

**EXPLORING VIEWS OF EDUCATORS ON THE
OUTCOMES OF THE READING CAMPAIGN**

BY

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Signature.....

DECLARATION

I, HLENGIWE ROMUALDA MHLONGO hereby declare that this dissertation, entitled **“EXPLORING VIEWS OF EDUCATORS ON THE OUTCOMES OF THE READING CAMPAIGN”**, is my own original work and has never been submitted to any University for the award of any degree. All the sources used have been acknowledged in the form of references.

CANDIDATE’S SIGNATURE.....

CO-SUPERVISOR’S SIGNATURE.....

SUPERVISOR’S SIGNATURE.....

DEDICATION

This dissertation is dedicated to my two sons Linda and Bonga Mthembu, my late parents for instilling the importance of education and finally to my entire family for their never failing support.

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I wish to thank God Almighty for the wisdom, strength and perseverance He gave me to complete this project.

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ABSTRACT

The purpose of the present study was to understand the efficacy of the reading campaign in improving learners' competences in reading. The study was conducted in the northern KwaZulu-Natal province, and the researcher chose Uthungulu district as the field of study. The study was conducted in senior phase schools under Mthunzini circuit in Uthungulu district with a sample size of sixty educators. Educators answered a questionnaire with closed and open-ended questions. A questionnaire was administered to educators to solicit (a) their views on the implementation of the ELITS' reading campaign, (b) their awareness of the campaign and (c) the availability and accessibility of the quality reading collections supplied by ELITS to schools.

The findings revealed that majority of the educators are not aware of the ELITS reading campaign, their knowledge of the campaign is limited and they are not even aware of the objectives and time frame of the project. The implementation of the ELITS campaign was not monitored as a result some schools do not engage learners in reading activities and they do not regard it as a skill that must be taught. The distribution of relevant reading material is not made readily available to the majority of schools, the majority of schools do not have libraries and library personnel; as a result it is hard for learners to access reading materials; thereby impacting negatively on learners' competences in reading.

Based on the findings the researcher realised that the objectives of the ELITS reading campaign were not achieved due to poor planning for the campaign, lack of training for the educators, lack of monitoring and evaluation of the project and time frame for the project was not clearly stated. The study recommends that reading campaigns be planned properly, all stakeholders must know and understand objectives of the campaign, time frame must be clearly stated to all stakeholders and monitoring and evaluation must be taken into consideration.

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CHAPTER 1

ORIENTATION TO THE PROBLEM

1.1 INTRODUCTION

Studies in education point out that reading is an essential literacy skill for effective learning and communication. It is a foundational skill for effective learning and all children with the appropriate support can be taught to read (DoE, 2008). The overview of the National Curriculum Statement (NCS) includes literacy as an important feature of life-long learners. The learner must be able to read and view for information and enjoyment, and respond critically to aesthetic, cultural and emotional values in texts, therefore, all structures in the school are expected to create an environment that promotes reading and the teaching of reading, (DoE, 2008). Researchers and theorists in education in South Africa and internationally highlight the importance of reading in the process of learning and cognitive development of a learner (Taylor & Pearson, 2002). United Nations Educational, Scientific and Cultural Organisation (UNESCO, 2008) had prioritised literacy skills of which reading is the main focus in its Education for All campaigns. It is indicated in the Education for all monitoring reports that international and regional assessments conducted in 1999 showed that learners in early childhood grades (1-6) and in higher grade demonstrate poor performance in reading and writing (UNESCO, 2008). The report of the Ministerial Committee led by Professor Linda Chisholm in 1999 highlighted, inter alia, that the misconceptions regarding the implementation of Curriculum 2005 exacerbated the condition of poor performance in reading particularly in township and rural Black African schools.

The decline in learners' competencies in reading reported in the Quality Assurance Reports of 2002 and 2006 was considered by scholars and researchers to be a serious matter which required Department of Education to review curriculum once more. Hence, Jansen & Christie (1997 : 279-292) argued that Outcomes Based Education (OBE) and its curriculum would produce confident illiterate elites in South Africa if reading is not considered as the basic need for learning. The National Systemic Evaluations which were

conducted in 2001 and 2004 to establish literacy and numeracy levels in schools revealed that learners were reading far below their expected grade levels (DoE, 2008:07). The System Evaluation conducted by the Department of Education Quality Assurance unit, attested to Jansen's argument concerning the production of illiterate citizens in South Africa, when reporting that learners in Further Education and Training Band are unable to demonstrate competencies in reading, comprehension and writing. The report on the National Education Infrastructure Management (NEIMS) of 2007 provided an update on the distribution of facilities such as libraries and laboratories. NEIMS report emphasised that school libraries are the responsibility of the three layers of government i.e. national, provincial and local government (DoE, 2008:12).

A national reading campaign was introduced by the Department of Education in 2008 to foster positive reading environments in schools, which recognises and celebrates new forms and formats of reading (DoE, 2009:06). The ultimate purpose of this campaign was to:

Facilitate and promote love of reading and creative writing for knowledge and enjoyment, to put reading firmly on the school activities, to clarify and simplify curriculum expectations, to promote reading across the curriculum, to affirm and advance the use of all languages and to ensure that not only teachers, learners and parents, but also the broader community understand their role in improving and promoting reading (DoE, 2009)

The strategy in this campaign emphasised six key pillars, which are:

- i) Monitoring learner performance
- ii) Management of the teaching of reading
- iii) Reading resources
- iv) Teacher training, development and support
- v) Teaching practice and methodology
- vi) Research, partnerships and advocacy.

The KwaZulu-Natal Department of Education responded to the reported concerns in 1995 by introducing initiatives such as Education Library, Information and Technology Services (ELITS), (Karlsson, 1996:77). The vision for ELITS reading campaign was clearly outlined at its 6th annual conference in 2008 and was as follows: to strive towards establishing a literate and skilled society capable of participating in all democratic processes and contributing to growth and development of the people of KwaZulu-Natal. The ELITS mission, on the other hand, strives to provide opportunities for all our people to access quality education which will improve their position in life and contribute to the advancement of a democratic culture.

Dr S.Z. Mbokazi, the Acting Superintendent-General of the Department of Education highlighted that the ELITS reading campaign intended outcomes at the KwaZulu-Natal ELITS 6th annual conference in 2008 as follows:

- i) All educators and learners will be provided with quality resources;
- ii) The department is expected to develop skills to manage and utilize these resources where they are provided;
- iii) The department provides professional support services for educators and teacher-librarians;
- iv) Assisting education institutions to develop reading programmes;
- v) Ensuring professional support for educators at all levels so that they are able to develop and sustain a culture of reading among learners;
- vi) The department will progressively provide resources equitably;
- vii) All schools should be aware of the ELITS policy;
- viii) The Department of Education must have an intergraded plan to establish libraries and these libraries should be used fully for both curricula and other academic activities;
- ix) The Department of Education must provide ICT and computers to schools; and
- x) Each school must create a whole – school literacy policy.

According to DoE (2009:02), ELITS reading campaign's plan included the provision of support to schools establishing new libraries as part of the ELITS school library development programme. This support will include the selection, preparation and provision of starter reading packs and other reading materials appropriate to the school's own Institution-wide Reading Programme, as well as provision of reading promotion material. ELITS will monitor the effective use of libraries in the implantation of School-Wide Reading Programmes. There were reading committees at different levels i.e. head office, district and circuit offices to facilitate reading initiatives and share strategies on intensified reading programmes in schools. ELITS, on behalf of the Department of Education, is advocating on the reading hour that must happen in all public schools once a week to make reading an on-going activity.

ELITS had to design and monitor the reading campaign which focused on distributing reading material such as books, encyclopaedias etc. to all schools in KwaZulu-Natal province of South Africa. Each regional district office had a component called Corporative and Support Services Department in which the directorate of ELITS operated. The directorates were to ensure that each school has a library, a core collection of quality library resources, to provide development and support to teacher librarians and library assistants for effective management and utilisation of school library resources (DoE, 2009). According to the DoE (2009:7), the core functions of the ELITS reading campaign were to fulfil the following obligations:

- i) catering for learners and teachers with a wide range of quality library resources,
- ii) curriculum enrichment,
- iii) academic excellence,
- iv) catering for different teaching and learning styles,
- v) facilitate teaching of library and information skills that enable learners to be information literate, and
- vi) promote reading for information and pleasure as a fundamental skill for lifelong learning.

According to DoE (2010), the implementation of the ELITS campaign was managed by the districts. The responsibility for the campaign was placed in the directorate of Corporate and Support Services in each district. The ELITS Policy described strategies for implementing the reading campaign in schools which are: first, Drop Everything And Read (DEAR), second, Dancing Pencils and lastly Readathon. The first strategy “DEAR” was part of teaching and learning as it was stipulated in the policy that the last twenty minutes of the school hours had to be dedicated to reading for learners every day. The second strategy Dancing Pencil which was initiated by Felicity Keats in 1998 purported to promote reading and writing clubs in schools and the third strategy Readathon strategy aimed to inculcate the culture of reading through reading activities and running of inter-schools reading competitions.

Mphahlele (1998: 4) argued that South Africans have little stamina for reading and this perspective created concerns for the implementation of the ELITS reading campaign because this implies a threat to goals of the campaign. The Department of Education and Human Science Research Council, 1999 found that in KZN province 20% of schools have sufficient resources to support and promote reading. In combating the problem of accessibility and shortage of resources the South African School Library Services provided mobile libraries and made a good selection of quality reading material to address and implement ELITS reading campaign. The initiative taken by the Department of Education to promote the culture of reading could have far reaching outcomes in addressing what scholars and researchers have indicated regarding the poor quality of reading in schools. The goals of the ELITS reading campaign stated in the KZN DoE (2009) claim that the following programmes are currently operational in schools which are: School Library Development Programme (SLDP), the Information Skills and ICT Programme and Reading Programme (DoE: 2009). This claim creates an impression that schools in KZN have libraries and Reading Programmes. The view in this study is influenced by the goals or the intentions of the ELITS reading campaigns. Therefore, this study seeks to establish the progress that has been made by schools in addressing the outcry of lack of reading competencies among learners in schools as advocated by the ELITS reading campaign.

Conclusions drawn from the highlights reported in Mphahlele (1998) on the attitudes of learners in South Africa and the issues of lack of facilities indicated in the HSRC report of 1999 are the rationale behind this study.

1.2 STATEMENT OF THE PROBLEM

The continuous implication of the problem on lack of competencies in literacy skills is the main concern in educational research. The incompetency demonstrating literacy skills by the Grade 12 learners indicated in various reports is perceived in this study, to be the reflection of a problem emanating from intermediate and senior phase. This is somehow confirmed in the ministerial report of 2009 that learners in the senior phases fail to read and write properly. The introduction of the Foundations of Learning Campaign in 2008 by the National Department of Education is another initiative towards addressing the issue of lack of competencies in reading and writing. The problem under scrutiny in this study is to find out whether or not ELITS campaigns and strategies have yielded any positive results towards strengthening the culture of reading and writing in schools. According to the language curriculum policy, by the end of the General Education and Training (GET) band, (DoE, 2002:36-40) a learner is expected to demonstrate the following competencies:

To read and view for information and enjoyment, respond critically to the aesthetic, cultural and emotional values in texts, to write different kinds of factual and imaginative texts for a wide range of purposes, and to be able to use the sounds, words and grammar of the language to create and interpret texts.

The following questions were asked towards finding answers to the problem statement:

- i) What are the educators' views on the implementation of the ELITS' reading campaign in promoting reading in schools?
- ii) Are educators aware of the ELITS' reading campaign in promoting reading in schools?

- iii) What are the educators' views about the availability and accessibility of ELITS' collection of quality reading material?

1.3 DELIMITATION OF THE FIELD OF STUDY

In KwaZulu-Natal, schools are demarcated according to regions which are further demarcated according to districts. The study was conducted in the northern Kwa-Zulu Natal province, and the researcher chose Uthungulu district as the field of study. The study was conducted in senior phase schools under Mthunzini circuit in Uthungulu district. Three schools (senior phase/GET band) from each ward were selected. Findings of this study are understood in terms of this delimitation.

1.4 PURPOSE OF THE STUDY

This study aimed at understanding the efficacy of the reading campaign in improving learners' competencies in reading.

1.4.1 Objectives

The objectives of this study were to:

- i) Establish the views of educators about the implementation of the ELITS' reading campaigns in promoting reading in schools.
- ii) Determine educators' awareness of the ELITS' reading campaigns in promoting reading in schools.
- iii) Find out the views of educators on the accessibility and availability of quality reading collections provided by ELITS.

1.5 METHOD OF INVESTIGATION

1.5.1 Literature Review

A theoretical background to the study is provided in this chapter. This chapter also reviewed the achievement of the ELITS' reading campaign outcomes in promoting reading in schools.

1.5.2 Research Paradigm

MacMillan & Schumacher (1993:31) refer to research design as the plan and structure of the investigation used to obtain evidence to answer research questions. This study used mixed method for data collection.

1.5.2.1 Sampling procedures

The research targets the population of educators teaching in senior phase. The sample of 60 educators was identified as respondents of this study through simple random sampling procedure (Kumar, 2005:126). This study preferred random sampling because according to Sharma (2011:191), random sampling is the safest way to ensure that the sample is representative of the entire target population. The sample was constituted from Mthunzini circuit of Uthungulu district. The research involved any four educators and one head of department who are teaching in the senior phase in three schools from each of the four wards under Mthunzini circuit.

1.5.2.2 Method of data collection

(i) **Quantitative data**

A questionnaire with Section A which had close-ended questions solicited the views of the educators on the implementation of the ELITS' reading campaign as well as the educators' awareness of the campaign.

(ii) **Qualitative data**

Section B of the questionnaire with open-ended questions had collected views of educators on the availability and accessibility of the quality reading collection supplied by ELITS to schools.

1.5.3 Data analysis and presentation

The process of data analysis commenced soon after all questionnaires were collected. The process started by counting the questionnaires and, thereafter, data was coded and analysed. Tables and graphs were used for data presentation.

1.5.4 Planning for field work

This study was conducted in a form of a survey. The following procedure was followed:

- i) A letter requesting permission to conduct research was forwarded to the district manager of Uthungulu District.
- ii) Copies of the letter of approval from the district manager to conduct the study accompanied the questionnaires to educators, for the attention of principals concerned.

The researcher accompanied by a research assistant personally distributed and collected all questionnaires.

1.6 EXPLANATION OF OPERATIONAL CONCEPTS

1.6.1 Campaign

Karlsson (1996) defines a campaign as an organised purposeful effort to create change; it should be guided by thoughtful strategy. Before taking action successful campaigners need to think about; the existing situation, who is affected by the campaign, what changes

could improve the situation, what resources, tools and tactics are available to implement a campaign that will address the issue. Campaign in this study is coupled with reading i.e. “Reading campaigns” initiated by the Department of Education to promote reading in schools; DoE (2008) suggests that the campaign cannot be successful without a strategy which guides campaigners in planning, implementing, marketing, monitoring, improving and evaluation. The ultimate purpose of a reading campaign is to facilitate and promote a love of reading and creative writing for knowledge and enjoyment and to foster positive reading environments in schools (Department of Education, 2009:06). Reading campaign in this study adopts the same philosophy and can be summarised as the planned purposeful effort which is guided by a vision to promote and improve reading in schools.

1.6.2 **Educator**

An educator or a teacher is a person who helps learners to acquire knowledge, skills and values in a formal teaching environment such as a school (Ngcongco, 2000:2). In this study 'educators' is used synonymously for 'teachers'. The South African Schools Act No. 84 of 1996 (Republic of South Africa, 1996:2) refers to an educator as a teacher. It includes the School Management Team (Principal, Deputy Principal and Heads of Department). This operational concept in this study will mean a person who is employed in a school to teach learners.

1.6.3 **Outcomes**

Killen (2007) defines outcomes as an intended end result of a process. However, Spady (1994:1) defines outcomes as clear learning results that have to demonstrate at the end significant learning experiences and are actions and performances that embody and reflect learner competence in using content, information, ideas and tools successfully. Outcomes in this study refer to the output or effects on the recipients of the ELITS project in schools.

1.6.4 **Reading**

Reading is the basic foundation on which academic skills of an individual are developed; it is a process of mentally interpreted written symbols (Taylor & Pearson, 2002). Kucer (2005) defines reading as the act of decoding and understanding texts for information, development purposes and enjoyment. The culture of reading is the integrated pattern of reading behaviour, practices, beliefs, and knowledge, and to understand how the staff and students actively create and maintain this pattern (Luke & Freebody, 1990 cited in Gibbons 2002).

The understanding of the term reading in this study is congruent to the definition by Gibbons. It refers to reading as an activity or practice that is regarded as part of learning by educators and learners in schools.

1.7 **CHAPTER DIVISION**

This study has five chapters, which are organised as follows:

1.7.1 **Chapter 1**

Orientation

This chapter contains the outline of the whole dissertation. The motivation for the study, the statement of the problem, objectives, definition of concepts and research methodology are presented.

1.7.2 **Chapter 2**

Literature review

This chapter provides literature review which covers theoretical framework of the study. It also looked for literature that covers a broader part of the study on the views of educators about reading campaigns.

1.7.3 Chapter 3

Research, design and methodology

This chapter provides the method of survey that was used in collecting data from respondents about their views on the outcomes of the ELITS reading campaign.

1.7.4 Chapter 4

Data analysis and presentation

This chapter contains the presentation of actual field work, analysis and interpretation of data.

1.7.5 Chapter 5

Summary, conclusions and recommendations

This chapter provides an overview of the findings of the study, conclusions and suggested recommendations.

1.8 SUMMARY

This chapter briefly introduced the field of study; it contextualised the research problem, delineation of the field of study, the aim, objectives, research questions and explanation of the operational concepts.

In the next chapter, a review of the related literature is presented.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter presents a critical synthesis of literature on models or theories on campaigns and their efficacy in influencing human behaviour. In keeping with the discussion in chapter one, the theoretical framework established through literature review encapsulates conceptions of reading. A critical synthesis of literature also developed a platform for conducting the analysis of teachers' views about the effectiveness of the 'Reading Campaign' of the ELITS in promoting culture of reading among senior phase learners.

It was pointed out in chapter one that the ELITS projects regarded as the 'Reading Campaign' was initiated to develop the culture of reading in schools. The term 'Campaign' has not been commonly used in educational initiatives in South Africa, therefore, this chapter presents information from literature with an aim of establishing its connotation under general and particularly in this departmental initiative. The literature review identified two paradigms of campaigns commonly used to define actions taken to influence change or improvement in social groups in a society. Coffman, (2002) avers that the popular campaigns used to influence respective social groups in the society are called Public Communication Campaigns and Individual behavioural Change Campaigns. The former refers to an organised set of communication activities to generate specific outcomes in a large number of individuals in a specified period. The latter means an attempt to change individuals' behaviours and to promote behaviours that lead to improved individuals. In the same vein, Wang (2004) charged that campaigns are planned, purposeful events organised to solicit attitudinal and behavioural changes in a community of people. In the light of what Paisley (1991) refers to in his argument on communicative activities promoted through campaign alluded to the fact that a campaign should be given a specific context. The issue of environment and campaign are emphasised in Wang (2004) as a hand and a glove phenomenon. The success and failure of a campaign lies with the manner in which the environment or the context is prepared.

Gudykunst & Kim (1997) conceptualise environment of campaign as a physical and psychological component of undertakings that a community of people have to carry out.

Researchers in this phenomenon contend that a campaign provides an advancing series of activities over a certain period of time focused on the target in order to attain intended goals. Furthermore, a campaign should adopt systematic and persistent approach (Buehring, 2007; Wang, 2004; Baatjes 2002 and Hofstede 1997). According to Buehring (2007), planning and managing of a campaign have an impact on the successful attainment of the goals and objectives of the campaign.

2.2 A BRIEF OVERVIEW OF CONCEPTIONS AND VALUE OF CAMPAIGN IN SOUTH AFRICA

The post-apartheid educational dispensation has been characterized by the emerging trend of campaigns and projects to implement departmental initiatives. This trend began with the introduction of the turnaround strategy to eradicate illiteracy in the South African communities. According to Asmal (1999), the campaigns such as Masifunde Sonke Campaign, South African National Literacy Initiative (SANLI) and Ready to Learn were intended to change South African citizens' attitudes towards reading with a hope that the culture of reading will be cultivated. According to Asmal (1999), the idea of campaigns was adopted to assist learners in schools to improve in literacy skills and therefore reading was of priority. The critics' perspective of the former reading campaigns contended that the challenges in the implementation of the campaigns were poor conceptualization and funding of the projects Baatjes (2002).

The critics of the campaigns highlighted the challenges that led to the failure of these reading campaigns; amongst others, the Department of Education failed to take the following into consideration:

- i) Proper planning,
- ii) coordination and management of national reading campaigns and projects,

- iii) consultation with and involvement of all providers of reading and literacy' location of the projects,
- iv) proper resourcing of campaigns and projects,
- v) well-designed mobilisation campaigns and
- vi) reasonable time periods for the campaign and projects.

The DoE (2000) concurs with the said state of affairs when it highlights various reasons which led to the failure of the campaigns initiated by ministers of education; these reasons are:

- i) The campaigns were poorly organized, with no national plan,
- ii) Most of the provinces had no staff to plan for the campaign,
- iii) Provincial departments had limited capacity to run the campaign; newly appointed staff had limited knowledge of both bureaucratic procedures and mass literacy campaigns procedures,
- iv) The campaigns lacked a well-developed advocacy and social mobilisation strategy,
- v) The campaigns were unknown as reflected by poor coverage it received from the mass media, and
- vi) Educators were poorly trained, and reading materials in the mother tongue were not available.

2.3 CONCEPTIONS OF CAMPAIGNS IN COUNTRIES BEYOND SOUTH AFRICA BORDER AND INTERNATIONALLY

2.3.1 Conceptions of campaigns in the United Kingdom

According to Buehring (2007:2), the fundamental aspects to successful project management, as applied in the United Kingdom follow these steps in planning, organising and implementing a campaign:

- i) Defining the scope and objectives of the project: That all stakeholders clearly understand what the campaign aims to achieve,
- ii) Defining the deliverables: To achieve desired outcome of the project you must define what things or products are to be delivered by the end of the project,
- iii) Project planning is essential where you define how you will achieve the desired outcome of the project embodied within the objectives and definition of the deliverables. Planning requires that the project initiators decide which people, resources, and budget are required to complete the project. When developing the project plan you are likely to produce a project plan document which is unrealistic because of the pressure from stakeholders; it is therefore very important to come up with a realistic schedule for the project,
- iv) Communication: It is important to effectively communicate with the team steering the campaign so that everyone in the team knows exactly what role is expected of them,
- v) Project tracking: Once the project is underway and you have an agreed plan; you will need to constantly monitor the actual progress against planned progress. To do this, reports of progress from the team members must be issued as per agreed plan. These reports may lead to adjustment of the plan in order to get back on track in trying to achieve the desired outcome, and
- vi) Importance of risk management: Risks are any events or conditions that affect the project; these risks could be the staff lacking technical skills to perform the work properly. The initiators of the project need to take risks into consideration and have a risk management plan in place early to avoid crisis.

Mochal (2003) on the other hand, feels that a smoothly run project gets a black eye because of problems during implementation. Those problems often come up because we do not anticipate and plan for the complexity of running the campaign. He further argues that there must be major steps associated with implementation of the project because one cannot start planning for implementation while one is already implementing. These steps are as follows:

- i) Prepare the infrastructure: It is important that the characteristics of the production environment are accounted for, the strategy includes review of all equipment and resources that will be needed to run the project or campaign,
- ii) Coordinate with the organisations involved in the implementation, this includes communication with your client community. Many groups might have a role in getting the solution successfully deployed; therefore they need to know what role to play,
- iii) Implementing training: Many solutions require participants to attend training or coaching sessions. Training need to take place in advance and towards the roll out of the campaign, it should also form part of the implementation plan,
- iv) Install the production solution, the solution needs to be checked if it is a new solution all together or if it is a development or improvement of the current situation; if the project involves a major change to a current situation that will need a lot of flexibility in terms of adjusting to the plan in place,
- v) Convert data: This will need change once the infrastructure and the solution is implemented,
- vi) Implementation of new procedures, these changes must be implemented at the same time that the actual solution to the problem is deployed, and,
- vii) Monitor the implementation: If there are challenges that come up immediately after the implementation, the project team should address and fix them without delay.

The above steps by Mochal (2003) have a great relationship with those of Buehring (2007) and it is clear that campaigns, initiatives and projects cannot just be decided overnight and be implemented without proper planning. In other words Campaign requires proper planning and management plan for its implementation.

2.3.2 Conceptions of reading campaigns in Nigeria

In Nigeria they had “The Culture of Reading Campaign” in 1996 which was evoked by the collapse of their economy. The school and community libraries collapsed and became

simply rooms with empty book shelves. Learning in Nigeria became a disaster for there was no way formal education could be meaningful without books (Ebele, Ada & Ebunoluwa, 2011). In 2001 when the Reading Association of Nigeria hosted their Second Pan African Reading for All conference, conferees who visited Nigeria were shocked to see teachers and children striving to operate without books. The situation that Nigeria was facing in 2001 shows that reading is the integral part of teaching and learning and, therefore, this is not possible without libraries fully equipped with reading materials.

The Nigerian culture of reading campaign made them realise that in order to promote the culture of reading they need to engage language educators as members of the steering committee for the campaign. They had a belief that literacy is easily addressed in language classes, they also felt that there is a need to have classroom libraries while waiting for the employment of trained librarians who can oversee the books provided. They decided on a newsletter where pupils and teachers could interact and share experiences, the newsletter had hands-on- activities for both teachers and learners, in that way they were motivated to read (<http://www.glpic.org/Graphics/Projects-Sites/Africa/Nigeria-Overview.htm>) accessed on 13 March 2012.

2.4 BRIEF OVERVIEW OF THEORIES OF READING DEVELOPMENT

According to Ferreira (2009:133), literacy skills in general and specifically have been recognised as a foundation for success at all levels of schooling and life both nationally and internationally. This has been regarded as a matter of importance thus the United Nations declared the decade 2003-2012 as Literacy Decade. The opinion that Ferreira (2009) has about reading makes it clear to everybody that teaching reading skills is key to the cultivation of the culture of reading.

Teaching reading involves various approaches such as focusing on vocabulary, phonics, phonemic awareness, comprehension and fluency (Ferreira, 2009). Ferreira further posits that educators approach reading from two perspectives, that is, a phonetic and a whole language approach. **The phonetic** approach focuses on decoded text starting with

alphabetic knowledge of the sounds and combinations or blends of letters. On the other hand **the whole language approach** begins with familiar words that may be found on products or labels. For example, a child in the shop pointing at a cereal box and saying “Rice Krispies” has recognised something meaningful from the home setting when she/he is out in the shopping centre. Similarly a mentally challenged child with no language or reading skills might also select the familiar cereal box when shopping. Both these children, with no alphabetic knowledge have learnt to read cereal boxes; in both instances the reading matter has been encountered frequently and is meaningful for the child.

The **Gough’s theory** describes a two stage account of reading; an early visual association stage and a second stage of decoding-based learning. In the first stage the child with no knowledge of decoding uses any conceivable source information in order to discriminate one word from another and through this a child builds up a visually accessible lexicon (Perfetti & Marron, 1998). Ehri (1991:11) has an alternative model called **phonetic cue reading** which differs from Gough’s theory. He argues that there is no purely visual stage as there is in Gough’s account. Children use the names of the sounds of the letters as cues to word identification from their first opportunity; it is the names of the alphabets that afford them that opportunity. For example, children may use letters J and L to remember the word jail. He further states that the acquisition process is the establishment of word representations that have both phonological and orthographic components.

The theories of reading discussed above make it clear that reading skills are not spontaneously acquired but they must be taught. The acquisition of reading skills differ from child to child and the approaches differ from educator to educator. These theories are in a way mutually compatible, and share a fundamental assumption that moving into a true stage of reading needs some use of the alphabetic principle and knowledge of phonological structure.

Ramus (2003) believes that the bare essentials of reading are a set of external symbols that represent words of the language, which in order to be understood and verbalised, need to be mentally represented and connected to the corresponding items of the mental

lexicon. He further points out that every school child starts with two mental lexicons; one storing the meanings of words (semantic lexicon) and one storing forms of words (phonological lexicon), this is attested by Carramaza, (1997a) that internally representing the set of written symbols means creating an orthographic lexicon, and those new representations need to be connected with the corresponding items in the semantic and phonological lexicons.

Frith (1985) on the other hand, proposed the standard model of reading acquisition in alphabetic systems; it postulates that the child goes through three main stages called logographic, alphabetic and orthographic. In the **logographic stage** the child processes words like any other visual object or symbol, word meanings are associated with global visual shapes and features, which means that word recognition is highly inaccurate, reliant on fonts, patterns, colours and partly insensitive to precise letter order. From this first stage it is assumed that **alphabetic** and phonics teaching are necessary for progress, i.e. to acquire an explicit knowledge of phonemes, their correspondence with letters and how to merge those sounds into words. The final third stage is **orthographic** lexicon, which stresses that repeated exposure to the same words leads the child to store whole-word grapheme sequences, that is, to constitute an orthographic lexicon; and word recognition will, therefore, occur through direct connections from the orthographic to the semantic lexicon without going through grapheme-phoneme conversion, which is in line with Ferreira (2009) idea of phonetic approach. Frith's model is, however, criticised by Ramus (2003) that it assumes a particular class of teaching methods, based on explicit phonics instruction. Although there is controversy as to whether or not phonics is an essential component of good teaching, it is a fact that other teaching methods of teaching reading exist, and that some children manage to become fluent readers without ever receiving explicit phonics instruction.

Share (1995) contends that there is little hope that specific model will be able to account for all cases of reading acquisition, because each developmental path will depend on the child's own experience with print, his/her own cognitive style or capacities, and the instruction received or the absence thereof.

The above exposition of theories underpinning reading and teaching of reading skills pose a broader scope for investigating the implementation of the reading project like ELITS and specific reading campaigns in schools. This further provides the ground for checking the approaches followed by teachers in instilling and promoting the culture of reading among learners, and whether or not schools have the proper reading materials.

2.5 READING CAMPAIGN IN THE CONTEXT OF CURRICULUM REVIEWS IN SOUTH AFRICA

Many educators in South Africa are regarded as having an under-developed understanding of teaching literacy, reading and writing (DoE, 2008). It is highlighted in the National Reading Strategy document that the majority of educators lack knowledge and skills of teaching reading; they end up using one method which may not suit the diverse learners' learning styles. Reading has been of priority in the department's educational renewal agenda, the evidence to this is the introduction of the ELITS Reading Campaign which was run concurrently with the implementation of the Curriculum 2005 in 1998 in schools. The ELITS reading campaign in its implementation also considered the six key pillars of the National Reading Strategy as highlighted in chapter one.

Educators are not familiar with the ways of stimulating reading inside and outside the classroom. There has been misconception about the role of the teacher in teaching reading in Curriculum 2005 and in the National Curriculum Statement (NCS), for instance, for many years teachers believed that they do not have to "teach" reading, but simply had to facilitate the process; they believed that learners would teach themselves. According to DoE (1999), reading is a competence that teachers have to actively teach since learners do not simply "pick up" reading skills. In support of what is cited in the DoE 1999, the National Reading Strategy, provides for approximately ten hours per week for the teaching of reading and writing in the Foundation Phase, since reading should be enforced in early phases of learning.

The National Reading Strategy further gives guidance on a balanced approach to the teaching of literacy and five critical areas of reading that should be taught, namely, phonics, phonemic awareness, fluency, vocabulary and comprehension. The NCS takes as its starting point the same position as the International Reading Association which states that: “There is no single method or single combination of methods that can successfully teach all children to read. Therefore, teachers must have a strong knowledge of multiple methods for teaching reading and a strong knowledge of the children in their care so that they can create the appropriate balance of methods needed for the children they teach”.

The overview of the NCS has made literacy an important feature of life-long learners: “The learner is able to read and view for information and enjoyment, and respond critically to aesthetic, cultural and emotional values in texts (DoE, 1999).” This statement confirms the concern of the curriculum designers that without the ability to read one cannot be regarded as a life-long learner. There is no clear pathway for progress in learning to read unless the teacher has a plan for teaching the learners how to read for various reasons. Teachers need to know how to help learners achieve satisfactory reading levels (DoE, 1999).

The criticisms based on the implementation of Curriculum 2005 and the teaching of reading skills is that during the time of implementation a number of educators’ development projects and programmes were put in place but the emphasis on the teaching of reading skills was ignored. According to Chisholm *et al.*, (2003:450), educators across the country have expressed similar views about the lack of information, training and resources or materials for the implementation of the new curriculum and all aspects attached to its implementation including teaching of reading skills in schools. There is also an outcry that inequalities have made things worse in the sense that privileged schools like former Model C schools tend to have more qualified educators who have greater confidence in their teaching ability, stronger parental support and increased access to private sector for supplementary reading materials and technologies (Chisholm *et al.*, 2003:451).

The reading policy guidelines states that the reading culture means favourable conditions with sufficient reading materials, space and time, which support and nurture ongoing and developing reading practices. The scholars like Chislom *et al.*, (2003); Vally (2003), argue that the Department of Education is not providing conducive conditions to encourage the enforcement of the culture of reading to both educators and learners. The interventions of the minister through the department of education include the provision of the reading policy guidelines which clearly stipulates the roles and responsibilities of ELITS as follows:

- i) The Department will provide support to those schools establishing new libraries as part of the ELITS project in library development programme,
- ii) The support will include the selection, preparation and provision of starter reading packs and other reading materials appropriate to the school's own Institution-wide Reading Programme, as well as reading promotion materials,
- iii) ELITS will monitor the effective use of libraries in the implementation of School-Wide Reading Programmes, and,
- iv) The Department will assist education institutions to benefit from the ELITS Book Donation Policy and liaise with publishers in order to build up schools' collections of reading materials appropriately, especially in African languages.

2.6 WAYS OF PROMOTING THE CULTURE OF READING

Promoting reading among learners will among other things include the availability of quality reading materials and accessibility of those materials to learners. Lack of the culture of reading among learners has been a persistent sore in the eyes of many organisations and education stakeholders. Concerted efforts being made by these bodies in ensuring that the seeds of this culture are sown is a manifestation of their recognition that it is only a literate and knowledgeable society that can fully participate in and positively contribute to national development of the culture of reading (Ebele, Ada & Ebunoluwa, 2011). It is further stated in this article that embracing a reading culture should go beyond mere talk; affirmative action must be taken where establishment of

rural conventional libraries, implementation of functional literacy programmes is undertaken.

Krashen (2002:92) makes a simple point that if children are to become lifetime consumers of books, their own reading preferences must be known and accepted as the basis for encouragement. They need reader role models which could be their educators, easy access to books in a wide variety of styles and genres and recommendations personally tailored to them. Krashen further explains that research has shown that reading done inside and outside school has consistently found to relate to growth in vocabulary, reading comprehension, verbal fluency and levels of general knowledge. To ensure that reading becomes a regular activity in learners' lives, schools need to find ways to increase the level of engagement experienced by learners; schools can do this by offering learners the following: a wide and varied choice of reading materials, time to read for pleasure, welcoming learner-centered reading spaces, assistance in finding the right books at the right time and opportunities to talk and think about what they have read (Krashen, 2002:93). The concerns raised by Krashen are an indisputable fact because it is impossible to promote reading among learners without the availability of functioning libraries and relevant books for learners.

Lonsdale (2003: 35-37) concurs with Krashen (2002) about the ways of promoting the culture of reading among learners; in his argument he posits that to facilitate a reading centered curriculum; classrooms, school libraries and shared spaces need to be full of texts of all kinds. Texts and print-rich environments lead to more reading, children with greater access to books, better classroom collections and better school libraries have better opportunities to become readers. Lonsdale (2003) further calls for a varied and comprehensive resource collection; in his call, he explains that when purchasing resources to build a varied and comprehensive collection, schools should consider the following areas amongst others:

Reading for information -- some readers find that make-believe stories are not for them, they prefer something factual. This may be true even to young readers keying into their

particular interests - the topics creating interest in class, in the playground and the tried and true subjects that always capture learners' imagination such as sport, animals and heroes will support these learners.

Reading pictures -- visual texts comes in many forms and is appropriate for all ages. Picture books and illustrated stories are popular in every school library. Much of the information we encounter every day is visual; encouraging learners to read images critically and to explore and examine images to enable them to create meaning is an important aspect of their overall literacy development and an essential part of a thinking curriculum.

Reading about ourselves -- during the years of attending school children experience physical and emotional changes that can be both rapid and confusing. Children are working out who they are and who they want to be. Reading can offer opportunities such as; experiences and options that help them discover who they are in relation to a wider world. Reading offers puzzles, ideas and new ways of looking at the world which encourage critical thought about the big confusing questions of life.

Reading about other times, other places and other cultures -- understanding the way we see the world is an important part of the thinking processes. Both the fiction and non-fiction offer a window into the experiences of others that can help to make abstract ideas and concepts more easily understood. Our way of viewing history and other parts of the world can come alive when we empathise with characters we come know through experience of reading.

When one takes the above points on varied and comprehensive reading collections it becomes clear that educators and school management teams need to take reading as the cornerstone for the development of learners' thinking, as part of the school curriculum and as one of the aspects they cannot divorce from the processes of teaching and learning.

According to DoE (2008), building a curriculum that promotes reading is of vital importance to the designers of the curriculum for the Department of Education in South Africa. A reading curriculum is one which explores the teaching and learning possibilities inherent in written and visual texts. Schools can plan activities that promote reading for enjoyment into the curriculum and other classroom activities; engaging learners in reading as a lifelong, pleasurable activity supports efforts in the classroom to improve literacy and learning standards. Our world and the world of the future demand that all learners are supported to become effective and skillful thinkers, thinking validates existing knowledge and enables individuals to create new knowledge, build ideas and to make connections between them.

The United Nations Education Scientific and Cultural Organisation (UNESCO) declared the 8th of September as the International Literacy Day; the KZN Department of Education embraced that day in 2011 by visiting about 300 primary schools in disadvantaged rural areas around the province to promote reading; the theme was ‘**Get caught reading**’; this was aimed at mitigating the reading crisis in primary schools.

The day also highlighted the importance of library corners, mobile libraries and classroom libraries (Zululand Observer: 12 September (2011)). The initiatives by the Department of Education support the arguments of Krashen (2002) and Lonsdale (2003) that reading can be promoted through provision of quality reading materials, school libraries and classroom collections; and all these will create a classroom that enables quality interaction between learners and well-chosen texts of all kinds.

Magara (2005:1-14) describes a reading culture as one where reading is highly valued and appreciated in the society and where reading is regarded not simply as something developed for school purposes but something practiced in all aspects of our lives. He further contends on how various members of multicultural and multilingual communities contribute to the development of positive reading habits. He makes reference to few examples of the feelings of different societies regarding the promotion of reading; the following comments emerged from discussions of readers from diverse cultures:

“We used to go up to our library once a week and borrow books from there, both my father and my mother were avid readers and encouraged us to read something new every week.” Anna from Malta.

“There were no libraries in schools and so I did not have the opportunity to engage with such spaces for books. The institutions that were helpful to my development as a reader and learner were public libraries.” Nassar from Iran.

“I remember my mother’s voice reading to me in the evening, I was still young, but my parents had already bought me books with hard covers and beautiful pictures. When I grew up I was able to read for myself even late at night under the covers of my bed.” Gabriella, an early childhood educator in Argentina.

“I was a child for whom reading was a wonderful companionship, stories fascinated me and I read everything I could find with no concern about whether or not it was suitable, but that increased my vocabulary and I came to love the musical sounds of words. Now, my grandchildren and I read together, their books are lovely; brightly illustrated and specially written for young people. For them the public library is a rich resource for accessibility of reading materials”. Jessie a senior citizen in Scotland.

The above evidence cited by Magara (2005), develop the point further that “it takes a village to raise a child”; meaning that communities should work jointly and share ideas towards achieving one goal of reviving the culture of reading among children. Peters (2009), on the other hand, suggests that to create a culture for reading within a given society, it is necessary to improve the environment in the home, the school and the community at the same time, while improving the image of reading so it is more than simply school-focused. During the 76th International Federation of Library Association (IFLA) conference held in Sweden in 2010, promotion of reading was one of the key issues. Doiron (2010) in the paper he presented at the conference concurs with Magara, he posits that everyone in the community needs to play role in promoting reading; he strongly believes that educators, parents, community leaders, librarians and all

stakeholders in education are the people who should join hands and work together in building the culture of reading among learners. Farmer & Stricevic (2011:5) highlights factors that develop the culture of reading as; access to materials, people owning books, alternative agencies that supply books to schools, a national reading policy, training models and materials for teaching literacy and reading, cooperation between agencies and programmes, the importance of print literacy contemporary society and government promotion of a culture of literacy.

Kanade & Chudamani (2006) suggest that building access to good quality local literature is also seen as a basic principle in establishing and nurturing reading interests and habits; coupled with this are expectations that readers need to feel that they have choice in their reading; when readers feel they have that choice and are not made to feel they must read prescribed school-based texts only, then they are more likely to be motivated to continue reading. This gives parents, educators and librarians a major responsibility to balance reading choices that match reader interests and their reading levels. In this way, the library, as a cultural institution, has a critical role to play in shaping attitudes of learners towards practices of reading. For example, providing access to and choice of reading materials is not just about serving individuals but about influencing community expectations and standards for membership in a reading culture.

Rich (2008), concurs with Kanade (2006) that the library provides access to rich variety of resources, to become embedded in the fabric of the community the library's resources support and extend important interests and needs of the community. Resources should include traditional types of books such as text books and local newspapers. Responding to policies for literacy development, resources also include materials for adult and children's literacy programmes. He further suggests that beyond providing resources, the library offers an impressive range of programmes and services for children that will connect them to meaningful learning. For example, individual learning plans are developed for these needs and interests of new learners and library users are challenged to read a book and write a sentence or a short paragraph about the most interesting thing they found in the book they loaned from the library and read.

2.7 AWARENESS AND COMPETENCE IN TEACHING READING SKILLS

Reading has been defined as including an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences and paragraphs that encode meaning. The reader uses knowledge, skills and strategies to determine what that meaning is. Adams (1990) spells out that reader knowledge, skills and strategies include the following:

- i) Linguistics competence - the ability to recognize the elements of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentences,
- ii) Discourse competence - knowledge of discourse markers and how they connect parts of the text to one another; knowledge of how words, phrases and sentences put together to create conversation, speeches and messages,
- iii) Sociolinguistic competence - knowledge about different types of texts and their usual structure and content; how to use and respond to language appropriately, and.
- iv) Strategic competence - the ability to use top-down and bottom – up strategies.

The suggested strategy can well be utilised by teachers to inculcate the reading culture in learners. Ferreira (2009) also support this idea when he posits that teaching reading involves various approaches such as focusing on vocabulary, phonics, phonemic awareness, comprehension and fluency. He further states that educators approach reading from two perspectives, that is, a phonetic and a whole language approach as described earlier.

Robb (1996) highlights a few methods of teaching reading skills; which are as follows:

Alphabet method – it focuses on teaching the names of alphabet letters that is, learning your ABC. This method is however criticised for depriving children who come to school without knowing the English alphabet.

The whole word method - this method concurs with what was explained by Ferriera (2009), earlier in this chapter. Learners are expected to look at the general appearance of words; then from the shape of the word's appearance the learner is expected to memorise the sounds that should be spoken. The aim is for learners to be able to see each word as a little picture and associate it with the little word shapes.

Various phonic strategies - the phonics method requires teachers to guide learners to think of the sounds that should normally be associated with syllables in each word. In this method there is a lot of sounding out exercises in which a whole classroom sounds out together in accompaniment with DVDs, or videos or PowerPoint projected exercises; in this method learners need to know that letters can be trusted to cue the sounds to be pronounced.

Linguistic method - in this method teachers adhere to the Phonic method above, but they try to avoid the deception of deliberately showing misspelled words to other learners; instead they search for those few words that are already spelled consistently and they use those words to instill the concept that letters are trustworthy indicators of sounds to be uttered.

Initial Teaching Alphabet method (I.T.A.) – this method has been promoted with lots of variations. Since English tries to signal us to make 42 various speech sounds by using 26 alphabetic letters, some linguists naturally suggest that we need more letters to work with. The I.T.A. method introduces about 12 new symbols or characters that designate our speech cues more accurately; by having these extra characters a reader knows what sounds to utter more accurately.

Whole language method - the whole language method riddance of all wordlists and drill materials. Focus is adjusted to maximise learners' self-esteem and to amplify all self-satisfying pleasures to be found from listening to reading. The satisfaction of hearing new exciting ideas read out of books is expected to attract learners to become readers by just being around the books teachers read to them.

Words in colour method - this method was developed in the United Kingdom by Dr. Caleb Gattego; his method requires the use of 19 wall charts, children are introduced to normal English words, but colour coding dictates the sounds that should be spoken or imagined. Therefore, English speech sounds could be accurately signaled to learners regardless of the illogical spelling a word might contain.

In concurrence Deprea & Iversen (1994) point out that reading is an important skill for learners to learn; by building a strong foundation of reading teachers will be able to help learners to succeed in the classroom and beyond. Deprea *et al.*, (1994), therefore, came up with the ten tips for teaching basic reading skills:

- i) Teach an appreciation of word - sharing stories is the easiest way to get learners interested in reading; reading fiction exposes them to new ideas and that opens the doors to information.
- ii) Create language awareness - before learners can even start to read they need to understand how books work, show them proper ways of holding the book, how the story is read from left to right and top to bottom and use books with large print for young readers.
- iii) Building blocks of ABC - The letters of alphabet are an important part of learning to read, help children to recognize letters and the sounds that they make through creative methods. Use printable worksheet that combine the letter with the words that begin with that letter, such as A is for apple, B is for boy etc. Teach learners how the letters can be used to form their names and simple words.
- iv) Explain phonology - in order for learners to learn to read they must understand the sound; explain how sentences are formed of words and how word order matters. For example, the sentence 'Cat eat mice' does not mean the same thing if 'cats and mice are around'; this trains learners to know rhyming words.
- v) Instill phonemic awareness - phonemic awareness is the idea that words are composed of sequences of sounds; focus on how words are pronounced, focus on the constant sounds, as well as long and short vowel sounds. The teacher needs to

have learners sound out different words on teacher worksheets and identify the different sounds in simple words.

- vi) Share the relationship between sounds and letters - once learners are aware that words are made of sounds, you may introduce how each different letter makes a different sound; start with commonly used letters like M or T, which are more distinct to pronounce.
- vii) Sound out words - as learners learn that letters make different sounds, they can start to sound out small familiar words. Start at the left of the word, sounding out each letter and gradually blending them together until they can recognise the word.
- viii) Teach proper spelling - at this stage learners begin to recognise that words are made of letters and letters represent sounds, you can start to teach spelling. Start out with simple words with standard spelling conventions, words that do not have consonant blends, and words that use most common sound that the letter makes.
- ix) Encourage proper reading- have learners read favourite stories in class; ask questions about books that they have read. Help them to use the clues of sentences to sound a word out and figure out what it means.
- x) Read daily - by encouraging learners to read often, they will develop their own love for books. Organise a classroom library and get a card and teach them how to check out books and help them find topics of their interest. Like any other skill the more they read the better readers they become.

Stelmakh (2003) concurs with the above approaches to teaching reading; he asserts that reading skills are not spontaneously acquired, but they are taught. He further presents strategies that can help learners read more quickly and effectively for developing reading skills. The strategies are logically presented as follows:

Previewing: reviewing titles, section headings and photo captions to get a sense of the structure and content of a reading selection.

Predicting: using knowledge of the subject matter to make predictions about content and vocabulary, check comprehension and using knowledge of the text type to make predictions about the author, vocabulary and content.

Skimming and scanning: using a quick survey of the text to get the main idea, identify text structure and confirm or question predictions.

Guessing from context: using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up.

Paraphrasing: stopping at the end of a section to check comprehension by restating the information and ideas in the text.

Stelmakh (2003) further opines that educators can help learners to learn when and how to use the above mentioned strategies in several ways; he posits that they can help them by modeling the strategies aloud, talking through the process of previewing, predicting, skimming, scanning and paraphrasing; by allowing time in class for group and individual previewing and predicting activities as preparation for reading. Nuttall (2005) comes up with other strategies which somehow concur with Stelmakh (2003) and Maphumulo (2010) that learners may be engaged to the following reading strategies to develop reading skills:

Reading aloud: here the teacher reads a text aloud to learners this allows model reading while learners sit back and listen to the story.

Shared reading: the educator and learners read together, thus allowing learners to actively participate and support one another in the process. Educators read slowly to build a sense of story.

Guided reading: in guided reading educators create purposeful lessons that extend beyond the story. These lessons challenge learners in vocabulary building, character

comparison, story structure comparison and relating text to personal experience. In other instances this is regarded as group guided reading where the educator provides a directed activity involving selected books and small groups are supported as they read and talk about the text they are reading.

Independent reading: this is a purposeful planned reading activity where learners chose their own books according to their interests and ability from reading corners, classroom storybooks or library. They read as individuals and employ strategies that they learnt from shared reading. Independent reading is followed by discussion and dialogue with the teacher or peers.

According to DoE (2011:26), literacy and reading is not a portion of education but it is education, it is at once the ability and inclination of the mind to find knowledge. The Curriculum and Assessment Policy Statement (CAPS) document for senior phase languages clearly outlines the procedures and time allocation for teaching reading. It is stipulated in this document that in the four hours per week allocated to language, reading slots should also form part of the school composite time table and teaching of reading is also incorporated into literature lessons.

The CAPS document presents the reading process, activities and strategies in teaching reading as follows:

Prepared reading - here they read aloud; use of tone, voice projection, pace, eye contact, posture and gestures are taught and emphasised; pronunciation of words correctly without distorting meaning is also taught at this stage.

Unprepared reading - here learners read aloud without any prior preparation, fluency according to purpose, pronounce words without distorting meaning and use tone, pace, eye contact and voice projection are emphasised at this level.

Reading comprehension - for close and critical reading of text to understand text features, illustrations and headings. Independent reading for pleasure, information and learning is demonstrated here. Critical language awareness is also part of reading comprehension.

Intensive reading - learners read shorter written texts for comprehension at a word level; they also apply a variety of strategies to decode texts. They use dictionaries and other reference works; they identify parts of speech and word structures.

Gough *et al.*, (1992) asserts that for most children learning to read does not occur spontaneously, it occurs after encouragement, support and intervention, much of which comes from the teacher. He further highlights the stages of learning to read as follows:

Logographic: this is an imprecise stage; while the child may be able to recognize the word it is unanalysed. The learning is alphabetic, in that it involves recognition of the letters in the word, but at first the child does not grasp the phonological aspect of the alphabetic principle.

Phonological awareness: this refers to the child's ability to mentally manipulate the sounds that make up words.

Phonemic: the child is able to recognise and manipulate the smallest chunks of sounds that form words, they develop phonological awareness years before phonemic awareness. Phonological awareness does not involve print but it is about recognizing, segmenting and manipulating sound.

2.8 ASSESSMENT IN READING

According to DoE (2008:35), reading should be assessed like all other aspects in the teaching and learning process. It is stated in this document that reading assessments must be planned so that each learner is able to achieve his/her full potential in reading. Reading

assessment also helps the teacher to determine each learner's developmental stage of reading. Feedback of this assessment informs the teacher on how to plan differentiated reading lessons according to learners' needs. Reading assessment is done for various reasons such as; to assess the progress that learners have made, to find out if reading programme is benefiting learners, to know which learners are still struggling to read and which reading skills are lacking, for example, phonic, word recognition and comprehension.

Feedback from this assessment may help the teacher to evaluate literacy resources that are used; it may also require the teacher to obtain a new reading programme, reading books at different levels, more graded readers for reading practice, a phonic programme to add to language programme and more culturally appropriate books.

The Early Reading Strategy (2003), cited in DoE (2008), supports the reading assessment and suggests the following for teachers who teach and assess reading: that the tests must be short, learners must be grouped for guided reading, identify learners who are struggling and check if the books are at their level. It is further stated in this document that teachers need to test the reading levels of learners; preferably at the beginning of the year, testing reading levels has different ways; they are; (a) **Error count test** - choose a text of about 100 words at the grade level, call a learner to your desk and listen to him/her reading, count the errors and missed punctuations. This test is interpreted as follows: learners making **fewer than 5 errors** are at the correct grade level and need more challenging texts; learners making **between 5 and 10** are reading below grade level and they need more practice; and learners making **more than 10 errors** need help. (b) **Close procedure** - the teacher leaves blank spaces in the text and asks learners to fill them in as they read, this tests comprehension. The feedback of this test will help the teacher to group them into groups of similar language ability and do remedial work on reading.

In 2006, the Progress in International Reading Literacy Study (PIRLS) South Africa was rated the lowest by 22% amongst developing countries in reading. The South African Annual National Assessment (ANA) was introduced as a vital instrument intended to

measure progress towards the targets set by the president of South Africa in 2009 (D0E, 2011:5). These targets state that by 2014, 60% of learners in grades 3, 6 and 9 should perform at an acceptable level in languages and mathematics. This is on the basis that the South African government stresses that children should be better prepared by schools to read, write, think critically and solve numerical problems.

2.9 SUMMARY

The literature reviewed in this chapter was presented to provide theoretical framework and background regarding the views of educators on the outcomes of the ELITS reading campaign. The strategy in the ELITS campaign emphasised six key pillars towards improvement of reading skills among learners at different levels of learning which are: monitoring learner performance, management of the teaching of reading, provision of reading resources, teacher training, development and support, teaching practice and methodology and research, partnership and advocacy. The elucidation of campaign as a concept has been presented, followed by a presentation of the various theories underpinning reading. In this regard, a point may be made that reading does not happen spontaneously, but it is taught; thus this chapter has highlighted the importance of training teachers on teaching reading skills. It is therefore evident from the literature reviewed that the Department of Basic Education needs to be pivotal in monitoring the implementation of reading campaigns to ensure that the teachers have programmes of promoting reading in schools, since reading is the basis for effective learning.

In the next chapter, the research methods adopted in this study are described in detail.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This chapter presents the design and procedures used when collecting data for this study. This study intended to solicit data to answer the following research questions: [a] what are the educators' views about the implementation of the ELITS Reading Campaign in promoting reading in schools? [b] Are educators aware of the ELITS Reading Campaign? [c] What are the educators' views about availability and accessibility of ELITS reading materials? This study investigated ELITS reading campaign in its endeavour to attaining its pioneers' envisaged readers in schools. The empirical study conducted in a population of senior phase schools provided this study with convergent and divergent views regarding the outputs of the campaign. The educators' views and responses provided the study with the frameworks or parameters for drawing conclusions about the efficacy of the campaign and to test the theories on reading discussed in chapter two.

This chapter also focused on the research design, the research methodology, instruments and data analysis used to address the research questions.

3.2 RESEARCH DESIGN

Research Design is defined by de Vos, Strydom, Fouche' & Delpont, (2011:143) as a plan outlining how observations will be made and how the researcher will carry out the project. Punch (2009:112-114) defines the research design as the 'the basic plan for executing the research project and includes four main ideas; namely, the strategy, the conceptual framework, the question of who or what will be studied and the tools and procedures to be used for analysing the data.

This study employed a combination of both survey and a case study. Cohen *et al.*, (2011: 289), "asserted that a case study recognised and accepted that there are many variables

operating in a single case and hence to catch the implication of these variables usually requires more than one tool for data collection. Case study can blend numerical and qualitative data”. Yin, (2009:240) states that a case study is an empirical inquiry that investigates a contemporary phenomenon in depth and within its real life context especially when the boundaries between phenomenon and context are not clearly evident. He further posits that the purpose of the case study research is a theory development; therefore case studies aim at analytical generalisation as if they were an experiment.

According to MacMillan & Schumacher (2006: 233), a survey reach design is one whereby an investigator “selects a sample of respondents from a larger population and administers a questionnaire or conduct interviews to collect information from variables of interest”.

3.2.1 Research Methods

This study employed qualitative and quantitative methods to solicit information or data from the respondents in the sample. According to MacMillan & Schumacher (2006), the advantage of mixed methodology is that quantitative method shows statistical results and qualitative method provides explanation of the results. The mixed methods research paradigm, which according to Ivankova, Cresswell & Clark (2007:261) is a procedure for collecting, analysing and ‘mixing’ both quantitative and qualitative data at some stage of the research process within a single study to understand a research problem more completely. In this study the views of educators were sought regarding the implementation of the ELITS reading campaign in promoting reading in schools. This was possible through the use of the questionnaire with both closed and open ended questions. De Vos *et al.*, (2011:435-436) further attest to this idea that the mixed method central premise is that the use of quantitative and qualitative approaches in combination of research problems than either approach alone. They further outline the following values of a mixed methods approach:

- i) Mixed methods research provides strengths that offset the weaknesses of both quantitative and qualitative research, and therefore has the potential to provide stronger inferences.
- ii) Mixed methods provide more comprehensive evidence for studying a research problem than either of them.
- iii) Mixed methods research provides the opportunity for a greater assortment of divergent views and perspectives and makes researchers alert to the possibility that issues are more multifaceted than they may have initially supposed.
- iv) Mixed methods research is “practical” in the sense that researchers are free to use all methods possible to address a research problem as well as the fact that they combine inductive and deductive reasoning processes, and
- v) Mixed methods research eliminates different kinds of bias, explains the true nature of the phenomenon under investigation and improves various forms of validity or quality criteria.

Therefore, it was consistent with the prescripts of the mixed methods approach that this study utilised the questionnaire as a data collection instrument with both closed and open ended questions. The questionnaire structure had section A in which biographical data was required, section B had closed ended questions that required data on the research questions and section C had open ended questions based on the research questions.

3.3 SAMPLING PROCEDURE

According to de Vos *et al.*, (2011), sampling means taking a portion or a smaller number of units of a population as representative or having particular characteristics of that total population. MacMillan & Schumacher (2006: 1260) asserted “In purposeful sampling the researcher selects particular elements from the population that will be representative or informative about the topic of interest.” Kumar (2005:174) provided the description of simple random sampling when he argued “In simple random sampling each element in the population is given an equal and independent chance of selection”.

This study preferred to use purposeful and simple random sampling procedures to select a sample of 60 educators on the basis of participation in the ELITS Reading Campaign and their qualifications and experience in teaching languages from a population of 120 senior phase educators in Mthunzini circuit. This sampling design justified representativeness of the population because 60 educators constitute 50% of the entire population of senior phase educators. The size of the sample selected for this study enabled the researcher to infer findings and conclusions to the entire population.

3.4 DATA COLLECTION PROCEDURES

3.4.1 Ethical considerations

MacMillan & Schumacher (2006:142) state that the investigator should inform the subjects of all aspects of the research that might influence willingness to participate and answer all inquiries of subjects that may have adverse effects or consequences. The investigator is expected to be as open and honest as possible (Kumar, 2005).

Every social science research must be guided by ethical considerations. Careful consideration has been made regarding safety or 'no harm' of participants. Kumar (2005:198) argues that researchers need to look at the ethical issues particularly at the viewpoint of respondents, and in case of any potential 'harm', psychologically or otherwise; they need to detail the mechanism to deal with such. Participants were assured of confidentiality of their responses. They were asked not to divulge any information that exposes their identity, they were also asked to drop the completed questionnaire into a box so that the researcher could not associate the responses with the respondent's face.

Researchers should also guard against coercing participants, in this study, participants were informed that participation is voluntary, and all those who participated did so willingly. Responses were collected and captured in a spread sheet in a password

protected computer, and there were no names attached to the data. The process of data collection began after all ethical issues had been dealt with and those are:

- i) Permission to conduct research was granted by the provincial Department of Education.
- ii) Participants assured of confidentiality and that their participation was voluntary.

3.4.2 Instrument

The study used a questionnaire to solicit both quantitative and qualitative data. Section A of the questionnaire consisted of close ended questions and it is a section which intended to solicit direct responses whereas section B consisted of open ended questions which sought to elicit views and experiences of the respondents in the sample with regards to the problem investigated.

3.5 PILOT

Barker (2003: 327-328) defines a pilot study as a procedure for testing and validating an instrument by administering it to a small group of participants from the intended test population. The questionnaire for this study was piloted with 4 teachers, representing each of the four wards within the research area of Mthunzini Circuit. The four schools for the pilot did not form part of the sample. The different sections in the tool did not have introductory paragraphs which were clearly explaining the information sought by the questions in each section; e.g. educator's profile, knowledge and views, availability and accessibility of resources. Of the four pilot study respondents the results showed that 50% of educators had not implemented the ELITS reading campaign, and 50% had knowledge of the campaign and have implemented activities of promoting reading in their schools. The pilot of the instrument was useful because I was able to modify it before sending it to actual respondents; it also made the researcher realise that schools are located in different backgrounds, that is; urban, semi-urban and rural. The pilot therefore sharpened the instrument.

3.6 DATA MANAGEMENT AND ANALYSIS

Data was analysed following the requirements of the quantitative and qualitative methods. It involved categorising, ordering, and summarising data so as to answer the research questions.

3.7 VALIDITY AND RELIABILITY

Validity is an important key to effective research. Validity is defined as the degree to which the researcher has measured what he/she set out to measure (Smith, 1991: 106). The validity of the instrument was ascertained through the opinions and advices of selected authorities in the field. Cohen *et al.*, (2011) define reliability is a measure of consistency over time and over similar samples, it yields similar data from similar respondents over time. The reliability of the data collected was assured by being consistent in using the same instrument in all target population. The pilot study, involving four schools, one in each ward was conducted before the main data collection; this helped to sharpen the instrument in the following aspects; (a) Elimination of ambiguity in the questions. (b) Adjustment of language to the level of the respondents.

3.8 PROCESS OF DATA ANALYSIS

The process of data analysis started immediately after all questionnaires were collected from the participants. The size of the sample enabled the researcher to ensure that all questionnaires dispatched to schools were returned. The data was coded and analysed through the assistance of a computer programme called Statistics Programme for Social Sciences. The data was summarised and presented in table and pie graphs.

3.9 SUMMARY

This chapter has stressed that research procedures are fundamental to gathering data in order to address and answer the research questions. It outlined the methodology and

instruments that were used in this study. It has revealed that the research process is commonly informed by qualitative, quantitative or both (mixed methodology) methods. The chapter has clearly defined the study population and the instrument that was used for data collection.

The next chapter consists of data analysis, presentation and discussion of findings as well as the implications thereof.

CHAPTER 4

DATA ANALYSIS AND PRESENTATION OF RESULTS

4.1 INTRODUCTION

The chapter presents the results, interpretation and also analyses the results according to the research questions presented in chapter 1, namely: (a) to establish the views of educators about ELITS' reading campaigns in promoting the culture of reading among senior phase learners; (b) to determine what educators know about ELITS' projects in campaigning for the promotion of reading; (c) to find out the views of educators on the accessibility and availability of quality reading materials provided by ELITS services. These results are, however, preceded by the presentation of the profile pertaining to the respondents.

4.2 EDUCATORS' PROFILE

4.2.1 Qualifications

The profile information pertaining to educators who participated in this study is presented below under different sub-headings. The analysis of data presented in frequency distribution table 4.2.1 presents the participants' responses to the section A of the questionnaire which solicited their academic and professional qualification. According to Adams (1990), teaching reading requires the following competences which are: linguistic competence, discourse competence, sociolinguistic competence and strategic competence. This implies that a teacher should have academic and professional qualification in languages in order to teach reading effectively.

Table 4.2.1: **Qualifications of educators**

	N	%
Matric/Grade 12	1	1
Matric + Certificate	2	4
Diploma	17	29
Degree	26	43
Post graduate/Senior Degree	14	23
TOTAL	60	100

Table 4.2.1 indicates that 1% of the respondents in the sample have matric; 4% have matric plus certificate; 29% have diplomas; 43% have degrees and 23% held senior degrees.

According to the distribution of data 66% of the participants in the sample are in possession of degrees. In the view of the scholars like Adams (1990) this is the portion that is adequately competent to teach reading effectively in schools. However, the 29% and the 4% as implicated in the claim of the scholars can be of assistance in teaching reading because of their professional qualification.

4.2.2 Teaching Experience

The analysis of data presented in frequency distribution table 4.2.2 shows participants' responses regarding their experience in teaching. According to Hart & Risley (1995), reading is a competence that requires educators to engage learners in various activities such as spelling, development of vocabulary, phonics and lexical acquisition. Carr (1995) alluded to the importance of experience in teaching when arguing that; "Teachers expose and articulate their theoretical understanding they have of their activities when they describe and explain such things as their choice of teaching methods, their attitudes to discipline and the selection of curriculum content".

Table 4.2.2 Respondents' years of teaching experience

	N	%
Years 0-2	6	10
Year 3 – 4	3	5
Years 5 -10	13	22
Years 11+	38	63
TOTAL	60	100

The data in table 4.2.2 shows that 10% of the respondents range from 0-2 years of teaching experience; 5% between 3-4 years; 22% between 5-10 years and the highest percentage of 63% have 11 years and above of teaching experience.

4.2.3 Grades Taught

The data presented in table 4.2.3 shows participants' responses regarding the grades they are teaching; since the focus of the study was in senior phase. Scholars like Chisholm & Vally (2003) argue that the department of education should encourage the enforcement of the culture of reading to all grades starting from lower grades such as foundation and senior phases in schools.

Table 4.2.3 Grades taught by the respondents

	N	%
Grade 7 – 9	48	66
Grade 10 – 12	25	34
TOTAL	60	100

Table 4.2.3 shows the grades taught by the respondents. According to table 4.2.3; 66% of the respondents teach from grade 7-9 and 34% teach in FET band i.e. grades 10-12. The

highest percentage of 66% of teachers teaching senior phase indicates that lower grades are regarded as important in instilling skills including reading skills.

4.2.4 Teaching of Languages

Data analysis in table 4.2.4 shows the involvement of educators in teaching languages. The ultimate purpose of the reading campaign is to facilitate and promote love of reading and creative writing for knowledge, enjoyment, to clarify and simplify curriculum expectations and to affirm and advance the use of all languages (DoE, 2009).

Table 4.2.4: **Involvement of senior phase educators in the teaching of languages**

	N	%
IsiZulu	18	30
English	28	46
Afrikaans	4	7
Not responded	10	17
TOTAL	60	100

Data presented in table 4.2.4 shows that 30% teach isiZulu; 46% teach English; 7% of the respondents teach Afrikaans as their involvement in the teaching of languages and 17% of the respondents did not respond. The highest percentage of educators' involvement in teaching of languages shows that reading gets adequate attention.

4.2.5 Role in promoting reading

The analysis of data presented in frequency distribution table 4.2.5 shows participants' responses regarding their role in promoting reading. Ferreira (2009:133) argues that literacy skills in general and specifically have been recognised as a foundation for success at all levels of schooling and life both nationally and internationally. The responses presented in this table show that the highest percentage of 72% respondents has different roles in promoting reading.

Table 4.2.5 : **Role played by the respondents in promoting reading**

	N	%
HOD for Languages	20	34
Coordinator for reading activities	17	28
Teacher –Librarian	6	10
Not responded	17	28
TOTAL	60	100

Table 4.2.5 indicates that 34% are Heads of Department (HODs); 28% is both coordinators and those who do not have role in promoting reading, 10% of the respondents are teacher –librarians, and 28% do not have role in promoting reading.

4.2.6 Location of the school

The data presented in table 4.2.6 show the schools according to their location within Mthunzini circuit. According to DoE (2009), the core functions of the ELITS reading campaign were to fulfil certain obligations such as; curriculum enrichment, academic excellence and to promote reading for information and pleasure as a fundamental skill for lifelong learning across regardless of the learners’ backgrounds.

Table 4.2.6 **Location of schools as were described by the respondents**

	N	%
Urban	8	13
Semi-urban	7	12
Rural	45	75
Other(specify)	0	0
TOTAL	60	100

4.3 AWARENESS AND KNOWLEDGE OF ELITS PROJECT

The analysis of data presented in frequency distribution table 4.3 shows participants responses regarding their awareness and knowledge of the reading campaign. According to Buehring (2007:2), the fundamental aspects to successful project management is to define the scope and objectives to all stakeholders involved in terms of planning organising and implementation.

Table 4.3.1 **The educators’ awareness and knowledge of ELITS project**

	YES		NO		TOTAL
Are you aware of the ELITS projects and strategies like: DEAR, Readathon and Dancing Pencils?	N	29	N	31	60
	%	48	%	52	100
Do you know anything about ELITS workshops?	N	17	N	43	60
	%	28	%	72	100
Do you know who is in charge of ELITS project in our district? (Empangeni)	N	11	N	49	60
	%	18	%	82	100
Do you have an idea why ELITS project was initiated by the Department of Education?	N	27	N	33	60
	%	45	%	55	100

Table 4.3.1 indicates the views of educators on their awareness and participation in ELITS reading campaign workshops. The respondents were asked to rate their responses according to ‘Yes’ column constituting the positive responses and ‘No’ column indicating negative responses.

- **Educators’ awareness of the ELITS projects and strategies such as; DEAR, Readathon and Dancing Pencils**

The data as presented on the table show that 48% of the respondents were aware of the project whilst a bigger percentage 52% did not know about ELITS project. This presentation highlighted that 48% of senior phase educators in the sample understood the

strategies of promoting reading skills. However the 52% of the senior phase educators in the sample did not know and understand the strategies of promoting reading.

- **Knowledge and attendance of ELITS workshops**

Of the 60 respondents 28% knew about ELITS workshop against 72% who did not know about ELITS workshops. The high percentage of the educators who do not attend ELITS' workshop raises a concern in that reading will remain a challenge if educators are not well trained on the teaching of reading skills. This is supported by Baatjes (2000) who reported that the campaigns are likely to fail if implementers are not well trained.

- **Knowledge of the ELITS project personnel in the Empangeni district**

Respondents were also asked if they knew the personnel in charge of the ELITS project in their district. Of the 60 respondents, 18% knew whilst the majority of 82% did not know the personnel in charge of the ELITS project in their district. The responses in this item are not impressive because it show that the personnel in charge of ELITS project is not in consultation with the educators. Beuhring (2007) highlighted that initiators of campaigns need to avail themselves to stakeholders involved.

- **Educators' knowledge about the reasons for the ELITS project initiative**

There was not any substantial difference in numbers between those who knew and those who did not know why ELITS was initiated by the Department of Education. The figures were 45% for those who knew and 55% for those who did not know. The responses in this item show that the educators are not motivated to implement the campaign since they do not even know the motive behind the campaign. Krashen (2002) in support of this makes a simple point that it is not possible to promote reading if educators are not put on board in the campaigns.

The reality reflected in the respondents' views are crucial and critical in this study as reading is viewed to be a vital skill in the process of learning. The lack of knowledge and understanding of reading strategies demonstrated by participants was perceived in this study as a loophole for the efficacy of the innovation to promote reading. The effects of the failure of educators in the senior phase to implement the departmental innovation to improve reading skills could have far reaching impact on the curriculum improvement plans such as Curriculum and Assessment Policy Statement (CAPS). According to UNESCO (EFA, 2008) reading is considered to be the main building block in eradicating illiteracy.

4.4 IMPLEMENTATION OF THE ELITS READING CAMPAIGN IN SCHOOLS

The frequency distribution table 4.4 presented data collected by means of Likert Scale on the questionnaire. The statistics linked to each statement show responses of participants regarding their participation in activities for the implementation of the reading campaign. Mochal (2003) argued that projects get a black eye because of challenges during implementation; he further states that there must be major steps associated with the implementation of the project such as; coordinating with the organisations involved in the implementation, training of pioneers of the project and understanding of the implementation plan by all stakeholders involved.

Table 4.3.2 **Implementation of the ELITS reading campaign in schools**

	ITEM DESCRIPTION		SA	A	D	SD	TOTAL
1	Educators in this school support ELITS by participating and implementing reading strategies such as DEAR; Readathon and Dancing Pencils through activities organized for the promotion of reading.	N	7	37	5	11	60
		%	12	62	8	18	100
2	Educators encourage learners to use reference materials and other series of books supplied by ELITS.	N	6	24	16	14	60
		%	10	40	27	23	100
3	The school's Head of Department (HOD) for languages encourages educators to utilize and safeguard the reading materials available in the school	N	16	33	5	6	60
		%	27	55	8	10	100
4	The school management team (SMT) in the school support language educators in promoting reading through affording learners with opportunities to participate in competitions.	N	27	24	4	5	60
		%	45	40	7	8	100
5	The school designed a timetable which prioritises reading in all grades ever since we implemented ELITS project of reading campaign.	N	15	22	13	10	60
		%	25	37	22	16	100
6	The school has appointed special personnel to monitor and make sure that reading materials supplied by ELITS are used profitably and effectively used by both educators and learners.	N	1	16	29	14	60
		%	2	27	48	23	100
7	ELITS project has improved reading skills in senior phase learners.	N	4	21	26	9	60
		%	7	35	43	15	100
8	Learners are given activities which compel them to engage in reading books.	N	15	32	10	3	60
		%	25	53	17	5	100
9	Learners' proficiency or ability to read and to search for information has shown great improvement.	N	9	28	21	2	60
		%	15	47	35	3	100

Table 4.3.2 focussed on the implementation of the ELITS reading campaign in schools. The respondents were asked to rate their responses according to the following scale; ‘**Strongly Agree**’ and ‘**Agree**’ columns, constituting the positive responses, and the ‘**Disagree** and **Strongly disagree**’ responses as negative responses.

- **Data presented in table indicated variations in participants’ responses to the statement on ELITS strategies to promote reading in schools i.e. DEAR, Dancing Pencils and Readathon**

The responses to this item the frequency distribution on ELITS reading promotion strategies yielded the results that 74% of participants’ responses were positive whereas 26% were negative. The high percentage of positive responses in this item shows that educators are participating in activities that are aimed at supporting ELITS reading promotion strategies. This is in line with what Ferreira (2009) highlights that literacy skills in general and specifically have been recognised as the foundation for success at all levels of schooling. This indicates that senior phase educators supported the ELITS reading campaign.

- **Educators encourage learners to use reference materials and other series of books supplied by ELITS**

In this item there was no variation in the numbers of responses between those who agreed and those who disagreed. The statistics indicated that 50% of the respondents in the sample were not encouraging learners to use reference material and series of books provided by ELITS. On the other hand, 50% responses of the agreed that they encourage learners to use ELITS reading materials. These equal figures on the participants’ responses reveals that educators do not enforce reading skills to the expected level. Krashen (2002) makes a simple point that if children are to become lifetime consumers of books they need motivation as well as books of their own reading preferences. This is also supported by Kanade & Chudamani (2006) who suggest that building access to good quality local literature is also seen as a basic principle in establishing and nurturing

reading interests and habits; coupled with this are expectations that readers need to feel that they have choice in their reading. The results in this item do not give hope that educators have enough reading resources to refer their learners for reading and reference purposes.

- **The school's Head of Department (HOD) for languages encourage educators to utilise and safeguard the reading materials available in the school**

The majority of the respondents 82% agreed and 18% disagreed. The highest percentage of the positive responses shows that educators do take care of the reading materials. This is supported by the situation experienced by the Nigeria education department in 2001; where learning became a disaster due to lack of books which was caused by their negligence in safeguarding books. These results are impressive in this study in that Heads of Department do encourage educators to take care of books.

- **The School Management Team (SMT) in the school support language educators in promoting reading through affording learners opportunities to participate in reading competitions**

Again, on this item, the majority of the respondents indicate that 85% agreed that the SMT support learners and language educators in participating in reading competitions and only 15% disagreed. The results in table 4.8 in this item show that management in schools support activities for the promotion of ELITS reading campaign. This concurs with what Magara (2005) highlighted where he posits that reading is highly valued and appreciated in the society and where reading is regarded not simply as something developed for school purposes but something practiced in all aspects of our lives. Engaging learners in competitions such as Readathon confirm that sharpening learners' reading skills is not only for school purposes.

- **The school has appointed personnel to monitor and make sure that reading materials supplied by ELITS are effectively used by both educators and learners**

On this item the majority of responses 29% were negative against 71% responses which were positive. Buehring (2007) highlighted that the fundamental aspects to successful project as applied in the United Kingdom need among other things monitoring and evaluation. These results show that there was no proper monitoring of the implementation of the ELITS reading campaign. The reality reflected in the respondents' views are critical in this study since senior phase educators reflected in their responses that there is no proper monitoring, lack of monitoring is likely to contribute towards failure of achieving desired outcomes of the ELITS reading campaign.

- **The school designed a timetable which prioritises reading in all grades ever since we implemented ELITS reading campaign**

Of the 60 respondents, 62% agreed that they have reading time slots on the timetable whereas 38% disagreed. The 62% positive responses of the majority showed that the educators support the Readathon competitions through training learners to read during their reading time in classes. The majority of respondents reflecting positive responses are motivating in this study in that reading skills are taught; they are not spontaneously acquired. This concurs with Gough, *et al.*, (1992) where they assert that for most children learning to read does not occur spontaneously, it occurs after support and interventions much of which comes from the teacher.

- **ELITS project has improved reading skills in senior phase learners**

On this item on table 4.8, the minority of respondents 42% were positive and 58% The lowest percentage 42% for positive responses raises a concern in this study in that it is clear that the ELITS reading campaign has not reached the expected level of competency in reading. Ramus (2003) highlighted that there must be specific methods of teaching reading because acquisition of reading skills differ from child to child and the approaches

differ from educator to educator. The responses reflected in item 7 of the frequency distribution table 4.8; lack of monitoring in schools could be the cause of lack of improvement in reading.

- **Learners are given activities which compel them to engage in reading books**

The majority of respondents 78% in this item were positive whereas 22% were negative. This reflects that even though learners are given activities that require them to read they are not motivated readers since educators are not well-trained in teaching reading skills; this is confirmed by the responses in item 7 which reflect that there is not much improvement in reading among senior phase learners. These results are impressive in this study in that in spite of all hardships educators face in this regard they still give learners activities which form part of the ELITS campaign strategies. Chisholm & Motala, Vally (2003) supports this by saying that implementation of projects must be accompanied by many activities that will drive stakeholders towards practical activities which will drive them towards achievement of desired outcomes.

- **Learners' proficiency or ability to read and search for information has shown great improvement**

On this item in table 4.8 responses revealed that a high proportion of the respondents 62% agreed whilst low proportion of the respondents 38% disagreed. These results show a positive impact of the ELITS reading campaign. The ability to search for information is taught; this is supported by Stelmakh (2003) where he presents strategies of training learners to be proficient in searching information; some of those strategies are; previewing, predicting; skimming and scanning; among others.

The majority of respondents as presented in chapter four highlighted that ELITS reading campaign has been implemented in schools though not all members of staff support its implementation as they were not clearly informed about its objectives and importance. Baatjes (2000) reported that the campaigns are likely to fail if the implementation process

lacks conceptualisation and funding. The results presented in this study show that ELITS failed because the Department of Education did not consider proper planning, there were no consultation and involvement of all providers of reading and literacy, no proper resourcing of campaigns and no time frames stipulated for the campaign and its strategies. This is supported by the Gough's theory that underpins reading in the sense that the acquisition of reading skills differ from child to child and approaches of teaching reading differ from educator to educator. It is therefore important to involve all providers and inform them about the campaign and its objectives and time frames.

4.5 AVAILABILITY AND ACCESSIBILITY OF READING MATERIALS TO SUPPORT ELITS READING CAMPAIGN

According to DoE (2009) the ELITS reading campaign had six key pillars which included management of the teaching of reading and provision of reading materials. The ELITS reading campaign in its plan stated that its full implementation would be supported by provision of reading packs, mobile libraries and necessary library resources. The present the participants' views on the availability and accessibility of reading materials and graphs below library resources to support the ELITS reading campaign.

The last section in the questionnaire had open - ended questions which sought to find out the views of educators about the availability and accessibility of reading materials in schools to support ELITS reading campaign. The open-ended questions were included in order to provide respondents with an opportunity to provide extra information and to freely voice their feelings on the subject. The data in this section is presented in the form of pie charts.

4.5.1 Full implementation of ELITS in schools

The data presented in figure 4.5.1 show the participants' responses regarding the full implementation of the reading campaign including the provision of all necessary resources. According to Baatjes (2002), failure of reading campaigns is due to lack of

proper resourcing in terms of reading materials and well-skilled human resource. He further states that implementation of functional literacy programmes should be undertaken in support of the promotion of reading in schools. One of the ELITS responsibilities is to monitor effectiveness use of libraries in the implementation of School-Wide Reading Programme.

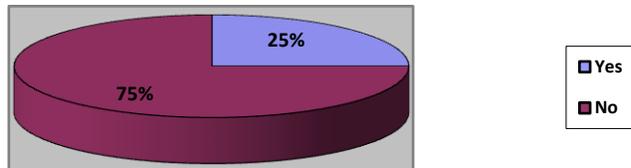


Figure 4.5.1: **Has your school fully implemented ELITS project to promote reading?**

The question in figure 4.5.1 sought to find out whether or not the school has fully implemented ELITS to promote reading. The majority (75%) of participants responded by saying that they have no idea about ELITS and as a result it has not been implemented in their schools. Very few (25%) participants responded by saying that they have implemented ELITS in their schools though not fully. The low percentage of 25% of positive responses about the implementation of the campaign is critical in this study in that all senior phase educators were expected to support the campaign. The results of these findings show that the purpose of the campaign to facilitate and promote reading is not yet achieved.

4.5.2 Availability of the library and the teacher-librarian

Figure 4.5.2 shows responses of participants regarding the availability of libraries and library personnel to provide access to reading materials. The interventions of the minister through the department of education include the provision of the reading policy guidelines which clearly stipulate the roles and responsibilities of the ELITS project of which one of them was that; the department will provide support to schools to establish

libraries as part of the ELITS project. Ebele, Ada & Ebunoluwa (2011) stated that embracing the culture of reading should go beyond mere talk; affirmative action must be taken where establishment of rural conventional libraries and implementation of functional literacy programmes is undertaken.

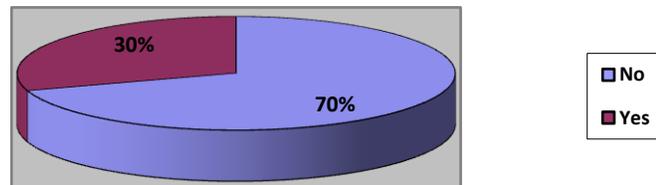


Figure 4.5.2: **Availability of library and teacher-librarian in your school**

The question in table 4.5.2 checked if the schools had libraries and personnel in charge of the libraries. The majority (70%) of responses schools reported that schools did not have libraries and teacher librarians in their schools; access to books is through classroom corners controlled by class teachers or language educators. Very few (30%) participants reported to have libraries but still without teacher-librarians to make access to books possible. The high percentage of senior phase educators who participated in this study reflected that there are no library facilities and teacher librarians in their schools. This is supported by Krashen (2002) when he posits that it is impossible to promote reading among learners without the availability of functioning libraries and relevant books for learners. The absence of libraries and library personnel is raising a concern in this study since reading cannot be promoted if there are no support resources such as books and libraries. These findings show that it is very difficult for educators to put reading firmly on the school activities to clarify and simplify curriculum expectations of promoting reading across the curriculum.

4.5.3 Relevance and suitability of books supplied by ELITS

The data presented in figure 4.5.3 addresses the question of the availability and relevance of reading materials supplied by ELITS project. Krashen (2002) makes a simple point that if children are to become lifetime consumers of books, their own reading preferences must be known and accepted as the basis for encouragement in promoting reading.

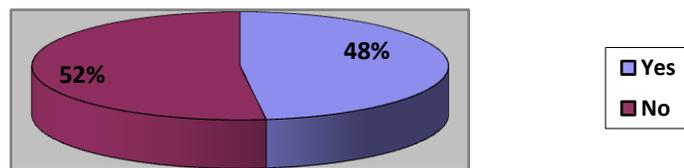


Figure 4.5.3: Value and relevance of the reading materials supplied by ELITS

The question sought to find out the views of educators about the value and relevance of the reading packs in the form of books supplied by ELITS to schools. Figure 4.5.3 shows that the majority (52%) of respondents responded by saying that they do not receive any reading packs from ELITS; few participants (48%) reported that they receive books, but they are not enough for their enrolment. The low percentage of positive responses concurs with what Chisholm (2003) points out that the Department of Education is not providing conducive conditions and resources to encourage the enforcement of the culture of reading to both educators and learners. The implication in these findings is that the key pillars of the campaign which among others include; provision of reading resources and monitoring of learner performance are not taken into consideration by stakeholders.

4.5.4 Availability of reading time slots on the composite timetable

Figure 4.5.4 presents data regarding the availability of reading time slots on the school timetable. The reading policy guidelines (1999) state that the reading culture means favourable conditions with sufficient reading materials space and time which support and nurture on-going and developing reading practices. The above statement from the reading policy guidelines is supported the National Reading Strategy which states that approximately ten hours per week should be provided for the teaching of reading in foundation phase, since reading should be enforced in early phases of learning.



Figure 4.5.4 : Availability of reading time slots on the composite timetable

Out of 60 participants regardless of their location (57%) responded by saying that they have reading time slots on the composite timetable, whilst (43%) reported that reading time slots are there on the timetable though sometimes used for teaching other subjects instead of reading. According to DoE (1999), there has been a misconception about the role of the teacher in teaching reading in the classroom; in Curriculum 2005 and National Curriculum Statement; for instance, for many years teachers believed that they are not bound to teach reading, but they need to facilitate the process of acquisition of reading skills with the hope that learners will spontaneously learn how to read. This is critical in this study in that there are theories and approaches such as; Gough' theory, phonetic approach and whole language approach among others that underpin reading; this confirms that reading must be taught.

4.5.5 Attendance of ELITS workshops by educators and suitability of time

The data presented in 4.5.5 shows the attendance of ELITS workshops by educators as part of training for the implementation of the reading campaign. Data is also based on the suitability of time for the workshops. Mochal (2003) highlights the steps to follow when planning to run a project or campaign; one of the things he mentioned that implementing training is important and many solutions require participants to attend training and coaching sessions. Training needs to take place in advance and towards the roll out of the campaign.

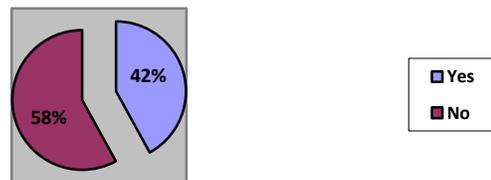


Figure 4.5.5: Educators' attendance of ELITS workshops and suitability of time

The question checked whether or not educators attend ELITS workshops and the time for attendance is appropriate. The majority (58%) of educators responded by saying that they did not receive any invitations for the workshops, very few (42%) reported that they attend but the time is not right because it affects contact hours. The results presented in figure 4.12 showing the low percentage (42%) of educators who attended ELITS workshops is not in line with what Mochal (2003) highlights in the process of implementing a campaign; he mentioned that the stakeholders involved in the campaign must be well trained; this is further supported by what Buehring (2007) regards as the fundamental aspects to successful project management; that is; effective communication with the team steering the campaign so that everyone knows exactly what role is expected of them. These results imply that the purpose of the campaign was not accomplished; which included emphasis on the understanding of the roles of all stakeholders in promoting reading, that is; educators, learners, parents and the broader community.

4.5.6 Are learners motivated readers or they only read when instructed?

Figure 4.5.6 presents data based on the participants' observation with regard to learners being motivated to read. According to Asmal (1999) the campaigns such as Masifunde Sonke, Ready to Learn and ELITS were intended to change South African citizens' attitudes towards reading with a hope that the culture of reading will be cultivated. He further states that the idea of campaigns was adopted to assist learners in schools to improve their literacy skills and therefore reading was the priority.



Figure 4.5.6 **Motivated readers in your school**

This question sought to check if the ELITS campaign has resulted to motivated readers or learners are still reading only when instructed to do so. The majority (60%) of respondents reported that their learners are motivated readers though there is lack of reading materials. The (40%) responses reported that their learners are not motivated readers due to lack of reading materials. Karlsson (1996) defines a campaign as a purposeful effort to create change; this concurs with what the DoE (2008) refers to as the purpose for a reading campaign; which is to facilitate and promote love of reading, to provide positive reading environments and to promote creative writing for knowledge and enjoyment. The negative responses based on the motivated readers are critical in this study in that change has not been effected to the satisfactory level due to lack of aspects that should be taken into consideration when implanting a campaign.

4.6 SUMMARY

The chapter has provided the discussion of results based on the findings obtained from the field work; it is clear that the ELITS reading campaign is not fully implemented in schools. All participants agreed that reading is the basis for learning but most of them lack skills of teaching reading. However, it is contradictory to realise that in the Early Reading Strategy (2003) cited in DoE (2008) it is emphasised that teachers need to teach and assess reading. It further states that learners should be exposed to appropriate reading materials, yet the educators' outcry is the lack of reading collections in schools.

The next chapter is the last one; it presents the summary, conclusion and recommendations of the study.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The chapter summarises the research findings and proposes the recommendations that could be of benefit for further research in this area of promoting reading in schools. The findings in this section are summarised under each of the study's objectives. The objectives of the study were:

1. Establish the views of educators about the implementation of the ELITS' reading campaigns in promoting reading in schools.
2. Determine educators' awareness of the ELITS' reading campaigns in promoting reading in schools.
3. Find out the views of educators on the accessibility and availability of quality reading collections provided by ELITS.

5.2 SUMMARY OF FINDINGS

5.2.1 Establish the views of educators about the implementation of the ELITS' reading campaigns in promoting reading in schools

This objective sought to establish the views of educators about the implementation of the reading campaign in schools. There was a strong feeling that the ELITS campaign is not fully implemented in schools. Some findings revealed that educators are not supporting activities of promoting reading. Mochal (2003) provides various steps to be taken when planning a campaign. He further posits that problems always come up because campaign initiators do not anticipate and plan for the complexity of running the campaign. The findings also revealed that educators are not trained on how to teach reading using different approaches.

5.2.2 Determine educators' awareness of the ELITS' reading campaigns in promoting reading in schools

The study found that the majority of educators are not aware of the reading campaign and as a result some of them were not taking reading seriously, they even decide to teach other subjects during the reading time slots on the timetable. Literature reviewed in chapter two stresses the importance of teaching reading using different approaches and considering levels of learners. Scholar like Chisholm (2003) argues that the Department of Education does not provide conducive conditions to encourage the reinforcement of the culture of reading to both educators and learners.

5.2.3 Find out the views of educators on the accessibility and availability of quality reading collections provided by ELITS

The findings revealed that the schools do not have libraries and no library personnel which results in access to reading materials not being easy. The overview of the National Curriculum Statement (NCS) made an important feature of life-long learners. The NCS states that the learner must be able to read and view for information and enjoyment and respond critically to various texts (DoE, 1999). The report on the National Education Infrastructure Management (NEIMS) of 2007 provided an update on the distribution of facilities such as libraries but the findings revealed that majority of schools use classroom corners due to the absence of libraries.

5.3 DISCUSSION OF FINDINGS IN CONGRUENCE WITH THE RESEARCH TOPIC

The aim of the study was to explore the perceptions of educators on the ELITS reading campaign. The statement of the problem discussed in chapter one was based on the concerns highlighted in previous research reports on poor level of competence of learners in reading skills. The synthesis of the selected literature in chapter two provided theoretical framework for the data collection during empirical study in chapter three. Chapter three outlines and present the discussion on the planning and organisation of the

empirical study which entailed research design, selection of population, sampling procedures and methods of data collection. The data analysis and interpretations thereof presented in chapter four provided answers to the research questions which form a crucial aspect of the study. The summary of findings as they are presented in this chapter had provided a stance for the drawing of the following conclusions about the; *‘Teachers’ perceptions of the ELITS reading campaign in promoting reading in schools’*.

- i) Lack of resources such as books, library personnel and libraries were the threats to the effective implementation of the goals and intents of the campaign in schools.
- ii) Pedagogical approaches to teaching reading skills to learners appeared in findings to be a matter of concern.
- iii) The implementation plan for the campaign did not provide teachers with sufficient time to understand goals of the campaign.
- iv) The involvement of educators in the project was not monitored and not all schools had representatives in ELITS workshops.
- v) The reading time slots are there in the majority of schools, which implicates that educators takes reading as important as all other learning areas.

5.4 RECOMMENDATIONS

Based on the findings, the study put forward the following recommendations:

- i) This study revealed that the reading campaign was not properly communicated with the educators and other stakeholders; therefore; there is a need for the Department of Education to consider proper planning, consultation with all involved providers, the time frame for the project, ways of monitoring implementation and evaluation of the campaign after a stipulated time.
- ii) The objectives of the campaign should be known and understood by all educators so that they can join hands in trying to achieve them.

- iii) Since reading forms part of the curriculum, educators need training on how to teach reading using different approaches to cater for the diversity of their learners. The Department of Education officials should monitor the availability of reading time slots on the composite timetable of all schools.
- iv) There is an urgent need for libraries in all schools; how do educators produce life-long learners if they do not have resources to expose them to independent working? The Department of Education should consider provision of reading materials as one of the priorities when they plan infrastructure for schools.
- v) The study revealed that resources are not equally distributed to all schools. It is recommended that provision of resources should be equally distributed to urban, semi-urban and rural schools.
- vi) Further research is recommended on the factors that result in the failure of the Department of Education's campaigns, to also look into the planning, monitoring and the evaluation of the campaigns.

5.5 LIMITATIONS OF THE STUDY

This study like all others was not undertaken without limitations. The financial constraints confined the selection of the sample for this study. Therefore, the findings presented cannot be generalised hence they are based on a smaller section of the population specified in the province.

5.6 CONCLUSION

The results of this study show lack of proper planning for the campaign by the Department of Education; the ELITS reading campaign failed to achieve the desired outcomes of sharpening the reading skills among learners. Although some schools gave positive responses about the ELITS reading campaign; it still shows that schools are not equally provided with resources and support. Kofi Annan in the IFLA Professional

Report No. 125 (2011) said: “Literacy is a bridge from misery to hope, it is a tool for daily life in modern society. It is a bulwark against poverty and a building block of development, an essential complement to investments in infrastructure. Literacy is a platform for democratisation and a vehicle for the promotion of cultural and national identity for everyone, everywhere, literacy is along with education in general a basic right, it is a road to human progress and the means through which every man, woman and child can realise his or her full potential”.

Looking at the above cited words by Kofi Annan it is an undisputable fact that the Department of Education has not done enough to promote reading in terms of proper planning for the reading campaign and empowering educators with the skills to teach reading. It is evident that the campaigns are initiated but not monitored; they have no time frames and as a result they fail.

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APPENDIX A

**LETTER SEEKING FOR PERMISSION TO CONDUCT
RESEARCH**

APPENDIX B

LETTER GRANTING PERMISSION TO CONDUCT RESEARCH

APPENDIX C

QUESTIONNAIRE ON THE IMPLEMENTATION OF THE ELITS READING CAMPAGIN

QUESTIONNAIRE

This questionnaire is to be answered by educators and HODs in the senior phase.

Dear Educator

- Please complete the questionnaire by answering all questions honestly.
- The information you will provide will be used in a research study to explore the views of educators on the outcomes of the ELITS reading campaign.
- The results obtained from this research study will be shared with the Department of Basic Education and will be used to enhance the improvement of reading skills among learners in schools.
- You are assured that all information you provide will be strictly kept confidential, therefore do not write your name or the name of your school on this questionnaire.

Thank you for your participation and cooperation in this research study.

Ms. Hlengiwe R. Mhlongo
Department of Curriculum and Instructional Studies
Private Bag X1001
KwaDlangezwa
3886

QUESTIONNAIRE

Introduction

This questionnaire aims at collecting data from you as the senior phase educator, regarding your views about the implementation of the ELITS reading campaign in promoting reading in schools. The data that you provide will remain confidential and anonymous; therefore, you do not have to write your name in this questionnaire. Please respond as honestly as you can. There is no right or wrong answer; it all depends on your views – and your responses will not prejudice you in any way.

Please answer the following questions by putting a cross(X) in the box that corresponds to your answer:

SECTION A: Educator's Profile

1. Education/Qualification

Matric/Grade 12	
Matric + Certificate	
Diploma	
Degree	
Post graduate/Senior Degree	

2. Teaching Experience (Years)

0-2	
3-4	
5-10	
11+	

3. Grade Taught

7-9	
10-12	

4. Teaching of Languages

IsiZulu	
English	
Afrikaans	
Other(specify)	

5. Role in promoting Reading

HOD for Languages	
Coordinator for reading activities	
Teacher –Librarian	
Other (specify)	

6. Location of the school

Urban	
Semi-urban	
Rural	
Other (specify)	

SECTION B

The following questions seek information based on your awareness and knowledge of the ELITS project. Please answer the following questions by crossing **Yes** or **No** in the box and elaborate on the provided spaces where necessary.

1. Are you aware of the ELITS project?

Yes	
No	

2. Do you know anything about ELITS workshops?

Yes	
No	

3. Do you know who is in charge of ELITS project in your district? (Empangeni)

Yes	
No	

If yes provide his/her surname and initials -----

4. Do you have an idea why ELITS project was initiated by the Department of Education officials?

Yes	
No	

Please support your answer.

SECTION C

The following statements are designed to seek your views regarding the implementation of the ELITS reading campaign in your school. For each statement put a **cross (X)** on a category which best describes your view, according to the following Likert Scale:

SA = Strongly Agree

A = Agree

D = Disagree

SD = Strongly Disagree

	SA	A	D	SD
1. Educators in this school support ELITS by participating in reading activities organized for the promotion of reading.				
2. Educators encourage learners to use reference materials and other series of books supplied by ELITS.				
3. The school's Head of Department (HOD) for languages encourages educators to utilize and safeguard the reading materials available in the school				
4. The school management team (SMT) in the school support language educators in promoting reading.				
5. The school designed a timetable which prioritises reading in all grades ever since we implemented ELITS project of reading campaign.				
6. Language educators coordinate ELITS reading campaign.				
7. The school has appointed special personnel to monitor and make sure that reading materials supplied by ELITS are used profitably and effectively by both educators and learners.				
8. ELITS project has improved reading skills in senior phase learners.				
9. Learners are given activities which compel them to engage in reading books.				
10. Learners' proficiency or ability to read and to search for information has shown great improvement.				

SECTION D

The following questions are designed to seek your views about the availability and accessibility of resources to support the implementation of the ELITS reading campaign. Please answer the following questions by putting a cross (X) in the box which has an appropriate answer as your view. You are also requested to briefly support the answers you have chosen in the spaces provided below each box.

1. Has your school fully implemented ELITS project to promote reading?

Yes	
No	

Please justify your answer.

2. Do you have a library and a teacher-librarian in your school?

Yes	
No	

If your answer is yes, do learners have access to various types of resources, if your answer is no, how do learners access reading materials supplied by ELITS project?

3. In your view, do you think the reading materials supplied by ELITS project are valuable and relevant to learners and educators?

Yes	
No	

Please support your answer.

4. Does your school have reading time clearly indicated on the composite timetable?

Yes	
No	

Please support your answer, if your answer is yes, state how often do you have reading, if your answer is no, state the reason for not having reading time on your timetable.

5. Does your school send educators to ELITS workshops?

Yes	
No	

If your answer is yes, do you think those workshops help educators to improve reading skills among learners and are they scheduled at the convenient time for educators; if your answer is no, why are ELITS workshops not attended by educators in your school?

6. Are learners in your school motivated readers or they only read when they are instructed by educators to do so?

Yes	
No	

Please support your answer.

APPENDIX D

PLAGIARISM REPORT

APPENDIX E

ETHICAL CLEARANCE CERTIFICATE