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Appendix 1: Ethical clearance



14 May 2009

Dear Prof Carstens

Project: A socio-affective approach to improving students' reading comprehension abilities
Researcher: N Boakye
Supervisor: Prof A Carstens
Department: Unit for Academic Literacy
Reference: 28607288

I have pleasure in informing you that the Registrar and Student Dean have formally given **approval** for the above study to be conducted at the University of Pretoria. The approval is subject to the candidate abiding by the principles and parameters set out in her application and research proposal in the actual execution of the research.

The Committee requests you to convey this approval to Ms Boakye.

We wish you well in the completion of this research project.

Sincerely

Prof. Brenda Louw
Chair: Research Proposal and Ethics Committee
Faculty of Humanities
UNIVERSITY OF PRETORIA
e-mail: brenda.louw@up.ac.za

Research Proposal and Ethics Committee Members: Prof P Chiroro; Dr M-H Coetzee; Prof C Delpont; Dr JEH Grobler; Prof KL Harris; Ms H Klopper; Prof E Krüger; Prof B Louw (Chair); Prof A Mlambo; Prof G Prinsloo; Mr C Puttergill; Prof H Stander; Prof E Taljard; Dr J van Dyk; Prof C Walton; Mr FG Wolmarans

Appendix 2A: Informed consent (questionnaires phase 1)



**Faculty of Humanities
Unit for Academic Literacy**

June 2009

Dear Student

INFORMED CONSENT: EXPLORATORY RESEARCH ON THE RELATIONSHIP BETWEEN SOCIO-AFFECTIVE FACTORS AND READING ABILITY

You are kindly requested to take part in an exploratory research project by responding to the questionnaire on reading background and strategy use. The research results will contribute towards a DPhil degree in Linguistics. Parts of the DPhil thesis may be converted to conference presentations or research articles.

Your responses will remain anonymous. Even though you are required to supply your student numbers, they will only be used for tallying responses to test performance and not for any other identification purposes. There are no disadvantages for responding to this questionnaire.

If you would like further information on the research project or the intervention programme, you are welcome to contact me on the address below.

Yours Sincerely

Naomi Boakye (Researcher)

Unit for Academic Literacy
HSB 17-22
University of Pretoria
Tel: 012 420 5905

Prof. A. Carstens (Supervisor)

Unit for Academic Literacy

STATEMENT OF INFORMED CONSENT

I have read the information included in the above letter, and I am willing to participate in the research programme. I agree that the following data may be used for the purposes outlined in the letter:

- (a) my responses to questionnaires on my reading background, motivation, attitudes, interest and use of reading strategies
- (b) my performance in the Academic Literacy tests.

Signature of respondent

Date

Appendix 2B: Informed consent (questionnaires, participation and interviews)



**Faculty of Humanities
Unit for Academic Literacy**

June 2008/ January 2010

Dear Student

INFORMED CONSENT: RESEARCH ON THE EFFECTIVENESS OF AN INTERVENTION PROGRAMME TO IMPROVE READING COMPREHENSION ABILITIES

You are kindly requested to take part in a research project aimed at improving students' reading comprehension abilities. The research results will contribute towards a DPhil degree in Linguistics. Parts of the DPhil thesis may be converted to conference presentations or research articles.

The research project will involve an intervention programme which will entail reading instruction using approaches that enhance motivation, such as, autonomy, collaboration, competence support, emphasis on learning goals, etc. The intervention will last for seven weeks for students on the EOT 161 course and fourteen weeks for students on the EOT 110 course. Students will either belong to a control group that will receive normal tuition or an intervention group that will receive instruction in reading through the affective approaches outlined above.

You will be requested to take reading tests before and after the intervention programme, and also be requested to provide responses to questionnaires on reading background and strategy use before and after the intervention.

In addition to the questionnaires and the pretests and posttests, interviews will be conducted to assess the effectiveness of the programme. The interviews will be conducted in three sessions – at the beginning, midway and at the end of the intervention programme.

You may be selected to participate in the interview sessions. The interviews will be semi-structured and will involve answers to questions pertaining to your perceptions, challenges, interest, etc. of the programme. You will also have the opportunity to speak freely on your views, gains and challenges of the programme.

Apart from requiring a few hours of your time for the interview sessions, and the reflection you will have to do, your participation in the research will not disadvantage you in anyway. Instead, if your class is selected, you will have the benefit of receiving tuition that is geared towards improving motivation and enhancing academic reading abilities, and if selected for the interviews, you will have the benefit of being given the opportunity to reflect on the gains and challenges of the programme.

Confidentiality will be ensured. Only the researcher will have access to the raw data. Should any information you give be presented verbally in the research report, anonymity would be maintained. The information you give will not be used against you in anyway, and will be purely for research purposes. The raw data will be stored for fifteen years and may be used for further research. You are free to withdraw from the programme at anytime, and any information supplied will be destroyed.

If you would like further information on the research project or the intervention programme, you are welcome to contact me on the address below.

Yours Sincerely

Naomi Boakye (Researcher)

Unit for Academic Literacy
HSB 17-22
University of Pretoria
Tel: 012 420 5905

Prof. A. Carstens (Supervisor)

Unit for Academic Literacy

STATEMENT OF INFORMED CONSENT

I have read the information included in the above letter, and I am willing to participate in the research programme outlined. I agree that the following data may be used for the purposes outlined in the letter:

- (a) my responses to questionnaires on my reading background, motivation, attitudes, interest and use of reading strategies
- (b) my performance in the Academic Literacy tests and other reading tests.
- (c) my answers to interview questions pertaining to the teaching programme and my general impression of the programme.

Signature of respondent

Date

Appendix 3A: Questionnaire (Phase 1)



**Faculty of Humanities
Unit for Academic Literacy**

Questionnaire: Socio-affective factors and strategy use in academic reading

Dear student

Thank you for your willingness to contribute data on factors affecting reading that will help to improve the Academic Reading module.

Please note that there are no incorrect or false answers since the answers reflect your personal opinion. Your responses will remain anonymous. Even though you are required to supply your student numbers, they will only be used for tallying responses to test performance and not for any other identification purposes. There are no disadvantages for responding to this questionnaire.

For office use

Respondent number

Please tick (using a X) the number that best reflects your opinion accurately

	Dimension of construct	Strongly agree	Agree	Uncertain	disagree	Strongly disagree	
Past experiences with reading							
1. When I was a child I was often taken to the library		1	2	3	4	5	V1
2. Members of my family used to read to me		1	2	3	4	5	V2
3. There have always been books in my family's home		1	2	3	4	5	V3
4. Attention was given to developing reading skills in my high school		1	2	3	4	5	V4
5. There was a library in my primary		1	2	3	4	5	V5

school							
6. There are 20 or more books in my home		1	2	3	4	5	V6

Reading and social environment							
7. My siblings read a lot		1	2	3	4	5	V7
8. My parents read a lot		1	2	3	4	5	V8
9. My friends like reading so they read a lot		1	2	3	4	5	V9
10. My friends and I discuss books that we read		1	2	3	4	5	V10
11. I know people who read all kinds of texts		1	2	3	4	5	V11
Interest in reading							
12. I like to read about topics of interest		1	2	3	4	5	V12
13. I like to read about new things		1	2	3	4	5	V13
14. I read for pleasure		1	2	3	4	5	V14
15. I find reading an interesting activity		1	2	3	4	5	V14
16. If I had more time I would read more		1	2	3	4	5	V16
Attitude towards reading							
17. I have always believed that reading was a good thing to do		1	2	3	4	5	V17
18. I have favourite subjects that I read about		1	2	3	4	5	V18
19. I enjoy reading		1	2	3	4	5	V19
20. I find it easy to settle down and concentrate on my reading tasks		1	2	3	4	5	V20
21. Reading well will help me with my studies		1	2	3	4	5	V21
22. I can learn a lot from reading		1	2	3	4	5	V22
Perceptions about own abilities/self-efficacy							
23. I think I read well and with understanding		1	2	3	4	5	V23
24. I read slowly so I have problems with understanding		1	2	3	4	5	V24
25. I have difficulty in completing the reading assignments given to me		1	2	3	4	5	V25
26. I read slowly so it makes me tired and bored		1	2	3	4	5	V26
27. I have difficulty in understanding		1	2	3	4	5	V27

words (50% or more) in my reading assignments							
28. I have to translate what I read into my home language before I really understand		1	2	3	4	5	V28
29. I have difficulty in understanding idiomatic language		1	2	3	4	5	V29
30. I have difficulty in understanding the texts I have to read at university		1	2	3	4	5	V30
31. I have difficulty in extracting the main points in what I read.		1	2	3	4	5	V31
32. I find it difficult to summarise a text in my own words		1	2	3	4	5	V32
Reading strategies							
33. When I read a novel, I read it in a different way from when I read a textbook		1	2	3	4	5	V33
34. Before I read a book, I look at its contents page and skim through it looking at headings and illustrations		1	2	3	4	5	V34
35. The first thing I do when I come across an unknown word is to look it up in the dictionary		1	2	3	4	5	V35
36. I record new words and try to memorise them with their meanings		1	2	3	4	5	V36
37. Ignore diagrams, maps, graphs, charts, which I come across in the course of my reading		1	2	3	4	5	V37
38. I try to relate what I read with my own ideas and previous knowledge		1	2	3	4	5	V38
39. I use questions like why, what and how to help me understand my reading better		1	2	3	4	5	V39
40. I form visual images when I read.		1	2	3	4	5	V40
Int. motivation-curiosity, involvement, Challenge							
41. I read to learn new information about topics that interest me		1	2	3	4	5	V41
42. If I am reading about an interesting topic, I sometimes lose track of time		1	2	3	4	5	V42
43. I enjoy reading books on various topics		1	2	3	4	5	V43
44. If my teacher/lecturer discusses something interesting, I might read more about it		1	2	3	4	5	V44
45. I feel I connect with characters in good books		1	2	3	4	5	V45

46. I enjoy reading fictional stories		1	2	3	4	5	V46
47. I enjoy a long involved story		1	2	3	4	5	V47
48. I read a lot of adventure and mystery books		1	2	3	4	5	V48
49. I like hard challenging books		1	2	3	4	5	V49
50. Reading helps me understand difficult concepts		1	2	3	4	5	V50
51. If the assignment project is interesting, I can read difficult material		1	2	3	4	5	V51
52. If the book is interesting, I don't care how hard it is to read		1	2	3	4	5	V52
53. I like to read books that make me think		1	2	3	4	5	V53
Extrinsic motivation- recognition, competition							
54. I like to get compliments for my reading		1	2	3	4	5	V54
55. It is important for me that my teacher and/or my parents recognise my reading		1	2	3	4	5	V55
56. I like being the only one who knows the answer to a question from a text we have read		1	2	3	4	5	V56
57. It is important for me to be among the good readers in my class		1	2	3	4		V57
58. I try to get more answers right than my friends' in reading tasks		1	2	3	4	5	V58
59. I like to finish my reading and tasks before other students		1	2	3	4	5	V59
60. I am willing to work hard in order to read better than my friends		1	2	3	4	5	V60
Reading habits							
61. I read one novel each week/month during holidays		1	2	3	4	5	V61
62. I read one novel each week/month during school term		1	2	3	4	5	V62
63. I often read							
i. newspapers		1	2	3	4	5	V63i
ii. magazines		1	2	3	4	5	V63ii
iii. novels		1	2	3	4	5	V63iii
iv. academic books		1	2	3	4	5	V63iv
v. any other (e.g. motivational, plays, etc)		1	2	3	4	5	V63v
64. I read books/magazines/newspapers in my mother-tongue		1	2	3	4	5	V64



65. Newspapers are bought daily/weekly in my home		1	2	3	4	5	V65
---	--	---	---	---	---	---	-----

Personal information

66. Faculty							V66
67. Gender	F		M				V67
68. Code for literacy test	1	2	3	4	5		V68
69. Mother tongue	Eng	Afr	SA African	Other African	Other		V69
Student number							

Thank you for filling in the questionnaire

Appendix 3B: Post-intervention questionnaire (Phase 3)



**Faculty of Humanities
Unit for Academic Literacy**

Questionnaire: Socio-affective factors and strategy use in academic reading

Dear student

Thank you for your willingness to contribute data on factors affecting reading that will help to improve the Academic Reading module.

Please note that there are no incorrect or false answers since the answers reflect your personal opinion. Your responses will remain anonymous. Even though you are required to supply your student numbers, they will only be used for tallying responses to test performance and not for any other identification purposes. There are no disadvantages for responding to this questionnaire.

For office use

Respondent number

Please tick (using a X) the number that best reflects your opinion accurately

	Strongly agree	Agree	Uncertain	disagree	Strongly disagree		
Interest in reading							
1. I like to read about topics of interest	1	2	3	4	5	V1	
2. I like to read about new things	1	2	3	4	5	V2	
3. I read for pleasure	1	2	3	4	5	V3	
4. I find reading an interesting activity	1	2	3	4	5	V4	
5. If I had more time I would read more	1	2	3	4	5	V5	
Attitude towards reading							
6. I have always believed that reading was a good thing to do	1	2	3	4	5	V6	

7. I have favourite subjects that I read about	1	2	3	4	5	V7	
8. I enjoy reading	1	2	3	4	5	V8	
9. I find it easy to settle down and concentrate on my reading tasks	1	2	3	4	5	V9	
10. Reading well will help me with my studies	1	2	3	4	5	V10	
11. I can learn a lot from reading	1	2	3	4	5	V11	
Perceptions about own abilities/self-efficacy							
12. I think I read well and with understanding	1	2	3	4	5	V12	
13. I read slowly so I have problems with understanding	1	2	3	4	5	V13	
14. I have difficulty in completing the reading assignments given to me	1	2	3	4	5	V14	
15. I read slowly so it makes me tired and bored	1	2	3	4	5	V15	
16. I have difficulty in understanding words (50% or more) in my reading assignments	1	2	3	4	5	V16	
17. I have to translate what I read into my home language before I really understand	1	2	3	4	5	V17	
18. I have difficulty in understanding idiomatic Language	1	2	3	4	5	V18	
19. I have difficulty in understanding the texts I have to read at university	1	2	3	4	5	V19	
20. I have difficulty in extracting the main points in what I read.	1	2	3	4	5	V20	
21. I find it difficult to summarise a text in my own words	1	2	3	4	5	V21	
Reading strategies							
22. When I read a novel, I read it in a different way from when I read a textbook	1	2	3	4	5	V22	
23. Before I read a book, I look at its contents page and skim through it looking at headings and illustrations	1	2	3	4	5	V23	
24. The first thing I do when I come across an unknown word is to look it up in the dictionary	1	2	3	4	5	V24	
25. I record new words and try to memorise them with their meanings	1	2	3	4	5	V25	
26. I ignore diagrams, maps, graphs, charts, which I come across in the course of my reading	1	2	3	4	5	V26	
27. I try to relate what I read with my own ideas and previous knowledge	1	2	3	4	5	V27	
28. I use questions like why, what and how to help me understand my reading better	1	2	3	4	5	V28	
29. I form visual images when I read.	1	2	3	4	5	V29	
Int. motivation-curiosity, involvement, Challenge							
30. I read to learn new information about topics that interest me	1	2	3	4	5	V30	
31. If I am reading about an interesting topic, I sometimes lose track of time	1	2	3	4	5	V31	

32. I enjoy reading books on various topics	1	2	3	4	5	V32	
33. If my teacher/lecturer discusses something interesting, I might read more about it	1	2	3	4	5	V33	
34. I feel I connect with characters in good Books	1	2	3	4	5	V34	
35. I enjoy reading fictional stories	1	2	3	4	5	V35	
36. I enjoy a long involved story	1	2	3	4	5	V36	
37. I read a lot of adventure and mystery books	1	2	3	4	5	V37	
38. I like hard challenging books	1	2	3	4	5	V38	
39. Reading helps me understand difficult concepts	1	2	3	4	5	V39	
40. If the assignment project is interesting, I can read difficult material	1	2	3	4	5	V40	
41. If the book is interesting, I don't care how hard it is to read	1	2	3	4	5	V41	
42. I like to read books that make me think	1	2	3	4	5	V42	
Extrinsic motivation- recognition, competition							
43. I like to get compliments for my reading	1	2	3	4	5	V43	
44. It is important for me that my teacher and/or my parents recognise my reading	1	2	3	4	5	V44	
45. I like being the only one who knows the answer to a question from a text we have read	1	2	3	4	5	V45	
46. It is important for me to be among the good readers in my class	1	2	3	4		V46	
47. I try to get more answers right than my friends' in reading tasks	1	2	3	4	5	V47	
48. I like to finish my reading and tasks before other students	1	2	3	4	5	V48	
49. I am willing to work hard in order to read better than my friends	1	2	3	4	5	V49	
Reading habits							
50. I read one novel each week/month during holidays	1	2	3	4	5	V50	
51. I read one novel each week/month during school term	1	2	3	4	5	V51	
52. I often read							
ii. magazines	1	2	3	4	5	V52 i	
iii. novels (fiction)	1	2	3	4	5	V52 ii	
i. newspapers	1	2	3	4	5	V52 iii	
iv. academic books	1	2	3	4	5	V52 iv	
v. any other (e.g. motivational, plays, etc)	1	2	3	4	5	V52v	
53. I read books/magazines/newspapers in my mother-tongue	1	2	3	4	5	V53	
54. Newspapers are bought daily/weekly in my home	1	2	3	4	5	V54	



Personal information

55. Faculty					
56. Gender	F		M		
57. Code for literacy test	1	2	3	4	5
58. Mother tongue	Eng	Afr	SA African	Other African	Other
Student number					

V55	
V56	
V57	
V58	

Thank you for filling in the questionnaire

Appendix 4A: Intervention programme (Low Risk)

Academic Reading module (Low / No Risk group) 7 Weeks of 3 classes per week

Week	Section/Unit	Topic	Linguistic/cognitive	Affective
1	Administration issues Pretest Pre-questionnaire Introductory lecture	Theories of reading: Bottom up Top down Interactive	Students given notes on theories of reading Class activities on the topic.	Competence support Self-efficacy Learning goals
2	Section One	Reading speed Application of background knowledge	Practical application (training on eye movement using generic texts) Exercises to increase reading speed; prediction in reading application of background knowledge	Competence support Self-efficacy Learning goal: discipline-related texts and extracts from textbooks (Economics, Law); relevant texts Collaboration: Group and peer discussion for community of literacy Choice/autonomy: extracts from textbooks chosen by students; students choose discipline-related texts from options given Extrinsic motivation: best performing group rewarded with marks, book prizes or packets of sweets Intrinsic motivation realised through immediate feedback and progress in speed reading exercises
	Section Two	Reading strategies	Students given guidelines on the appropriate use of successful reading strategies (cognitive and metacognition) Students practice appropriate use of strategies using generic texts, extracts from textbooks and from relevant field of study applying Anderson's six steps. Students use think aloud protocols, sharing their use of strategies with class.	Self-efficacy: students becoming aware of and gaining knowledge of cognitive and metacognitive strategies Competence support for self-efficacy through a number of practical exercises Learning goals through extracts from textbooks; discipline-related texts Collaboration – Think aloud protocols discussed in groups and in class Motivation, self-confidence and self-esteem- immediate feedback Self confidence raised through

			Instructor models strategy use Students use inventory to discuss strategies Scaffolding of texts and instructional approach: from group to individual work and from shorter generic texts to longer discipline-related texts.	low anxiety environment and scaffolding Intrinsic motivation developed through community of literacy (collaboration)
4	Section Three	Academic Vocabulary	Students choose texts and topics for academic exercises Academic vocabulary exercises on Clickup Scaffolding words and sentences increase in in difficulty (AWL from list 1 to 10)	Autonomy/choice – student choose texts and topic. Intrinsic motivation through Click-up and Online vocabulary exercises Intrinsic motivation and interest developed scaffolding of tasks
5	Section Four	Critical reading (Inference generation)	Explanation and notes on inferencing given. Exercises with Discipline-related Texts	Self-efficacy awareness/ metacognition Collaboration – collaborative problem solving Real life/practical application: students work with newspaper articles Choice/autonomy – students select own newspaper text to work with
6	Section Four	Critical reading (authors stance, tone, attitude, fact/opinion)	Notes/ discussion on the topics Exercises with generic / discipline-related texts	Collaboration- Group discussions in a non-threatening environment Autonomy – students compile portfolios Competence support Self-efficacy Learning goal
7	Section Four Posttest Post-questionnaire Interviews (continued after end of module March-May)	Critical reading (evaluating arguments)	Notes/discussion on topic Exercises with texts	Collaboration – sharing ideas (community of literacy) Autonomy – students choose texts Competence support through exercises and explanations Learning goal Intrinsic/extrinsic motivation through interest, rewards, challenge and recognition

Appendix 4B: Intervention programme (High/At Risk)

Academic Literacy module (At Risk and High Risk groups) 14 Weeks of two classes per week

Week	Section/Unit	Topic	Linguistic/cognitive	Affective
1	Administration issues Pretest Pre- questionnaire			
2	Introductory lecture	Theories of reading	Students given notes on theories of reading. Class activities on the Topic.	Competence support Self-efficacy Learning goals
3	Section One	Reading speed Application of background knowledge	Notes – practical application Exercises to increase reading speed; prediction in reading; application of background knowledge	Competence support Self-efficacy Collaboration: discipline-related texts and texts from subject textbooks (Economics, Law); relevant texts; learning goals; Group and peer discussion for community of literacy Choice/autonomy - specific texts from textbooks chosen by students Extrinsic motivation - best Performing group reward with marks, book prizes or sweets Motivation - immediate feedback and progress through speed reading exercises show immediate progress/immediate feedback
4	Section One continued	Section One continued	Section One Continued	Section One Continued
5	Section Two	Reading strategies	Students are given guidelines on the appropriate use of successful reading strategies (cognitive and metacognitive) Students practice appropriate use of strategies using generic and subject-related texts from relevant field of study. Students use think aloud	Self-efficacy – awareness/ metacognition/ knowledge Competence support (practice); self efficacy Learning goals - textbooks Collaboration - Think aloud protocols discussed in groups and in class Motivation and self confidence/self esteem in immediate feedback Self-confidence/low anxiety in scaffolding

			<p>protocols, sharing their use of strategies with class.</p> <p>Teacher models strategies</p> <p>Students use inventory to discuss strategies</p> <p>Scaffolding of texts and instructional approach</p>	Intrinsic motivation from community of literacy
6	Section Two continued	Section Two continued	Section Two Continued	Section Two Continued
7	Section Three	Academic vocabulary	<p>Student choose texts and topics for vocabulary exercises</p> <p>Academic vocabulary exercises on Clickup</p>	<p>Autonomy/choice – student choose texts and topic.</p> <p>Motivation – Click up vocabulary exercises</p>
8	Section Three continued	Section Three continued	Section Three Continued	Section Three Continued
9	Section Four (1)	Critical reading (Inference generation)	<p>Explanation and notes on inferencing given.</p> <p>Exercises with discipline-related texts</p>	<p>Self-efficacy awareness/ metacognition</p> <p>Collaboration – collaborative problem solving</p> <p>Real-life, practical application: students work with texts culled from newspaper.</p> <p>Choice/autonomy – students select own newspaper text to work with</p>
10	Section Four (1) continued	Section Four (1) continued	Section Four (1) continued	Section Four (1) continued
11	Section Four (2)	Critical reading (authors stance, tone, attitude, fact/opinion)	<p>Notes/ discussion on the topics</p> <p>Exercises with generic / discipline related texts</p>	<p>Collaboration</p> <p>Autonomy – portfolio</p> <p>Competence support</p> <p>Self-efficacy</p>
12	Section Four (2) continued	Section Four (2) continued	Section Four (2) continued	Section Four (2) continued
13	Section Four (3) Posttest Post-questionnaires	Critical reading (evaluating arguments)	<p>Notes/discussion on topic</p> <p>Exercises with texts</p>	<p>Collaboration</p> <p>Autonomy</p> <p>Competence support</p> <p>Intrinsic/extrinsic motivation</p>
14	Section four (3) continued Posttest Post-questionnaires Interviews (continued after end of module-June	Section Four (3) continued	Section Four (3) continued	Section Four (3) continued











Appendix 5: Sample of Gerry's vocabulary exercises

AWL Sublist 5 - Exercise 6e

Index =>

AWL Sublist 5 - Exercise 6e

Matching exercise

Match the items on the right to the items on the left.	
<input type="button" value="Check"/>	
1. You shouldn't remove your _____ drive from your computer while the data is still being read.	??? 
2. Following _____ with the European settlers, many native people in North America died of diseases that were new to them.	??? 
3. He was a doctor in Uganda but he isn't yet _____ to practise medicine in this country.	??? 
4. Cameras installed in the streets of many major cities around the world now constantly _____ the behaviour of people in public.	??? 
5. Our company is doing extremely well and we expect to see an increase of about 35% in _____ and clients in the coming year.	??? 
6. The terrorists were killed in their homes by extremely _____ air strikes that left neighbouring houses untouched.	??? 
7. Urban centres are generally growing in size, _____ rural areas are seeing their populations decrease.	??? 
8. Scientists are becoming increasingly aware that our planet's _____ are limited.	??? 
9. If the government ever actually _____ its environmental laws, we would have a lot fewer pollution problems.	??? 
10. Protesters in Egypt _____ government buildings, parliament and the prime minister's offices for their demonstrations.	??? 
<input type="button" value="Check"/>	
Index =>	

Appendix 6: Brief summary of interview responses

A brief summary of students' responses in both At Risk and Low Risk groups.

Teaching technique	At Risk	Low Risk
<p>Learning goal At risk 17 students Low risk 13 students</p>	<p>Students reported that explanations helped with understanding, made tasks easier to do, which increased motivation and interest. Led to improved reading proficiency. Three students reported improvement in performance due to above factors.</p> <p>The main issues raised and the number of students are distributed thus: Understanding (11) made tasks easier (5) increased motivation and interest(11) improved performance (3)</p>	<p>Students reported that focus on learning goals, explanations, purpose of tasks, etc., gave them better understanding and increased their motivation.</p> <p>The main issues raised and the number of students are distributed thus: Positive results of explanations (12) Increased motivation (10) Better understanding (9) Improvement in reading (2) exciting and relevance (2) tasks easy to do (2) positive attitude and more focussed (3)</p>
<p>Relevant texts At risk 16 Low risk 13</p>	<p>Besides two students all the students found the texts from economics and law very relevant. They reported that it made tasks easier to do as they could apply background knowledge. The texts also enabled them to understand strategies better, and increased their interest and motivation.</p> <p>The main issues raised and the number of students were distributed thus: Application of background knowledge 5 Easy tasks 6 Increased interest and motivation 11 Attitude change 2 better understanding of strategies 5 Transfer 2 Literacy module relevant and real 4</p>	<p>Students admitted to relevant texts increasing their motivation and raising their interest. They also referred to the relevant texts as making the tasks easier and enabling them to have better understanding due to application of background knowledge.</p> <p>The main issues raised and the number of students were distributed thus: Students found discipline-related texts relevant and significant 8 Better understanding of strategies and concepts 4 Reading and tasks easier 4 Raised interest 6 Enjoyable and interesting 3 Increased motivation 8 Application of Background knowledge 4 More focussed 3</p>

	More drive and more focussed 4	
Competence support/ strategy instruction At risk 18 Low risk 16	<p>Most of the students were either not using reading strategies or using inappropriate strategies. Students found strategies very helpful in improving their reading speed and comprehension.</p> <p>The main issues raised and the number of students were distributed thus: 15 Students not using appropriate strategies. Use of appropriate strategies taught resulted in: Increased speed 9 Improved understanding 12 Improved academic performance 2 increased motivation 3 transfer of skills 6 Increase in self-efficacy and self-esteem 4</p>	<p>Students reported gains in reading proficiency after using strategies taught. Most of them reported increase in reading speed and improved understanding. The two were always mentioned together, indicating that reading speed influences comprehension.</p> <p>The main issues raised and the number of students were distributed thus: 7 students were not using strategies Strategy instruction resulted in: Increased speed 7 Improved understanding 10 Holding more information in memory 4 Motivation and interest 4 Improved reading ability and academic performance 4 Transfer of skills 5 Helped with reading for and during exams 4 Specific examples of positive effect of strategy instruction given 5</p>
Teacher support At risk 17 Low risk 11	<p>Positive about readily available support from lecturer: learning easier, motivating, reduced stress of learning, sense of identity. Bonding and freedom. All contribute to increase in motivation</p> <p>The main issues raised and the number of students were distributed thus: Acknowledgement of support 14 Easier learning 2 Motivating 11 Reduction of stress 4 Sense of identity 2 Bonding and motivation 2 Freedom 2 Encouragement 2 Enjoyment and fun 2 Linking support to environment 6 Raised interest and made classes interesting 2</p>	<p>Students were very positive about support from lecturer in the form of clarification, explanations, assistance, extra tuition via consultations, etc and reported that the lecturer's willingness to assist was encouraging and motivating. Although some students linked the lecturer's support to the environment, the number of students were fewer than those from the at risk group.</p> <p>The main issues raised and the number of students were distributed thus: Students who admitted that support was available 11 Motivating and encouraging 5 easing tension and ensuring freedom 4 Increasing confidence and self-efficacy 2 illustrations and modelling 3 Support linked to environment 3</p>
Autonomy and choice	Students reported that they were motivated by choice and	All three students stated that being given choice in learning was motivating.

<p>At risk 3 Low risk 3</p>	<p>autonomy. motivated by choice 2 increased interest 2 enjoyment and involvement 1</p>	<p>Motivated by choice 3</p>
<p>Collaboration At risk 17 Low risk 17</p>	<p>Students embraced this social learning technique. They reported that it was of great benefit, as they shared ideas, made friends and interacted in learning which made learning, interesting, enjoyable and fun.</p> <p>The main issues raised and the number of students were distributed thus: Sharing, interaction and involvement 7 Making friends 4 Interest, enjoyment, fun and nice 6 Understanding and learning 2 Self- efficacy 3 Encouraging and motivating 4 easier tasks and better quality work 5 challenges 2</p>	<p>Fostered interaction , improved understanding, and provided opportunity to share ideas, making learning easier and classes enjoyable and motivating.</p> <p>The main issues raised and the number of students were distributed thus: Positive about collaborative learning 6 Motivating and encouraging 5 Exciting and enjoyable 4 Sharing of ideas 8 Improved understanding 3 higher grades and performance 3 advantages of collaborative learning 7 interaction 2 challenges of collaborative learning 6</p>
<p>Rewards and praise At risk 17 Low risk 15</p>	<p>Four students out of the eighteen in this group indicated not being motivated by the incentives. Two of them said they have personal or self-motivation. The rest found the rewards motivating, especially the praise and the recognition that accompanied it. The motivation to receive rewards made the students to become more involved in their work.</p> <p>The main issues raised and the number of students were distributed thus: Motivated by incentives to work hard 13 Recognition and acknowledgement 6 Praise 4 Involvement 3</p>	<p>Students were motivated by the incentives. They reported of striving to work hard in order to receive a reward. They also stated enjoying and being interested in the classes as a result of the rewards.</p> <p>The main issues raised and the number of students were distributed thus: Motivated to work hard 10 Self or personal motivation 3 Interest and enjoyment 5 Not motivated 3 One student who reported not being motivated by rewards obtained the lowest mark in both the pre and post test.</p>
<p>Teaching environment</p>	<p>Besides two students who felt that the environment was too</p>	<p>Although three students felt the environment was too relaxing, the rest of</p>

<p>At risk 17 Low risk 13</p>	<p>relaxing, the rest of the students felt the environment was enabling. They reported that it made them feel free in class, enabled them to think creatively, and made learning fun. They also emphasise on the interactive context it created, as well as providing them with opportunity to make friends, which was quite important to them as first year students.</p> <p>The main issues raised and the number of students were distributed thus: Freedom in class 6 Interesting and motivating 10 Fun and enjoyment 9 Interactive context 5 Less pressure/less stress 3 Opportunity to share ideas 3 Allowed easy adjustment to first year 4 Opportunity to make friends, bonding 5 Comfortable and relaxing 6 Allowed for free flowing discussions 3</p>	<p>the students were positive about it and felt it was a good balance and fostered learning. Students reported that it was encouraging and motivating, enabled them to think clearly and afforded them the freedom to learn in a less stressful environment.</p> <p>Some students also reported on the challenges of a semiformal teaching environment.</p> <p>The main issues raised and the number of students were distributed thus: Right environment for literacy support module 6 Encouraging and motivating 7 Enjoyable 6 Clear thinking 6 Freedom; less stress in learning; less pressure 9 Interesting and exciting 6 interaction 2 Good environment for first year students usually apprehensive and uncertain 2 Too relaxing 3 Challenges 4</p>
<p>Extensive reading At risk 15 Low risk 15</p>	<p>Four of the ten students with average marks did not participate in the project. Three of the four students who obtained lowest marks did not participate. The fourth student participated and improved to obtain average mark in the posttest.</p> <p>Two students with highest marks did not participate. All in all 56% of the students (9 out of 16) did not participate. They all cited pressure of work as the reason for their non-participation. The 44% that participated reported improvement in speed, understanding, vocabulary, and reading habits.</p>	<p>Some of the students did not participate in the project. Many of them reported being overwhelmed with studies, others felt they did not need it or were not interested. Of the 15 students 7 did not participate. The 8 who participated reported observing increase in speed and understanding, as well as involvement, enjoyment and positive reading habits.</p> <p>The main issues raised and the number of students were distributed thus: Reading habits 4 Improved vocabulary 3 Increased speed 6 Improved understanding 6 Improved use of strategies 3 Transfer 4 Involvement 3 Enjoyment 3 Increased confidence in reading 3</p>

	<p>The main issues raised and the number of students were distributed thus: Reading habits 3 Cognitive benefits 3 Speed 7 Comprehension 6 Motivation 3 Involvement 4 Interest and enjoyment 4 Overwhelmed 6</p>	Overwhelmed 2
<p>General comments At risk 15 Low risk 14</p>	<p>Comments varied and touched on various aspects. Students reported on positive reading habits, increased motivation, improved speed, understanding and general performance</p> <p>The main issues raised and the number of students were distributed thus: Affective issues enjoyment, motivation and interest 8 Cognitive benefits Easier learning, understanding, 5 Appropriate strategies/self-efficacy 4 Social issues interaction, friendship, bonding 6 Freedom in class 4 Positive reading habits 6</p>	<p>Comments varied. Students reported on positive reading habits, increased motivation, enjoyment, conducive environment, increased reading speed, improved understanding, transfer of skills and improved academic performance.</p> <p>The main issues raised and the number of students were distributed thus: Affective issues Enjoyment and motivation, interesting classes 7 Attitude change 1 Cognitive and performance issues Transfer of skills 5 Improved speed, understanding, reading ability 5 Improved academic performance 5 Appropriate strategies/self-efficacy 6 Relevant texts and easier learning 5 Social issues interaction 5 conducive environment 4 classes not boring 3 Positive reading habits 4 Timing of the test 3 More challenging module and one lecture period per week for students who obtain level 5 in TALL.</p>

Appendix 7A: Detailed summary of interview responses

Low/No Risk group

Construct	Low performers	Average performers	High performers	All respondents
<p>Learning goal 13 students</p>	<p>Botha Explanations helped with understanding and provided a positive attitude towards tasks. Increase motivation.</p> <p>Moodley Explanations helped her understand and made her motivated. Extra tasks did not make any difference</p>	<p>Smith Explanation increased motivation and made him more focussed.</p> <p>Mogomotsi Teaching of strategies with discipline specific texts was motivating and helped her understand strategies. Had a better understanding of what was doing in class due to explanations.</p> <p>Erasmus The teaching approach (different) motivated her to work hard.</p> <p>Mtshweni Explaining the task, aim of task, the specific outcome and linking them with general outcomes provided better understanding and increased his motivation.</p> <p>Mahlangu Explanations, lecturer's illustrations (modelling) and linking task with outcome assisted in his understanding and increased his motivation.</p> <p>Marx Always likes to know reason behind what she does so explaining tasks and linking them to general outcomes motivated her.</p>	<p>Matlala Explanations of why tasks are being done made classes more exciting, and relevant.</p> <p>Watson Explanations of purpose of tasks and linking them with general outcomes helped in understanding. Explanation of task provided relevant background and made tasks easier to do.</p> <p>Brown Explanations helped with understanding of tasks and increased his motivation for doing tasks.</p> <p>Mayaba Although used the workbook, explanations in class, lecturer's illustrations(modelling) and extra exercises helped with understanding.</p>	<p>Students reported that focus on learning goals, explanations, purpose of tasks, etc gave them better understanding and increased their motivation. The main issues raised and the number of students were distributed thus: Positive results of explanations 12 Increased motivation 10 Better understanding 9 Improvement in reading 2 exciting and relevant 2 tasks easy to do 2 positive attitude and more focussed 3</p>

		<p>Howard Extra tasks, lecturer’s illustrations (modelling), and explanations assisted in his understanding and increased motivation</p> <p>Rampedi Being given explanations and linking purpose of task to overall outcomes is motivating cos you know the reason for doing what you are doing. It also gives one better insight into task. “You think you are out of high school so you have had a reading experience and you think you have a reading ability, but explanations help you to see the relationship of task and the out comes and assists in improving reading ability”.</p>		
<p>Relevant texts</p> <p>(Practical real life issues and activities)</p> <p>13 students</p>	<p>Webb Motivated by the use of Economics texts Found them relevant.</p> <p>Mkhondo pretest (average posttest) Admitted to relevant texts being motivating,</p>	<p>Mogomotsi Was very motivated, as most of the texts were from subject field (EMS-economics). The texts from Economics made understanding of strategies easier and raised interest as well.</p> <p>Smith Found texts from subject field very significant. Improved on strategies, eg summarising texts no more a challenge.</p> <p>ErasmusThe use of a variety of texts made classes interesting and enjoyable. Post test written in the evening – fatigue and lack of focus and concentration</p> <p>Mtshweni Texts were easier to understand as understood most concepts due to familiarity with subject field. Being an EMS student. The</p>	<p>MalulekaUsing texts from economics textbook made it more interesting, easier to understand concepts and could relate to texts as they from subject field.</p> <p>Watson Texts from subject field raised interest. Found it relevant to his field of study. Texts of personal interest will also be motivating, but texts related to subject field more interest ing and highly motivating.</p> <p>Brown Could apply</p>	<p>Students admitted to relevant texts increasing their motivation and raising their interest. They also referred to the relevant texts as making the tasks easier and enabling them to have better understanding due to application of background knowledge. The main issues raised and the number of students were distributed thus: Students found discipline-related texts relevant and significant 8 Better understanding of strategies and concepts 4 Reading and tasks easier 4</p>

		<p>relevant text related to field of study raised interest and increased motivation. Would not have been that interested and motivated if texts were not related to field of study.</p> <p>Mahlangu Was interested and motivated by texts relating to field of study.</p> <p>Marx Would have been more focused and texts would have been more meaningful if taken from her subject field.</p> <p>Rampedi From reading perspective text on subject field were easier. Also easier to understand due to familiarity of topic. Was motivated because believe it will help in understanding of topic and writing of assignments less challenging.</p> <p>Mputla Use of texts from subject field made her more focused. Paid more attention to explanations and tasks as texts were from her subject field</p>	<p>background knowledge to subject related texts, so was more motivated.</p>	<p>Raised interest 6 Enjoyable and interesting 3 Increased motivation 8 Application of Background knowledge 4 More focussed 3</p>
<p>Competence support/ Strategy instruction 16 students</p>	<p>Mkhondo Was not using most of the strategies introduced in class. Has started using them in reading other subjects. Assisting with understanding.</p> <p>Botha Found it helpful</p>	<p>Smith Applied strategies – speed increased. Was motivated and interested in applying strategies to reading.</p> <p>Mputla Used to read academic texts like reading a magazine but after strategy instruction read with purpose – looking for main ideas, topic sentences, etc Able to hold more information in memory, and also had better understanding of</p>	<p>Matlala Some of the strategies introduced in class were new to him. When started applying them, saw improvement in understanding, which was motivating</p> <p>Maluleka Most strategies</p>	<p>A number of students were either not using reading strategies or using inappropriate strategies. They reported gains in reading proficiency after using strategies taught. Most of them reported increase in reading speed and improved</p>

	<p>to apply strategies to reading even reading in preparation for exams, and during writing of exams. Found comprehension better and speed improved as a result of applying strategies</p> <p>Moodley Was not aware of reading strategies. Applied them after being introduced to them in class. Found it helped increase her reading speed and her understanding of texts.</p>	<p>texts read.</p> <p>Mogomotsi Used to read passively, but after instruction, now applies herself and reads actively to obtain meaning. Used a few strategies before starting module. Not used to critical reading. Now applies it in exam and preparation for exam. Observed increase in reading speed with frequent practice and timing as directed in class. Realised now able to read faster and cover more ground. Also, her understanding has improved. Applying reading strategies in reading economics textbook and finding great improvement in using reading strategies. Motivation to read increased with the use of strategies.</p> <p>Erasmus Speed reading strategies and exercises helped with comprehension.</p> <p>Mtshweni Was used to most of the reading strategies introduced in class except critical reading. The class exposed him to critical reading. Have started using it in reading law, economics and accounting and can see improvement in understanding. Marks have improved since have been using critical reading. Eg. Accounting questions required critical reading so applied it in reading and also answering past questions – 15% improvement in marks in Accounting.</p>	<p>were familiar. Was using critical reading unconsciously. When started using some of the strategies introduced in class, observed increase in reading speed. Practiced speed reading exercises taught in class and observed great improvements.</p> <p>Watson Realised that reading strategies taught in high school different from that of tertiary so important that strategies are explained and clarified at first year. The awareness of reading strategies important. Was applying critical reading, but classes brought more awareness and clarification. Strategy instruction helped improve reading ability though not by a big margin. Explanations of strategies helped. Was able to adapt to own style as various options were given with illustrations and modelling.</p>	<p>understanding. The two were always mentioned together, indicating that reading speed influences understanding. The main issues raised and the number of students were distributed thus:</p> <p>Students not using strategies before 7 Increased speed 7 Improved understanding 10 Holding more information in memory 4 Motivation and interest 4 Improved reading ability and academic performance 4 Transfer 5 Helped students with reading for and during exams 4 Specific examples of positive effect of strategy instruction 5</p>
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		<p>Mahlangu Was already using most of the strategies unconsciously. Became aware of them as they were introduced in class. Believe was indirectly engaged in some form of critical reading in analysing literary texts. Examples and extra tasks helped in his understanding of strategies</p> <p>Marx Was using some of the strategies to an extent. Classes provided awareness. Became more focussed when reading as became more aware of strategies through instruction. Speed and understanding improved. Realised that read fast during exams and also understanding of questions had improved.</p> <p>Howard Was using strategies for summarising and note-taking. However, struggled with critical reading. Had been introduced to it in high school but instruction in class gave new explanations which made it easier to understand and use. Now he is comfortable with critical reading, as a result of the approach taken in class. Achieved 71% in critical reading exam.</p> <p>Rampedi Was using some of the strategies, like reading differently for different purposes. Applied strategies taught in class e.g asking questions while reading. Strategy instruction helped with summarising and synthesising. Applied strategies taught to synthesise Law texts and accounting texts, which helped in studying</p>	<p>Brown Had been using some of the strategies. Instruction has shed more light on them and provided more information. Reading instruction has helped with reading challenges. Has been using strategies in other subjects. Has helped with understanding, speed has increased and memory retention better. Has reaped enormous benefits in studying other subjects. E.g distinguishing main ideas from supporting details.</p>	
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		and writing of assignments.		
Teacher support 11 students	<p>Mkhondo Because of the lecturer’s willingness to assist student, she felt very supported which increased her motivation to work hard</p> <p>Botha Availability of support was encouraging and motivating. The use of the transparencies to provide examples and the teacher modelling were very helpful.</p>	<p>Mogomotsi Felt support readily available. Whenever, not sure would ask lecturer for further explanation and clarification.</p> <p>Mtshweni lecturer supported students a lot compared to other lecturers. Received encouragement and support from lecturer and from peers during collaborative learning</p> <p>Mahlangu Support important to him. Received support from lecturer and peers – explaining difficult concepts. Felt free to ask questions. “support makes one not to feel alone” When he is demotivated, support from lecturer provides motivation.</p> <p>Marx Enjoyed the support of peers and lecturer, which was motivating.</p> <p>Howard Felt very supported in class especially form lecturer. Could freely ask for and receive clarification and further explanation from lecturer.</p> <p>Rampedi Support was available. Supported by lecturer as she was available to answer questions and willing to assist at all times, with further explanations and extra tasks.</p>	<p>Matlala Available support helped eased the tension of classes and of learning.</p> <p>Maluleka Assistance from lecturer and peers helped a lot, especially from lecturer.</p> <p>Brown Support from lecturer and peers available if needed. Increased confidence knowing assistance is easily and readily available</p>	<p>Students were very positive about support from lecturer in the form of clarification, explanations, assistance, extra tuition via consultations, etc and reported that the lecturer’s willingness to assist was encouraging and motivating. Although some students linked the lecturer’s support to the environment, the number of students were fewer than those from the at risk group. The main issues raised and the number of students were distributed thus:</p> <p>Students who admitted that support was available 11 Motivating and encouraging 5 easing tension and ensuring freedom 4 Increasing confidence 2 illustrations and modelling 3 Support linked to environment 3</p>
Autonomy and Choice	Botha Choice was motivating, “because	Mogomotsi The choice given in the selection of texts for reading project was motivating	Matlala Choice was motivating because it	Question on this category not directly asked. Three

<p>3 students</p>	<p>you are given freedom to choose, so you choose what interests you which motivates you to work hard”.</p>		<p>allowed them to choose according to their interest and what is relevant to them.</p>	<p>students alluded to this factor. All three stated that being given choice in learning was motivating.</p>
<p>Collaboration 17 students</p>	<p>Mkhondo Prefers to work alone as he becomes lazy when she has to work in a group.</p> <p>Botha Could work individually but sometimes group work helps. Worked with a friend who was more intelligent and found it helpful and beneficial because received assistance when do not understand. Pair work better because bigger groups can cause distractions.</p> <p>Moodley If students in group are hard working, group work is very beneficial and motivating. Prefers to work in group more – you get more ideas and</p>	<p>Smith Because was in group with friends, would sometimes have conversations instead of discussing solutions to problem given.</p> <p>Mputla Prefer group work. Interaction as well as having other students come with different solutions to a problem was exciting and motivating.</p> <p>Mogomotsi Found it very beneficial. Obtained 6.5 out of 10 working alone but 9.5 out of 10 working in a group. Prefers working and discussing in groups. Various ideas and opinions are shared, which help improve understanding.</p> <p>Mtshweni Have difficulty working in group because not good at interacting. Also sometimes group work takes longer. However, if he does not understand work then benefit from others. If understands then would prefer to work on his own due to his personality – introvert. In all would prefer a balance between group work and individual work.</p> <p>Erasmus Learnt a lot from peers in group work – unclear concepts were explained.</p>	<p>Matlala Enjoyed groupwork, because various ideas are shared. Encouraging and motivating</p> <p>Maluleka Prefer individual work most of the time. Would rather seek for help and work on his own. Group work sometimes problematic – others simply enforce their views.</p> <p>Watson Benefited from group discussions. Prefer group work End product is a reflection of different views. You get ideas from other students, their interpretations and how they study, which you can apply.</p> <p>Brown Would like to have both in class, but first preference is individual work. However, enjoyed and benefited from group work.</p>	<p>Fostered interaction , improved understanding, and provided opportunity to share ideas, making learning easier and classes enjoyable and motivation. The main issues raised and the number of students were distributed thus: Positive about collaborative learning 6 Motivating and encouraging 5 Exciting and enjoyable 4 Sharing of ideas 8 Improved understanding 3 higher grades and performance 3 advantages of collaborative learning 7 interaction 2 challenges of collaborative 6</p>

	<p>different perspectives on the issue.</p> <p>Webb Analytical personality so preferred to work on his own. Feel other students are wasting his time. Prefers to do his work and get over with.</p>	<p>Mahlangu Prefer to work on his/her own if understands task and its not very difficult. If task is challenging then would prefer group work. Finds group work a bit problematic as others do not participate or contribute.</p> <p>Marx Prefer group work. It helped her a lot. Discussions helped improved her understanding of assignments. Sharing ideas was exciting. Prefer groups to be smaller as one gets lost in bigger groups.</p> <p>Howard Prefers individual work. Finds it easier to work on his own. Produces better work on his own. Takes advantage of it when he needs help.</p> <p>Rampedi Feels it has a lot of advantages. You get ideas from others. “When you are given a group task, others come up with ideas that you have not thought of, so you learn a lot from others”. Found it very helpful. Obtained 45 % on individual work, but 65% when task undertaken in a group. Sharing different interpretations of a text quite exciting. However, has challenges – different ideas may clash or be contradictory, personality clashes, time consuming in getting people together. Liked the approach of stating with group work before individual. It raises motivation. Clarity and understanding is obtained from group discussions so that individual work becomes easier, which is motivating. Received a lot of support especially</p>	<p>Work is shared so work load is less as compared to individual work. Also various views and ideas are shared.</p>	
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		during group tasks.		
Praise and Rewards 15 students	<p>Mkhondo Was not motivated by incentives. Was using the class to socialise. Was not interested in applying himself to do better or get reward. (Reflected in lowest mark in pre and post test)</p> <p>Botha Was motivated by incentives. Always working hard in order to receive a reward</p> <p>Moodley Was motivated to work hard to receive a reward.</p> <p>Webb Not motivated by rewards. He is already a focussed student. If he needs to learn something in order to pass then he is motivated to learn.</p>	<p>Smith Motivated by enjoyment and interest not the incentives</p> <p>Mogomotsi Motivated by incentives. “Incentives were motivating”. Received a reward for best performance in a task and was motivated to work harder to get more rewards.</p> <p>Mtshweni Not motivated by rewards in books and edibles only in marks.</p> <p>Mahlangu Rewards sometimes motivated him to work harder. However, his motivation does not depend on rewards. No matter what the rewards are, he has his ‘own drive’, which are”standards and self motivation to go by”. Getting good marks increases his motivation to work harder.</p> <p>Marx Received a reward for best performance in a task. Motivated by rewards. “It gives you something to look forward to and makes you put in time and effort”</p> <p>Howard Felt motivated to perform better/work hard to receive incentive.</p> <p>Rampedi Motivated by extra marks and book rewards</p>	<p>Matlala Was motivated to work hard to get a reward. It also made the class interesting.</p> <p>Maluleka Motivated by rewards in books and marks.</p> <p>Watson Was motivated by incentives to work hard.</p> <p>Brown Not really motivated by incentives. More focussed on getting work done.</p>	<p>Students were motivated by the incentives. They reported of striving to work hard in order to receive a reward. They also stated enjoying and being interested in the classes as a result of the rewards. The main issues raised and the number of students were distributed thus: Motivated to work hard 10 Self or personal motivation 3 Interest and enjoyment 5 Not motivated 3 One student who reported not being motivated by rewards obtained the lowest mark in both the pre and post test.</p>
Environment	Mkhondo Felt the	Smith Since she was a first year student, first	Matlala lthough felt	Although three students felt

<p>13 students</p>	<p>environment was too relaxed. Instead of working would be chatting with friends. However, if had not been in group with friends, would have been more focussed and done better because the environment was relaxing and not restrictive.</p> <p>Botha Semi formal environment felt good. Was afraid at the beginning when classes started but environment made her feel free and relaxed to think freely without pressure.</p> <p>Moodley Though felt free and relaxed to think clearly felt it was too relaxed and sometimes some students took advantage to make noise.</p> <p>Webb Semi formal. Good balance between</p>	<p>term was very stressful. Felt very tensed in class but semiformal environment enabled her to relax. Relaxed environment helped with thinking.</p> <p>Mputla Good balance between formal and informal. Relaxed environment made learning easier. Performance better when relaxed</p> <p>Mogomotsi Good balance between formal and informal. Semi formal more relaxing so learning easier. Very positive about the relaxed semi formal environment. Felt free to contribute in class.</p> <p>Erasmus Relaxed environment was enjoyable and relaxing. Semi formal environment was motivating. Liked the balance: formal environment to explain concepts and do exercises; Informal environment for collaborative group work.</p> <p>Mtsweni Felt it was over relaxed. However, prefer the semi-formal environment. He was able to interact freely with others in class. The semi-formal relaxed environment helped her to become more involved. Felt free and relaxed to think through problems.</p> <p>Mahlangu Feels semi- formal environment makes student not to take class seriously. Prefers semiformal environment if students can be made</p>	<p>environment was too relaxing, it was easy to work in such an environment. One could easily ask for explanations and guidance from peers or lecturer. “Class discussions were free flowing and not tense which made tasks easy to understand and tackle.” Was motivated to work hard all the time. To put in more effort.</p> <p>Maluleka Prefers the semiformal relaxed environment. The freedom that ensued from the relaxed environment enhanced interest and motivation. He could apply himself better without stress.</p> <p>Watson Relaxed semiformal environment is good but was disadvantageous for him because was familiar with most of the strategies taught so was easily distracted and bored. If a student is not familiar with strategies or not</p>	<p>the environment was too relaxing, the rest of the students were positive about it and felt it was a good balance and fostered learning. Students reported that it was encouraging and motivating, enabled them to think clearly and afforded them the freedom to learn in a less stressful environment. Some students also reported on the challenges of a semiformal teaching environment. The main issues raised and the number of students were distributed thus:</p> <p>Right environment for literacy support module 6 Encouraging and motivating 7 Enjoyable 6 Clear thinking 6 Freedom; learning with less pressure and less stress 9 Interesting and exciting 6 interaction 2 Good environment for first year students usually apprehensive and uncertain 2 Too relaxing 3 Challenges 4</p>
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	<p>strict, formal and relaxed informal. Helped students to settle in. Atmosphere was right. Relaxed atmosphere helped for clear thinking. Feels students who are timid and insecure will benefit from relaxed environment. He also benefited from relaxed environment, as a first year student who was uncertain and apprehensive about academic issues.</p>	<p>to attach seriousness to class.</p> <p>Marx Enjoyed the relaxed semiformal atmosphere. Made class more interesting and less stressful.</p> <p>Howard Relaxed semi- formal environment was appealing and motivating. Served as a break from very formal lectures in other modules. Would not want a support module to be stressful. Would not have attended classes regularly if classes were very formal. The environment created for this module made it enjoyable and always looking forward to attending classes.</p> <p>Rampedi Relaxed atmosphere made classes enjoyable. “It was not hectic. The environment was friendly, relaxing and enjoyable”. This is important for her since doesn't want to be stressed in class. The environment was encouraging and motivating and increased her motivation in doing assigned tasks</p>	<p>a reader then semiformal, relaxed environment is best.</p> <p>Brown Relaxed semi- formal atmosphere with group work, discussions illustrations/modelling and individual work contributed in making class interesting and exciting. Good balance between formal and relaxed environment. Environment helped to alleviate stress and promote clear thinking. Less boredom.</p>	
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<p>Extensive reading 15 students</p>	<p>Mkhondo Did not participate.</p> <p>Botha Had to force herself to start reading but once started,found became involved and enjoyed it. “I had to force myself to read then I have to force myself to stop. Its like I am in the story.”. Her enjoyment in reading increased as she became involved in the story. Because previous pleasure reading was in Afrikaans found vocabulary challenging. Used Google or dictionary to find meaning of words. This improved her vocabulary, speed and comprehension. Want to read more during holidays. Reading for pleasure has helped to improve her reading in other modules.Now feels confident about</p>	<p>Mputla The reading project helped her use of strategies and understanding of texts to improve and this was transferred to reading of textbooks</p> <p>Mogomotsi Observed improved changes in speed for weekly reading tasks. Was not much of a reader, but now reads a lot. Consistent reading and use of strategies have greatly helped to improve her speed and understanding.</p> <p>Erasmus Enjoyed extensive reading, just did not have time to complete the readings.</p> <p>Mtsweni Found it time consuming as had academic work to attend to. But enjoyed the readings. Found reading speed improved as reading progressed.</p> <p>Mahlangu Did not do required reading.</p> <p>Marx The fact that they were given option to choose own books which were of interest to them and at their level of competence was motivating. Speed and comprehension ability improved while reading non-academic texts.</p> <p>Howard Did not participate</p> <p>Rampedi Did not participate. Could not find the time due to pressure of work from other subjects.</p>	<p>Matlala Monitored his reading and saw great improvement in speed and understanding, as he continued reading. iDid not participate. Did not think needed it .</p> <p>Watson Did not participate.</p>	<p>Some of the students did not participate in the project many of them reported being overwhelmed with studies, others felt they did not need it or were not interested. Of the 15 students 7 did not participate. The 8 who participated reported observing increase in speed and understanding, as well as involvement, enjoyment and positive reading habits. The main issues raised and the number of students were distributed thus:</p> <ul style="list-style-type: none"> Involvement 3 Enjoyment 3 Improved vocabulary 3 Increased speed 6 Improved understanding 6 Improved use of strategies 3 Transfer 4 Reading habits 4 Increased confidence 3 Overwhelmed 2
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	<p>reading in English. Will be doing LLB programme through English instruction next year instead of current Afrikaans instruction.</p> <p>Moodley Did not participate</p> <p>Webb He believes reading is interest related. His interest is not in reading but because he applies himself in everything he does, he was able to focus on reading his textbooks. Not interested in reading, would rather play sports than read. Reflected in pretest mark– lowest in the class.</p>			
<p>Comment 14 students</p>	<p>Moodley Found the classes very helpful. After applying strategies, his understanding improved and his marks also improved. Saw</p>	<p>Smith Performed better in pre test because pre test mainly comprehension, but post test more of critical reading. Also whereas pre test was written during the morning lecture slot, the post test was written during an evening time slot when they had been at lectures all day and were</p>	<p>Matlala Enjoyed classes. They were interesting and interactive and not boring. Tasks done in an interactive context.</p> <p>Maluleka iBenefited greatly</p>	<p>Comments varied and touched on various aspects. Students reported on positive reading habits, increased motivation, enjoyment, conducive environment, increased reading speed, improved</p>

	<p>improvement in speed and understanding, “though not overnight, but gradual improvement”. Does not have to read many times to understand as he was doing before. Now understands a text after reading once or twice.</p> <p>Botha Greatly benefited from reading classes. due to the approach used, learning was made easier.</p> <p>Moodley Believes gained more from classes due to environment. Was able to study better and found it easier to extract information. Performed better in pre test than post test because post test written at end of day so had fatigue and little focus.</p>	<p>exhausted.</p> <p>Mputla Felt motivated to work hard to receive incentives.</p> <p>Mogomotsi Pre test 11.5 out of 20. Post test 11 out of 20. Pre test was written during the day. Post test was written in the evening when she had written many tests that day – fatigue. Found classes of great value, as strategies helped with reading in other modules. Used strategies to improve reading for assignments. Reading behaviour changed. Became interested and motivated to read. Traditional/conventional approach would not have been very motivating. [Affective] approach used in class was motivating and increased interest and willingness to learn. Really enjoyed module. Due to environment and approach. Felt learnt a lot. Improved in .exams. Believes its due to frequent reading. Obtained 5 distinctions (75% and above). In two modules had low module mark, needed 95% in exam to obtain a distinction. Believes instruction greatly contributed to high performance in exams</p> <p>Mtsweni Felt literacy module was geared towards certain students so they can get more attention. Believes such students will definitely benefit. Would prefer a more advanced “stuff” for students from private schools.</p>	<p>from relaxed teaching atmosphere. Also texts from economics textbook made it easier to apply reading strategies taught, as could use background knowledge which made it easier and interesting. Enjoyed class and learnt a lot.</p> <p>Watson That students who obtain higher marks in TALL be exempted from language support modules or be given more challenging content. Increasing reading speed should be given more attention. Enjoyed the reading speed practices. Felt needed that. Observed increase in reading speed due to practice exercises. Applied speed reading to reading texts in other modules. Greatly assisted with understanding and speed.</p> <p>Would prefer more attention to summarising, synthesising, distinguishing main ideas, etc. Would suggest that</p>	<p>understanding, transfer of skills and improved academic Performance. The main issues raised and the number of students were distributed thus: Enjoyment 6 Motivation 4 Motivated by rewards 3 Transfer of skills 5 Improved understanding 4 Increased speed 5 Improved academic performance 5 Use of strategies 6 Attitude change 1 Classes interesting and interaction 5 relevant texts 2 conducive environment 4 improved reading ability 4 positive reading habits 4 learning made easier 3 classes not being boring 3 timing of the test 3 suggesting more challenging curriculum and one contact period per week for students who obtain code 5 in TALL.</p>
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		<p>Manlangu Enjoyed the class. To an extent, his/her approach to reading has changed for the better. Positive attitude, increased motivation, increased speed, etc.</p> <p>Marx Reading ability improved as a result of reading instruction – distinguishing between main ideas and supporting details, distinguishing between irrelevant and important relevant facts, summarising, and paraphrasing .This improvement in reading ability was also effective in other modules.</p> <p>Howard Very positive about relaxed semiformal environment created in class. “We were like one happy family” This made learning easier.</p> <p>Rampedi Endeavoured to practise strategies everyday. Thought was doing module merely for credits but realise enormous benefits especially when reading strategies applied to other modules.</p>	<p>students who obtain code 5 have one contact lecture and a computer assisted programme to self monitor progress.</p> <p>Brown Understanding improved., so improved in post test even though it was more challenging. Enjoyed classes. Received more details and clarification on some of the reading strategies that he already knew.</p>	
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Appendix 7B: Detailed summary of interview responses

High/At Risk group

Construct	Low performers	Average performers	High performers	All respondents
Learning goal 17students	<p>Ndlovu (pretest lowest; average post test) Explaining task, aim of task, outcomes, and linking with general outcomes provided better understanding and increased motivation to do task</p> <p>Maringa (pretest lowest; average post test) Explanation assisted in better understanding. Bored when did not understand initially, but became more interested as understanding improved with explanation</p> <p>Mondlane Explanations assisted with understanding and motivation.</p>	<p>Phalane Learning became easier and motivation increased, as reminded of aims and objectives for doing tasks</p> <p>Mabitsela Explanations of outcomes, aims, goals, etc increased interest and motivation in doing tasks. Understanding improved.</p> <p>Aphane Explanations helped and made tasks easier to do.</p> <p>Matsei Explanations helped him to understand tasks better and increased interest in tasks</p> <p>Kekana Explanations made understanding easier , which was motivating.</p> <p>Masanabo Explanations increased motivation to do tasks</p> <p>Machaba Explanations helped to improve his understanding.</p> <p>Meyer Explanations helped with</p>	<p>Muuoja (pre and post test highest) Explanations helped him to understand better, which motivated him to apply himself more. Explanations of objectives of tasks increased motivation. Appreciates approaches that encourage learning.</p> <p>Segodi Explanations helped him but still found reading and tasks challenging</p> <p>Gumbie Explanation helped to gain better understanding</p>	<p>Explanations helped with understanding. Explanations led to understanding, made tasks easier to do, which increased motivation and interest. Three students reported improvement in performance due to the above factors. Understanding (11) made tasks easier(5) increased motivation (8) Increased interest (3) Improved performance (3)</p>

	<p>Matemane Scaffolding and explanations made tasks easier to work through. Improved understanding.</p>	<p>understanding and tasks and therefore increased motivation. Initially did not know what to do but now understands and performance has improved. Explanation and modelling of mindmap for summarising helped a lot</p> <p>Molwantwa Explanations gave directions and made tasks clearer, easier and increased motivation.</p> <p>Nkosi Scaffolding helped. Explanation and modelling made understanding easier. ManiExtra exercises and notes on Clickup helped. Improvement in literacy test in May compared to March.</p>		
<p>Teacher support 17 students</p>	<p>Maringa Initially experienced problems with reading for meaning, and with tasks. Received assistance from lecturer and peers. Feel it's a very supportive class so motivation and interest were high</p> <p>Mondlane Knowing</p>	<p>Phalane Felt supported as was free to seek assistance from lecturer or peers.</p> <p>Mabitsleha Support was always available which made classes and learning less stressful</p> <p>Aphane Available support even if not utilised made learning easier and less stressful</p>	<p>Gumbi The teacher modelling of strategies helped her to understand better.</p> <p>Muujojo Found lecturer approachable. Motivated by the lecture's effort to assist students in every way. The bonding between lecturer and students was also motivating. "You felt as if you belong and are cared about, which is motivating and encouraging"</p>	<p>Positive about readily available support from lecturer: learning easier, motivating, reduced stress of learning, sense of identity. Bonding and freedom. All contribute to increase in motivation</p> <p>The main issues raised</p>

	<p>support was readily available motivated him to apply himself</p> <p>Matemane Knowing support was available was motivating</p> <p>Ndlovu Due to the teacher modelling and the many illustrations, work was simplified. He believes many students with reading problems, including himself, were motivated.</p>	<p>Matsei Felt very supported. Initially afraid to ask questions but later due to semi formal environment could seek for clarification and whatever assistance needed.</p> <p>Kekana Felt supported. It made him apply himself. The ready support of lecturer made him change his negative mindset and motivated him to focus on the work.</p> <p>Naidoo Could always get support from lecturer, which motivated him to apply himself</p> <p>Machaba Available support from lecturer and peers in group was motivating. Received further explanations when struggling with project.</p> <p>Meyer Available support was motivating. Received support from peers as environment enabled her to make friends in class and so could ask them for help. They helped each other by texting information. Studying was interesting</p> <p>Molwantwa Knowing that support was available was motivating.</p>	<p>.Environment not restrictive therefore freedom to seek for and receive support.</p> <p>Segodi Environment was supportive as there was a two way communication in the classroom. Needed extra assistance. Received it from lecturer through consultations, which motivated him to perform well.</p>	<p>and the number of students were distributed thus: Acknowledgement of support 14 Easier learning 2 Motivating 11 Reduction of stress 4 Sense of identity 2 Bonding and motivation 2 Freedom 2 Encouragement 2 Enjoyment and fun 2 Linking support to environment 6 Raised interest and made classes interesting 2 Six students related the teacher support to a conducive learning environment.</p>
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		<p>Tertiary studies different from high school so support very necessary.</p> <p>Nkosi Felt support was available and given the environment was able to enjoy classes and learn in a fun way. Never felt suppressed or stressed.. The environment made learning skills easier. Environment and approach suited to a support module.</p>		
<p>Praise and Reward 17 students</p>	<p>Maringa Motivated by incentives. Looked forward to attending classes because of challenge to perform well at tasks and receive a reward. Became very involved in tasks in order to outperform and receive reward, as incentives were given for best performance.</p> <p>Mondlanei Not motivated by incentives</p> <p>Matemane Not motivated by incentives or recognition. Has personal motivation.</p>	<p>Phalane Was motivated to work harder in order to obtain a reward and the recognition that comes with it. Would want peers to know of his good performance. “You want others to see that you are also good”</p> <p>Mabitsela Was motivated by incentives. Wanted to outperform, so was motivated to work hard, to perform the best and receive a reward. Incentives really motivated him.</p> <p>Aphane Motivated to perform well and receive a reward</p> <p>Matsei Was not motivated by the incentives. Concerned with marks only.</p>	<p>Gumbie Not motivated by incentives. Has self motivation to achieve the highest. Motivated by challenge.</p> <p>Muujojo Was not motivated by the incentives but the recognition that students received when they had performed well – the identification, acknowledgement and applause. Always wanted to do better. Motivated by the acknowledgement of achievement. “Knowing that your efforts are recognised was highly motivating”.</p> <p>Segodi Was motivated by incentives. Was motivated to be involved in her reading and doing of tasks in order to perform well to receive a reward and the</p>	<p>Four students out of the eighteen in this group indicated not being motivated by the incentives. Two of them said they have personal or self-motivation. The rest found the rewards motivating, especially the praise and the recognition that accompanied it. The motivation to receive rewards made the students to become more involved in their work.</p> <p>The main issues raised and the number of</p>



	<p>Ndlovu Was so envious of students who received rewards. Wanted to get a reward and was therefore motivated to work harder to get one. Motivation was not only for the reward itself but for the recognition, as the whole class becomes aware of a student's good performance.</p>	<p>Kekana Motivated by incentives. Wanted to outperform others to receive reward. It motivated him to work harder. The reward becomes a plus.</p> <p>Masanabo Getting a reward provided a pleasant feeling. Was always motivated to work hard to receive a reward and associated recognition and praise.</p> <p>Machaba Was getting rewards in high school. Has the desire to be on top. Motivated to work harder and get rewards when others are being rewarded for their performance. Motivation is low when alone and not in class which is a challenge to overcome</p> <p>Meyer Was serious with tasks because of incentives. Motivated to work hard to get rewards. Became more confident as was performing well in tasks.</p> <p>Molwantwa Motivated to work hard and receive a reward. "It feels nice when you do well and receive recognition."</p>	<p>recognition.</p>	<p>students were distributed thus: Motivated by incentives to work hard 13 Recognition and acknowledgement 6 Praise 4 Involvement 3</p>
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		Nkosi Was motivated by incentives and also the recognition given in class. “One is seen as being a smart student which is motivating.”		
Extensive Reading 15 students	<p>Maringa Did not submit portfolio due to lack of time.</p> <p>Mondlane Did not participate due to lack of time</p> <p>Matemane Overwhelmed with pressure from subject areas so did not pay attention to EOT classes. Did only vocabulary exercises for portfolio. Found it beneficial. Learnt new words. Due to time constraints did not do extensive reading.</p> <p>Ndlovu Used the reading to relieve stress from attending lectures all day. Did not like reading but undertook the reading project because was required to</p>	<p>Phalane Became involved in story. Could not wait to finish to find out the end of the story. Realised that speed, comprehension and interest increased as the reading progressed</p> <p>MabitselaUsed to read slowly, but continued with the required reading. Saw great improvement. Speed increased. Became very involved in the readings, books were interesting. Would resort back to reading after the exams.</p> <p>Aphane Had to manage reading. Timing, etc. Speed improved. Felt good because was aware of progress. At the beginning found reading difficult but as she continued she begun to enjoy it. Borrowed more books from the lecturer so could carry on reading even after the class project. Understanding improved. Imagination was involved in reading. It influenced reading of academic texts. Used to hate marketing because of the reading,</p>	<p>Muujojo Did not participate</p> <p>Segodi Did not do many tasks due to pressure from other subjects. Did not participate</p>	<p>Four of the ten students with average marks did not participate in the extensive reading project. Three of the four students who obtained lowest marks did not participate. The fourth student participated and improved to obtain average mark in the posttest. Two students with highest marks did not participate. All in all 56% of the students (9 out of 16) did not participate. They all cited pressure of work as the reason for their non-participation.</p> <p>The 44% that participated reported improvement in speed, understanding,</p>

	<p>do so. Mind used to wonder when studying but when started reading for pleasure this did not happen and now can study without mind wondering. Reading speed increased and this increased willingness to read more. “I felt like I could read more and more. I became so involved in a motivational book I read that I started to do what the book suggested”.</p>	<p>but now enjoys the reading her textbooks and also understand better.</p> <p>Matsei Tried to do the reading project but could not complete due to poor time management that left her pressured with work from other subject areas.</p> <p>Kekana Did not participate because could not find the time due to pressure from other subjects</p> <p>Masanabo Did not participate, but completed vocabulary exercises</p> <p>Machaba Did not participate</p> <p>Meyer Helped to increase her reading speed and understanding which increased her motivation and confidence.</p> <p>Molwantwa Observed improvement in speed and understanding as reading continued</p>		<p>vocabulary, and reading habits.</p> <p>The main issues raised and the number of students were distributed thus: Reading habits 3 Cognitive benefits 3 Speed 7 Comprehension 6 Motivation 3 Involvement 4 Interest 2 Enjoyment 2</p>
<p>Autonomy and Choice 2 students</p>		<p>Phalane Motivated by the choice given in selection of texts for tasks and reading project. Was able to choose books that interested him and that were at his level of</p>		<p>No direct question asked but two students alluded to the item. Both students reported that they were</p>

		<p>competence.</p> <p>Mabitsela Being given choice to select texts for tasks and books for reading project was motivating. It made it possible for them to select what interested them so they enjoyed the reading and became involved.</p>		<p>motivated by choice and autonomy. The main issues raised were distributed thus: motivated by choice 2 increased interest 2 enjoyment and involvement 1</p>
<p>Competence support / Strategy Instruction 18 students</p>	<p>Maringa Used to read for the sake of reading. Was just reading words without making effort to comprehend. Started practicing suggestions from classes on how to read and extract main ideas. Applied suggestions to reading of textbooks in IT. Found speed increased. Monitored his speed. As speed increased, understanding also increased.</p> <p>Mondlane Was not using strategies before class. Started using strategies after had been introduced to in classes. The use of mindmap for</p>	<p>Phalane Had knowledge of some strategies, e.g summarising by identifying main ideas and supporting details. Realised that the more he read the more strategies developed automatically. He is already a reader so was already using some of the strategies taught in class. Has been applying strategies to academic texts. Now reads faster than before and comprehends better</p> <p>Mabitsela Was a very slow reader, but with the introduction of strategies, speed improved, together with understanding. Really felt good about applying strategies and seeing results. (strategy instruction increased self-confidence)</p> <p>Aphane Applied strategies introduced and found them helpful</p>	<p>Gumbie Was not using strategies. Would just read a text. Now, by using strategies thought, has improved in comprehension and is able to pick out main ideas.</p> <p>Muujojo He knew about some of the strategies. After class discussions was motivated to change his strategies for the better Became aware was applying wrong strategies for reading: was reading by listening instead of using eyes. Practised on becoming a seeing reader which helped increase speed and understanding in exams and reading in other</p> <p>Segodi Hardly read novels. Was not using strategies until class. Applied some of the strategies taught in class to other subject areas. Saw the benefits, but stopped</p>	<p>Students found strategies very helpful in improving their reading speed and understanding.</p> <p>The main issues raised and the number of students were distributed thus: 15 Students not using appropriate strategies Use of appropriate strategies taught resulted in Increased speed 9 Improved understanding 12 Improved academic performance 2 increased motivation 3 transfer of skills 6 Increase in self -esteem</p>



	<p>main ideas and rearrangement of structural ideas assisted in understanding of texts in other subjects. Timed reading to increase speed and saw improvements. Reading 6 pages in 30 minutes.</p> <p>Matemane Was not using strategies before classes. After introduction of strategies in class, have been trying to use correct strategies. Speed increased and understanding improved. The techniques helped him in studying for the other subjects. Motivation and confidence increased. Passed all subjects.</p> <p>Ndlovu Was not using a number of the strategies taught. Now using them extensively. Using mindmap to</p>	<p>which had a positive effect on him and increased his motivation.</p> <p>Matsei Was introduced to some of the strategies in high school, but had forgotten. The explanations helped to remind him and to make him aware of other strategies he did not know of. Believes extra tasks in the classes helped him. Applied strategies to the readings in other subjects such as Economics and Marketing.</p> <p>Naidoo Speed reading exercises helped. Speed has now increased so reads faster and understands better when applying appropriate strategies.</p> <p>Masanabo Has been applying strategies taught. Speed and understanding have increased.</p> <p>Machaba Knew about most of the strategies from TUT where he did first year, but was not using them. Did not know how to use them. Awareness from classes made it possible to apply strategies. Found using strategies very beneficial. E.g applying and using background</p>	<p>after a while. Reason: time constraints</p>	<p>4</p>
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	<p>make notes in other subjects</p>	<p>knowledge to evaluate texts.</p> <p>Meyer Was using most of the strategies. Became aware that was using wrong technique to read – listening reader. Started practicing correct techniques of reading after explanations were given in class. Now focuses more on understanding and meaning not just reading.</p> <p>Molwantwa Was using some of the strategies but not appropriately. Struggles with main ideas and summaries. Started implementing strategies taught. Observed improvement in speed and understanding. Now uses context to assist in obtaining meaning while reading.</p> <p>Nkosi Was not so aware of strategies. After they were introduced in class she started using them. It made reading time shorter. Obtained clearer understanding. Used reading techniques during literature exam. Skimmed the relevant sections for global understanding before reading. Used to be a slow reader. Has improved a</p>		
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		<p>lot. Especially with movement of eyes, etc. Understanding has also improved. Feels he is a good reader now. Very excited about it.</p> <p>Kekana Was not using strategies in high school. His writing of notes became easier and more structured in the 2nd term, after distinguishing main ideas and the use of mindmap had been taught in class. Applied reading strategies taught in class and improvement in understanding and reading speed. Still applying strategies to reading</p>		
<p>Collaboration 17 students</p>	<p>Maringa Prefer individual work because one is more challenged when working on his own. One gets other ideas in group work so challenge is minimal. However, benefited from group work. Received help from other students on how to extract main ideas. Used to read passively.</p> <p>Mondlane Enjoyed group work because</p>	<p>Phalane Though does not have preference for group or individual work, benefited from the group activities while others also benefited from her knowledge and skills. Group work led to contributions from various students which helped in producing a better quality project. For example discovered how other students study when ideas were shared and decided to try it. It helped.</p> <p>Mabitsela Benefited a lot from peersthrough collaborative learning. Assistance from peers helped with understanding, which increased his</p>	<p>Gumbi Group work and pair work beneficial because one gets ideas from others. Someone shared a good studying strategy in their group.</p> <p>Muujojo Prefers group work. Discussions give opportunity for everyone to get involved. When working in a group to solve a problem, it becomes easier to identify the problem at hand as many minds involved and also easier to provide solutions as they will be brainstorming with various ideas. However, when groups are bigger, it is less organised and</p>	<p>Besides the three students who did not view the collaborative learning positively, the rest of the students embraced this social learning technique. They reported that it was of great benefit, as they shared ideas, made friends and interacted in learning which made learning, interesting, enjoyable and fun.</p> <p>The main issues raised and the number of</p>

	<p>various ideas are shared. Benefited a lot from other students' ideas</p> <p>Matemane Collaborative work and learning helps one to get new ideas from others". Was able to assist others in his group during collaborative project.</p> <p>Ndlovu Assisted in making friends in the class. Also gained understanding as a result of discussions. Benefited from the ideas and explanations of other students.</p>	<p>confidence in his ability.</p> <p>Aphane Did not feel alone. Made friends in class as a result of frequent group discussions. Was able to interact and benefit from discussions</p> <p>Matsei Did not like it initially. One reason being "ome students feel one is stupid when you are not on the same level with them". Later became used to it and even formed a study group for Economics from the class. Shared her ideas during group learning. Group members thought her ideas were brilliant and applied them. This really made her happy and motivated her because she perceived her group members as very intelligent.</p> <p>Kekana Prefer individual work. Group work problematic. Likes the initial group discussions but all tasks should end as individual products. Group discussions enable one to gain ideas and then to apply to own work.</p> <p>Naidoo Sometimes problematic. Some don't participate and just</p>	<p>some students do not contribute. Pair work may counteract some of the disadvantages of large group work. Feels more motivated to work on tasks allocated to him by group. When he is handling a task by himself, he can be distracted by other factors. Prefer group work. It provides opportunity to share and to get various ideas, differing views and feedback. Finds the interaction and collaboration beneficial</p> <p>Segodi Reserved so prefer to work on his own. However saw the benefits group work:" you see things from different angles." Being in a group helped her to come out of shell, to participate, interact and contribute.</p>	<p>students were distributed thus: Sharing, interaction and involvement 7 Making friends 4 Interest, enjoyment, happy, fun and nice 6 Understanding and learning 2 Self- efficacy 3 Encouraging and motivating 4 easier to do tasks 2 Better quality work 3 challenges 2</p>
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		<p>benefit from others' work.</p> <p>Masanabo Prefer individual work. However, benefited from other students during group work.</p> <p>Machaba Prefers group work/discussions more. Does not communicate much due to shy personality, however, approach in class enabled him to make friends. Begun to communicate share ideas and interact after making friends. Learnt a lot from peers. Explanations from peers increased his understanding. Obtained 35% working alone but 65% when engaged in group discussions. Now study together with friends. Was used to doing things together as a collective and therefore finds collaborative learning and group work very acceptable and beneficial.</p> <p>Meyer Enjoyed group discussions and group work because like sharing of ideas. Was unsure of many things and got direction from peers. "Group work is more fun. Makes learning more interesting." Improved in group work 60% but</p>		
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		<p>40% for individual work.</p> <p>Molwantwa Prefers to work on her own. More serious and focussed when on her own. Get better marks in group but prefers individual work. Think more productively when doing tasks by herself.</p> <p>Nkosi Collaborative learning makes one aloof and passive. More focussed and intensive if working on his own. Due to OBE teaching approach in high school, was used to group work. Some advantages of group work like learning from others, and gathering various ideas to solve a particular problem was nice.</p>		
<p>Relevant texts 16 students</p>	<p>Maringa Attitude was a bit negative as was not doing economics. Felt Economics students will find it easier due to familiarity, background knowledge. Accepted generic texts better.</p> <p>Mondlane Felt texts gave EMS positive attitude and increased</p>	<p>Phalane Texts from subject field Increased his motivation. It helped with understanding of texts and concepts.</p> <p>Matsei Was motivated by text from subject field. He became more focussed because he found the texts relevant.</p> <p>Kekana Using texts from subject field made Literacy module more relevant, exciting and interesting for</p>	<p>Gumbie Use of texts from subject field was motivated him Could apply background knowledge and be able to relate to the texts, which made it easier. “ It was like revision”.</p> <p>Muujojo Texts from subject field were interesting because they were relevant. Generic texts on current issues would also increase interest</p> <p>Segodi Since economics was best</p>	<p>Besides two students all the students found the texts from economics and law very relevant. They reported that it made tasks easier to do as they could apply background knowledge. The texts also enabled them to understand strategies better, and increased</p>



	<p>their motivation. Would prefer texts from his subject field so attitude and motivation can be better</p> <p>Matemane Texts from subject area as examples and for tasks made it easier to understand and also interesting.</p> <p>Ndlovu Believes economics and science are connected. Could link the text titled <i>Economics is a science</i> with his previous knowledge, from one of his modules in philosophy. Was interested as a result of the scientific contents</p>	<p>her. Was able to link learning in Literacy module with other subjects. It gave him more drive to do tasks given in class. Interest low when generic texts or texts from other subject areas were used.</p> <p>Naidoo Subject related texts raised his interest and provided more insights.</p> <p>Masanabo Subject specific texts were easy to understand due to application of background knowledge. Also more interesting. Feels generic texts on interesting topics would also be exciting and motivating.</p> <p>Machaba Since Economics and Finance apply to everyone's life, he was interested and motivated in doing tasks even though texts not from his subject field. However, he would have had much better understanding had texts been from his subject field.</p> <p>Meyer Would have enjoyed tasks and understood better if texts used were from her subject field. Not familiar with Economics.</p>	<p>subject was interested in the texts from economics textbook. Found tasks on economics texts easier to do because of background knowledge.</p>	<p>their interest and motivation.</p> <p>The main issues raised and the number of students were distributed thus: Application of background knowledge 5 Easy tasks 6 Increased interest and motivation 11 Attitude change 2 better understanding of strategies 5 Transfer 2 Literacy module relevant and real 4 More drive and more focussed 4</p>
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		<p>Molwantwa Texts from subject area helped. Made learning and doing tasks more real and relevant. Feels will learn something to apply in Economic so was more focussed. Generic texts that were interesting were also motivating.</p> <p>Nkosi Texts from subject field made understanding easier and gave her the zeal to focus and find out more from the texts. Was motivated to apply himself more in the reading and the task.</p>		
<p>Environment 17 students</p>	<p>Maringa Friendly, semi- formal, unrestrictive environment enabled him to do tasks well. Felt free in class. Made him interested in class.</p> <p>Mondlane Semiformal environment made him feel lazy. Prefer formal restrictive environment.</p> <p>Matemane Environment was supportive. Class bonded with each other</p>	<p>Phalane Enjoyed the free and relaxed environment. It enabled him to work freely without pressure. It also promoted interaction which assisted him in learning.</p> <p>Mabitsela Semi formal, relaxed environment enjoyable. Lecturer was very approachable. Had no hesitation to approach lecturer or peers for assistance in that environment. Enjoyed attending classes. Was motivated to work hard because classes were enjoyable.</p> <p>Kgwale Found the classes</p>	<p>Gumbie Semiformal environment enabled students to share their ideas freely. The environment was motivating. The fact that the environment allowed students to freely ask questions, seek for clarification, or share ideas freely, motivated her to focus on her work and excel.</p> <p>Muujojo Good balance between formal and informal. Semi formal environment allowed students freedom to think freely. Unrestrictive semi-formal environment allowed students to form relationships with other</p>	<p>Besides two students who felt that the environment was too relaxing, the rest of the students felt the environment was enabling. They reported that it made them feel free in class, enabled them to think creatively, and made learning fun. They also emphasise on the interactive context it created, as well as providing them with opportunity to make</p>

	<p>and with lecturer, which made classes enjoyable and learning easier. Was relaxed in class and comfortable, so could work better. The freedom and interaction was motivating. Able to make friends and learn from them as the environment was conducive. Looked forward to attending classes</p> <p>Ndlovu Semiformal environment helped students to relax and be more balanced. It enabled him to conceptualise and think freely. Really enjoyed the class. It was his best class.</p>	<p>enjoyable and fun. Lots of laughter which made it relaxing and possible to do tasks with a free, relaxing and clear mind. Could share ideas freely and think more creatively.</p> <p>Matsei Semi formal environment made her too relaxed at times. However, was focussed when she felt tasks were interesting and relevant to her.</p> <p>Kekana Observed that the environment was different from other classes. For first year students, it made adjustment to university easier; adjusting to academic life. The environment made one relax and think, concentrate without stress, which made it interesting.</p> <p>Naidoo Was the only Indian in class felt left out of lively class discussions. Semi-formal environment was encouraging and would have enjoyed classes better if there were more Indians to relate to.</p> <p>Masanabo Enjoyed class due to semi-forma, relaxed environment. Provided interaction and contributed to deeper understanding</p>	<p>students, which was helpful when one needed assistance. Various opportunities given for interaction and learning which made learning fun. It helped with conceptualisation and understanding.</p> <p>Segodi Environment was supportive. Students were free to ask questions and seek for further assistance. Environment made him feel free to participate and be involved in discussions.</p>	<p>friends, which was quite important to them as first year students.</p> <p>The main issues raised and the number of students were distributed thus: Freedom in class 6 Interesting and motivating 10 Fun and enjoyment 9 Interactive context 5 Less pressure/less stress 3 Opportunity to share ideas 3 Allowed for easy adjustment to first year 4 Opportunity to make friends, bonding 5 Comfortable and relaxing 6 Allowed for free flowing discussions 3</p>
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		<p>and enhanced thinking.</p> <p>Machaba Semiformal environment made it possible for him to make friends, which helped with studies because he could easily ask for extra help from lecturer or seek for explanation from friends. He would not have been able to seek for assistance from lecturer if the environment was not semiformal and relaxed, as he is a very shy person.</p> <p>Meyer Environment made her comfortable and not stressed as in other lectures. Was not under pressure. Felt free and relaxed. When classes started was stressing but when realised that the environment was relaxed and semiformal, became relaxed and comfortable. Was motivated to attend classes. Did not miss any lecture period.</p> <p>Molwantwa Semi-formal environment good but has down side. Students may be too relaxed to attach importance to work. Performance decreased because became too relaxed and less focussed.</p>		
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		<p>Nkosi Semi-formal environment was a big relief from all the strict formal lectures in other modules. It enabled him to interact and learn from those around him. The environment and approach, motivated him and gave him a reason to attend classes. Was able to make friends and enjoy classes due to relaxed environment.</p>		
<p>Comments 15 students</p>	<p>Maringa Was not reading for pleasure. No novels at home. Now reads, and read books during holidays.</p> <p>Matemane Teaching approach helped with interaction and bonding which made learning easier and fun and therefore motivating. Reading for other subject areas improved and found assignment and projects easier to do.</p> <p>NdlovuFor the first time read novels during holidays. “something I have never done”</p>	<p>Moche The classes have changed the way I study for the better. My understanding has greatly improved.</p> <p>Matsei Applied reading strategies to reading texts in other modules. Saw improvement in reading ability and speed.</p> <p>Kekana Less attention with Literacy module. Overwhelmed with studies – assignments, tests, etc. When reading easily gets bored, but would read something interesting that has been recommended by others. Now reading during holidays.</p> <p>Naidoo Was disappointed. Surprised at TALL test results at the beginning of the year.</p>	<p>Gumbi Due to environment, was more focused in doing tasks. Applied strategies to reading in other modules and found them useful in improving his understanding.</p> <p>Muujojo Really enjoyed the classes due to approach taken. Benefited from the reading techniques taught in class. Now understands what he reads better than before. Since module consists of students from various faculties, the approach taken enabled them to interact and benefit from one another He himself started reading for enjoyment at around 17 years. Now enjoying reading even more due to classes. Now reading daily due to advice of lecturer. Experienced the class as a social learning</p>	<p>Comments varied and touched on various aspects. Students reported on positive reading habits, increased motivation improved speed, understanding and general performance</p> <p>The main issues raised and the number of students were distributed thus: Social learning interaction, friendship, bonding 6 Affective issues enjoyment, motivation and interest 8 Cognitive benefits easy, understanding, 5</p>

	<p>Applied strategies when reading. Used new strategies to read for meaning. Could focus better when reading. Improved performance in Module test: from 54(March) to 64 (May)</p>	<p>Masanabp Felt very free in class. Learning was enjoyable. Have been trying to use strategies and is helping with studies. Was overwhelmed and pressurised with workload.</p> <p>Machaba Willing to work hard. Most childhood reading was in home language. Did not read for pleasure in English.</p> <p>Meyer Initially stressed, not sure of what was required for TALL that's why obtained low grades. Has observed great improvement in reading due to classes. Now comfortable. Not afraid to ask questions. Freedom in learning has contributed to improvement. Was uncomfortable learning in English initially but after completing the module, and seeing improvement in reading in English, feels confident, and will change to English instruction next year, 2011.</p> <p>Molwantwa Was overwhelmed with tertiary work and lifestyle. Was not coping so gave less attention to literacy module. Her time management was poor. Also</p>	<p>environment which enabled students from different faculties to make friends, interact and learn skills from each other.</p> <p>Segodi Would be doing more extensive reading for pleasure to improve reading skills.</p>	<p>Positive reading habits 6 Use of appropriate strategies 4 Freedom in class 4</p>
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		<p>demoralised at the beginning when friends obtained codes 4 and 5 in TALL and she obtained code 2. Would prefer TALL to also assess understanding and comprehension in the form of writing. Not solely multiple choice.</p> <p>Ntuli Perception of literacy module changed as explanations were given and tasks were linked to general outcomes.. Concerned with “what is in this for me?”</p>		
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