

READING AND RESPONSE AS FACILITATION TO THE TEACHING AND LEARNING OF SECOND/FOREIGN LANGUAGE**John Wankah Foncha, Thinavhudzulo Mafumo, Jane-Francis A Abongdia**Department of LSEMS, School of Education,
Faculty of Humanities, University of Limpopo &
Faculty of Management CPUT**Abstract**

The main purpose for this study is to find out the different approaches and strategies that can be used in the classroom towards teaching student's reading skills. This is in view of the fact that reading brings about the development and competency that is critical for literacy. Based on this, Classroom teaching for reading instruction needs to be considered as a critical factor in preventing reading problems and as such, should be the central focus for change. The objectives included enabling students to successfully learn reading in order to promote their' reading to such a level that they can continue reading to learn and not learning to read. Methodologically, the study is premised within the interpretivist paradigm based on a qualitative research method. It is a case study design. The population comprises all fourth year English teaching methods class. The data collection tools included documents, participant observation and journal entry. The findings showed that reading can be easier if it is taught and carried out as social practice with academic purpose. The paper recommends remediation in the form of tutorials or coaching.

KEYWORDS: Reading and Response, Reading Culture, First Additional Language, Constructivism, Social Practice, Meaning Making

Introduction/ Background

Reading is a way of recognizing letters and words and being able to get meanings from the text. In this regard, Ezc (2006) argues that, when one reads, she/he combines the same letters which can be used to form the different words with different meanings in other languages. This simply means that the recognition of the actual word is not enough on its own to constitute reading. Therefore, the key to reading is for the reader to understand the text and to be able to get relevant meaning out of it even though it might be quite complex to understand without proper exposure. This is what Linake (2015) refers to as language study as a social practice.

In view of this, Blommaert (2008) argues that:

What we, in everyday parlance, call 'writing' [reading] is a very complex set of semiotic practices that involve the visualization and materialization of ideas and concepts, their achievability and transferability across time and space. Any consideration of writing/[reading], consequently, is forced to address material aspects as well as ideational ones, and both categories of aspects are of course in turn lodged in social, cultural, historical, economic and political contexts (Blommaert 2008:7).

In order words, the quotation emphasizes the importance of context in meaning making. That is to say that for someone to be able to make meaning from a text, that individual needs to understand the background to such a text. In view of this, Foncha et al. (forthcoming) argue that:

the complexity that is hidden by the simple word 'writing' or 'reading' is tremendous, and many studies of writing/reading have been plagued by the legacies of this suggestive simplicity, assuming a degree of homogeneity in the practices, their products and functions, which can no longer be sustained (Foncha, Sivasubramaniam, Adamson and Nunn, forthcoming: 68).

Based on the above, people read for so many reasons. Some read for pleasure whereas others read for a purpose. In light of this, the manner a person may attempt to choose a text to read would revolve around the reason he/she is reading for. The researchers' interest in this paper is to focus on students reading and response in English FAL to enable these students to read to learn rather than only learning to read. Therefore, we tried to find out whether reading in a foreign/first additional language is different from first language or mother tongue. The only problem of readers in a foreign language is that people are not conscious of or aware that even if a text is

written using a different alphabet or characters, it might be written from right to left, or bottom to top, but fundamentally the same processes are going on (Satija, 2002). Otherwise, reading is a skill that each and every individual develops. Based on this, once students see texts that they are unable to decode because they are not able to recognize the words and meaning in a foreign language, they may start to panic and end up finding reading difficult. Therefore for anyone to become a good reader, there is dire need for that person to develop reading skills.

An associated assumption is that when learners have difficulties with using reading as a tool for learning then their comprehension problems are a product of limited language proficiency (Linake 2015: 3). This can then lead to the idea that language proficiency and reading ability are alike (Pretorius, 2002). It must be noted that, although English is used as a main language of teaching instruction in South African schools, poor literacy results cannot be solely attributed to second language/FAL instruction as teachers and learners are struggling with literacy in the African Languages as well as English (Pretorius and Machet, 2004). Improving the language proficiency of learners does not automatically improve their reading comprehension. Attention to reading improves reading skills and as such, the actual implementation of this policy in various contexts is complicated by socioeconomic, political and social factors that are pushing the drive towards English as a language of instruction (de Wet, 2002).

In view of the issues and insights raised above, there is evidence of the lack of comprehension skills, which forbids students from focusing on and retrieving explicitly stated information (Banda, 2009). It is needful on this account to stress that the lack of reading can impact negatively on learner's ability to make straightforward inferences, interpret and integrate ideas and information as well as examining and evaluating content using the language of learning and teaching. In addition, students also have difficulties in identifying language and textual elements and the purposes for reading, which include the examination of literary experience and the ability to acquire and use information appropriately (Linake 2015). As a result, they also face difficulties with reading which might be considered as the cause of poor academic performance and even drop out in their overall academic undertaking.

Aim and Objective of the Paper

The main aim of the study is to explore how students can be trained to develop their reading skills in LoLT (English). The objectives include:

- Inculcating a reading culture among students
- Coming up with strategies that ease the teaching of reading

Literature Review

English dominates in academia in South Africa since it is used as the medium of instruction in most schools. In this regard, students do not have any other choice but to communicate and interact with each other using English despite the fact that it is first additional language (FAL) to most of them (Foncha and Sivasubramaniam, 2014). This affects more students particularly those who were not fortunate enough to be exposed to English at an early age (Banda, 2009). With such a situation, they may fear to express themselves freely and are therefore struggling even to comprehend reading which can easily lead to poor responses to texts. In this case, the researcher decided to discuss the above mentioned topics as part of the literature with a view to show how language context can influence both language preference and language behaviours on conditions under which languages are learnt and used both in formal and informal contexts (Foncha, 2013). In this study, EFAL students use English only in formal conditions because it is the lingua franca in the country at large and the institution under study in particular.

Although reading ability alone cannot guarantee academic success, it is highly likely that a lack thereof can function as a key barrier to academic achievement (Pretorius, 2002). Alexander (2006: 7) says that "Language medium policy and practice in and of themselves are required but not a sufficient explanation of poor academic performance. There are many other factors that are part of the causality. Of these, socio-economic status, teaching methods and parental involvement are probably the most important". Classroom teaching for reading instruction needs to be considered as a critical factor in preventing reading problems and must be the central focus for change (Moats, 1999). As such, teachers' acquisition of the teaching skills necessary to bring about the development of literate language competency are critical, especially as

there are many assumptions largely unquestioned in South Africa about how to teach reading and writing and which languages to use and what counts as high quality practice in classrooms (Banda, 2009).

In an attempt to respond to this, Stoller and Grabe (2001) emphasize that the requirements for the development of reading fluency requires that teachers as well as curriculum developers determine what instructional options are available to them and how to go about the optimal pursuit of instructional goals in various contexts. Overall, regardless of the medium of instruction, the accepted assumption in South Africa is that after the foundation phase of schooling, a phase in which to master basic literacy, numeracy and life skills, learners should be prepared to make a change from “learning to read” to “reading to learn” during the Intermediate Phase of schooling using the default language of instruction, which in many cases is English (Lessing and de Witt, 2005). As such, the intermediate phase teachers may, as guided by the national curriculum outcome objectives and policies, anticipate that learners entering their classes should be able to read effectively enough to allow for the mastery of learning area content. However and to the frustration of teachers, the learners for various reasons are not able to read as expected.

In light of this, Dyers (2003) highlights that teachers, in certain schools in the country, feel that the current South African LiEP, which calls for the switch to English instruction after grade 3 in the schools where a majority of the learners are English first additional language speakers is contributing to educational failure amongst learners. Furthermore, Dyers (2003:61) contends that educators are struggling to respond adequately to the increased linguistic diversity found amongst learners in their classrooms. As Heugh (2006) affirms, most learners who have to make the transition to “reading to learn” in grade 4 “fall into the gap between learning in the mother tongue and learning through a second language of education, English.

Most teachers do not know how to help their learners successfully to bridge this gap”. Recently, planned alterations to the current LiEP have been announced (Pandor, 2006). Amendments to the policy may lead to the promotion of a further two years of mother tongue education. In effect, this means that the

switch to English is now more likely to occur at the beginning of the grade 7 for those learners who have been learning in languages other than English or Afrikaans from the beginning of formal schooling. This shift in policy is in line with a large corpus of research into bilingual education “best practices” (Alidou, Boly, Brock-Utne, Diallo, Heugh and Ekkehard Wolff, 2006). Nonetheless, despite this proposed change to six years of mother tongue education, if learners still have not developed the literacy skills and reading proficiency needed to cope with academic tasks and for academic progress, then there may be little change to learners’ poor academic performance outcomes. In South Africa, reading problems tend to be masked by language proficiency issues.

Theoretically, this paper is premised with language learning as a social practice. In view of the hegemonic nature of English, students need to participate actively in class, joining in interactive language learning tasks in order to promote socialisation among them since they acquire and understand language easily when they socialise with their peers (Foncha and Sivasubramaniam, 2014). This is the reason why the social constructivists see reading, like learning as a social practice. This means that the social context affects when you read, what you read, where you read, who you read with and, of course, why and how you read. This is evidenced by Dudeney’s (2003) observation that Interacting with a text can involve practices as diverse as reading instructions, scanning a newspaper or reading an academic article. It is the same way that responses emerge from the reading of a given text from a diverse classroom. This is meant to propose that, responses to the text are based on the experiential knowledge of the students for them to come up with interpretations.

He further proposes the following strategies to show how the social constructivist theory can be translated into actions for teaching English First Additional Language (EFAL). Dudeney (2003) also states that the constructivists believe that a learner learns best when she/he is actively engaged since the learner is viewed as one who acts on objects and events within his or her environment and in the process tend to gain understanding and can then derive meaning of those objects and events. This means that, the theory of constructivism looks at the way a learner learns. Moerk (1994) shows

that educators should be aware that the best way to learn is by having learners construct their own knowledge instead of having someone else (teacher) to construct it for them. This is reflective of the ecological perspective to language learning that requires affordances to make language learning a form of socialisation. With regard to the constructivist theory, learning is an active process of creating meaning from different experiences (Foncha, 2013). In other words learners learn best by trying to make sense of something on their own with the teacher as a guide to facilitate them along the way. In view of this, constructivism is extremely relevant to contemporary educational transformation and to the changes taking place in the institutional practices of South African Universities. This can be evidenced by the state of flux within South African tertiary education.

Based on the above theory, the following models can be used in FAL classroom situations. They include: study skills, academic socialization and academic literacy. These models can assist students to adapt new ways of knowing: understanding, interpreting and organizing knowledge through reading and response, as well as to explore and respond appropriately. According to Lea and Street (1998), "study skills are the set of atomised skills which students have to learn and which are transferable to other contexts." A study skills approach emphasizes grammar, punctuation and spelling in writing and reading. This approach is very useful to students because if they are aware of grammar, punctuation and spelling, it can be easy for them to carry on with reading without obstacles because they would be able to know when and how to pause during reading. This would also make them to be able to pronounce words properly due to a proper exposure to spelling activities.

The second approach outlined by Lea and Street is academic socialisation. Here, the task of the tutor/adviser is to induct students into a new culture, that of academy. This approach is concerned with the students' orientation to learning and interpreting learning tasks through conceptualization. Lea and Street (1998) favour a third approach which is academic literacy that views literacy as a social practice. It views reading and learning as issues at the level of identities rather than skills or socialization. They further assert that "Academic literacy that practices reading within disciplines constitute a

central process through which students learn new subjects and develop their knowledge about new areas of study" (Lea and Street (1998: 158). Moerk (1994) strengthens the above models by highlighting other relevant models such as; asking question which allows learners to ask each other questions and that encourages communication, critical thinking and inquiry among themselves. In this regard, it is meant to create awareness of the author behind the text setting and to let them work independently. That is to let them read in areas which interest them, for example, exposing them to sustained silent reading. Using Macro tasks such as producing a web-based magazine for the school; contact an advertising campaign; Produce a radio broadcasting on local radio and role play, and encourage and promote frequent presentations. These approaches may challenge the traditional belief of EFAL teachers or class since students are drawn into energetic participation in text events. By so doing, they are entering into active dialogues with texts which is a form of socialisation (Moerk, 1994).

Methodology

The study adopted the interpretativist paradigm which is underpinned by observation and interpretation, thusto observe is to collect information about events, while to interpret is to makemeanig of that information by drawing inferences or by judging the match between the information and some abstract pattern (Angen, 2000). The main reason and belief is that all human interpret and understand things differently in a social context. This can be achieved by iterating between considering the interdependent meaning of parts and the whole that they form. In this study, the researcher's approach to students was to give the texts and divide them into groups where they were expected to read, interpret, analyse and share ideas among themselves and then respond. The students were asked to keep journals on their progress, which form part of the data. The study is premised within the qualitative research method because issues of language cannot be understood statistically. Said differently, this study was based on the subjective views of the students and as such, context based. It is a case study design focusing on the student s of English methods from the Faculty of Education, University of Fort Hare. The population comprised all forth year English teaching methods class. The data collection tools included participant observation and journal entry. For the purpose of this paper, a sample of

nine students was made use of, based on their academic performance. They were classified in three groups of three labelled as high, medium and low.

Presentation and Analysis

The main issue that is being investigated in this study is Students' reading and response. The data that was collected was more about response and reading processes from small numbers of detailed reactions than from large numbers of one-word judgments. The researcher decided to use selected strands of the data that relate to the particular stages of the programme in order to get a better picture of the students' development in reading and response over time. These strands are as follows: first entry, second entry and third entry. In the first entry, students submitted their first attempt to the journal and the researchers read them and made relevant comments before returning the journals to students for corrections. When the students have done their corrections, they were then required to submit again as the second entry. The motivation behind this was to create a written conversation between the researcher and the students. This approach really worked since the researcher and the students had a conversation among themselves throughout the written work and then the researcher commented on the pieces of work they have produced. In this activity, students had a complete control over the topic and the researcher would respond to them, mirroring the length and depth as well as modelling good writing for them in order to assist them to improve their understanding in whatever they read, watched and then listened to. This improved students reading and response towards any text they attempted to read and interpret.

In the second entry, the students submitted the corrected work from the researcher's comments and they also shared the difficult lives they experienced daily. This kept the student in touch with the researchers because they had to read and comment before returning the journal for corrections to the students. At the second entry, most students improved a lot in writing in their first additional language and they seemed to enjoy journaling more because of their experience which made them to share their stories with the researcher.

The third entry was the final entry where the researcher awarded marks according to the

assessment criteria. At this final entry, the researcher realized that most of the students learnt a lot from this approach. They were in control and managed to take care of the grammar mistakes since they were very few. The researcher was also impressed with the way they presented issues in a very logical manner. This showed a huge improvement in both reading and response through writing since students managed to mirror the length and depth as well as modelled good writing. This was proven by student's ideas which were flowing coherently since at this point of the entry they chose to write about different topics such as politics, sports, celebrities, movies, education news stories etc.

The researcher here is trying to narrate and construct stories of the students reading and writing which led to student's journals as evolving accounts of literary engagement and response in English as their First Additional language. This simply refers to student's absorption, involvement, commitment and enjoyment in the reading process. Such an engagement nurtures readers' intuitive responses to literary interpretation and aesthetic judgement which might serve as contrast to the intellectualized literary analyses modelled on critical dogma which this research holds in disdain (Rosenblatt, 1978).

The following extracts are from the journals written by the students concerning their feelings of inadequacy and insecurity.

High 1:

English on its own is very difficult since it is our second language. It's a bit challenging to read and respond appropriately in writing without changing the text meaning.

High 2:

My vocabulary is very poor in English. I can't read and understand the text properly and then respond by writing without having so many grammatical errors and the spelling.

High 3:

When I read any reading materials alone at home or listening to anything in English it is not clear. I need someone to explain more before responding by writing.

Average 1:

„Many texts are very difficult because we are expected to read the one written in English and then respond in English too“.

Average 2:

I wish our lecturer can give grammar exercise in each text and explain before we expected to respond.

Average 3:

We were told to choose any reading materials or watch any programme with our interest, read or listen and then write our views. I don't know many difficult words and ideas. How can I read all of them and respond in English properly?

Low 1:

We are expected to reflect on readings, class discussions, our own ideas/interpretations and reactions to what we have read or watched or listened to. In my case I don't do it correctly though I always try because it is not that easy since I am not confident enough with my English. It is terribly poor.

Low 2:

My lecturer on her comments doesn't tell correct answers. She/he always want me to read more and more and then discuss.

Low 3:

The lecturer wants me to read and apply mind, but I don't do it as expected. I always get it wrong.

At stage 1, all the students' responses above indicated the challenges that they encountered when dealing with the journaling since they had to read, listen and watch everything before responding in the form of writing in English as their FAL.

At stage 2, most of the journal entries revealed references to people and places featured from different stories taken from different media attempted by students. Other journal entries focused on different challenges some of the students encountered in their families, people's behaviour, habits, and attitudes. It was interesting and motivating to realise that most of the students had begun to view their lecturer as an amiable facilitator rather than a traditional pedagogue. The following data support this observation from the students' journals concerning their growing awareness which encouraged them to think about aspects of human existence that they shared with their equals in other cultures.

High 1:

My lecturer advised me not to be afraid even if the story or any reading I have chosen is difficult. He/she advised me to continue reading and try to vary them by choosing some simple and interesting ones and it will be easy after sometimes. So I do not panic anymore.

High 2:

If I don't understand I must wait and try another time and the other ones.

High3:

I failed to get the message properly from what I have read. But no problem I will read it again.

Average1:

If I get a problem my lecturer always tells me not stop but keep on trying. This really encouraged and motivated me very much since I have discovered that the more I keep on reading and writing in English, the more I have managed to understand things better and be able to respond as expected. This gradually boosted my self-esteem since my English is improving gradually.

Average 2:

I have taken my lecturer's advice from the comments on stage 1 entries. I am not afraid to make mistakes when writing my view in my journal since that is the learning curve.

Average 3:

My lecturer gave me confidence to make mistakes since I am learning from them. I always re-read my views and edit them before submission.

Low 1:

She/he told us to look for the difficult words we come across while reading in the dictionary since this improves our vocabulary in English. She/he advised us that more words means more knowledge.

Low 2:

I am now able to write stories about my life and challenges am facing with confidence through the journal experience.

Low 3:

I can feel that my reading and writing skills have improved a bit. But I still make grammatical mistakes when trying to review my reading in writing.

At stage 3, the students had enough exposure to media journal which developed their reading skills and improved their interest towards a reading culture since they have managed to understand and respond properly in their writings from the lecturer's comments towards the different stories they have read, listened to and watched. This extended their repertoire and they were therefore progressively able to enjoy a wider range and variety of texts which made different demands on them just like reading and analysing thoroughly before responding appropriately. At this stage, students showed their proficiency in reading and fluency in writing in English, their first Additional Language.

The data below would be presented by the researcher through the student's responses which are based on theme of proficiency in reading and fluency in writing English FAL. The following responses would be presented under the following category of High, average and low.

High 1:

I read the story from one of the magazines. The writer was trying to expose the readers to transformation of nature and time. He described the different perceptions in different time at the same place by using very powerful words to show his feeling. I now understand the implied meanings largely.

High 2:

I read the story from the internet source which was about a youth couple. For my opinion I think their love was on the wrong way. They were not ready to marry each other. This resulted to conflicts almost every day. The couple was not happy at all. This is very sad situation and not healthily for any human being at all.

High 3:

I listened and watched the programme from TV on how to encourage children to obey and follow their culture. This showed the importance of being obedient and the consequences of disobedient children. I see the dilemma in the in the programme, if you obey and respect your culture, you will always be safe and get support from the elders. But if you don't obey and respect the culture, you will end up lost and become a wonderer with no belongings. To me I have learned how influential and powerful cultures could be to

people's life. It is good for one to know and follow his/her culture.

Average 1:

I listened to a very story from the radio about one family. The story was about the mother and the daughter who loved and trusted each other. But when time goes by, the daughter betrayed her mother's love and trust and she completely lost it. The daughter tired and worked hard to win her mother's love and trust back again but that was late because the mother died because of heart attached. She was left alone and helpless. I learned that in life, children should respect and acknowledge the love and trust from their parents and learn that they always want what is best for them.

Average 2:

I have listened to a sad song about family. The father did not have a communication skill at all. This created a huge gap and mistrust between the family. I thought this is one of the sad songs since this destroyed the family relationship because the father spend more time at work thinking about money and aware that he was neglecting his family.

Average 3:

I read the text Sons and Lovers. There is an angry father. Children fear him. I feel pity for Paul. He doesn't want to tell his father about his prize because he is so afraid.

Low 1:

I have realised that my English is highly improved since I can be able to read any text or book in English and be able to analyse it accordingly with confidence compare to the previous years.

Low 2:

At this level, we are in the position to get the meaning properly from the figurative language of any sort of literature and this has encouraged us to attempt „image-evoking conceptualizations“ in order to experience our personal constructs at a subjective and emotional level.

Low 3:

We have drastically changed our negative attitude we had towards reading before we were exposed to journal's activity since this really improved our reading skill in English. In view of this, the journal entries have acted as stimuli to the students in regulating their

behaviour and participation towards FAL instead of being controlled by the existing stimuli. In using the space provided by the journal to regulate them, the students made a crucial attempt to regulate their higher mental processes such as belief, creative/critical thinking and emotional involvement.

Discussion

In this regard, literacy is seen as student's key to master education curriculum. Students can become literate in terms of proficiency and competence only if their teachers are willing to initiate their growth in reading and writing (Linake 2015). This can only be possible if teachers get enough support from higher education in South Africa by being exposed to the reading strategies, programmes, instructions and frequent training. This should be properly monitored and supervised by literacy experts or specialists in order to ascertain that there is progress in teachers. In view of this, Dyers (2003) states that there are numerous challenges in South Africa as a developing country which affect and delay the development of learner's literacy due to specific challenges. She moans about the lack of any promotion for multilingualism, insufficient opportunities for learners to learn in their own language which has resulted to a lack of learners' overall literate language abilities and also a lack of learners' English literacy to the level where they cannot continue to use it as a medium of instruction after the foundation phase.

Reading culture can be regarded as the process that contributes and increases learners' positive attitude towards reading over a period of time (Nssien, 2008). This means that for the students to be successful academically, they need a proper exposure and appropriate strategies in reading to build and enhance their foundation which can assist them to acquire other academic skills easily because they can contextualise the concepts from different fields of their studies. In this regard, learners may be able to understand the information and use it as a bridging gap between knowledge and ignorance (Nssien, 2008). Based on this, this study suggests that reading culture should be seen as the most important factor for students' success in education and in the modern complex society which imbibes reading as the basis of growth and development.

In light of this, there is no doubt that learners can develop a positive attitude towards reading only if they get full support at an early stage from their surroundings. This can be achieved by them being exposed to different strategies that can make reading to become interesting and a part of their lives. In view of the constructivist, ecological perspectives and affordances, a conducive environment and harmonious atmosphere like home, school and peer groups reading can be much affective and effective since students are exposed at an early age by their parents, friends and teachers to reading. Such an exposure can shape their minds and they may be able to acquire basic skills in reading to become independent and competent at a later stage. This is evidenced by Nwabueze (2011) who argues that an environment plays a very significant role in the development of reading culture of the learners. This means that the lack of proper exposure and support for children at an early stage can affect them negatively and may result to bad attitude towards reading later on.

It has been noted that children with positive reading attitudes tend to be willing and may volunteer to read because they enjoy it (Linake 2015). This effect can lead to proficient and lifelong readers. On the other hand, children with poor attitudes toward reading may only read when they are forced to since they totally avoid reading and even refuse to read altogether (Satija, 2002). In this regard, the child's attitude toward reading may have a profound impact upon his or her overall academic progress. That is the reason why teachers, parents and peers should take this seriously in assisting to change a child's negative attitude towards reading by giving full support that can make the child to understand the importance of being proficient in reading.

Children should be educated so that they become aware that reading is important for the development of their language skills and acts as a factor which influences the growth of their intellectual and emotional beings. Satija (2002) further observes that if the child is exposed enough to reading, he/she becomes empowered and knowledgeable which could enable him/her to participate freely in the social, religious, cultural and political life. It is within this eavesdrops that this researcher is anxious to find ways of instilling a positive reading attitude in the students. In effect, it can only be achieved through a partnership between

parents, teachers and more focused peers to elevate the culture of reading in students.

The more reason why these learners can be able to enjoy reading is because they are able to enjoy the act of reading by getting other world views which is a form of response to what they are reading. The study views literary engagement as a continuous process of reading development. Therefore, the researcher needs to underline the belief in literary engagement as evidenced in the reading process of the students in this study. This suggests that “intuitive and aesthetic responses seen through the data lay the groundwork for a continuous development and of reading through the love for reading and writing” (Sivasubramaniam, 2004). By laying the groundwork for cognitive, affective and actional dimensions in the process of reading, it can help to develop an aptitude for reading. In this regard, the data signalled the difficulties people had during the apartheid era. The suffering of black South African people moved the students emotions badly since most of them were victims of what happened to their elderly people from their different communities.

It is also needful to develop a reading culture in the learners from high schools as a way of building a proper foundation in reading before the students come to higher institutions. This would increase learners’ positive attitude towards reading and they would be able to master it and become competent and successful not only in language but also in other academic fields of their studies since they would have acquired the necessary skills. This means that parents should also be involved in their children’s education by working closely with the teachers in order to support their children so that they can realise the importance of reading and take it seriously. Parents’ involvements in children’s education can play a very significant role because literacy is crucial for children and that the path to strong reading and writing skills begins from home.

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