuss what they consider to be the author's purpose of writing the texts.

To determine the learners' ability to 'interpret and integrate ideas and information, the teacher used the question from the passage 'Square Eyes' (Appendix 3). The learners' responses appear in Table 4.4 below.

Table 4.4 Learner responses from the passage 'Square Eyes'

Question: Teacher: Have you experienced a nightmare and how would you feel in the morning?		
Learners	Learners' responses	Results
L1	No, because each person has a different way of doing things	correct answer
L2	No	no answer
L3	No	no answer
L4	No	no answer
L5	No I never dreamed of the Zorgan	correct answer

The correct response was:

- No/yes, the dream felt so real I was very scared/shaking in the morning

4.1.4. Evaluate and examine content, language and textual elements

This question type 'Evaluate and examine content, language and contextual language' is similar to level five and six of Bloom's Taxonomy. Levels five and six are important for critical thinking. To be able to master these skills, learners must have knowledge and comprehension (Howie et al., 2017). The results of pre-tests for the fourth comprehension skill 'Evaluate and examine content, language and textual elements' can be seen in Figure 4.5, where the maximum score for each learner would be out of ten. The learners had to answer four questions from each passage.

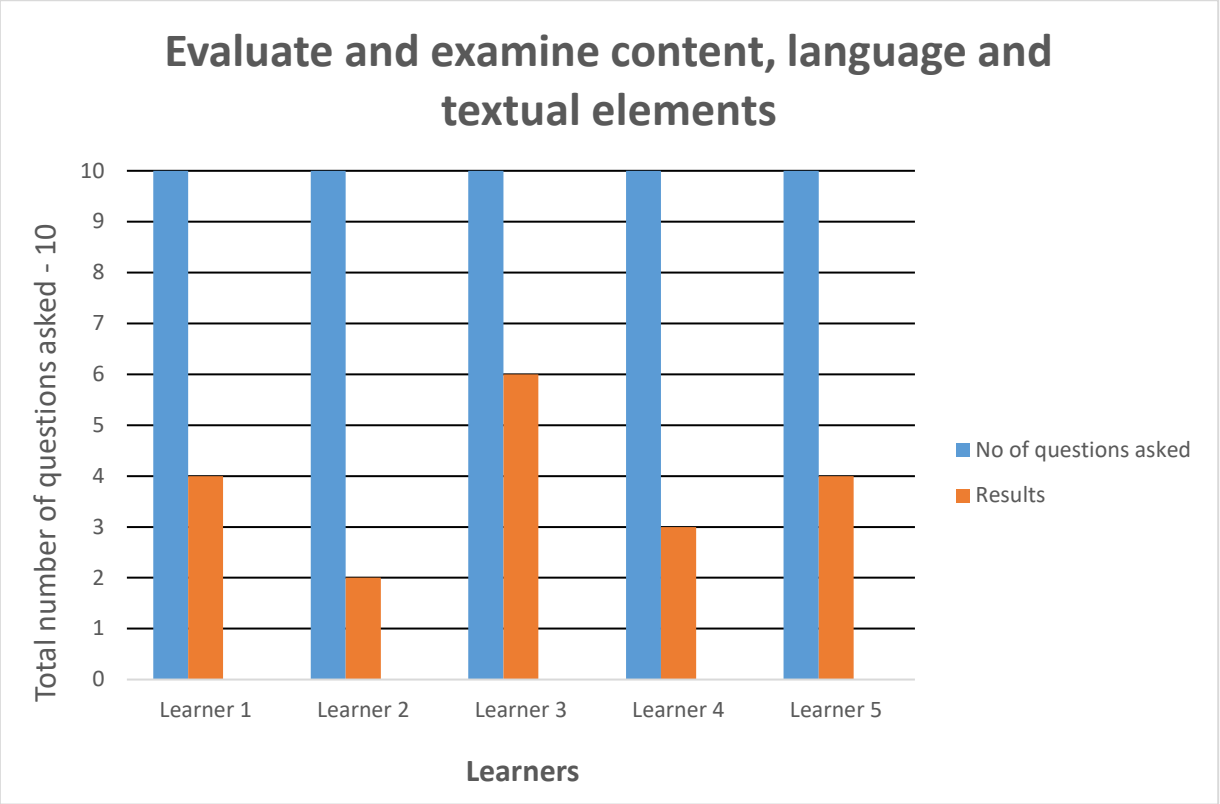

Figure 4.5 Pre-test results: 'Evaluate and examine content, language and textual elements'

Figure 4.5 represents the five Grade 7 learners' scores. For this comprehension skill the learners obtained an average mark 38%. This skill requires learners to use higher-order thinking skills, as "it engages learner's intensive thinking activities" (Zohar & Dori, 2009: 32). According to Howie et al. (2017: 21), 'Evaluate and examine content, language and textual elements' allow to "learners step back from the text in order to examine it and critique it". This skill is significant because it requires learners to make their own "judgement, drawing on their interpretations and weighing their understanding of text against their understanding of the world, remaining neutral to the text presentation" (Adams, 2015: 1). Howie et al. (2017) elaborate that learners are able to determine the nature of the text used in a passage or a story and to be critical about what they read since it provides them the ability to interpret what they take to be the intention behind writing a specific content or text.

From the passage 'The Crow and the Pitcher' (Appendix 4) the five learners responded as follows:

Table 4.5 Learners' responses from 'The Crow and the pitcher'

Question: Researcher: What is the moral of the story?		
Learners	Learners' responses	Results
L1	To always eat until you are full	incorrect answer
L2	Pass	incorrect answer
L3	The Crow and the pitcher	Incorrect answer
L4	He was able to drink and save his life	incorrect answer
L5	The Crow and the Pitcher	incorrect answer

The correct response was:

- Never give up

None of the learners could answer this question correctly because it required higher order thinking skills. Higher order thinking can be "… complex mode of thinking that often generates multiple solutions, learners must be able to analyse, evaluate and synthesise whereby they will be able to develop problem solving skills, and critical thinking" (Zohar & Dori, 2009: 3). According to Vygotsky (1978, cited in PIRLS, 2016) the socio-cultural context and access to mediation for example, the form of tests which develops learner's higher-order thinking, includes metacognitive processes and critical thinking, and are recognised as 21st century skills. Bloom's Taxonomy has six categories of cognitive skills and higher order thinking skills. These skills require a deeper learning and a greater degree of cognitive processing (Adams, 2015). Learners cannot do this on their own. Teachers need to mediate their learning process through social interactions with adults and more able peers (Vygotsky 1978, cited in van der Veer, 2007: 17).

Learners did not answer the question because the answers were not in the text. They referred to the story in vain to search for answers. They had reached their frustration level. Frustration level is the level where "learners find the pronunciation of words and the understanding of the content difficult" (Landsberg et al., 2011: 148). They explain that the signs of tension and anxiety are noticeable when they are reading the text. Frustration level is the level that requires the teacher to provide learners with substantial assistance (Landsberg et al., 2011). In this research project, L's 1, 2, 4 and 5 were too tired to continue reading since the texts were longer and more difficult.

Summary

Before the IP, the researcher tested the comprehension skills of five Grade 7 learners by using 10 comprehension passages. These texts consisted of four questions adapted from the PIRLS document.

The first comprehension skill: 'Focusing on and retrieving explicitly stated information' was the skill where the learners were expected to glean clues from the story. Together the learners obtained a total of 27/50 which was an average of 54%. In the Grade 7 researcher's class, the pass mark for Literacy is 50%. L1 and L2 scored 40% and 20% respectively. L1 and L2 did not pass this question, however, L3 passed with 80%, L4 passed with 60% and L5 passed with 50%. L1 and L2 were not able to find clues from the story to answer all the questions correctly.

The second comprehension skill: 'Making straightforward inferences' was the skill where the learners together scored a total of 13/50 which is 26% on average. Only L3 scored above 60%. L's 1 and 5 received 10%, L2 received 20% and L4 received 40%. They were expected to use their own understanding of the text and to understand the inferences in the texts. Babosa, Wang and Yu (2015) state that inferencing requires learners to use their own understanding or their own views by means of prior knowledge of their surroundings. Howie et al. (2017: 24) state that "an inference ...allows readers to move beyond the surface of text and resolve gaps meaning".

The third comprehension skill: Interpreting and integrating ideas and information' is the skill where learners are expected to link the text to their own lived experiences. Together the learners achieved 16/50 which is 32% on average. Only L1 and L3 achieved 50%. L2 received 20% and L's 4 and 5 received 40%. Howie et al. (2017: 24) explain the third comprehension skill 'interpret and integrate ideas and information' as the skill where learners "interpret and integrate as they construct meaning by interpreting personal knowledge and experiences with meaning that resides within the text".

The fourth comprehension skill 'Evaluate and examine content, language and textual elements' is the skill where learners achieved 19/50 which is 38%. Once again L3 scored 60% which was the highest mark achieved. L's 1 and 5 achieved 40%, L2 achieved 20% and L4 achieved 30%. Learners were working at "frustration level" (Landsberg et al., 2011: 148) because the texts were longer and more difficult. They struggled to discover clues in the passage.

Research sub-question

4.2. How did the learners develop cognitively during the IP?

This section presents the cognitive development of Learners 1, 2, 3, 4 and 5 during the IP which took place during Week 2 – Week 9. Weeks 1 and 10 were used for pre- and post-testing respectively.

Cognitive development is the construction of thought processes, including remembering, problem solving, and decision-making from childhood through adolescence to adulthood which develops by means of social interaction with adults or more able peers (Vygotsky, 1978). Bloom's Taxonomy (Anderson & Krathwohl 2001: 2) state "cognitive development as the process of learning from lower levels such as 'remembering, understanding, and applying to the higher levels such as analysing, evaluating and creating". They suggest that the six levels of cognition should be included in a teacher's lesson plan and assessment to improve and uplift the teaching and learning processes from simple memorisation, rote learning and production of factual knowledge. Adesoji (2018: 6) identifies cognitive development as a "field of study of … focusing on a child's development in terms of information processing … language learning and … the ability to think and understand". He continues by explaining that "cognitive development is the act or process of knowing or perceiving and cognition develops when the learner 'knows' and 'perceives' ". Boles et al. (2015: 9) postulate that "cognitive development is the process of thinking and learning which requires the application of lower-level and higher-level cognitive skills". They posit that cognitive development is "critical to build strong foundational knowledge in order to advance to more complex knowledge". For this study, the researcher relied upon Bloom's Taxonomy to analyse the cognitive development of five Grade 7 learners' understanding of comprehension skills throughout the eight-week IP.

The theory of Bloom's Taxonomy (Anderson & Krathwohl, 2001) was used to analyse the written work and reflections of the five learners showing their cognitive development from lower-order thinking to higher-order thinking. Learners' verbatim responses were used to determine their level of understanding of the passages during the eight-week IP.

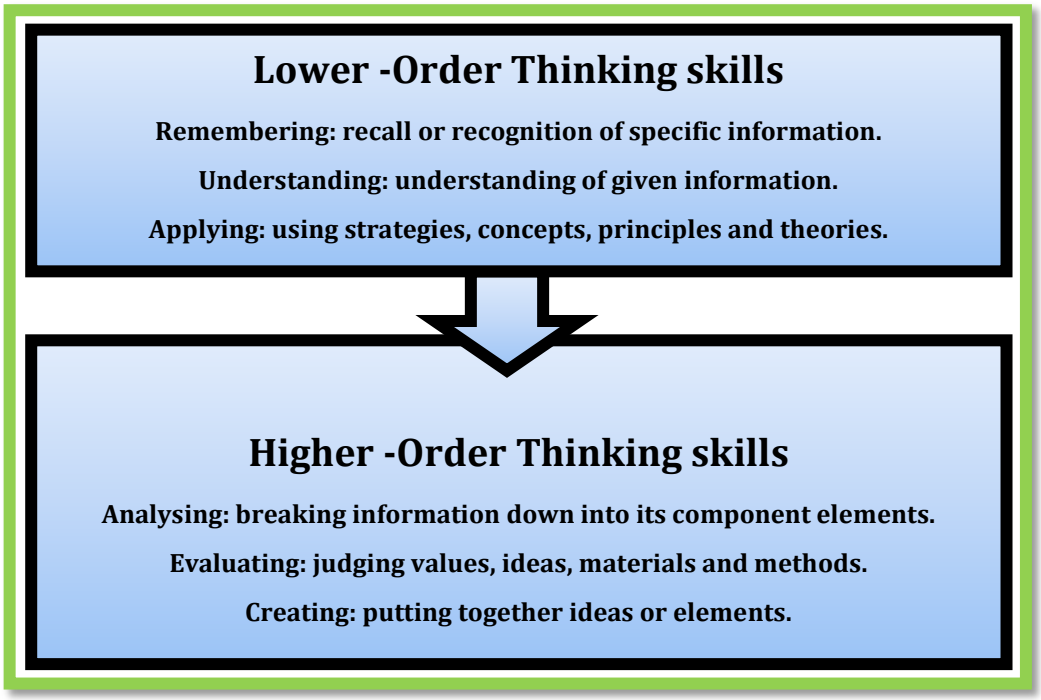

Figure 4.6 Adapted from Bloom's Revised Taxonomy, (Anderson & Krathwohl, 2001)

The researcher provides Tables 4.6 – 4.9 with the cognitive processes, cognitive verbs and verbatim quotations from each learner. In the examples used, the exact words that the learners used are shown. For the sake of authenticity, the grammatical structures of their sentences have not been changed. A discussion, linking the cognitive development with the latest theory and literature review, concludes each learner's presentation.

Learner 1

Table 4.6 Learner 1's verbatim quotations indicating her cognitive processes

Cognitive process	Cognitive verbs	Quotations from Learner 1
Lower order	Remembering	'I could not finish my work today because I could not remember the story that we read today'. (Week 2)
	Understanding	Statement to agree or disagree: Slaves kidnapped themselves. 'I 'disagree' because slaves did not kidnapped themselves because they did not like to be slaves because slaves were beaten up and treated like animals'' (Week 3)
	Analysing	'It was difficult I struggle a lot, at the end I felt so happy when we finished the activity.' (Week 4)
Higher order	Evaluating	'… it was the best activity because we all had our own sayings…' (Week 5) 'The slaves were respectful to their master. Masters would treat slaves badly where they have to work from dawn to dusk. (Week 6) '… the lesson today was fun and good. Being a slave felt so bad' (Week 7) 'It was nice to do the Anticipation Guide today because it was the second time it was easier because I'm used to it and we managed to finish the activity on time.' (Week 8) 'I could answer all my questions because I know all the stories now and we discussed everything with my group before and decide which answers are correct. It was nice to work with my group.' (Week 9)

Discussion

From the data presented in Table 4.6, there is evidence that the participation of L1 in the IP developed her cognitive processing skills. In Week 1, L1 began with low-order 'remembering' when she stated: "I could not remember the story that we read today". This statement links to Adesoji (2018: 3) definition of Bloom's Taxonomy Level 1 of 'remembering' as: **"**memory of previously learned material by recalling facts, and concepts." Similarly, the PIRLS document refers to Level 1 where the focus is on "retrieving explicitly stated information". L1 was unable to 'remember' simple facts from the story, nor was she able to retrieve information from the story.

By Week 3 she was beginning to 'understand' the text and able to challenge the statement by stating: "I disagree" and she provided her own reasons. Adesoji (2018: 3) states that 'understanding' is "… an ability to demonstrate understanding of facts and ideas by organising

and comparing". L1 demonstrated an 'understanding' of the question by providing a relevant answer to the statement: "Slaves kidnapped themselves". She provided the reason that: "Slaves did not kidnapped themselves because they do not like to be slaves because of the inhumane behaviour".

The higher-order thinking became apparent in Weeks 4-9 when she was able to 'analyse*'* her own abilities: "It was difficult. I struggled a lot, at the end I felt so happy when we finished the activity". Forster (2004: 2) explained higher-order thinking skills as context where "… mental processes are needed to benefit from instruction, including comparing, evaluating, justifying and making inferences". Miri, et al. (2007) however, substantiate higher-order thinking skills as the process where learners have to deal with real-world problems, where open-ended class discussions and inquiry-oriented experiments happen, learners are able to analyse, evaluate and synthesize. Miri et al., (2007: 2) explain higher-order thinking as "learning experiences that enable learners to construct their own knowledge and promote their thinking skills where they will be able to develop skills in problem solving, inferring, and estimating, predicting, generalising and creative thinking".

Strompel and Oliver (2007) claim that reflections indicate the ability of learners to recall, remember and recognise relevant prior knowledge from long-term memory. They explain that during the reflection process, learners are able to judge the values of ideas or concepts and construct meaning from oral and written material by interpreting, exemplifying, classifying, summarizing, inferring and comparing. There were no examples of her ability to 'create' thinking. Examples from the IP of her higher-order thinking skills to 'evaluate' ideas and methods are:

During Weeks 4-9 L1 was able to evaluate and judge ideas:

> …it was the best activity because we all had our own sayings…'(Week 5)
> The slaves were respectful to their master. Masters would treat slaves badly where they have to work from dawn to dusk. (Week 6)
>
> … the lesson today was fun and good. Being a slave felt so bad (Week 7)

In the following two examples L1 evaluated and judged the method used:

> It was nice to do the Anticipation Guide today because it was the second time it was easier because I'm used to it and we managed to finish the activity on time. (Week 8)

I could answer all my questions because I know all the stories now and we discussed everything with my group before and decide which answers are correct. It was nice to work with my group. (Week 9)

Learner 2

Table 4.7 Learner 2's verbatim quotations indicating her cognitive processes

Cognitive process	Cognitive verbs	Quotations from Learner 2
Lower order	Remembering	'Mansa Musa kidnapped and sold the slaves to the Europeans' (Week 2)
	Understanding	'Today's work was nice 'agree and disagree'. Slaves did not like to be taken away from their homes because they were separated from their families'. (Week 3)
	Applying	'We needed to use our brains for this activity Feature Matrix to compare characteristics of slaves and masters, but we were able to finish because we know the stories about slaves… (Week 5)
	Analysing	'We did Readers Theatre and acting was nice as it was my first time doing a Role Play of the story. I learned a lot of the slave life in plantations and I was sad. (Week 6)
Higher order	Evaluating	'I felt good today because we managed to finish on time this time because we worked together and discussed and we also tried out many answers, but at the end we managed to finish on time I felt good about our small class'.(Week 8) 'I like this day I was not shy on My Turn Your Turn because the activity taught me a lot about prediction, read aloud and paired reading because we have to think and share our own ending, say our thinking on the story as to why slaves were not allowed to speak their own and how life would be if they were not separated from their siblings. I had to talk a lot in all our activities and the activities taught me a lot and it makes me understand the stories'. (Week 9)

Discussion

From data presented in Table 4.7 there are examples of the development of L2's cognitive processing skills. L2 began with lower-order thinking in Week 2. She remembered that: 'Mansa Musa kidnapped and sold the slaves to the Europeans'. Adesoji (2018: 4) states that "remembering exhibits memory of previously learned information by recalling facts and concepts". L2 'remembered' a fact from the written text.

In Week 3, L2 was beginning to 'understand' the given information in the text and explained that 'slaves did not like to be slaves because they were taken away from their homes and families'. Adesoji (2018: 3) interprets "understanding as an ability to demonstrate an understanding of facts and ideas… ".

From Week 5, L2 was able to apply her current textual knowledge to new and different situations. Adesoji (2018: 4) refers to "… 'applying' level as the level where children solve problems to new situations by applying acquired knowledge, facts and rules in different ways". L2 was able to '… use our brains…' where she took the information from the text to a new situation, the Feature Matrix, and used her knowledge in a different way by comparing characteristics of slaves and masters.

In Week 6, L2 was able to 'analyse' through participating in the Readers Theatre how slaves were punished and beaten up if they did something wrong in the plantations and how this made her feel 'sad'. L2, being 13 years of age, was in Piaget's Formal Operational Stage (Wadsworth, 2004: 116, cited in Piaget, 1969) she was capable "of introspection to think about her own thoughts and feelings…". Her reflections were becoming more detailed and she was able to analyse her own emotions.

In Week 8, L2 was able to 'evaluate' her method of learning. 'I felt good today because we managed to finish on time, this time because we worked together and discussed and we also tried out many answers, but at the end we managed to finish on time. I felt good about our small classes. Adesoji (2018: 3) states that at the level of 'evaluation' they are expected to "judge values of ideas, materials and methods". In this case, L2 was able to reflect on her learning processes and judge that they were good for her.

Adesoji (2018: 3) explained the ability to "present and defend options of making judgments about information and the reality of ideas". In Week 9, L2 was able to defend her ideas by saying '…to think and share our own ending, say our thinking on the story as to why slaves were not allowed to speak their own language and how life would be if they were not separated from their siblings. I had to talk a lot in all our activities and the activities taught me a lot and it makes me understand the stories'. Mullis et al. (2016: 24) explain in the PIRLS document that to 'evaluate' constitutes the highest level of cognitive development. It requires learners to "… evaluate the author's argument, determine the author's perspective on central topics…" In this case, L2 "…was not shy…" to predict and gave her own perspective of the story ending by providing her own argument.

Learner 3

Table 4.8 Learner 3's verbatim quotations indicating her cognitive process

Cognitive process	Cognitive verbs	Quotations from Learner 3
Lower order	Remembering	There were no examples of L3 remembering facts from the texts used during the IP.
	Understanding	Statement: 'Kings did raid weaker neighbours and weaker neighbours would go and ask for a job". L3s response was: "Mansa Musa took the weaker neighbours because they did not know how to defend themselves'. (Week 2) (Anticipation Guide).
	Analysing	'I disagree' because slaves did not travelled in a Titanic because it was long ago there were no big and pretty ship like that. Slaves travelled in an open ship where men were chained together'. (Week 3) (Anticipation Guide)
Higher order	Evaluating	'We struggled a lot, but I liked the challenge because I have to think a lot. I understood most of the words and I ended up assisting other learners. We struggled at first, but we managed to complete the activity'. (Week 4) (Magic Square) 'I liked 'My Turn Your Turn' because it gave everybody a chance to give their own opinion. It was exciting to guess at the beginning. At the end we went back to check our prediction. I enjoyed at the end when we make our own ending. It was nice to listen to other people's ending'. (Week 5) (My Turn Your Turn) 'It was exciting we all had a chance to become different characters. I enjoyed being a slave than being a master because masters were very cruel to their slaves'. (Week 7) (Readers Theatre)

Discussion

Although there were no examples of 'remembering' facts from the texts, L3's cognitive development improved as the IP progressed. In Week 2, L3 began with lower-order thinking skills of 'understanding'. She showed an ability to understand the given information and to make sense of the new material as Boles et al., (2015: 5) state that learners "translate, interpret, and comprehend information based on prior learning". Adesoji (2018: 4) posits that "understanding demonstrates understanding of facts and ideas by organizing and comparing". L3 was able to use her prior knowledge to 'understand' the definitions of words and interpret the text about slave abduction. She agreed with the statement: 'Kings did raid weaker neighbours and weaker neighbours would go and ask for a job'. Her response was: 'Mansa Musa took the weaker neighbours because they did not know how to defend themselves'. This

suggests that she agreed with the statement by providing extra knowledge which indicates that she clearly understood the statement.

In Week 3, L3 was beginning to ‘analyse’ this knowledge as she was able to apply her thinking to new information. This is a good example of L3 being able to 'interpret', classify, compare and explain new information (Adesoji, 2018). For example, during the ‘Anticipation Guide’, she interpreted, classified and explained the different purposes of ships. During her oral reflections she commented: I disagree! Because slaves did not travelled in a Titanic because it was long ago there were no big and pretty ships like that. Slaves travelled in an open ship where men were chained together. I enjoyed this activity because it gives everyone a chance to talk and say why they do ‘Agree’ or ‘disagree’.

In Weeks 4-9, L3 was able to evaluate her learning. Adesoji (2018: 4) affirms ‘evaluating’ as the level where learners “present and defend options by making judgments about information, and the validity of ideas”. L3 narrated that she ‘… struggled a lot…’ but she ‘… liked the challenge… ’ because she had to ‘… think a lot …’ and she ‘...managed to complete the activity…’. This quotation indicates that L3 was able to evaluate her own learning process. She presented and defended her opinion by critiquing herself.

Learner 4

Table 4.9 Learner 4's verbatim quotations indicating her cognitive process

Cognitive process	Cognitive verbs	Quotation from Learner 4
Lower-order	Remembering	'I was sad today because all my answers were not correct today because I did not remember the details of the story'. (Week 2)
	Understanding	'I disagree on the statement because black slaves did not kidnapped themselves they were kidnapped by their fellow Africans'.(Week 3) 'I like this activity because there were no wrong answers'. (Week 5)
	Applying	'It was fun to describe masters and slaves and this activity made me understand more and more information about slaves and masters as we shared our answers'. (Week 6)
Higher-order	Analysing	'I felt as if I was not nice during the activity I wanted to cry and it was very bad because that is how slaves were treated. It was nice to be a master. I was like a boss and making them sad'. (Week 7) "Agree and disagree" 'I like the tricky questions because they were very hard to answer first, but as I get used to this type of questions would like to talk all the time'. (Week 8)

Discussion

From data presented in Table 4.8, there is evidence that in Week 2, L4 began with lower-order 'remembering' when she revealed that: 'I was sad today because all my answers were not correct because I did not remember the details of the story'. "Remembering refers to recall or recognition of information, ideas and principles in the approximate form in which they were learned" (Anderson & Krathwohl, 2001). L4 was 'sad' because she could not remember the details of the story, nor could she recognise information from the story.

By Week 3, L4 was beginning to 'understand' and had the ability to question the statement: 'Slaves kidnapped themselves': L4's response to the statement was 'I 'disagree' because Black slaves did not kidnapped themselves they were kidnapped by their fellow Africans'. L4 was able to understand the "Anticipation Guide" activity as she chose "Disagree" with the statement and supplied her own reason for her disagreement, showing she understood the details of the story. 'It was fun to describe masters and slaves and this activity made me

understand more and more information about slaves and masters as we shared our answers' (Week 6).

The skill of Application: "refers to the ability to select, transfer, use data and principles to complete problems or tasks with a minimum of direction" (Anderson & Krathwohl, 2001: 3). Similarly, Adesoji (2018: 4) posits "apply as the level where children solve problems to new situations by applying knowledge, facts and rules in different ways". L4's response was: 'It was fun to describe masters and slaves and this activity made me understand more and more information about slaves and masters as we shared our answers'. L4 was able to apply her new knowledge of slaves, and have a deeper understanding of the rules which existed between masters and slaves.

Higher-order thinking surfaced in Weeks 7/8, where L4 was able to "analyse" her own abilities. Higher-order thinking refers to learning experiences that enable learners to construct their own thinking skills where they developed skills in: "… inferring, estimating; predicting ... and creative thinking" (Barak et al., 2007: 2). L4 was able to construct her own higher-order thinking through:

Inferring - she was able to read between the lines: 'I felt as if I was not nice to the others during the activity I wanted to cry it was very bad because that is how slaves were treated. It was nice to be a master I was like a boss and making them sad'.

Predicting - make connections and interact with the text: 'It was nice to share our prediction sentences with the group. I was happy at the end when we going back to our sentences to see if we were correct'.

Creative thinking - think beyond the text: 'I like the tricky questions because they were very hard to answer first, but as I get used to it I was able to find ways by taking out difficult words.'

Learner 5

Table 4.9 Learner 5's verbatim quotations indicating her cognitive process

Cognitive process	Cognitive verbs	Quotations from L5
Lower order	Remembering	'The questions was very hard I had to look back at the story because I could not remember all the things we read' (Week 2)
	Understanding	L5 was able to answer the statement: slaves were chained because they wanted to chat with each other: Her response was 'slaves were chained because they will runaway'.(Week 3) 'When I did Feature Matrix I had to compare slaves and masters and I manage to answer all my questions and I was happy' (Week 6)
Higher order	Applying	During 'Anticipation Guide', 'I was not shy anymore because I was reading for the group, and the group was not laughing at me'. (Week 8)
	Analysing	It was nice to do "Magic Square" again I have to talk a lot and think a lot to assist the group so that we can get the correct answers'. (Week 9)

Discussion

From the data presented in Table 4.9, there is evidence that L5 in Week 2 was attempting to 'remember' facts from the story, when she stated that:

> The questions were very hard I had to look back at the story because I could not remember all the things we read.

Adesoji (2018: 4) refers to 'remembering' as the "memory of previously learned material by recalling facts, concepts and answer". He explained that 'understanding' demonstrates an "understanding of facts and ideas by organising and comparing". During Week 3 and during the activity of the Anticipation Guide, L5 was able to understand the statement: 'Slaves were chained because they wanted to chat with each other'. She appropriately responded to the statement by saying:

> Slaves were chained because they will run-away.

By Week 6, L5 was able to, on her own, apply her own knowledge and compare the slaves and masters to complete the Feature Matrix. Anderson and Krathwohl (2001: 3) state that

'application' "refers to the ability to select, transfer, use data and principles to complete problems or tasks with a minimum of direction".

L5 stated that:

> When I did Feature Matrix I had to compare slaves and masters and I manage to answer all my questions and I was happy.

By Week 8, L5 was able to analyse her own learning processes. During the Anticipation Guide she shared that:

> I was not shy anymore because I was reading for the group, and the group was not laughing at me.

Another example of L5 analysing her own learning processes happened in Week 9, L5 during the Magic Square where she said:

> It was nice to do "Magic Square" again I have to talk a lot and think a lot to assist the group so that we can get the correct answers.

Summary

At the beginning of the IP all the learners were reluctant to participate in the activities because they were not used to each other, nor were they comfortable with the new activities. Their verbal and written reflections were brief, insecure and curtailed. L's 2 and 3 were able to remember the details of the story by drawing upon their prior knowledge. Yet L's 1, 4 and 5 struggled to remember details from the story.

As the IP progressed, all the learners became more enthusiastic and began to share their opinions more freely with each other. Within the group they were able to freely 'disagree' and challenge each other without hurting each other's feelings. They mentioned that they were comfortable and open with the group and enjoyed the fact that no-one was laughing at them. During this time, the learners were beginning to demonstrate an understanding of the activities and the stories and were able to assist each other where necessary. Their reflections were becoming more detailed and in-depth.

There was a delight amongst the learners during the latter activities because they were able to complete their work on time with all the correct answers. The learners were giving each other a chance to talk and reflect, and were beginning to show respect to each other.

Over time Learner 3 emerged as the group leader as she was able to understand the concepts faster than the others and she was able to help her peers get a deeper understanding of the issues being discussed. All five learners were beginning to finish their tasks on time and enjoyed receiving positive feedback from their teacher.

Towards the end of the IP the learners gained confidence to make judgments, defend their statements, critique each other, analyse and evaluate their own cognitive abilities. They had the ability to think beyond the text and link it with what was happening around them using past and present information. This indicates the higher-order thinking skills that these learners had acquired and assimilated during this process.

Research sub-question

4.3. What were the learners understanding of comprehension skills after the IP?

Each learner was given 10 passages with 4 comprehension questions which consisted of one question for each level. The maximum score for each participant was out of 10 with a total score out of 50. The same comprehension skills were tested. Figure 4.7 displays the post-test results of the five Grade 7 learners.

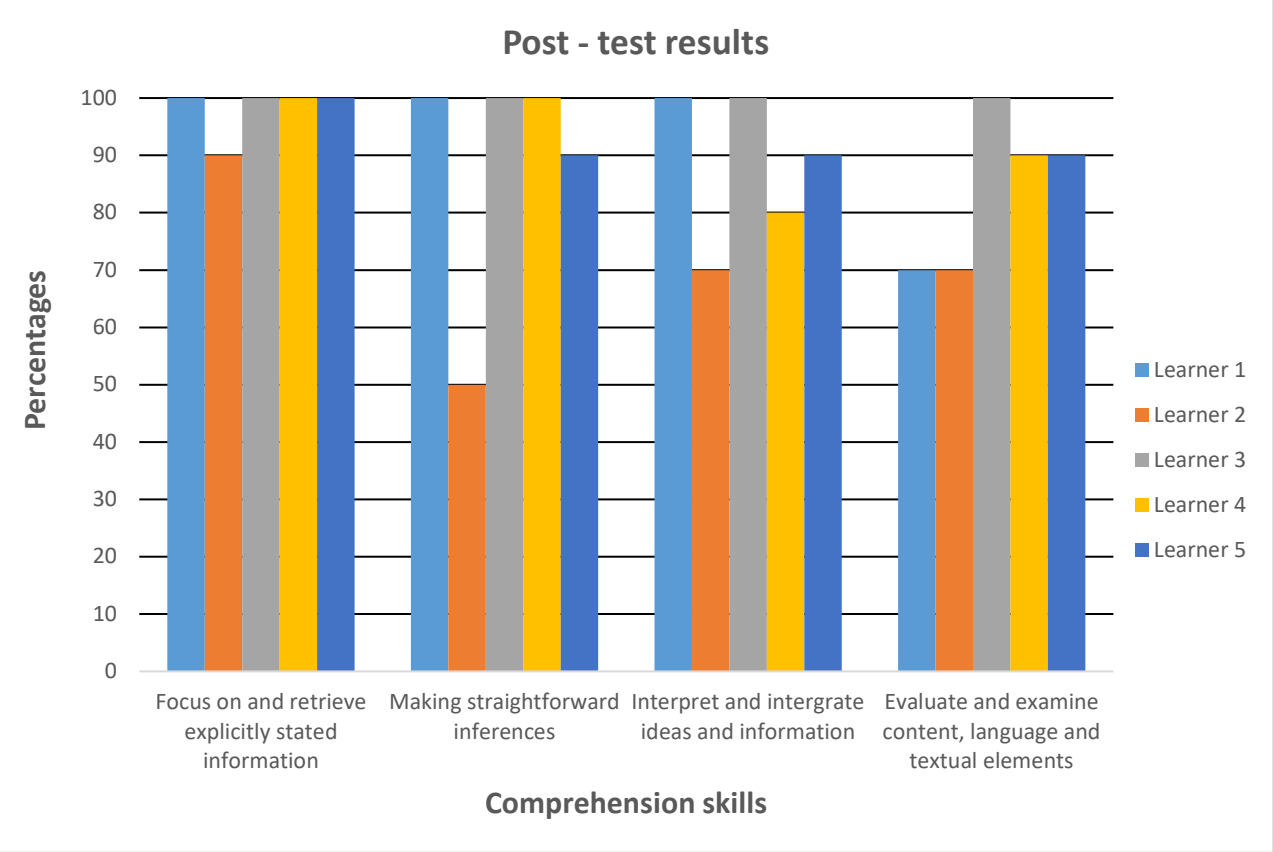

Figure 4.7 Post-test results: comprehension skills of five Grade 7 learners

As can be seen in Figure 4.7, all five learners' post-test results show improvements. For the first comprehension question 'Focus on and retrieve explicitly stated information' in the post-tests, reveal that the learners achieved 98% compared to 54% achievement from the pre-test results. The second question "Making straightforward inferences' improved from 26% in the pre-test compared to 88% in the post-tests. The third comprehension question 'Interpret and integrate' improved from 32% in the pre-test compared to 88% in the post-tests. The last comprehension skill 'Evaluate and examine content, language and textual elements' improved from 38% in the pre-test to 84% in the post-tests. The improvement is mostly seen on the second comprehension skill where learners improved 62%. Figure 4.8 presents the results of the first comprehension skill: 'Focus on and retrieve explicitly stated information' showing the difference between the pre-and post-test results.

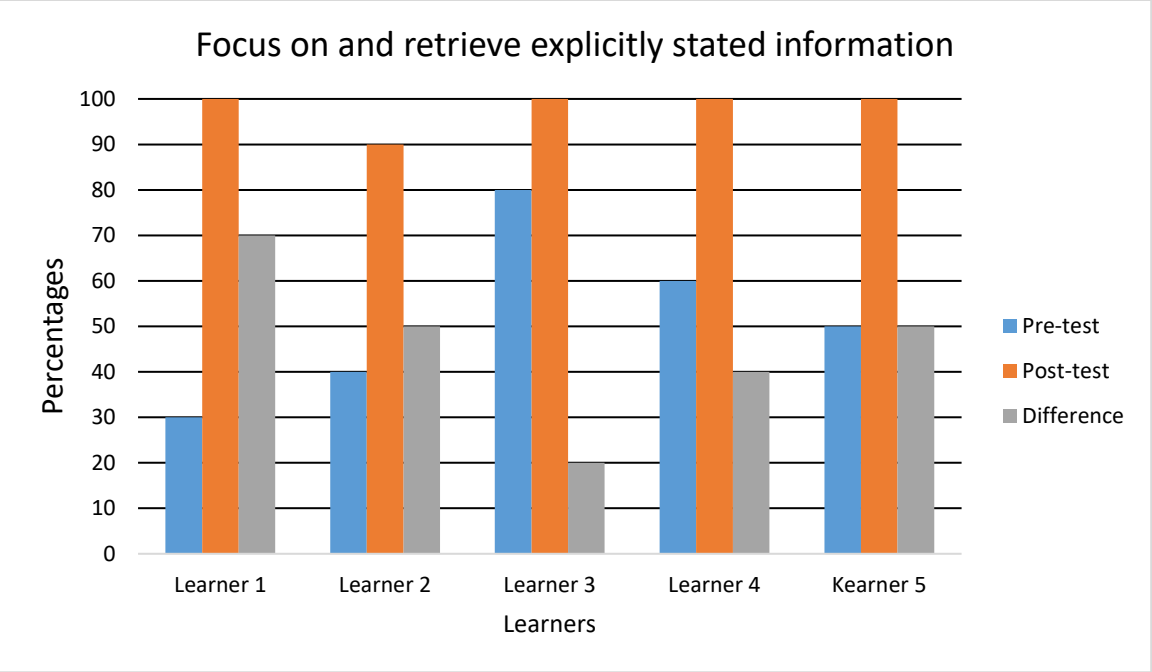

Figure 4.8 Pre-post-test results and the difference "Focus on and retrieve explicitly stated information'.

Figure 4.8 indicates that L's 1, 3, 4 and 5 scored 100% and L2 scored 90%. The results were analysed according to pre- and post-tests, as well as the difference. The post-test results reveal the learner achieved of 98% compared to 54% achievement of the pre-test results. In the pre-test, L1 scored the lowest on this question with the score of 30%.

During the IP, the five learners learnt that the comprehension skills 'Focusing on and retrieve explicitly stated information' requires lower-order thinking. The overall difference from the post-test results is 44%. Learners were given 10 comprehension passages with four comprehension questions. The researcher counted each mark scored for 'Focus on and retrieve explicitly stated information' which give the total of ten, then converted the score to a percentage.

Figure 4.9 presents the results of the post-tests for the second comprehension skill 'Making straightforward inferences'.

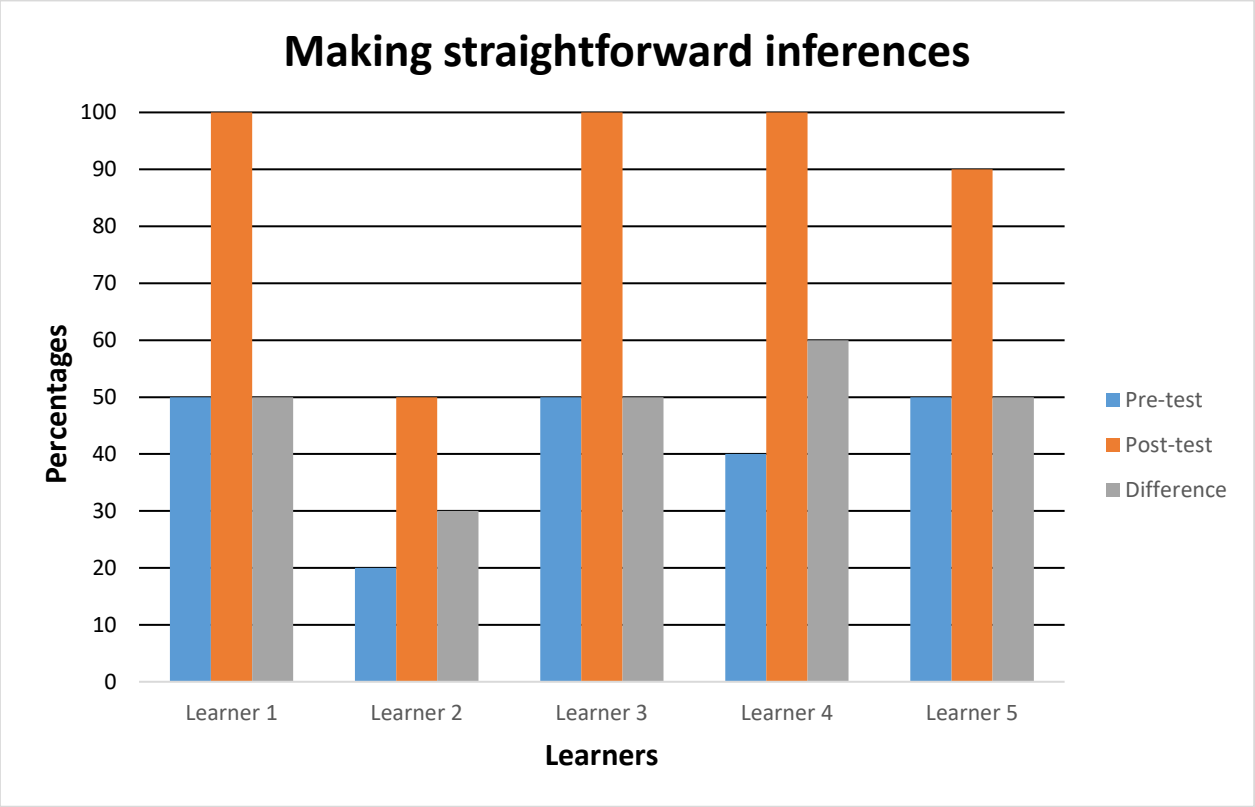

Figure 4.9 Post-test results: 'Making straightforward inferences'

Figure 4.9 exhibits the results from the second comprehension question 'Making straightforward inferences' which reveals the learners' achievement of 88% for the post-test compared to 26% achievement of the pre-test results. L2, once again, scored lower than L1, 3, 4 and 5 with 50%. The results were analysed according to pre and post-tests as well as the difference.

Three of the five Grade 7 learners, L1, L3 and L4 achieved 100%, followed by L5 with 90% and L2 with the score of 50%. L2 has achieved lower that the other four learners. However, there is an improvement compared to the pre-test results of 20%. 'Making straightforward inferences' was the lowest comprehension and the highest achieved compared to the post-test results. The overall difference from the post-test results is 50% (from 38% to 88%). This comprehension skill is the second highest achieved than other 3 comprehension skills. Figure 4.10 presents the results of the post-tests for the third comprehension skill 'Interpret and integrate ideas and information'.

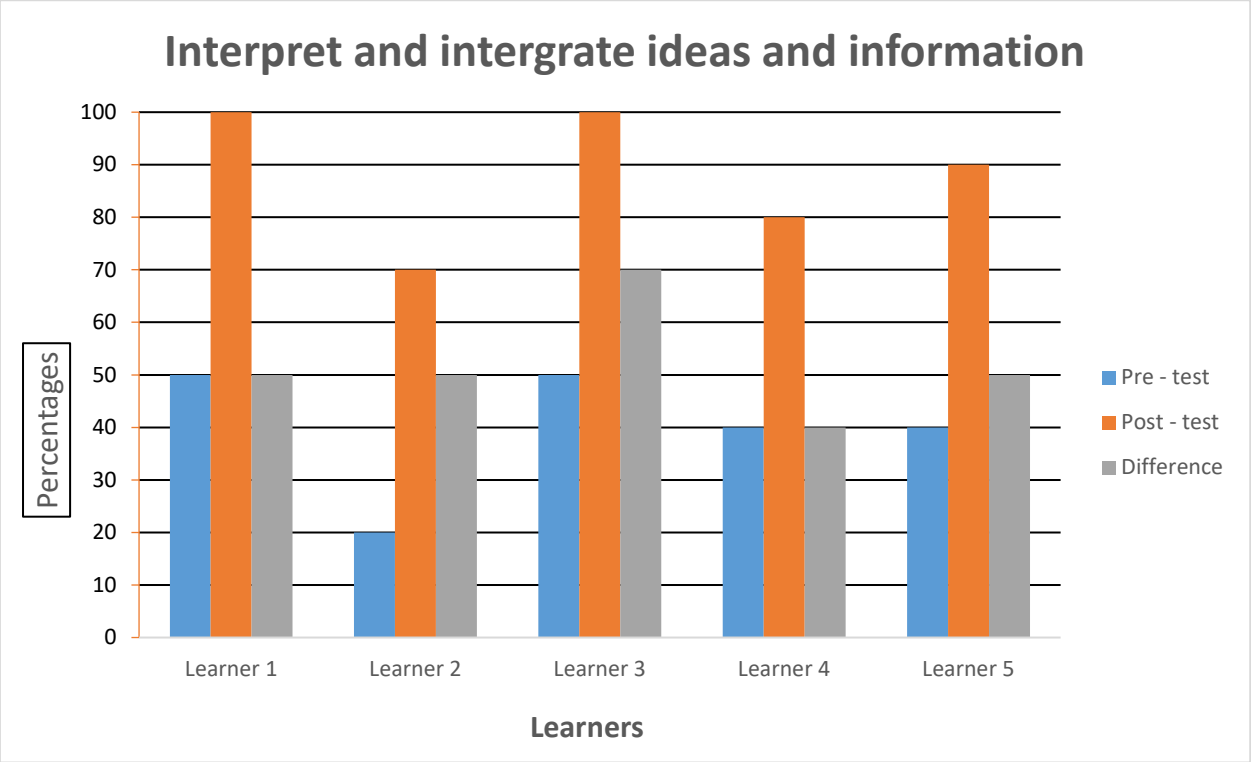

Figure 4.10 Post-test results: 'Interpret and integrate information'

Figure 4.10 shows the results of 'Interpret and integrate ideas and information' which reveals that the learners achieved 88% for the post-test compared to 32% achievement on the pre-test results. L2, once again, scored lower than L1, 3, 4, and 5 with 70%. The results were analysed according to pre and post-tests as well as the difference.

Two of the five Grade 7 learners (L1 and L3) achieved 100%, followed by L5 with 90%, L4 scored 80%, and L2 with the score of 70%. All five learners achieved better as this skill requires higher-order thinking. There is an improvement, however, compared to the pre-test results of 32%. For this comprehension skill, learners achieved 56% more than they did on the pre-test results.

Figure 4.11 presents the results of the post-tests for the fourth comprehension skill 'Evaluate and examine content, language and contextual elements'.

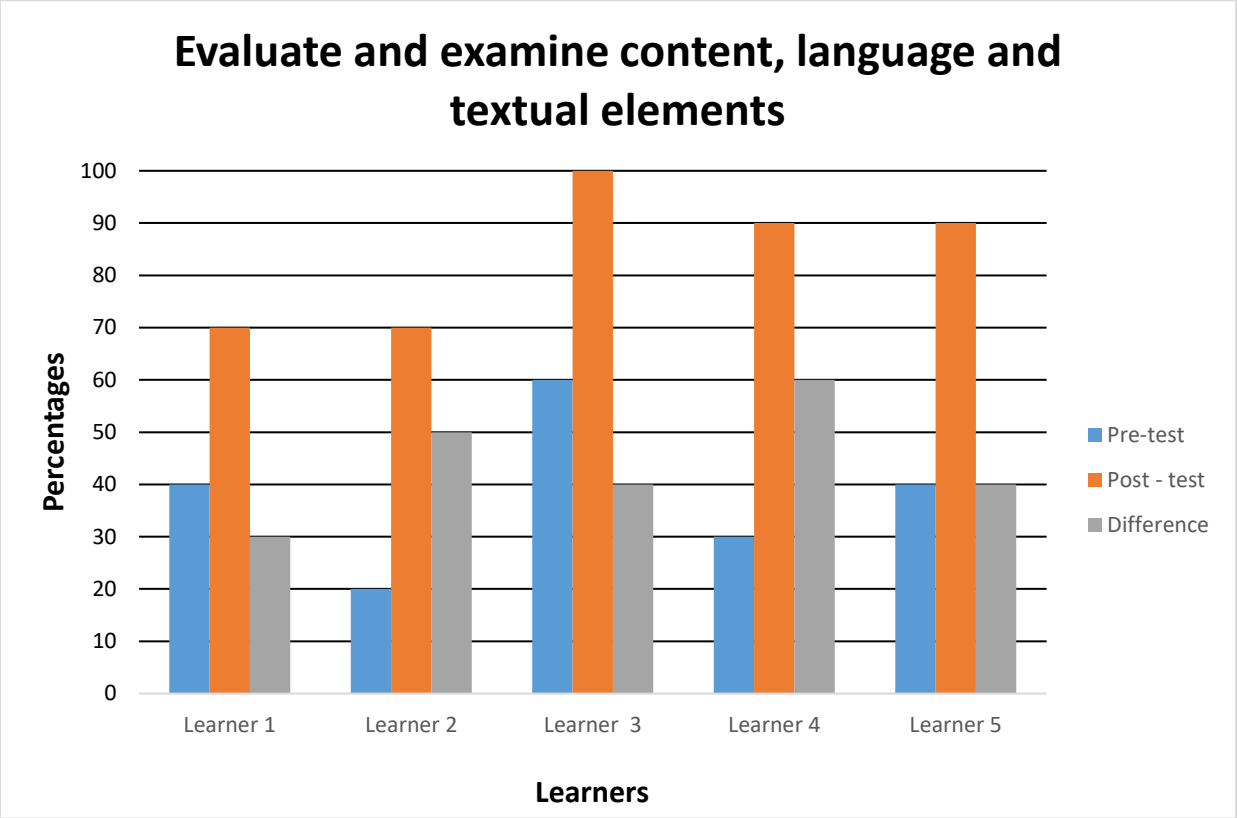

Figure 4.11 Post-test results: 'Evaluate and examine content, language and contextual elements'

Figure 4.11 displays the results of the fourth comprehension question 'Evaluate and examine content, language and contextual elements' in the post-test. The post-test results reveal that the learners achieved 88% for the post-test compared to 38% of the pre-test results. L3 was the only learner who scored 100% followed by L4 and L5 with 90% and 70% for L1 and L2. L1 and L2 achieved lower for this skill. The overall difference from the post-test results is 44%. The results were analysed according to pre and post-test as well as the difference. All five learners achieved better since this skill requires higher-order thinking.

Summary

As can be seen from Figures 4.7 - 4.11, all five learners' cognitive skills developed during the IP. L3's cognitive skills remained the highest throughout the eight-weeks and she was willing to assist the other learners although her home language was different from the others. The greatest improvement was found in L5. Initially she was scared to read aloud in class, as she thought the others would laugh at her, but by participating in this IP she developed confidence to be able to not only read aloud but offer her points of view.

Of the four comprehension skills, the second one 'Making straightforward inferences' achieved the largest improvement from pre- to post-test. This may be because most of the

comprehension strategies questioned how well learners understood the texts and how much the vocabulary was new to them. The comprehension skill with the least improvement was the first one: 'Explicitly retrieving information from the text'. This may be because the researcher focussed on developing the learners' higher-order thinking skills with few memory recall activities.

4.4. CHAPTER SUMMARY

Significant findings have been presented in Chapter 4 based on the qualitative data which emerged from the learners' reflections, parent and teachers' interviews as well as the observations of five Grade 7 learners to answer the main research question and three sub-questions as set out in 4.1, 4.2 and 4.3. The first sub-question presented the learners understanding of comprehension skills *before* the IP and the results indicated: the learner's weakest skill was 'making straight forward inferences', followed by 'interpreting and integrating ideas and information'. The strongest comprehension skill was 'focusing on and retrieving explicitly stated information'. The second sub-question focussed on how the learners developed cognitively *during* the IP. Using Bloom's Taxonomy to present the results showed that learner's cognitive development progressed from lower-order thinking to higher-order thinking during the eight weeks of intervention. There were no examples from learners of the highest-order thinking; that of 'creating'. The third sub- question asked what the learner understands of comprehension skills were *after* the IP. The results indicate that after the IP there was a substantial improvement in all the four comprehension skills for all the five learners.

CHAPTER 5
DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1. Introduction

This study examines challenges faced by five Grade 7 learners in a quintile 5 school when undertaking comprehension. This chapter reflects on further issues, solutions and insights which have emerged from this research. These include: code-switching; the teaching of Bloom's Taxonomy in the CAPS curriculum; how teachers are trained to teach comprehension skills, and creating a social learning environment. Recommendations for teachers, policy development, and further research are provided. The chapter concludes with an overview of the entire study.

5.2. Discussions

5.2.1. Code - switching

Yana and Nugraha (2019: 1) perceive of code-switching as the "process of switching or changing the language that is used" by a particular speaker. The use of code-switching in a classroom with second language learners has advantages and disadvantages. Yana and Nugraha (2019: 1) accentuate the advantages of code-switching as a process that enables:

learners to understand the learning material easily;
learners to acquire new vocabulary;
learners learn English faster;
learners to understand every sentence in English easily;
learners to avoid confusion in class; and
learners to become comfortable and confident to speak English in class.

The importance of code-switching between languages improves learners' "understanding and provides ... opportunities to take part in the discussions" (Cahyani, de Courcy and Barnett, 2018: 3). This point was observed in this study. Learners had different mother-tongue languages and assisted one another by code-switching to the language that they could all understand. This was often different from the LoLT of the school. By assisting each other, they completed the necessary activities. This process of code-switching improved learners' social learning and they began to participate more fully in classroom discussions (Cahyani et al., 2018).

This was another way of 'scaffolding' the knowledge. The stronger language learners were considered the more knowledgeable others. Learners became more comfortable speaking in

English. Maluleke (2019: 2) echoes the importance of code-switching in class to assist learners to "prove their understanding of the content presented, although they can hardly explain it in English". The researcher had many IsiXhosa learners who came from rural or township schools with different languages than the LoLT of the school. She scaffolded their learning in English and the learners themselves code-switched for each other.

The challenge of code-switching is that in some classes teachers do not allow learners to code - switch in class (Songxaba, Coetzer & Molepo, 2017). In reality, learners code - switch with one another in and out of the class. Some teachers find it disruptive and disturbing for learners to speak their native language in an English class or school as they interrupt the "smooth running of lessons and derails learners from acquiring proficiency in English, which is the LoLT" (Maluleke, 2019: 2). In most cases, learners code-switch in class as they explain a topic taught on that day to others who do not understand the language or what is said by the teacher.

5.2.2. The teaching of Bloom's Taxonomy in the CAPS curriculum

The six levels of Bloom's Taxonomy cognitive verbs were used to analyse the cognitive skills of Grade 7 learners (Anderson & Krathwohl, 2001). These six cognitive verbs were incorporated into the researcher's lessons and activities. She intended to assist the five Grade 7 learners to reach higher-order thinking skills. Cognitive verbs drawn from Bloom's Taxonomy were: 'remembering', 'understanding', 'applying', 'analysing', 'evaluating' and 'creating'. The five Grade 7 learners began the IP at the lowest level. They were unable to remember and understand simple facts of the stories they read. According to Nkhoma, Lam, Richardson, Kam, and Lau (2016: 1) this lower-level of thinking "required to be formed before progressing to the higher-levels". They needed to be scaffolded from the lower-level of thinking to the higher-level of thinking (Vygotsky, 1978), 'applying', 'analysing', 'evaluating'. By the end of the IP, however, the five Grade 7 learners could not reach the highest level in Bloom's Taxonomy which is termed 'creating'.

The learners made good progress despite this final shortcoming. They achieved three higher levels of critical thinking during the IP. The researcher focused on teaching the higher-order thinking skills during this study because they required learners to think beyond the text. The five Grade 7 learners reached the higher-order thinking skills when they began to apply their critical thinking and argumentative skills, construct their own knowledge, analyse their abilities, evaluate their own ideas and elements to share their opinions with one another (Anderson & Krathwohl, 2007; Barak, David & Zolar, 2007; Barak & Dori, 2009). Their understandings of the activities and stories were evident during their reflections. They were developing more in-depth understandings of the process as shown in the quotations below:

Researcher: What did you learn during the eight-week IP?

Learner 1: My favourite activity was My Turn - Your Turn. What I enjoyed mostly about this activity is that we were talking a lot and we gave each other a chance and listened to one another. I was scared first to be in a small class, but as time goes on I began to enjoy as others were not laughing at me.

Learner 2: My favourite activity was Readers Theatre. I was happy to act because it made me understand more about how slaves felt when they were treated badly by the masters. I enjoyed being in this small class because we could assist each other without laughing at each other.

Learner 3: The most challenging was Magic Square, it was like a puzzle, but what I liked about this activity is that it needed us to work together, to read and understand the story of the day and fill in the correct answers and to figure out the correct answers on the square.

Learner 4: The activity that I liked was Anticipation Guide because we were given statements that you need to think about. You have to 'Agree' or 'Disagree'. The reason why I liked this activity, we needed to talk even if you agree or disagree we had to explain why and give the correct answer. Everyone had to talk because it was made for five people.

Learner 5: The activity that I liked was Feature Matrix. What I liked about this activity is we discussed the answers and we first chose difficult words in a story and write the meaning of those words without using dictionaries. This made me understand the story more. I ended up being a group reader that made me happy to read for everyone in the group and it made me proud of myself every day.

The higher-order thinking skills of the five Grade 7 learners improved while using the comprehension strategies. Their reading skills went “beyond literal understanding of the text ...". They were able to conduct "interpretive reading, critical reading and creative reading" (Farahani, 2018: 2). These learners gradually reached higher-order thinking where they began to:

demonstrate deep understandings of the activities and stories;
share their opinions freely;

be comfortable and open with each other;
respect each other's opinions;
develop confidence to make judgements; and
critique one another.

The CAPS (2012) document includes a discussion of five cognitive levels, not six as stated in Bloom's Taxonomy. These five CAPS (2012: 91, 92) cognitive levels were used to assess learners formally and informally. They are described as:

Level - 1 Literal questions: Where learners are expected to answer questions that "deal with information explicitly stated information";

Level - 2 Reorganisation questions: Where learners are expected to answer questions that require "analysis, synthesis or organisation of information explicitly stated in the text";

Level - 3 Inference questions: Where learners are expected to answer questions that require "candidate's engagement with information explicitly stated in the text in terms of his/her personal experience".

Level - 4 Evaluation questions: Where learners are expected to use their "own judgements concerning value and worth. These include judgements regarding reality, credibility, facts and opinions, validity, logic and reasoning, and issues such as desirability and acceptability of decisions and actions".

Level - 5 Appreciation questions: Where learners are expected to "assess the psychological and aesthetic impact of the text on the candidate as they focus on emotional responses to the content, identification with characters or incidents, and reactions to the writer's use of language"

According to CAPS (2012), teachers are expected to ask questions that include these five cognitive levels during their assessments. The formal assessments "cater for a range of cognitive levels which include questions such as multiple choice, cloze procedure, comparison and direct questions" (CAPS, 2012: 90). These questions range from lower-order to higher-order levels and account for 100% per task in all learning areas. According to CAPS (2012) the 100% is divided into 5 levels of questions: Levels 1 and 2 account for 40% of the task; Level 3 accounts for 40% and Levels 4 and 5 account for 20%.

Higher-order thinking questions are activities that are not meant to analyse, evaluate and create only. They are involved in problem solving and link the learners' own knowledge with what is around them and the world (Sulastri, Rintayati & Sarwono, 2019). In this research

project ‘Inferencing’ was the skill where the five Grade 7 learners obtained the lowest results during the pre-test and yet obtained the highest results in the post-tests.

5.2.3. How teachers are trained to teach comprehension skills

Poor teacher training has been discussed in various studies (Pretorius & Klapwijk, 2016; Howie, et al., 2017). Training on how to teach comprehension skills remains an issue. Teachers are seldom able to teach comprehension explicitly and effectively (Pretorius & Lephalala, 2011; Howie et al., 2017). Comprehension remains "neglected in the majority of South African classrooms" (Pretorius & Klapwijk, 2016: 3). Learners are spending less time per week for reading. According to CAPS (2012: 14), for Home Language per two-week cycle, specifically for "Reading and Viewing" the time allocated is 5 hours. Teachers spend most of their "instructional time on basic reading skills and strategies and less time on inferential types of skills" (Howie, et al., 2017: 35). This may seem as if teachers are not giving enough time for reading, however the curriculum has to be covered within these particular time constraints as required by the DoBE.

From the researcher’s experience, her learners were struggling with ‘inference skills’. This was evident when her learners who scored an average mark of 26% which was the lowest of all the skills during the pre-tests. These results are echoed by the PIRLS document of 2016 where it states that South African Grades 4 and 5 learners struggled with reading comprehension as they could not read for meaning (Howie et al., 2017).

There have been various studies that have shown different ways of teaching comprehension skills. Okkinga, van Steensel, van Gelderen and Sleegers (2018: 3) used reciprocal teaching in their study. Okkinga et al. (2018: 3) state that "reciprocal teaching improved comprehension skills as it includes a set of four related instructional principles" which include:

1. Teaching comprehension-fostering reading strategies such as predicting, question-generalizing, summarising and clarifying;
2. Expect modelling, scaffolding and fading;
3. Students practising and discussing reading strategies with other students; and
4. Guided and coached by the teacher.

Reciprocal teaching resembles the guidelines for CAPS (2012: 17) in that the ‘Reading and Viewing’ component of our Language subject as "comprehension can be prepared and unprepared reading aloud" where learners are expected to:

skim for main ideas;
scan for supporting details
infer meaning of unfamiliar words and images by using word attack skills and contextual clues;
re-reading;
make notes (main and supporting ideas);
summarise main and supporting ideas in point form/paragraph as per required length;
clarify;
make inferences;
explain writer's point of view; and
draw conclusions/own opinion.

The researcher used similar skills within a variety of strategies (as discussed in Chapter 2) to teach comprehension skills in her Social Science History content of Slavery for Grade 7 Term two work. This programme needed careful and proper planning which took a long time. She was guided by both the PIRLS (2016) document and Bloom's taxonomy (2001) to design her questions so that they cater for lower-order to higher-order questions. The comprehension strategies that she used to teach comprehension skills were:

Cloze Technique; My Turn-Your Turn; Reader's Theatre; Vocabulary
Matching; Anticipation Guide; Magic Square; Feature Matrix;
Think Aloud and comprehension questions.

In this research project, the researcher was constantly cognisant of linking the strategies with Vygotsky's (1978) theory of socio-culture and cognitive development, Feuerstein's (1996) theory of mediated learning experiences and Bloom's (1956, revised (2001) taxonomy of cognitive development.

5.2.4. Creating a social learning environment

Bandura (1989: 72) states that social learning is a "continuous process in which acquired standards are elaborated and modified, and new ones are adopted". The importance of developing a social learning environment creates a sense of belonging where a group of learners work together and adopt each other's behaviours (Bandura, 1989). Interacting positively with one another created social learning environments where the learners motivated one another to do better (Bandura, 1989). Social learning environment played an important role in the teaching and learning of the five Grade 7 learners who participated in this research. According to Bandura (1989), Vygotsky (1978), Rienties, Nanclares, Jindal-Snape and Alcott (2013), social learning environment encourages learners to:

work together;
enhance co-operative learning;
build friendships;
develop learning relations;
increase active learning;
interact between peer groups;
learners support one another; and
learning occurs through interaction.

The five Grade 7 learners began to work together in the second week. The comprehension strategies encouraged them to form encouraging learning relations. The researcher observed them forming friendships together in the class. This friendship extended outside the class. Inside the classroom, these friendships began to enhance co-operative learning. Learners began to support one another during class discussions. Interaction between the peer groups was visible during such activities as: My Turn-Your Turn, Anticipation Guide, Magic Squares and Think aloud. During these activities, learners worked together and discussed the questions and reached consensus for the correct answers. At first, it was difficult. Some of the learners were not used to offering their input in class. They did not talk because they were shy. As the group began to support and encourage one another, learning occurred through these social interactions while they were working with the comprehension strategies. They were able to reflect positively about these experiences by the end of each lesson. The social learning environment assisted these five Grade 7 learners. They developed cognitively while they were exposed to the comprehension strategies (Bandura, 1989; Vygotsky, 1978; Rienties, et al., 2013).

5.3. Recommendations

This study highlights the fact that if comprehension skills are explicitly taught to learners by using a variety of fun literacy strategies, their critical thinking skills improve. Based on the findings of this study the following recommendations are proposed for teachers, for policy developers and for future researchers.

5.3.1. Recommendations for teachers

It is recommended that:

- Teachers of all grades, initiate and develop a variety of fun and exciting-to-use strategies to enhance their teaching of comprehension;
- Considerable preparation time is needed before teachers can actually teach comprehension strategies with their learners;

- Teachers need to experiment with a variety of pedagogically differentiated teaching approaches in their classes that will assist all learners with different learning needs;
- Professional development is needed to equip teachers with skills that will assist them to develop and analyse pre- and post-tests as their baseline at the beginning of each year;
- Training and support from local Higher Education Institutions (HEI's) is needed to equip student teachers with understanding the complexities of teaching comprehension skills and offering a variety of pedagogical approaches to teach them;
- Teachers from local schools form communities of practice facilitated by 'more knowledgeable others' to assist teachers with comprehension skills and comprehension strategies; and
- Researchers who have developed the skills of teaching comprehension, should write manuals, both online and hardcover manuals which they can share with their teaching colleagues.

5.3.2. Recommendations for policy development

- It is recommended that reading comprehension and comprehension skills should be included in the HEI's curriculum policies where lecturers train their students to teach these skills explicitly. These skills need to be included into the HEI's curriculum policies as they promote inclusivity of all students and are considered a learner-centered approach;
- Since COVID-19, it is recommended that these HEI curriculum policies are made available online to all lecturers and students; and
- It is recommended that the Screening Identification Assessment Support (SIAS) policy document emphasise the 'no child should be left behind system'. This policy should provide teachers with training on pedagogical approaches to teach comprehension skills so that they include all teachers' learners including those who are vulnerable and excluded.

5.3.3. Recommendations for further research

- It is recommended that further large-scale research be conducted by current Master's and Doctoral students focussing on the teaching of reading comprehension skills and development of comprehension strategies;
- Comparative studies between township schools and ex- model C schools, be conducted on how teachers teach comprehension skills; and

- There has been much attention paid to how teachers teach reading in the Foundation and Intermediate Phases, however, much more research is required for how teachers teach reading and comprehension skills in Grade 7 classes and in high schools.

5.4. Conclusion

This thesis explored how five Grade 7 learners understood comprehension skills while participating in an IP. In South Africa, the CAPS documents lays out content to be taught across the grades, starting with simple content and getting progressively harder as learners move up through the grades. There is no manual that explains how to teach this content nor are any pedagogical approaches suggested. After many years of being a class teacher, the researcher identified a gap. She struggled to teach comprehension skills herself and so did many of her colleagues. She did not learn this necessary information during her undergraduate training. There were no professional development courses that she could attend to assist her. She was briefly introduced to these skills and the importance of teaching comprehension skills during her Honours degree. This topic filled a gap in her own understanding of the CAPS document. It interested the researcher to see if she could proactively improve her own teaching pedagogy by conducting this IP.

By developing a ten-week IP inclusive of the pre and post-testing and the eight-week IP her purpose was two-fold: to introduce five struggling Grade 7 learners to a variety of fun comprehension strategies while being mindful of challenging them cognitively, as required in the CAPS document.

Three main conclusions can be drawn from this study:

Firstly, Research Questions 1 and 3 looked at the five learners' understandings of comprehension skills before and after the IP. Table 5.1 shows that the most significant improvement was made in the 'Making straightforward inferences' comprehension skill.

Table 5.1 Comparing the pre- and post-test results of the four comprehension skills

	Focusing on and retrieving explicitly stated information	**Making straightforward inferences**	**Interpret and integrate ideas and information**	**Evaluate and examine content, language and textual elements**
Pre-test	54%	26%	40%	38%
Post-test	98%	88%	88%	84%
Improvement	44%	62%	48%	46%

Despite being enrolled at a Quintile 5 urban school, these five second-language learners were able to develop their critical thinking skills. By participating regularly in the IP and the various strategies, they had implicitly learnt to infer meaning in the texts. They were able to explain their arguments either in support of, or not of the discussions. They could compare what they read with the real-life experiences they had and make predictions. They could describe relations between characters and objects.

Second, these improvements were made possible because the learners went through the IP. They created a safe and encouraging environment in which they grew in confidence, both linguistically and cognitively. They developed the language to share their opinions amongst the group. They felt comfortable disagreeing without hurting each other's feelings. They delighted in learning from each other.

The intersection of three theories was necessary in this research project: Vygotsky's (1978) and Feuerstein mediated learning experience (1996), Bloom's Taxonomy (1956) revised theory of the cognitive domain (2001). The synthesis of these three theories was fundamental since it created a space where the social interaction of the learners helped them to develop their criticality.

Third, the way the researcher structured the IP, helped to explain research question 2, which was "How did the learners develop during the IP cognitively?" Initially they struggled to risk offering opinions. Yet within the safe environment and the use of the various comprehension strategies, these learners were constantly being cognitively challenged. Although they did not achieve the 6th cognitive skill described by Bloom's "Creating", three learners (Ls 1, 2 and 3) were able to provide answers that were equivalent to "Evaluating" questions. Ls 4 and 5 were able to provide answers that were equivalent to "Analysing" questions.

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APPENDIX A INTERVIEW SHEDULE (isiXhosa Parent)

Imibuzo ye Intavu

1. Loluphi ulwimi enilusebenzisa ekhaya?
2. Ingaba umntwana uyafunda ekhaya? Kangaphi?
3. Ingaba uyayiva into ayifundayo?
4. Umjonga kangaphi uba uyakuva akufundayo?
5. Ingaba uqhelile na ukumbuza iinkcukacha ngebali alifundileyo?
6. Ingaba uyakhumbula?
7. Uya kangaphi kwithala leencwadi?
8. Ingaba unazo iincwadi ezizezakhe?
9. Ingaba zikhona ezinye izixhobo zokufunda akwaziyo uzisebenzisa ekhaya?
10. Ingaba uyayibuza into xa enayiqondi? uyibuza ngoluphi ulwimi? Umphendule ngoluphi?
11. Ingaba ukhona umsebenzi ekufuneka ewenzile ekhaya?
12. Ingaba ufuna ukukhunjuzwa rhoqo ngomsebenzi?
13. Ingaba ikhona ikhona enye into ofuna ndiyazi ngaye?

Enkosi ngexesha lakho.

APPENDIX B INTERVIEW SHEDULE (Sotho Parent)

Interview questions

1. What languages do you speak at home?
2. Does your child read any stories at home and how often does she read stories?
3. Does she understand what she reads?
4. How often do you check if she understands what she read?
5. Do you normally ask the details of the story?
6. Does she recall what she reads?
7. How often do you take her to the library?
8. Does she have her own reading books in her bedroom/home?
9. Is there any other kind of reading material that she has access to at home?
10. Does she ask the meaning of words that she does not understand? In which language? In which language do you use when you answer her?
11. Do you have any routine that she must follow at home?
12. Do you have to remind her about her duties?
13. Is there anything that I must know about her?

Thank you for your time

APPENDIX C INTERVIEW SHEDULE (Learning Support Teacher)

Interview questions

1. Can you tell me about reading problems of Learner 1?
2. Does she understand what she reads?
3. How do you check her understanding?
4. When she reads does she normally recall what she reads?
5. Do you usually check if she remembers during reading or after reading?
6. How do you do that?
7. When she is reading do you ask details of the story? How often?
8. Does she look for clues in the book?
9. Does she remember details of the story? Does she list them according to their role like main characters?
10. Does she know the setting? How often do you ask?
11. How confident are you to teach comprehension skills?
12. Do you think her comprehension skills problem are based on LoLT or home language? Elaborate
13. Is there anything that I need to know about Learner 1,2,3,4 and 5?

    Thank you for your time?

APPENDIX D INTERVIEW SHEDULE (English teachers)

Interview questions

1. Can you explain what is expected from CAPS in terms of comprehension skills?
2. What does the content say?
3. What comprehension skills do you teach?
4. Can you tell me about reading problems of Learner 1?
5. Does she understand what she reads?
6. How do you check her understanding?
7. When she reads does she normally recall what she reads?
8. Do you usually check if she remembers during reading or after reading?
9. How do you do that?
10. When she is reading do you ask details of the story? How often?
11. Does she look for clues in the passage?
12. Does she remember details of the story? Does she list them according to their role like main characters?
13. Does she know the setting? How often do you ask?
14. How confident are you to teach comprehension skills?
15. Do you think her comprehension skills problem are based on LoLT or home language? Elaborate
16. Is there anything that I need to know about Learner 1?

    Thank you for your time?

APPENDIX E OBSERVATION SCHEDULE

Lesson 1

General observation

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Leaner 1

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Learner 2

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……
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Learner 3

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Learner 4

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Learner 5

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……
……

Participation

Engagement	
Understanding /Comprehending	
Level of activity	
Written work	
Level of enjoyment	

APPENDIX F RESEARCH ETHICS CLEARANCE CERTIFICATE

Cape Peninsula University of Technology

Meeting date	n/a
Approval	P/Y√/N
Ethical Clearance number	EFEC 3-2/2018

ENDIX F

FACULTY OF EDUCATION

RESEARCH ETHICS CLEARANCE CERTIFICATE

s certificate is issued by the Education Faculty Ethics Committee (EFEC) at Cape Peninsula iversity of Technology to the applicant/s whose details appear below.

1. Applicant and project details (Applicant to complete this section of the certificate and submit with application as a Word document)

n e(s) of applicant(s):	**Patience N omonde N tshikila**	
ject/study Title:	**Comprehension skills challenges of Grade 7 English second language learners in a Quintile 5 school**	
his a staff research ject, i.e. not for degree poses?	No	
or degree purposes the ree is indicated:	MEd	
or degree purposes, the posal has been approved the FRC	Yes	
ding sources:	I will apply for URF	

2. Remarks by Education Faculty Ethics Committee:

is Master's research project is granted ethical clearance valid until 23 January 2020.

pproved: √	**Referred back:**	**Approved subject to adaptations:**
hairperson Name: Chiwimbiso Kwenda		
hairperson Signature:		**Date: 17 February 2018**
pproval Certificate/Reference: EFEC 3-2/2018		

C Form V3_updated 2016

APPENDIX G WCED ETHICS

Western Cape Government
Education

Directorate: Research

Audrey.wyngaard@westerncape.gov.za
tel: +27 021 467 9272
Fax: 0865902282
Private Bag x9114, Cape Town, 8000
wced.wcape.gov.za

REFERENCE: 20180131–8799
ENQUIRIES: Dr A T Wyngaard

Miss Patience Ntshikila
102 Thandabantu Street
Du-Noon
Milnerton
7441

Dear Miss Patience Ntshikila

RESEARCH PROPOSAL: COMPREHENSION SKILLS CHALLENGE OF GRADE 7 ENGLISH SECOND LANGUAGE LEARNERS IN A QUINTILE 5 SCHOOL

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 **01 February 2018 till 28 September 2019**
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 A.T Wyngaard 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: Dr Audrey T Wyngaard
Directorate: Research
DATE: 01 February 2018

APPENDIX H LETTER OF PERMISSION: PRINCIPAL

Cape Peninsula University of Technology

Miss N. Ntshikila

I02 Thandabantu Street, Du-Noon

Milnerton

7441

15 February 2018

Dear Principal

Request permission to observe five Grade 7 learners for my CPUT Master's degree researchproject.

I am currently affiliated with Cape Peninsula University of Technology where I am doing my Master's degree specialising in Inclusive Education. My research topic is: Comprehension skillschallenges of Grade 7 English second language learners in a Quintile 5 school.

I would like to obtain your permission to observe 5 learners after school three times a week for eight weeks. ln addition, I would like your permission to approach your child's current teacher, previous teacher and the learner support teacher to conduct an interview. I will be f o c u s i n g on their reading and comprehension skill.

I will require that you sign below giving me permission to work with Grade 7 learners. All information obtained from my observation and interview with your child's educator will be kept strictly confidential.

Once you have given written permission l will start the IP at the proposeddate. Western Cape Education Department, Cape Peninsula University of Technology, and the principal of the school have granted me the permission to conduct this research during the 11 April- 8th June 2018.

Yours sincerely

Nomonde Ntshikila

I Miss [redacted] permission to Miss Ntshikila to do conduct her research project.

[redacted]

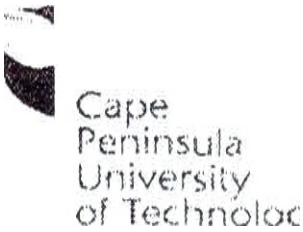
WESTERN CAPE EDUCATION DEPARTME N T I

Tel: 021-[redacted] treet . Cape Town 8001

Email[redacted]

Fax:

APPENDIX I LETTER OF PERMISSION: PARENTS



Miss N. Ntshikila

102 Thandabantu Street

Du-Noon

Milnerton

7441

23 March 2018

Dear Parents

Request permission to observe your child for my CPUT Master's degree research project

I am currently affiliated with Cape Peninsula University of Technology where I am doing my Master's degree specialising in Inclusive Education. My research topic is: Comprehension skills challenges of Grade 7 English second language learners in a Quintile 5 school.

I would like to obtain your permission to observe your child after school three times a week for eight weeks. In addition, I would like your permission to approach your child's current teacher and the learner support teacher to conduct an interview. I will be focusing on their reading skills are developing at school.

I will require that you sign below giving me permission to work with your child. AII information obtained from my observation and interview with your child's educator will be kept strictly confidential.

Once you have given written permission I will start the intervention. Western Cape Education Department, Cape Peninsula University of Technology, and the principal of the school have granted me the permission to conduct this research during the 11 April- 8"' June 2018.

Yours sincerely

Nomonde Ntshikila

I Mrs/Ms.....

I Mrs/Ms.....

APPENDIX J COMPREHENSION PASSAGE: SILVERFIN

Grade 5

Silverfin

Weak sunlight was filtering through the low cloud; at least it was warmer than yesterday, but these were hardly ideal swimming conditions. Nevertheless, if James was going to stand any chance in the cup, which was only three weeks away, he knew that he would have to get used to it. After three widths he found that his body was adjusting to the temperature and, while it could never have been described as pleasant, at least he knew that he was not going to die after all.

He swam a few more widths, and when he had just about all that he could stand he swam over to where he'd left his clothes and prepared to pull himself out of the water. But, just as he was getting his knees up, somebody put a shoe in his face and shoved him back into the grassy river.

He looked up. It was George. "Hey, if it isn't my old pal, James Bond,'' he said.

"Hello, George." James once more tried to scramble out on to the grassy bank. "Where do you think you're going in such a hurry?" said George, pushing him back in again. "To get changed."

"Always in a hurry, aren't you, Bond? Always got to go somewhere fast."

"I'm cold and I want to get out."

"Yeah I bet you do. Well, I'm in charge of the river today." George knelt down and gave James a big, sinister smile. "And if you want to get out, first of all you have to pass a little test."

Questions

1. **Explicitly retrieved questions**
   What is James doing?

2. **Inference**
   Explain what the author meant by a 'sinister smile'?

3. **Interpret and Integrate**
   Why were "these not ideal swimming conditions"?

4. **Evaluate**
   If James stayed in the water too long what may happen?

Grade 4

How was the fishing?

The best thing about going fishing with dad, Vusi thought, was getting bait all over his fingers. That's because Vusi actually liked the smell of fish bait! The worst thing about it was the number of things he had to watch out for!

"Here you are, Vusi," said Oyama, his dad, one morning when they were out fishing in their boat. "This is your line. There's the bait. Don't cut yourself with the knife. Be careful where you throw your line. Don't get it caught round the motor. Don't get the hook stuck in your finger. If you catch a fish, watch out for its teeth and sharp spines. Ok?"

"All right, Dad," said Vusi. He would agree to anything just so he could get on with it! He baited his hook, got the line in the water, and settled back to wait for a fish.
"Ow!" said Dad, sucking his finger. He'd slipped with the bait knife and nicked himself.

"Youch!" he said, shaking his hand. He had the hook stuck in his finger. He used the pliers to pull it out. He said some words Vusi would have got a smack for saying! Vusi remembered them for some day when Dad wasn't around. Finally, Dad got his line in the water next to Vusi's.
Suddenly, both their lines twitched, then jumped.
"I've got one, I've got one!" said Vusi.
"Me too," said his dad. "Now be careful or you'll lose it."

Vusi pulled his fish in carefully, keeping it away from the engine. He wrapped an old cloth round it so he couldn't get stabbed with its spines. Gently, he slipped the hook from its mouth and dropped the fish in the bucket.

His dad pulled his fish from the water, too. It began to flap, so he grabbed it. The spines stuck in his hands, making him bleed. He yelled and grabbed it with his other hand. So the fish bit him on the thumb. He yelled again, and the fish slipped out of his hand and back into the water.

"How was the fishing?" Vusi's mom, Ayanda, asked when they got home.
"It was good fun," said Vusi.
"It was rotten, stinking, lousy fun," said his dad, wrapping the bandages tighter round his hands.

Questions:

Explicitly retrieved questions:

1. What are the names of Vusi's parents?

Inference:

2. Explain why Vusi said there was a bad thing about going fishing with his dad.

Interpret and integrate:

3. What did Vusi's dad actually mean when he said "It was rotten, stinky, lousy fun?"

Evaluate:

4. Do you think Vusi's mom would laugh or be upset when she heard about their fishing day? Explain why?

APPENDIX L COMPREHENSION PASSAGE: SQUARE EYES

Grade 6

Square Eyes

"Daniel, turn off the television now. It's bedtime." Daniel kept his eyes fixed on the screen. "Oh, Da-ad." He replied in a whiny voice. "It's my favorite programme." "It looks like rubbish to me." His father said, coming over to the sofa where Daniel was slumped in his pajamas. "What are those odd-looking alien things?" Daniel briefly lifted his eyes to look at his father and sighed. "They're the Zorgs. The good monster, remember?"

"All I remember," his dad replied, "is that I said it is time to turn off the TV, or you'll get square eyes." Dad walked over to the television and switched it off. "Oh Dad!" Daniel moaned. Yet he knew from the tone of his father's voice that he was serious. Reluctantly Daniel went to brush his teeth.

Ten minutes later, he lay snuggled in bed with his blanket drawn around his neck and shoulders. His parents came in to kiss him goodnight and then Daniel closed his eyes. Images of the Zorgs battles raced around his brain, with laser guns shooting colorful rays at the Zorgons, who roared back and threw large rocks at the Zorgs. Daniel screwed his eyes tighter, and tried to think of other things. He slowly drifted into sleep.

A Zorgan clambered towards Daniel, its large fangs dripping with saliva, its heavy feet making the ground shake. Daniel glanced around desperately, his heart thumping with fear. Suddenly he noticed a laser gun in the grass at his feet. He grabbed it and aimed it at the approaching Zorgan, trying to ignore his shaking arm. He pressed the green button on the handle. A blue laser beam flashed out of the gun and seared the hairy warts on the top of the Zorgons head. It roared in anger, spit flying out of its mouth, and carried on stomping towards Daniel. He quivered with fear, sure he was about to be eaten, but suddenly the Zorgon stopped. It pointed at Daniel's face and burst out laughing, a snarfling, snorting noise. It laughed until green tears spouted out of its three eyes.

"What?" Daniel shouted.

"You," the Zorgon roared. "You. Square eyes. Have you ever seen a human with square eyes!"

Daniel dropped the gun and felt both of his eyes. The Zorgon was right. His eyes were square. The top eyelashes were in a straight line, and the bottom lashes parallel to them. He blinked and his eyelids clunked shut like the lid on his pencil box.

"Oh no!" he screamed, thinking of how everyone would snigger at him at school. He slapped his hands in front of his eyes, trying to ignore the Zorgon who was still laughing.

Daniel sat bolt upright in his bed, and pulled his hands off his eyes. He looked around, momentarily wondering where he was. Pushing the duvet off himself, he jumped out of bed and ran to the mirror on the cupboard door. A ghostly face with spiky hair stared at him. He looked carefully. He had big, scared eyes, but they were round at least. "Phew!" Daniel said to himself. "They're not square. It was a dream."

At breakfast later, while eating his cereal he asked his dad. "Dad," His father lowered his newspaper and looked at him over the top of his glasses. "Yes, Daniel?" he replied. "I don't think I'll watch so much television before bed tonight," Daniel said before taking another mouthful of cereal.

Questions

1. **Explicitly retrieved question**

   What television programme was Daniel looking at before his bedtime?

2. **Inference**

   What do you think the word ‘snarfling’ mean?

3. **Interpret and integrate**

   Have you ever experienced a nightmare? How did you feel in the morning after the nightmare?

4. **Evaluate**

   What, for you was the best part of the story? And why do you think so?

Grade 7

The Crow and the Pitcher

A crow, dying of thirst, came upon a pitcher that once had been full of water. When the crow put his beak into the mouth of the pitcher, he found that only very little water was left in it, and he could not reach far enough to get at it. He tried and tried, but at last he had to give up in despair.

Then a thought came to him. He took a pebble and dropped it into the pitcher. Then he took another pebble and dropped it into the pitcher. Then he took another pebble and dropped it into the pitcher. Then he took another pebble and dropped it into the pitcher. Then he took another pebble and dropped it into the pitcher. At last he saw the water rising toward him, and after casting a few more pebbles into the pitcher, he was able to drink and save his life.

Questions

1. **Explicitly retrieved questions**
   Why couldn't the crow reach the water?

2. **Inference**
   What do you think a 'pitcher' is?

3. **Interpret and Integrate**
   Have you ever been extremely hungry or thirst? What did it feel like and explain your answer?

4. **Evaluate**
   What is the moral of the story?

Comprehension skill analysis

Pre-Test

Learner's name: …….. Date: ……..…..

Skill	Number of questions	Number of errors	Percent of errors
Explicitly stated information			
Inference			
Linking to a past text, community and world			
Evaluate			

Post-Test

Learner's name: …….. Date: ……..…..

Skill	Number of questions	Number of errors	Percent of errors
Explicitly stated information			
Inference			
Linking to a past text, community and world			
Evaluative			

APPENDIX O INTERVENTION SCHEDULE: INITIAL QUESTIONS

Intervention Schedule

Initial questions of the interview schedule

Question number	Initial question
1.	Describe the comprehension challenges of Learner.....?
2.	How go know is she comprehends?
3.	Do you ask about the characters of the story?
4.	How do you assist your child with vocabulary?

APPENDIX P LETTER OF PERMISSION: ENGLISH TEACHER

Cape Peninsula University of Technology

Miss N. Ntshikila

102 Thandabantu Street

Du-Noon

Milnerton

7441

15 March 2018

Dear Ms (Current English Teacher)

Request permission to Interview you for my CPUT Master's degree research project

I am currently affiliated with Cape Peninsula University of Technology where I am doing my Master's degree specialising in Inclusive Education. My research topic is: Comprehension skills challenges of Grade 7 English second language learners in a Quintile 5 school.

I would like to obtain your permission to Interview yourself for my Thesis as the current English Teacher at our school. I chose you as you were working with the five Grade 7 learners this year. I will be focusing on their reading and comprehension skills.

All information obtained from the interview with you will be kept strictly confidential.

Once you have given written permission I will start the interviews. Western Cape Education Department, Cape Peninsula University of Technology, and the principal of the school have granted me the permission to conduct this research during the 11 April- 8th June 2018.

Yours sincerely

Nomonde Ntshikila

Mrs/Ms. [redacted] give permission to interview yourself for your CPUT research project.

APPENDIX Q LETTER OF PERMISSION: PREVIOUS TEACHER

Cape
Peninsula
University
of Technology

Miss N. Ntshikila

I 02 Thandaba ntu Street

Du-Noon

Milnerton

7441

15 March 2018

Dear English Teacher (previous Teacher)

Request permission to Interview you for my CPUT Master's degree research project.

I am currently affiliated with Cape Peninsula University of Technology where I am doing my Master's degree specialising in Inclusive Education. My research topic is: Comprehension skills challenges of Grade 7 English second language learners in a Quintile 5 school.

I would like to obtain your permission to Interview yourself for my Thesis as their previous English Teacher at our school. I chose you as you were working with the five Grade 7 learner s from Grade 1. I will be focusing on their reading and comprehension skills.

Once you have given written permission I will start the interviews. Western Cape Education Department, Cape Peninsula University of Technology, and the principal of the school have granted me the permission to conduct this research during the 11 April- 8th June 2018.

Yours sincerely

Nomonde Ntshikila

I Mrs/Ms..... [redacted] give permission to interview myselffor your CPUT research project.

INTERVENTION PASSAGES

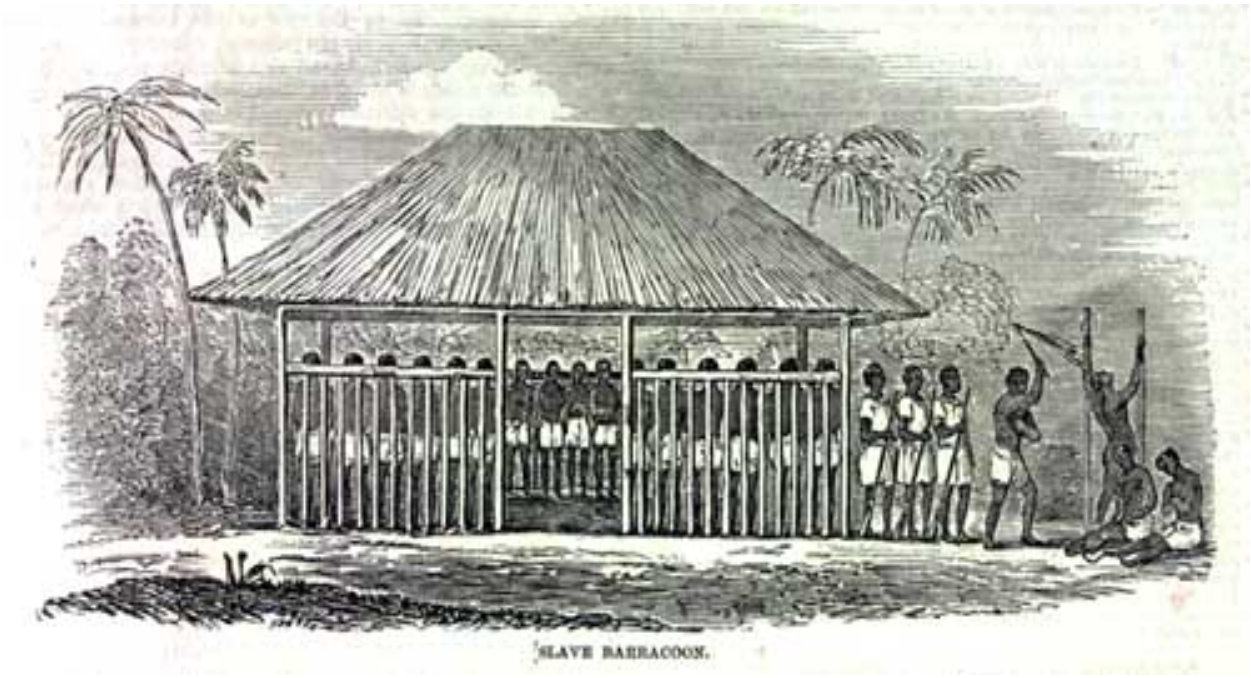
Week:2 16-20 April 2018

Slave abduction

At the beginning of the seventh century African slaves were kidnapped from their homes. Africans were often kidnapped by fellow Africans. Woman and children would also be raided and sold to the European slave traders for guns, whisky, cloth and other goods. Kings like Mansa Musa, raided their weaker neighbors and sold them. Kings also kept slaves of their own. Most slaves were used as soldiers. Europeans set bases on west African coast. Captives would be brought in the bases and were kept in barracoons until they were sold.

Week:3 23-26 April 2018

Slave Barracoons

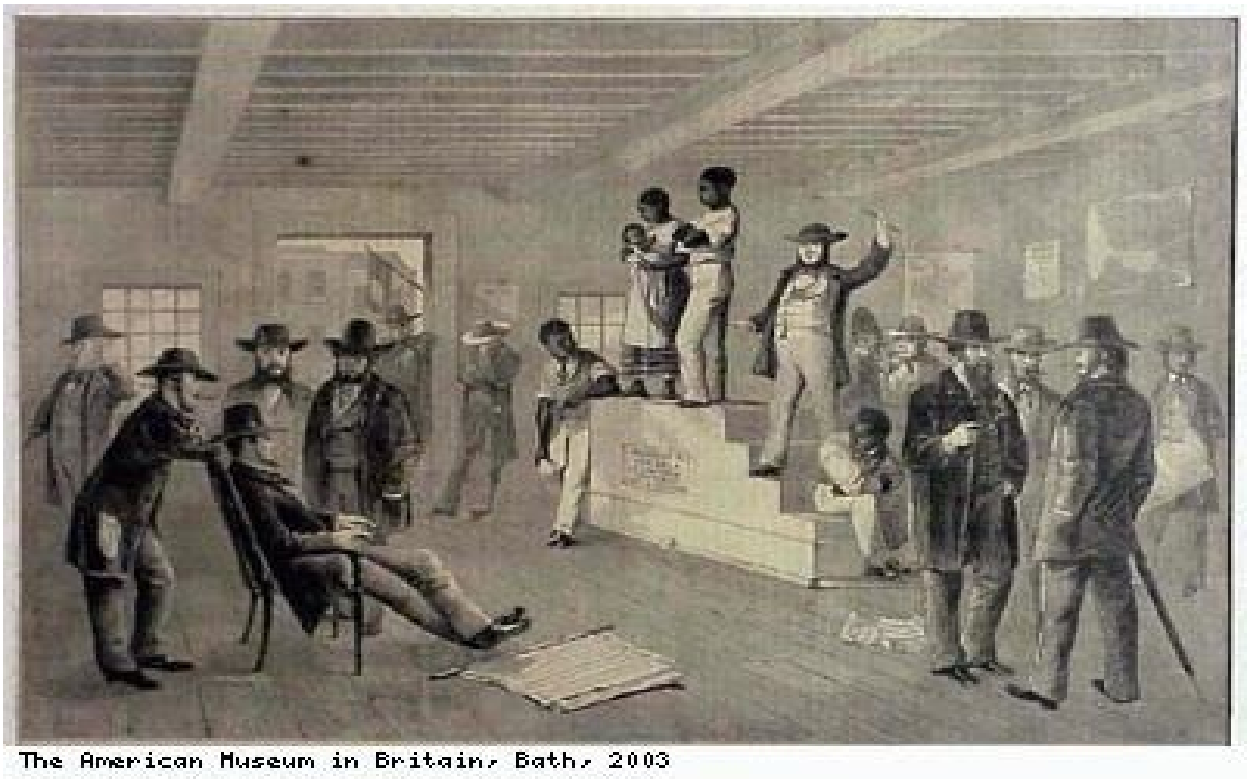


Slaves who are captured would be chained and led to march for hundreds of kilometers until they reach the coastline. Some would die of diseases and exhaustion. Once they arrived they would be put in the barracoons. Conditions in the barracoons were so poor that many slaves died. Once they were sold, the slave traders used a red-hot iron to brand them. The slaves were branded with mark of the company that had bought them. They would be taken by ship across Atlantic Ocean.

Slave Branding iron 

Week:4 2-4 May 2018

Slave Market



Slaves would be sold in the market when they reach America. Slave sales were advertised in newspapers. They were brought and sold in markets called auctions. Slave were made to stand in the line, facing the bidder. Bidder would shout out the price they were prepared to pay. The bidder who offered the most money got the slave. The slaves were brought and sold many times of his or her life.

Week 5 7-11 May 2018

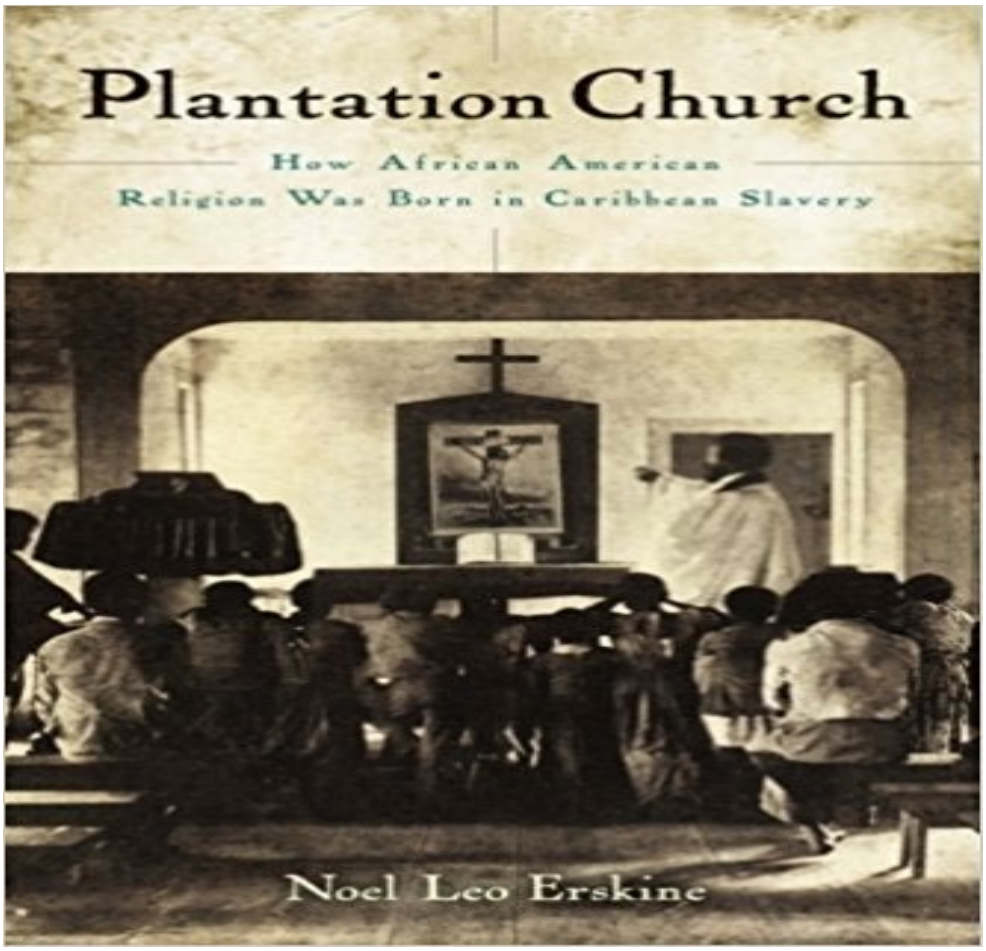
Slave life in plantations

COTTON CULTURE—COVERING IN THE SEED.—[See Page 346.]

Slaves worked from dawn to dusk. Their working conditions were very bad. They could be brutally punished. Slaves were not allowed to leave the plantations. Slave owners changed slave's African names. New names were often taken from the bible, ship they arrived in or work they did. Taking away their names as a way of breaking their ties from their home language.

Week: 6 14-18 May 2018

Slave religion



Sunday was meant for worship and family. Many masters let slaves garden, fish to supplement their own families. House servants often went to church services with their owners. Slaves had to sit in segregated sections of the church and were not allowed to sit with their owners. Many slaves maintained their own traditions with African dances and rituals. These practices were blended with Christian hymns and prayers. Slaves were not allowed to practice their own religion. Most slaves worshiped outside in an open air. Sundays they were permitted to preach what they managed to teach themselves during the week. These preachers gave hope that at least in heaven, slaves would be free and happy.

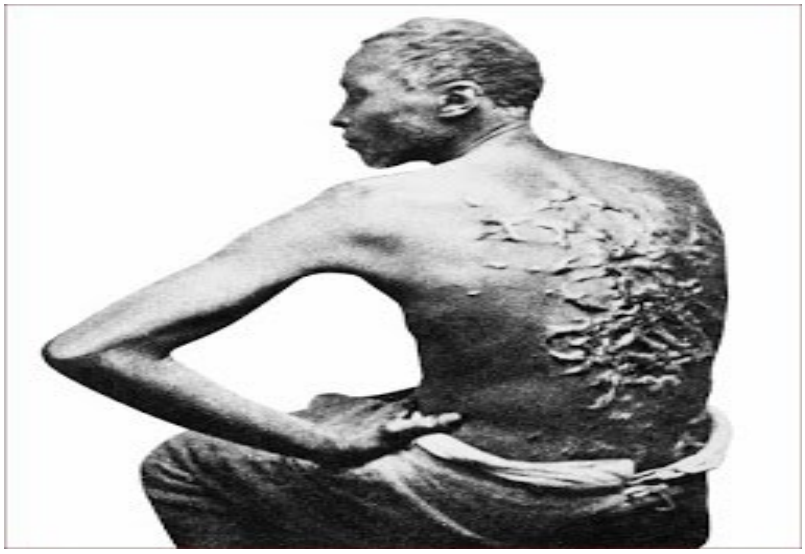
Week: 7 21-25 May 2018

Slave languages

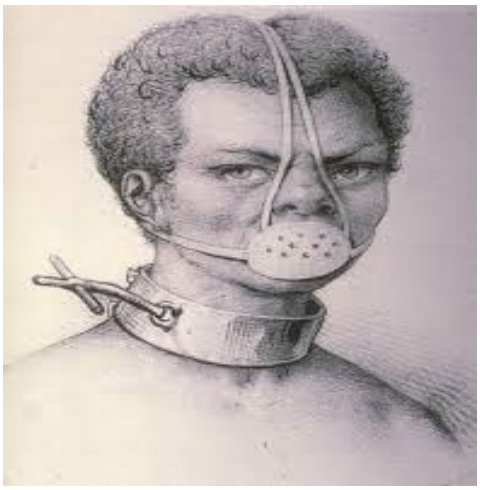
Slaves were not allowed to speak their indigenous west African language. The enslaved Africans came from many different countries in Africa. There was no single language spoken by them. As a result, new language evolved which combined some of African languages with English and French. The new language was known as **Creole**. The plantation owners often talk with slaves in Creole.

Week: 8 28 May-1st June 2018

Punishments



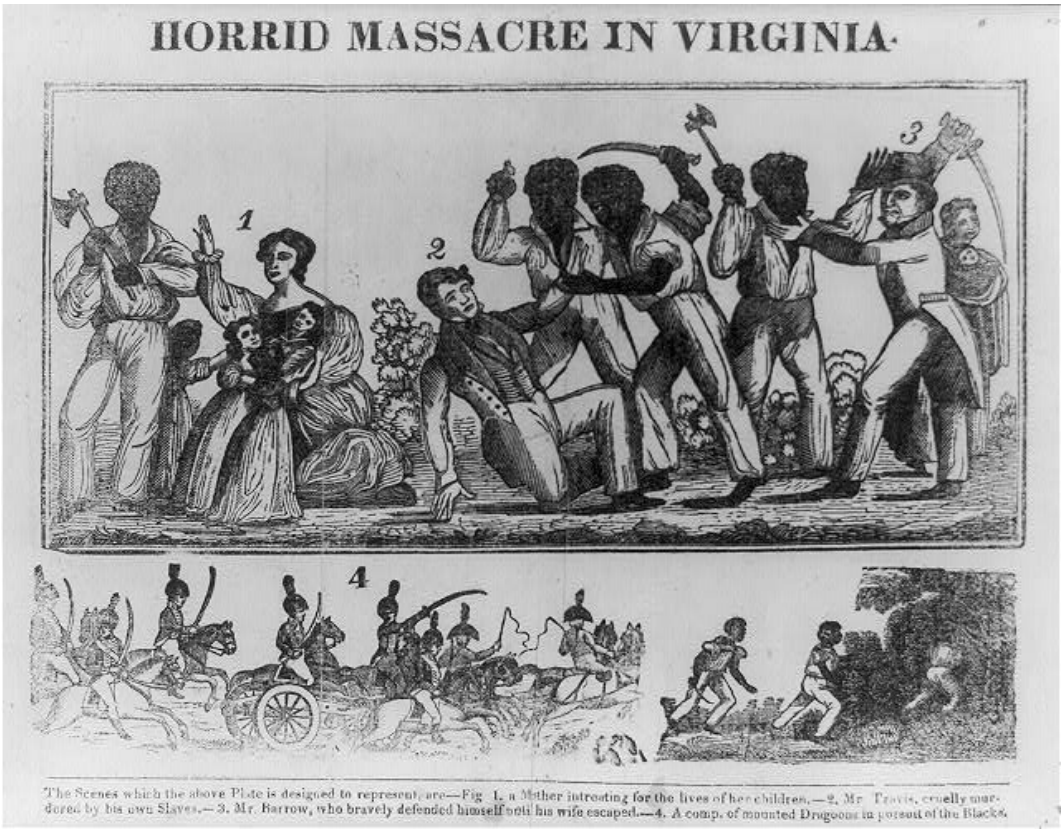
Slaves were controlled through punishments that were handed out on daily basis. The most common punishment was the use of whip. Slaves would receive between 10&100 lashes for the smallest error. Other punishments included being forces to wear and iron ring around their neck, which made



it difficult to sleep or lie down. Slaves were also forced to wear an iron muzzle which made it impossible to talk. If slaves tried to escape they would be branded with hot iron or tied up and hung over an open fire. Slaves were beaten so severely that they died because of injuries.

Week:8 28 May-1st June 2018

Slave Rebellions



Nat Turner's Revolt was the largest slave uprising in America South. He was a slave who could not read and write. He claimed to be guided by religious visions. He led a group of slaves in series of attacks in Virginia. In two days the rebels, the rebels killed approximately 60 white men, woman and children. Soldiers went after the rebels. Turner and his rebels were captured, but on trial and sentenced to death by hanging. The rebellion made the slaves owners panic. Hundreds of other local slaves were punished or killed by slave owners.

APPENDIX S COMPREHENSION STRATEGIES

Week: 2 Slave abduction 16-20 April 2018

Vocabulary matching:

Match the word in the left with the meaning in the right column.

Words		**Definition**
1. Kidnapped		a. A temporary place to keep slaves.
2. Raided		b. People who had been captured.
3. Captives		c. Centers from which slave traders work.
4. Bases		d. To attack or invade.
5. Barracoons		e. Someone taken away illegally and kept them as prisoners.

Questions

Explicitly retrieved questions:

1. Name people who sold slaves?.....

Inference:

2. Explain why Kings like Mansa Musa raided weaker neighbors and sold them?.....
   .....
   .....

Interpret and integrate:

3. Would you hurt any of your friends?
   Explain?.....
   .....
   .....

Evaluate:

4. What would have happened if captives fought back to their kidnappers?.....
   .....

Week: 3 **Slave Barracoons** **23-26 April 2018**

Anticipation Guide

In groups of five students read the statement in the left column and discuss it with members of your group. Once you have all shared your ideas the circle "A" – Agree or "D"- disagree for each person. Move into discussing the next question.

Names	Learner 1		Learner 2		Learner 3		Learne 4		Learner 5	
1. Black slaves enjoyed being kidnapped from their homes.	A	D	A	D	A	D	A	D	A	D
2. Slaves kidnapped themselves.	A	D	A	D	A	D	A	D	A	D
3. Africans were separated from their siblings.	A	D	A	D	A	D	A	D	A	D
4. Slaves fought back because they had guns.	A	D	A	D	A	D	A	D	A	D
5. Kings raided the weaker neighbors, neighbors would go and ask for a job.	A	D	A	D	A	D	A	D	A	D
6. Slaves were using buses to travel to the barracoons.	A	D	A	D	A	D	A	D	A	D
7. Slaves were chained because they wanted to chat with each other.	A	D	A	D	A	D	A	D	A	D
8. Barracoons were brick houses used to keep slaves.	A	D	A	D	A	D	A	D	A	D
9. Slaves were given labels with branding iron.	A	D	A	D	A	D	A	D	A	D
10. They travelled with Titanic ship each slave had beautiful cabins/rooms.	A	D	A	D	A	D	A	D	A	D

Cloze technique

Fill in the missing words using the words below:

Kidnapped, woman and children, Mansa Musa, weaker, captives, barracoons, captured, chained, red-hot iron

1. Slaves who are_____would be _____ and led to march for hundreds of kilometers.
2. Kings like_____, raided their_____ neighbors and sold them.

3. Africans were often _____ by fellow Africans.
4. _____ would also be raided and sold to the European slave traders.
5. _____would be brought in the bases and were kept in _____ until they are sold.
6. Once they are sold, the slave traders used a _____ to brand them.

Week: 4 **Slave Market** **2-4 May 2018**

Magic Square

The words are in the left of the column. Find the correct meaning on the right column.

A	**Market**	1	Found in a newspaper
B	**Advertised**	2	Slaves specials
C	**Auction**	3	Person who buy slaves
D	**Bidder**	4	Owned by the master
E	**Brought**	5	Paying money for slaves
F	**Offered**	6	Public sale which slaves are sold
G	**Slave**	7	Person who has the most money
H	**Sold**	8	Similar to a shop
I	**Sales**	9	Purchase

In the square below put the corresponding number in the block.

A	**B**	**C**
D	**E**	**F**
G	**H**	**I**

Sentences

1. Advertised.....
   .....
2. Auctions.....
   .....
3. Bidder.....
   .....
4. Market.....
   .....

Week: 4 **Slave Market** **2-4 May 2018**

My turn - Your turn

Before/Input Reading

The title: "The Slave Market"

Connection question: Tell your friend sitting next to you about slave market

Prediction Question: "I wonder what the story is about"

Find difficult word and write sentences: Advertised, Auctions, Bidder, Market

Share your sentences with your partner

Share with the group

Group will read the passage to compare the way author uses these words: advertised, auctions, bidder and market in the sentences

During Reading

Read the story……

Think Aloud

"I wonder what was sold in the market? Can I substitute the word market with……?

Continue reading

Think aloud

I think ……were the people who bought the slaves.

Who are the bidders? Do you think bidders are in important in our lives?.....

.....

Continue reading

I wonder what it means to be sold as their lives? Spar supermarket sold many cakes per day. What was sold mostly in the Grade 7 market day last year?

After/task reading

Assessment task

Go back to your words that we discussed at the beginning of this lesson and revise the meanings of them. Who would share their sentences and meanings that they had to change after reading the passage?

Week: 5 **Slave life in plantations** **7-11 May 2018**

Feature Matrix

Compare characteristics of slaves and masters.

	Slaves	**Masters**
How would they be treated?		
What clothing would They wear?		
What food would they eat		
What religion would the follow?		
What language would they speak?		

Week: 6 **Slave life in plantations** **14-18 May 2018**

Readers Theatre

Topic: Slave Religion

- Teacher will discuss Readers Theatre to the learners. She will give an overview of what they need to do.
- Vocabulary
- Learners will read the story of this week
- They will highlight their roles in the script
- Teacher will provide time for a practice
- Learners will perform the script
- Will take turns to be the masters so that they can be able to reflect after

Reflection

.....

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Week: 7 **Slave Language** **21-25 May 2018**

Anticipation Guide

in groups of five students read the statement in the left column and discuss it with members of your group. Once you have all shared your ideas the circle "A" – Agree or "D"- disagree for each person. Move into discussing the next question.

Names	Learner 1		Learner 2		Learner 3		Learner4		Learner 5	
1.Slaves came from American countries.	A	D	A	D	A	D	A	D	A	D
2.Slaves could speak their own language.	A	D	A	D	A	D	A	D	A	D
3. Slaves were allowed to speak a single language.	A	D	A	D	A	D	A	D	A	D
4. The single language that the slave spoke was taken from the Bible.	A	D	A	D	A	D	A	D	A	D
5.The new language was called Christian language.	A	D	A	D	A	D	A	D	A	D
6.Slaves were not able to speak the new language.	A	D	A	D	A	D	A	D	A	D
7.Slaves were multilingual	A	D	A	D	A	D	A	D	A	D
8.Slaves were allowed to speak their indigenous languages.	A	D	A	D	A	D	A	D	A	D
9.The slave language was a mix of English and Indian.	A	D	A	D	A	D	A	D	A	D
10. American slaves were later called Negroes.	A	D	A	D	A	D	A	D	A	D

Cloze technique

Fill in the missing words using the words below:

Plantation owners, Allowed, Enslaved, Language, English and French, Creole, Africa.

1. The new language combined some African languages……
   ……
2. The new language was called……..
3. The …… often talk with slaves in Creole

4. Slaves were not ……to speak their indigenous west African language.
5. The ……Africans came from different countries of…….

Week: 8 **Slave Market** **28 May - 1st June 2018**

Magic Square

The words are in the left of the column. Find the correct meaning on the right column.

1. Punishments	A. Having a difficulty to talk
2. Lashes	B. Running away from the plantation
3. forced	C. Red hot iron
4. Muzzle	D. Causing a very great pain
5. Escape	E. An instance of being injured
6. Branded	F. To be guided
7. Severely	G. To do something you do not like
8. Injuries	H. Rough treatment
9. Controlled	I. Suddenly try to hit

In the square below put the corresponding number in the block.

A	**B**	**C**
D	**E**	**F**
G	**H**	**I**

Questions

Explicitly retrieved questions:

1. Name the common punishments that were used to punish slaves?.....

Inference:

2. Explain why they would receive different punishments?.....

Interpret and Integrate:

3. Would you hurt any of your friends? Explain?.....

.....

.....

Evaluate:

4. Do you think slaves enjoyed iron Muzzle?
Explain?.....

.....

Week: 8 Slave Rebellions 28 May - 1st June 2018

Vocabulary matching

Match words below with definitions

Words	**Definitions**
1.Revolt	When a group of people use violence to try to change their situation.
2.Uprising	Something is almost , but not completely, accurate or exact.
3.Vision	When people take strong action against their government in order to change something
4.Rebels	An attempt by people in a country to change their government by force an armed uprising using weapons
5.Approximately	Rebelled to oppose or fight against teenagers often rebel against teenagers often rebel against their masters.
6.Rebellions	Something you seem to see as part of a powerful religious experience

Answers

1……

2……

3……

4……

5……

6……