

Learners' self-efficacy beliefs in reading comprehension in English Second Additional Language in a Namibian rural school

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It all starts here TM



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Abstract

The status that English holds in the language policy of the Namibian education system creates challenges which influence classroom experiences in terms of the teaching and learning of English as a second language in Namibian schools. Despite its value, learners struggle with English, especially in reading comprehension, which might be caused by low self-efficacy beliefs in reading comprehension. This motivated the need to do a study on learners' self-efficacy beliefs in English Second language reading comprehension. It has been perceived in literature that learners with low self-efficacy beliefs will struggle with reading comprehension in English. The primary aim of this study was to explore the nature of grade 11 and 12 learners' self-efficacy beliefs about their reading comprehension in English Second Language at a rural Namibian school. This study also created a descriptive profile of grade 11 and 12 learners' reading habits, as well as strategies English teachers could use to develop self-efficacy beliefs in reading comprehension of grade 11 and 12 learners. Bandura's social cognitive theory formed the theoretical framework from which self-efficacy beliefs on reading comprehension were viewed. To answer the research questions, the concepts of reading habits, reading comprehension and self-efficacy were discussed. The study followed a qualitative approach. Instruments for data collection were individual interviews. A computer-based qualitative data analysis program, Atlas.ti™ version 7.0 was used to analyse data, identify and synthesise patterns. The results of the study revealed that self-efficacy beliefs influence the English Second Language reading comprehension of Namibian grade 11 and 12 learners. The following self-efficacy beliefs: learners' awareness of others' reading difficulties; their situation specific self-efficacy beliefs; their self-efficacy beliefs in reading comprehension; their motivational engagement; their self-efficacy beliefs when they compare themselves socially; their self-efficacy beliefs about their ability to read and master experience as well as self-efficacy beliefs formed by vicarious experiences and verbal persuasions, emerged as factors that influence their self-efficacy beliefs in reading comprehension. Their self-efficacy beliefs to read and comprehend for academic reasons were prominent. Various strategies were suggested to cultivate self-efficacy beliefs in reading comprehension. Positive self-efficacy beliefs in reading and comprehension in English are important to function effectively in schools, in society and in life. It has implications for learning, recreation and employment and necessitates continuous research.

Keywords: English; Namibian context; reading comprehension; reading habits; rural school; self-efficacy beliefs; social-cognitive theory; teaching strategies

Opsomming

Die status van Engels in die taalbeleid van die Namibiese onderwysstelsel skep uitdagings wat 'n impak het op die klaskamerervaring, spesifiek die onderrig en leer van Engels as tweede taal in Namibiese skole. Ten spyte van die waarde van Engels, sukkel leerders daarmee, veral met leesbegrip. Laasgenoemde mag dalk veroorsaak word deur lae selfdoeltreffendheidsoortuigings rakende leesbegrip. Dit het 'n studie van die selfvertroue van leerders ten opsigte van hul leesbegrip genoodsaak. Uit die literatuur blyk dit dat leerders met swak selfdoeltreffendheidsoortuigings veral probleme ondervind t.o.v. leesbegrip in Engels. Die hoofdoel van hierdie studie was om die aard van graad 11 en 12 leerders se selfvertroue rakende hulle leesbegrip in Engels in 'n plattelandse Namibiese skool na te vors. Die studie het ook 'n beskrywende profiel saamgestel oor die leesgewoontes van graad 11 en 12 leerders, asook van die strategieë wat Engelsonderwysers sou kon toepas om by graad 11 en 12 leerders te ontwikkel. Die sosiaal-kognitiewe teorie van Bandura het die teoretiese raamwerk voorsien waarvandaan selfdoeltreffendheidsoortuigings rakende leesbegrip beskou kon word. Die begrippe leesgewoontes, leesbegrip en selfvertroue/selftoereikendheid is bespreek ten einde die navorsingsvrae te beantwoord. Die studie het van 'n kwalitatiewe ondersoek gebruik gemaak, en die instrumente vir die insameling van data was individuele onderhoude. 'n Rekenaarprogram vir data-analise, Atlas.ti weergawe 7.0 is gebruik om data te analiseer, te identifiseer en om patrone te sintetiseer. Die resultate van die studie het bevestig dat selfdoeltreffendheidsoortuigings beslis die leesbegrip in Engels Tweede Taal van Namibiese graad 11 en 12 leerders beïnvloed. Die volgende selfdoeltreffendheidsoortuigings het geblyk faktore te wees wat hulle leesbegrip beïnvloed: hulle bewustheid van ander se leesprobleme; hulle situasiespesifieke selfdoeltreffendheidsoortuigings; selfdoeltreffendheidsoortuigings oor leesbegrip; hulle gemoeidheid met motivering; selfdoeltreffendheidsoortuigings wanneer hulle hulself op sosiale vlak vergelyk; selfdoeltreffendheidsoortuigings rakende lees, en ook selfdoeltreffendheidsoortuigings na aanleiding van positiewe voorbeeld-ervarings. Hulle selfdoeltreffendheidsoortuigings rakende lees en verstaan vir akademiese redes was prominent. Verskeie strategieë is voorgestel om selfdoeltreffendheidsoortuigings rakende leesbegrip te ontwikkel. Positiewe selfdoeltreffendheidsoortuigings met betrekking tot Engels is belangrik ten einde effektief in skoolverband te funksioneer, asook in die samelewing en in die lewe in die algemeen. Dit hou implikasies in vir leer, ontspanning en werk, en vereis voortdurende navorsing.

Sleutelwoorde: Engels; leesbegrip; leesgewoontes; Namibiese verband; onderrigstrategieë; plattelandse skool; selfdoeltreffendheidsortoogings; sosiaal-kognitiewe teorie

Solemn Declaration

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I hereby declare that I have linguistically edited the dissertation submitted by Mr Paulus Pangeni Shikalepoh for the MEd degree.

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Second Additional Language in a Namibian rural school



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Ethics Approval

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The addenda are available on the DVD at the back of this dissertation.

List of Acronyms

ESL: English Second Language

ESLS: English Second Language speakers

SEBs: Self-efficacy beliefs

JP: Junior Primary

Chapter One

Introduction to the study

1.1 Introduction

This chapter commences with the clarification of key concepts used in this study. The Namibian literacy landscape is sketched by providing information on the following:

- how reading is generally taught in schools, especially in Junior Primary (JP) phase;
- how teachers' training institutions prepare teachers for the teaching of reading;
- the home environment of Namibian learners; and
- the status of libraries in the country.

The research problems are stated, research questions and aims are shared, information is given on the research design and methodology, and the significance of the study is explained. The chapter concludes with a summary.

1.2 Key Concepts

This section clarifies the definitions of terms as they are used in the context of this study:

1.2.1 Self-efficacy beliefs

Self-efficacy beliefs relate to people's judgments of their capabilities to classify and execute courses of action required to attain designated types of performances (Pajares & Schunk, 2001).

1.2.2 Literacy

The National Institute for Educational Development (NIED (2012) defines literacy as the ability to read, write and use printed language correctly in a variety of contexts for different purposes and to communicate with a diversity of audiences.

1.2.3 Reading

Jackson and Coltheart (2001) define reading as a cognitive activity that is skilled by a psychological information-processing structure made up of a number of distinct processing subsystems.

1.2.4 Reading Comprehension

Reading comprehension, according to Oden, Ebuta, and Nta (2012), is the process of concurrently extracting and constructing meaning through contact and involvement with printed language.

1.2.5 English Second Additional Language

A second language refers to any language learned in addition to one's native language or mother tongue.

1.2.6 Mother tongue

A mother tongue is the language that one speaks from birth, and is also referred to as a home language.

1.2.7 Namibian rural school

A school that is situated in an area that is not proclaimed as urban, even when essential services such as water and electricity are available in that area.

1.3 Introduction and background

After the independence of Namibia in 1990, a new language policy for schools was introduced in order to promote the use of mother tongue alongside English in schools (Ministry of Basic Education, 2003; Tètemeyer, 2009). According to this policy learners have to be taught in their mother tongue in the first three years of schooling, where after English has to be phased in as the medium of instruction in all grade 4 subjects. Some schools however, did not opt for either the three years mother tongue instruction or the Namibian indigenous or second language option, and used English as the instructional language right

from grade 1. The reason for this is that there are up to thirty languages that are spoken in Namibia, fourteen of which have a full orthography and sixteen oral languages for which no orthography exists (Tètemeyer, 2009; Wolfaardt, 2005). Insufficient conventional spelling systems for these sixteen languages make it impossible to use any of them in formal teaching and learning. English was never a colonial language in Namibia, but because of its status as a world language, and a unifying force that would promote national integration, unity and intercultural understanding, it became the only official language of instruction in Namibia twenty five years ago (Ministry of Basic Education, 2003) and Harlech-Jones, 1990 as cited in Tètemeyer (2009).

Despite the value that English holds for the government of Namibia, a very small minority of the population could speak, read and write English, with the result that the implementation of English as the medium of instruction in the government schools of the Oshiwambo speaking North during the 1980s was unsuccessful (Harlech-Jones, 1990, cited in Tètemeyer (2009).

1.3.1 Background of Namibian literacy landscape

For the purposes of this study it is vital to give an overview of the Namibian literacy landscape, especially with reference to the teaching and learning of reading and reading comprehension.

The National Institute for Educational Development (NIED) was prompted by the Ministry of Education and Culture to investigate reading competency at different levels in the Primary Phase, to identify problems in reading, and to find out whether teaching methods and materials were appropriate to teach reading (Imene & Van Graan, 1998; Kirchner, Alexander, & Totemeyer, 2014).

The following issues with regard to the teaching of reading at JP phase have been revealed:

- JP teachers have little understanding of the concept *literacy* and view it merely as the ability to read and write.
 - Some of the JP teachers who obtained the Basic Education Teachers' Diploma (BETD), as well as some mother tongue teachers, already in service, have insufficient proficiency in the mother tongue languages that they teach.
 - Teaching of reading in many schools only amounts to the verbalising of words. There is no evidence of active engagement with the text or guidance from the teachers to help learners in finding literal or contextual meaning when reading.
 - No remedial action is applied to assist learners who cannot read properly.
-

- BETD trained teachers use different approaches to teaching reading, because they have been trained at different teachers' colleges.
- Diverse factors such as the context of each school, level of support to novice BETD teachers, availability of reading materials and other teaching resources, as well as the shortage of experienced JP teachers at the teachers' training institutions, impact negatively on the success of literacy teaching at schools in Namibia.

An earlier study by Nzwala (2007) also reports that many JP teachers have insufficient proficiency in the learners' mother tongue, because these teachers often speak different languages or dialects which are not used as the medium of instruction at the schools where they teach. In the same vein, Clegg (2002) postulates that most teachers in sub-Saharan Africa, of which Namibia is part, are not well-trained in implementing successful methodology for teaching reading.

Murray (2007) and Kirchner et al. (2014) observe that Namibian learners do not only experience reading problems in their mother tongues, but also in English. Murray (2007) states that learners' inability to comprehend and process reading materials, and their inability to decode and identify main ideas, are caused by insufficiently developed reading materials in mother tongue languages that are used to teach literacy and to support further language learning. The fact that Namibian learners have to switch to English as early as grade 4, further exacerbates their reading and reading comprehension difficulties. This is a serious problem since there is a strong correlation between mother tongue proficiency and learning an additional language such as English (Murray, 2007).

According to Murray (2007) and Harris (2011), teacher training in Namibia before the country's independence in 1990 had shortcomings that still influence language teaching today. Before Namibia's independence in 1990, teachers were mostly trained in Afrikaans; it was difficult for them to effectively conform to the 2003 language policy which expected them to teach through the medium of English. As a result of teachers' initial Afrikaans training they still have insufficient confidence and proficiency to use English as a medium of instruction, even today.

The current training of Language teachers at Namibian teacher training institutions is still characterised by several shortcomings. In a recent study, Kirchner et al. (2014) state that many BETD graduates have difficulties in teaching phonics (which is essential for promoting

literacy and numeracy skills), insufficient general subject matter knowledge and have low English proficiency skills.

Murray (2007) argues that effective teaching and learning through the medium of English from grade 4 onwards may be seen as a huge challenge in Namibia because of the following reasons:

- The learners' poor command of English makes it difficult to effectively apply the linguistic skills of listening, speaking, reading and writing.
- Communication in the classroom becomes a problem because of learners' poor knowledge of English vocabulary.
- Learners in grade 4 are not able to communicate with foreign teachers or teachers from other regions who are unable to use the learners' mother tongue.

As a result, many younger learners who are not yet confident even in their mother tongue are unable to think and argue in another language (in this case English). There is a communication and language gap that learners cannot overcome when they switch to English in grade 4 for the first time. Learners furthermore endure harsh conditions in most rural communities, such as studying by candlelight, experiencing hunger, disease and poor sanitation which makes it difficult to study or to read properly (Siririka, 2007).

The following ways in which reading is commonly taught in most Namibian classrooms are also problematic for English language learning (NIED, 2012):

- In the JP Phase teachers make use of mechanical parrot-like reading activities. During these activities learners are expected to read aloud and to merely repeat words after the teacher without understanding.
- Teachers use structured reading programmes where learners are provided with reading materials to read. The structured reading programmes are suitable for situations where reading materials are hard to find, although it does not train learners for independent reading and finding their own reading materials.
- Teachers also use whole language instruction as opposed to explicit code-based instruction. With whole language instruction, learners read and write without applying decoding skills. This practice is in opposition to explicit code-based instructions during which learners are made aware of phonemes, syllables, and morphology.

- Teachers using the explicit code-based instruction method present the reading material to learners, evaluate it with an emphasis on clear instruction, and planned practice, followed by proper feedback (NIED, 2012).

Teachers have insufficient strategies to deal with learners who struggle with decoding. The report by NIED (2012) reveals that teachers rely mainly on two strategies: to verbalise the correct word, ask the learner to repeat it, and if the learner cannot do so correctly, another learner is asked to give the correct answer. In most of these cases, when learners fail to repeat the words, teachers do not make any attempt identify the cause of the problem or to use support strategies to help learners to overcome their problems.

Apart from the above-mentioned teaching approaches in teaching reading, insufficient reading materials also hampers reading abilities of most learners from an early age in Namibia (Siririka, 2007). Ruterana (2012) reports that in Namibia's rural communities, there are no other reading materials in homes other than school textbooks, exercise books, Bibles and hymnals. Learners only get their first reading materials once they start primary school. There are also no well-equipped libraries to provide reading materials for learners. Even in schools that have libraries, there is actually no proper administration of library affairs as there are no trained personnel to manage them. In such cases, full-time teachers who still have administrative work to do, are assigned to library duty in their free time after lessons (Kirchner et al., 2014).

Miranda, Amadhila, Dengeinge, and Shikongo (2011) conducted a study on the situation of schooling and literacy in Namibia, and found that that some learners did not even know what a library looked like. According to Miranda et al. (2011), this implies that many schools in Namibia do not have libraries. The situation of libraries in Namibia has also been noted by (Kirchner et al., 2014), who state that the provision of school libraries in Namibian schools is inadequate, and in the few schools that have libraries, learners are not even allowed to borrow books due to limited or no staff members to manage the libraries. Even if learners borrow books from the libraries to read, there is usually no reading-friendly environment in most Namibian homes in rural areas (Nengomasha, Utoni, & Yule, 2012). This is a dire situation, as libraries could encourage children to read, thus playing an important role in literacy development.

Other studies on the status of libraries in Namibia by Krolak (2006) and (Nengomasha et al., 2012) reveal that most school libraries happen to be no more than small corners that are supposed to be utilised as storerooms. Often teachers who run "the storeroom-like libraries"

have not been trained as librarians. Surprisingly, in some schools the “storeroom-like libraries” are managed by general workers who are unskilled to effectively assist learners who visit the library. The way in which such libraries are run, and the fact that people are randomly selected to manage these libraries, result in a complete failure to engage learners in extensive reading, while effective school libraries could provide reading opportunities to many learners who do not have access to reading material at home.

Ruterana (2012) contends that the promotion of literacy skills could stimulate a reading culture among learners. This, however, is not the case in Africa in general, and Namibia is no exception. The reading culture in Africa is characterised by education systems with a rather narrow perception of reading Ruterana (2012). Promoting a culture of reading does not seem to be a priority, subsequently learners associate reading only with passing exams, getting a certificate, landing a job, and getting a promotion. In most cases, it is typical that Namibian teachers would tell learners to only read their course notes, or what is examinable, forgetting that reading is supposed to be a life-long exercise. According to Krolak (2006), teachers can play an important role in motivating learners to engage in extensive reading. Therefore, school libraries ought to provide additional reading materials to complement school textbooks and create a reading culture amongst learners (Krolak, 2006). Even where additional material is available, such material (as is often the case in developing countries such as Namibia) is culturally irrelevant to learners’ environment, and most schools cannot afford to purchase culturally appropriate materials to suit the needs of their young learners (Krolak, 2006). This could be the reason why most library users in Namibia are either young adults, or more senior adults, but not children (Niskala, 2008). Younger learners are not motivated to visit libraries because there are no magazines or newspapers that interest them, nor reading materials in their own languages to create interest in and love for reading. There are, however, some multilingual publications by the Namibian Children’s Book Forum, a non-government organisation that promotes reading culture among Namibian children (Harris, 2011; Töttemeyer, 2010).

In Namibia, teaching of mother tongue languages—that could create love for reading and bring about confidence in language learning—is mostly done by poorly qualified teachers who are appointed simply because they speak local languages. Learners are thus not in good hands as far as the teaching of reading in mother tongue is concerned. They are not taught to gain confidence in their mother tongue language to make it easier to learn a second language. Eventually, learners leave school without good literacy and numeracy skills (Harris, 2011; Töttemeyer, 2010).

The fairly bleak literacy landscape in Namibia is presented above. It started with issues around the teaching of reading in languages, especially in the JP phase. The problems that the learners and teachers encounter with regard to reading have been highlighted. The status of school and public libraries in Namibia was also looked at with regard to whether a reading culture is promoted in the country. In the following section the problem of this study will be stated.

1.4 Statement of the problem

Since the implementation of the language policy for Namibian schools in 1990, problems have been experienced with reading and reading comprehension (Frydman, 2011; Ministry of Basic Education, 2003; Tètemeyer, 2009). English Second Language learners find it difficult to read and comprehend English texts, which mean that their academic progress is jeopardised. As a grade 11 and 12 English Second Language teacher at a Namibian rural school in the Ohangwena district, the researcher has first-hand experience of the insufficient English reading skills as a barrier to learning. The majority of learners at the school where the researcher works, come from various schools in the region where primary, junior, and secondary phases are combined. Their home language is Oshikwanyama, which is a dialect of Oshiwambo. They have been taught in their mother tongue up to grade 3 and studied English as an additional language. From grade 4 onwards English became their medium of instruction.

The researcher suspects that the problems experienced by the learners with regard to reading comprehension might be partly the result of low self-efficacy beliefs, pertaining to English as the medium of instruction (Hartney, 2011; Solheim, 2011).

1.5 Motivation for the study

Low self-efficacy beliefs in reading comprehension have been identified as a barrier to learning. Without sufficient reading comprehension skills in English, the medium of instruction in all public schools in Namibia, learners will not be academically successful because reading comprehension is not only a prerequisite to succeed through school, but is also required for lifelong learning (Frydman, 2011; Ministry of Basic Education, 2003; Tètemeyer, 2009). To date no research has been conducted in the Oshiwambo speaking community in northern Namibia to determine whether learners' self-efficacy beliefs influence

their reading comprehension in English Second Language. It is against this background that this study was undertaken.

In this study the concept self-efficacy is viewed from a social cognitive theory perspective. Self-efficacy beliefs relate to people's judgments of their capabilities to classify and execute courses of action required to attain designated types of performances (Pajares & Schunk, 2001). There is a direct link between learners' academic self-efficacy and their academic achievement. Pintrich and Schunk (1996) maintain that in the academic area, students' self-efficacy beliefs are very likely to be highly certainly correlated with outcome expectations. Bandura (1986) states that people tend to avoid tasks and situations that they believe exceed their capabilities and revert to tasks that they believe they can handle. It seems clear that learners with high self-efficacy beliefs will embark on different strategies and persevere, while learners with low self-efficacy beliefs will probably select tasks that require less effort, which in turn lead to lower success rates, resulting in even lower self-efficacy.

Reading comprehension is the application of skills that are evolved for other purposes such as listening or oral comprehension of a text (Kirby, 2007). Reading comprehension occurs as the reader builds understanding from a text (Perfetti, Landi, & Oakhill, 2004). There are different interacting levels involved in reading comprehension. Comprehension processes occur at multiple levels across units of language: word level (lexical processes), sentence level (syntactic processes), and text level (Kirby, 2007; Perfetti et al., 2004).

According to Schunk, Pintrich, and Mecee (2010) there is a correlation between the quality of learners' early learning home environment and the development of intelligence as well as reading skills. Environmental factors such as learners' experiences of the way they are cared for by their parents, how often they are read to, the neighbourhood they live in, nutrition, and the instruction they receive at school influence reading skills and reading comprehension (Grabmeier, 2010). Because these environmental factors have a great influence on reading and reading comprehension, it is imperative that learners should be exposed to environments where they have access to books and reading facilities, read about things they are interested in, and get sufficient support to keep their interest alive.

The process of teaching reading comprehension should continue through high school and beyond (Daggett & Hasselbring, 2007), because in higher grades adolescents face new challenges that affect their reading comprehension and achievement. Even for learners who have achieved reading success, high school can pose significant challenges, especially when teaching and learning are to happen in a second language. Older learners must be

able to comprehend more complex texts, determine meaning of vague, unfamiliar and technical vocabulary, use higher-order thinking skills to analyse texts and express their ideas in writing. For learners who enter high school with compromised reading comprehension skills, these challenges are even more daunting (Learning Point Associates, 2005). If learners cannot read, they are disadvantaged in all other academic areas, including mathematics and science.

The self-efficacy belief of learners regarding their reading comprehension is considered an important factor. Low self-efficacy beliefs and unrealistic self-efficacy beliefs of learners necessitate the identification, development and implementation of appropriate reading comprehension strategies to guide teachers, and in the process enhance self-efficacy beliefs of learners.

1.6 Research questions

This section identifies the main research question followed by the subsidiary questions which guided the study.

1.6.1 Primary research questions

This study seeks answers to the following primary research questions:

- What is the nature of grade 11 and 12 learners' self-efficacy beliefs about their reading comprehension in English Second Additional Language at a rural Namibian school?
- Which strategies can teachers use to develop self-efficacy beliefs in reading comprehension of grade 11 and 12 learners in a rural Namibian school?

1.6.2 Subsidiary questions

In order to answer the second primary question the following subsidiary questions are asked:

- What role do behaviour determinants play in grade 11 and 12 learners' self-efficacy beliefs about their reading comprehension?
 - What role do person determinants play in grade 11 and 12 learners' self-efficacy beliefs about their reading comprehension?
 - What role do environment determinants play in grade 11 and 12 learners' self-efficacy beliefs about their reading comprehension?
-

1.7 Research aims

The primary aim of this study is to explore the nature of grade 11 and 12 learners' self-efficacy beliefs about their reading comprehension in English Second Language at a rural Namibian school. The subsidiary aims of the first primary question are to explore:

- The role behaviour determinants play in grade 11 and 12 learners' self-efficacy beliefs about their reading comprehension.
- The role person determinants play in grade 11 and 12 learners' self-efficacy beliefs about their reading comprehension.
- The role environment determinants play in grade 11 and 12 learners' self-efficacy beliefs about their reading comprehension.

A second primary aim of the study was to identify possible strategies that will enable teachers to effectively aid learners' self-efficacy beliefs in English reading comprehension.

1.8 Research design and methodology

The research falls into two sections namely a literature study and an empirical investigation. Literature in the field of self-efficacy and reading and reading comprehension was studied. The researcher read dissertations, theses, journals and other primary and secondary sources related to the problem and aim of the study. An Internet search was performed with the following keywords: self-efficacy beliefs, second language reading comprehension and strategies to improve comprehension.

This study used a qualitative research design. Data were collected by means of a biographical questionnaire to compile a profile of learners' gender, age, grade, language preference and reading habits. Semi-structured interviews were conducted with ten participants. Qualitative data were analysed with the assistance of ATLAS.ti™ version 7.0—a computer assisted system, to enhance trustworthiness and to better understand the quantitative data about participants' views of their self-efficacy beliefs in English reading comprehension.

The research population comprised sixty grade 11 and 12 learners of a Secondary School in the Ohangwena region in Northern Namibia. Thirty three learners were in grade 11 while

twenty seven learners were in grade 12. Twenty seven of the participants were boys and thirty three were girls.

1.9 Significance of the study

The results of this study are anticipated to serve as a guide for teachers wishing to see the introduction of more appropriate teaching strategies to develop self-efficacy beliefs in English reading comprehension. The findings might also serve as a tool for teachers to identify learners with comprehension and reading difficulties in the English language, and identify the type of support that might be required. Knowledge of the causes of low self-efficacy beliefs in learners should also help the teachers, parents and communities at large, to provide necessary support for the improvement of learners' English reading and comprehension skills.

1.10 Summary

This chapter presented the background of the study on the learners' self-efficacy beliefs regarding English Second Additional Language (ESAL) reading comprehension at a rural Namibian school. The literacy landscape within the Namibian context was briefly described. Some key factors impacting on reading comprehension and the role of SEBs in relation to reading comprehension were explained. The chapter also highlighted the gap in research, as well as the significance of this study to teachers and other stakeholders in education. The research questions, purpose of the research and the research methodology were explained. In the next chapter the researcher presents a review of literature relevant to this study.

1.11 Presentation of the study

Next the structure of this dissertation will be presented:

In Chapter Two of this dissertation the main themes of this study, self-efficacy beliefs and reading comprehension are explored. The research design and methodology are presented in Chapter Three and findings and discussions in Chapter Four. In Chapter Five conclusions are drawn and the research is summarised, the limitations of the research are identified and recommendations are made. Possible future research about self-efficacy and reading comprehension is also identified.

Chapter Two

Self-efficacy and reading comprehension

2.1 Introduction

The chapter focuses on self-efficacy and reading comprehension—two main concepts of the study. Self-efficacy provides the basis for motivation in all areas of life, and has an influence on language learning, reading comprehension and achievement. Self-efficacy (§ 2.3) is grounded in social cognitive theory (§ 2.2), and its influence on reading comprehension is discussed. The definition of self-efficacy (§ 2.3.1), differences between self-efficacy, task-specific self-concept and self-perceptions of competence (§ 2.3.1.1), Bandura’s self-efficacy theory (§ 2.3.2), the effects of self-efficacy (§2.3.2.1), how SEBs create their sources (§ 2.3.2), variables that influence self-efficacy (§ 2.4), as well as how self-efficacy influences academic performance (§ 2.5) are also discussed in this chapter.

The discussion of self-efficacy is followed by an analysis of reading (§ 2.6), reasons for reading (§ 2.4.1), motivational engagement in reading (§ 2.4.2), reading comprehension (§ 2.5), elements of reading comprehension (§2.5.2), reasons for low reading comprehension (§ 2.5.3), importance of reading comprehension in learning (§ 2.5.4), and strategies to enhance reading comprehension (§ 2.5.5). For the purpose of this study, the social cognitive theory will be discussed in the following section (§ 2.2) since it is the framework on which the study is based.

2.2 Social cognitive theory

Social Cognitive Theory started as the Social Learning Theory in the 1960s and was developed by Albert Bandura into the Social Cognitive Theory in 1986. The basis of Bandura’s theory is that human functioning is the product of a dynamic interaction in a series of reciprocal interactions between personal thoughts and beliefs, conditions present in the environment, and behaviour determinants (Figure 2.1) (Schunk & Zimmerman, 2007). An individual’s learning occurs in a social context and is thus influenced by all three factors or determinants (Schunk et al., 2010). A unique feature of the social cognitive theory includes the emphasis on social influence and its emphasis on external and internal social reinforcement.

Social cognitive theory considers the unique way in which individuals acquire and maintain behaviour, while at the same time considering the social environment in which individuals perform the behaviour. The theory takes into account an individual's past experiences, which influence whether behavioural action will occur. These past experiences influence reinforcements, expectations, and expectancies, all of which determine whether a person will engage in a specific behaviour, and the reasons why an individual engages in that behaviour (Pajares, 2002).

The social cognitive theory further holds an agentic perspective to change, development and adaptation (Bandura, 2005; Skaalvik & Skaalvik, 2009). In an agentic perspective, individuals are regarded as self-organised, proactive, reflective and self-regulated (Cleary & Zimmerman, 2004; Pajares, 2002; Skaalvik & Skaalvik, 2009). The agentic perspective refers to individuals who function as contributors to their own motivation, behaviour and development within a network of these reciprocally interacting influences. The reciprocal interaction does not imply that all three factors function simultaneously and at equal strength. The influence of one determinant can be stronger than other determinants. The interaction between personal, environmental and behavioural determinants differs, depending on the individual, the specific behaviour that is investigated and the specific situation where the behaviour occurs (Bandura, 1986; Schunk, Pintrich, & Meece, 2008).

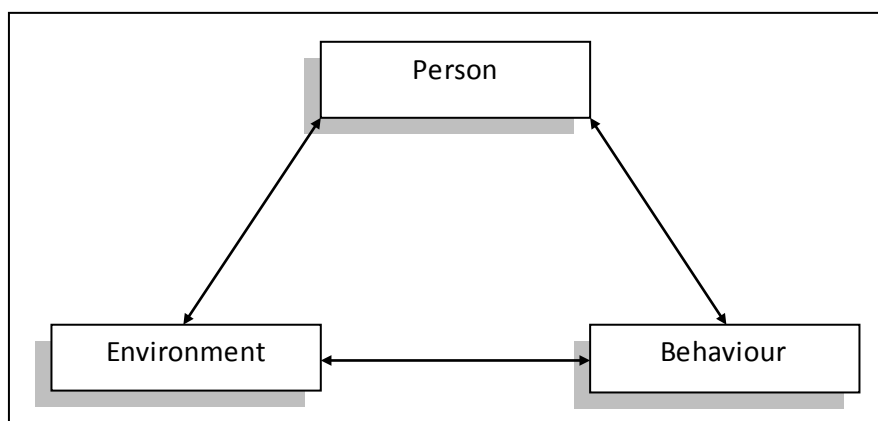


Figure 2.1 Model of triadic reciprocity (Bandura, 1986; Schunk et al., 2010)

Personal determinants or factors entail a learner's knowledge, expectations, SEBs, self-perceptions, goals and intentions which influence behaviour determinants such as persistence, self-observation and the strategic adaptation of study methods, so that goals can be achieved (Zimmerman, 1989). Personal factors in the social cognitive theory indicate that learners do not react passively to environmental determinants, but are active participants who are aware of stimuli which they observe and judge, and consequently they plan and

adapt to reach their goals (Schunk et al., 2008). The influence of behaviour determinants on personal determinants can be seen when a learner, who succeeds in reading a moderately difficult book, experiences high SEBs and motivation in his or her reading ability, and at the same time becomes inspired to read another book of similar difficulty (Schunk & Zimmerman, 2007).

Environmental determinants entail social and physical structures, such as noise and poor lighting, which might have an effect on learners (Zimmerman, 1989). An example of the physical environment is the size of a room and the temperature, which can influence learners' concentration to read (Glanz, Rimmer, & Lewis, 2002). The social environment includes teachers, teacher feedback on performance, friends, and family which serve as social support and models for vicarious learning (Pajares, 1996). During interaction among the three determinants, learners use self-reflection to evaluate their own experiences and thinking processes (Pajares, 1996). With the help of self-observation, self-reflection and self-evaluation, they develop new insight into their progress with learning tasks and goals, and can adapt their behaviour, environment or personal determinants to successfully complete goals (Cleary & Zimmerman, 2004).

The social cognitive theory is composed of four processes of goal realisation: self-observation, self-evaluation, self-reaction and self-efficacy (Bandura, 1977). These components are interrelated, each having an effect on motivation and goal attainment. As the study focuses on the influence of SEBs of grades 11 and 12 learners' reading comprehension in English Second Language, only self-efficacy as a *process* in Bandura's self-efficacy theory will be discussed.

2.3 Self-efficacy

In the following sections, definitions of self-efficacy and the difference between self-efficacy, task-specific self-concepts and self-perceptions of competence will be explained.

2.3.1 Definitions

Bandura (1986, p. 391) defines self-efficacy as "people's judgement of their capabilities to organise and execute courses of action required to attain designated types of performance." Jinks and Morgan (1999) view self-efficacy as a sense of confidence regarding the performance of specific tasks. The concept of self-efficacy is similarly defined as "people's

judgement of their capabilities to organise and execute courses of action required to attain designated types of performances” (Linnenbrink & Pintrich, 2003, p. 120).

Ferrara (2005b, p. 216) defines self-efficacy for reading “as an individual’s assessment of how well he/she thinks he/she can accomplish a particular reading task.” This assessment of capability is influenced by how well a person has previously performed on comparable tasks, as well as the corrective feedback and support he/she has have received from others. In comparison with the other definitions of authors cited above, this author’s definition of self-efficacy is more specifically related to reading.

All the definitions above emphasize people’s judgements of their capabilities and the behavioural actions or cognitive skills that need to be organised and applied to achieve certain goals or performances competently in a specific domain. These definitions represent the social cognitive theory’s specific and situational view of perceived competence and indicate that judgements of SEBs have an effect on what learners do. The influence can be seen by the choices of their planned actions, the effort they expand, the persistence they will exert and the emotional reactions they will experience in order to achieve goals they believe they are capable of attaining (Pajares, 2003).

2.3.1.1 Self-efficacy, task-specific self-concepts and self-perceptions of competence

Schunk et al. (2010) posit that the concepts self-efficacy, task-specific self-concept, and self-perceptions of competence, should not be viewed as identical because of conceptual differences in the constructs. Although these constructs differ considerably, they have an influence on one another. Self-concepts and self-perceptions reflect a more general belief about a competence. For example, I am good at Mathematics or I am a good reader (Linnenbrink & Pintrich, 2003). Self-concept beliefs and self-perceptions also include only judgements of self-worth (Pajares, 2003). A reading self-concept for example, is defined as the perception of competence in performing reading tasks; perceptions that reading activities are generally easy or difficult, and attitudes felt towards reading (Rider & Colmar, 2006). Whereas SEBs in reading would not merely be a self-recognition of being a good reader, but rather clear judgements of having the skills to find the main ideas in a text, to understand what is read and to search for information when reading, self-efficacy can also be distinguished from self-concept and self-competence because it is used in relation to some type of goal (Schunk et al., 2010).

Pajares (2003) argues that self-efficacy and self-concept are not related. Some learners may, for example feel comfortable and have high SEBs about their writing, but may not feel the equivalent positive feelings of self-worth in part because they do not take pride in their writing accomplishments. Even though the two concepts are different, they are still linked, because Bandura's theory emphasises that all determinants of motivation are dependent, interacting and influential to one another (§ 2.2). A learner who has high SEBs and is successful in most of the tasks he/she undertakes, will most likely have high self-esteem. Likewise self-esteem could also influence SEBs.

2.3.2 Bandura's self-efficacy theory

The basis of Bandura's self-efficacy theory is that performance and motivation are in part determined by how effective people think they can be (Bandura, 1986). According to Redmond (2013) the following quote by Mahatma Ghandi illustrates the self-efficacy theory: *"If I have the belief that I can do it, I shall surely acquire the capacity to do it even if I may not have it at the beginning."* The principle behind the self-efficacy theory is that individuals are more likely to engage in activities for which they have high SEBs and less likely to engage in activities for which they do not (Van der Bijl & Shortridge-Baggett, 2002). For example, learner A has a high ability and a great deal of experience in reading and understanding English stories, but does not have confidence that he/she can make a good summary of a chapter in the prescribed English textbook for continuous assessment in the subject. Learner B has only an average reading ability and only a small amount of experience in making summaries, yet has great confidence that he/she can work hard to create a detailed, quality summary for the same continuous assessment opportunity. Due to learner A's low self-efficacy for summary writing, he/she tells the teacher he/she was sick and could not do the summary. Due to learner B's high self-efficacy, he/she is highly motivated and works hard to learn how to write a summary, and obtains good marks in the assessment. This example shows how self-efficacy has an influence on a learner's ability to learn according to his/her motivation and his/her academic performance. Therefore learners will often attempt to learn and perform only those tasks in which they believe they will be successful (Van der Bijl & Shortridge-Baggett, 2002).

Learners' SEBs are formed by their interpretations from four sources namely, mastery experience, vicarious experience, social comparisons and the emotional and physiological states, such as anxiety and stress they experience when doing a task (Schunk, 2003). These above mentioned sources inform learners to believe they have the capability to accomplish specific tasks (or not), and have certain effects on learners' performance.

2.3.2.1 Effects of self-efficacy

SEBs affect the choices people make and the course of action they follow. Most learners take part in tasks in which they feel competent and confident and avoid those in which they do not.

Their efforts are influenced by the extent of effort they will put into an activity, and how long they will persist when dealing with obstacles and failures. The higher their sense of self-efficacy, the greater their effort, persistence, and resilience will be. SEBs also influence the amount of stress and anxiety learners experience as they engage in a task, and the level of accomplishment they realize. Compared to learners who doubt their learning capabilities, those who feel efficacious for learning or performing a task participate more readily, work harder and persist longer when they encounter obstacles, and therefore achieve at a higher level (Schunk, 2003).

2.3.3 How self-efficacy beliefs are created

According to Bandura (1994), four major sources of information are most important in the creation and development of SEBs. Firstly, mastery experiences, or enactive attainment, is the most effective way of creating a high level of self-efficacy beliefs (Zimmerman, 2000). Mastery experiences also refer to the way in which learners evaluate their own personal attainment in a given domain, cover preceding task achievements and play a vital role in establishing a sense of self-efficacy. Secondly, the vicarious (observational) experiences which are provided by social models are another source for creating and strengthening SEBs. Social persuasion is a third way of strengthening SEBs and finally, physiological and emotional experiences can create and change SEBs (Margolis, 2005; Shea & Bidjerano, 2010).

According to Bandura (1997), as cited in Usher and Pajares (2008), various factors influence the ways in which learners weigh, interpret and integrate information from these four sources, as they make judgements about their academic capabilities based mainly on their personal and contextual factors. These factors can be described as additive, relative, multiplicative and configurative. Additive influences imply that if more and different people have the same opinion about a learner's capabilities, their collective views will have a greater influence on the learner's self-efficacy. Relative influences imply that when one source (mastery experience) is stronger than another (verbal persuasions), learners will value their

SEB based on mastery experience more than verbal persuasions from peers. Multiplicative factors refer to two sources being present and interactive in forming learners' SEBs, for example learners experiencing physiological and emotional factors (fear) and listening to verbal persuasion (you can do this) while performing a task. The last factor is called configurative because the strength of one source depends on the other sources.

In the following section mastery experience, physiological, and emotional factors will be discussed as internal learner sources while vicarious experiences and verbal persuasion will be considered as external learner sources.

2.3.3.1 Sources internal to the learner

2.3.3.1.1 Mastery experience

Mastery experience relate to performance outcomes and enactive attainment. Mastery experience occurs when an individual achieves a task or goal successfully (Bandura, 1977), and because of this success, the individual's expectations for future success in tasks are increased. Mastery experience is also known as performance outcomes or enactive experiences that occur when learning from the consequences of one's own actions, teacher feedback and guided practice. Reading and reading comprehension can for example be viewed as complex skills which can be accomplished by mastery experience or enactive learning. These mastery experiences are based on a learner's personal assessment and information of his or her individual success and personal accomplishments on specific tasks (Usher & Pajares, 2008).

Mastery experience is the most effective way of creating high levels of self-efficacy (Naseri & Zaferanieh, 2012; Zimmerman, 2000). Previous success increases mastery expectations, while repeated failures lower them (Schunk & Zimmerman, 2007). Margolis (2005) reports that struggling students with low SEBs interpret success and the degree to which they take credit for it, to be greater if they attribute success on moderately challenging, but not frustrating tasks, to controllable, personal, internal factors: effort, persistence, and modifiable abilities such as attention, concentration, and the correct use of strategies. In such a case their self-efficacy will likely get stronger as they were responsible for their successes and can probably replicate them.

Pajares (1997) states that mastery experience is the result of one's purposive experience, which means that a learner will hold on to actions that result in successful consequences and

discard those that lead to failure. Mastery experience is the most influential when it comes to self-efficacy in academic achievement of learners (Zimmerman, 2000). This is significant in the sense that learners are likely to want to succeed as they previously did; they would want to attain their pre-set goals. For example, if a learner succeeded in a certain task in grade 11, that learner would be motivated and subsequently believe that he/she will not fail a similar task in grade 12. Semakane (1994), however, argues that it does not mean that a series of failures would suddenly lower self-efficacy or occasional failure after many successes would raise self-efficacy.

Bandura (1994) also notes that if learners see themselves succeeding easily, they tend to expect successful results quickly and are easily discouraged when they fail because of setbacks and difficulties. Learners have to be made aware that setbacks and difficulties teach them that, in order to succeed, they need to put forward sustained efforts and be willing to give everything it takes. After people have become convinced they have what it takes to succeed, they persevere in the face of adversity and quickly rebound from setbacks (Bandura, 1994). Mastery experience thus results in diminishing fear for new tasks and building confidence because of positive past experiences.

High SEBs alone will not produce good performance if learners have insufficient necessary knowledge and skills to complete tasks. Even students with high SEBs are not inclined to attempt a task if they believe that they will not successfully perform the task (Schunk et al., 2010; Schunk & Zimmerman, 2007).

2.3.3.1.2 Physiological and emotional factors

Physiological factors are physical symptoms that learners may notice as indicators of their capability or competency to successfully complete specific tasks. Physiological factors and physical symptoms also influence learner's self-efficacy judgments (Clark, 2007). When learners experience emotional reactions to tasks (e.g., anxiety, sweating hands), it can lead to negative judgments of their ability to complete the tasks (Usher & Pajares, 2008). Other examples of physiological and emotional symptoms of anxiety include sweating and rapid heart rate. These symptoms alone do not mean that learners will succeed or fail; but when symptoms indicate nervousness, it may convey that one lacks skills and capability. On the other hand, when learners experience decreased anxiety, it may raise their self-efficacy because learners who observe that they are less anxious than usual, also believe that they are more skilful and more likely to succeed (Schunk, 2003). Positive psychological and emotional states after the successful completion of academic tasks naturally lead to a sense

of competence and subsequently results in an enhanced sense of self-efficacy. Negative states, such as stress and anxiety, on the other hand, result in the loss of a sense of control, and diminished SEBs (Shea & Bidjerano, 2010).

2.3.3.2 Sources external to a learner

2.3.3.2.1 Vicarious experiences

Vicarious experiences are gained by observing others perform activities successfully. This is often referred to as modelling, and it can generate expectations in observers that they can improve their own performance by learning and imitating from what they have observed (Schunk et al., 2010). Vicarious experiences also refer to socially comparing own performances with those of models and peers (Schunk et al., 2010), and are described in the literature as social comparison (Cherry, 2012). Learners acquire self-efficacy information through others who are similar and offer the best basis for comparison. Learners who observe peers perform a task tend to believe that they too are capable of accomplishing the same or similar tasks, and attempt to model the tasks, because they believe that they too can perform them (Schunk, 2003). When learners learn from others to perform a task, it influences their self-efficacy to complete similar tasks (Margolis, 2005). Peer modelling is more effective than adult modelling to improve SEBs because of the perceived similarity with peers (Schunk et al., 2010). When imitating their peers, learners make mistakes, correct themselves, and their continuous efforts can make learners realise that they can also do what their peers are able to do; subsequently their self-efficacy is raised (Margolis, 2005; Schunk & Zimmerman, 2007).

Social comparison with peers thus influences the way learners develop SEBs and perceptions to complete tasks, such as reading comprehension (Pajares, 1997). In reading comprehension for example, if learners observe the way other learners read and see the grades that they obtain from assigned tasks, it will motivate them to perform and succeed similarly, or better than the peers.

2.3.3.2.2 Verbal persuasions

Verbal or social persuasion refers to activities where people are led, through suggestion, by others into believing that they can cope successfully with specific tasks. Both types of persuasive efficacy information are commonly used, although social persuasion is limited in its power to build lasting SEBs (Bandura, 1986). Coaching and giving evaluative feedback

on performance are common types of social persuasion (Bandura, 1977). Verbal persuasion includes remarks or verbal judgements about individuals' competence or incompetence to succeed on a task (Margolis, 2005).

If a learner receives frequent verbal persuasion, he or she may be encouraged to put forth greater effort in achieving a task. When learners are not skilled enough to make accurate self-evaluations of their capabilities, they depend on parents, teachers and peers for evaluative feedback and judgement about their performances (Usher & Pajares, 2008). Schunk and Zimmerman (2007) agree with Margolis (2005) that if learners receive persuasive information, it will influence their SEBs to further engagement in activities and success. Only positive verbal persuasion may work to encourage an individual to work hard because it raises his/her SEBs (Pajares, 1997).

Learners are also encouraged to persist in tasks when teachers give frequent and immediate feedback (Webb-Williams, 2006). Feedback should also include social comparison and persuasion in order to convince learners they are able to do what other learners do. Self-efficacy is increased in this manner, and the learner's performance will also increase. Learners value feedback and verbal persuasions received from credible models like teachers and parents whom they respect. Schunk et al. (2010) however warn that although positive, persuasive feedback increases self-efficacy beliefs, it will only be temporarily if learners subsequently perform poorly.

2.4 Variables that influence self-efficacy

Various variables such as instructional patterns, strategy training, performance feedback, goal setting, rewards and attribution feedback have an influence on and can enhance self-efficacy.

2.4.1 Instructional patterns

Instructional patterns are defined as what the teachers explain, demonstrate and re-teach, as well as student activities (Mathebula, 1992). How teachers instruct and present content can affect learners' self-efficacy. The students who retain and comprehend content that teachers present feel more efficacious to learn than those who do not retain and comprehend content. Furthermore, teachers' assistance to the learners in their learning process, as well as teachers' expectations for learners, has an impact on the learners' self-efficacy for learning

(Schunk et al., 2010). Wentzel 2000 as cited in Schunk et al. (2010) found that teachers holding high expectations for learners positively influence learners' goals and interests. When teacher expectations are low, learner performance may decline and become consistent with teacher expectations (Schunk et al., 2010).

It is therefore essential that teachers teach in ways that raise students' self-efficacy. Teachers should for example, model and coach complex skills and sub skills before giving the responsibility to the learners to carry out activities on their own (Casteel, Isom, & Jordan, 2000). The teaching context in which learners learn, and their beliefs about how well they learn under these various conditions, also have an effect on their self-efficacy (Schunk, 2001). Teaching context refers *inter alia* to the setting, instructional format and reading materials used. The setting of instruction refers to the physical conditions of a classroom and whether there are distractions or not. Instructional format refers to whether instruction is presented to a whole class, in small groups or individually, while materials and equipment can be equipment like computers and videotapes (Schunk, 2001).

2.4.2 Strategy training

Strategy training means that learners are taught strategies they should utilise in their day-to-day learning to assist them to cope in the process. Learners should be trained to use different strategies for different tasks so that they can become at ease with them, to help them develop their self-efficacy (Mathebula, 1992; Schunk, 2001). This view of raising self-efficacy is supported by Mofokeng (1996) who argues that when learners understand the use of a learning strategy and can effectively apply it in accomplishing tasks, they may experience greater control over the learning outcomes which will promote self-efficacy. Learners learn by modelling certain strategies that their teachers and peers use in order to succeed and to strengthen their SEBs. "Young students who received training to help with their reading self-efficacy and strategy use, were also better readers" (Ferrara, 2005a, p. 36).

2.4.3 Performance feedback

Performance feedback is feedback on the accuracy of work and may include information on how to correct or improve work done (Schunk et al., 2010). When feedback indicates errors and how these can be corrected, and informs learners of their progress, motivation and self-efficacy are enhanced, because such feedback conveys the belief that learners have the capability to perform better (Schunk et al., 2010). Statements such as "You can do this if

you work at it” or “I know that you can do better and here are some suggestions how...” can enhance learners’ self-efficacy (Ormrod, 2000, p. 452).

Teachers’ feedback on performance has limited value in cases where students can evaluate their own progress. Feedback on performance is needed in situations where a teacher is concerned about learners’ progress in learning and when learners require feedback on their performance at a stage when the learning material is unclear to them (Schunk, 2001).

Schunk (2003) reports that many learners suffer from low SEBs in improving their literary skills in areas such as reading comprehension and essay writing, because it is difficult for them to determine how much they are improving. Learners then typically rely on teacher feedback for progress information as they are not able to reliably gauge their own progress. Performance feedback benefits learners in terms of raising their self-efficacy for learning, because when they succeed, their self-efficacy increases and it decreases when they fail (Mathebula, 1992).

2.4.4 Goal setting

Goal setting “involves comparing one’s present performance against a standard” (Schunk, 2001, p. 18). Learners have to set their goals to give direction to their academic goals. One would then evaluate one’s progress against these goals. Learners with high self-efficacy set higher goals and are more committed to achieve their goals. In cases where learners experience success as they attain the goals they set, it raises their self-efficacy. When learners with low self-efficacy are not successful in achieving their goals, they will avoid certain tasks or excuse themselves (Ormrod, 2000; Zimmerman, 2000). This demonstrates that goal setting is crucial, as it drives and encourages learners to attain set outcomes. It is also essential to set goals in order for one to succeed academically. According to Schunk et al. (2010), students with goals and a sense of self-efficacy for attaining these, tend to engage in activities they believe will lead to attainment and satisfaction. Setting goals and achieving them thus enhances academic achievement and SEBs because, as students recognise their own achievement, their SEBs increase.

The goals that learners set for themselves are either proximal, short-term and specific, or distant (Schunk, 2001). Proximal goals are goals that are close at hand. For example, if during an instructional period, learners see themselves succeeding to understand and pronounce ten new words, it will immediately enhance their self-efficacy. Distant goals are those that are set to be attained after a longer period of time.

Learners may doubt their capabilities in accomplishing set goals that they believe are difficult, but their self-efficacy will be increased if they attain short-term, specific goals (Schunk et al., 2010). When learners make a commitment to attempt a goal, they are likely to compare their performances and progress as they work on the task. Self-evaluations of progress raise self-efficacy and sustain motivation.

If learners perceive a discrepancy between their performance and the goals they set, it may cause dissatisfaction with their progress and boost their efforts to work harder. It is useful for learners to have goals, as goals motivate learners to exert effort and to persist; goals focus attention on relevant task features and strategies that will help them accomplish the task, and in the end enhance their SEBs (Schunk, 2003).

2.4.5 Rewards

Rewards that are conditional and a result of learners' actual level of performance, are generally motivating, symbolise progress, validate and instil a sense of self-efficacy which influences recipients to continue to excel even more (Schunk et al., 2010). On the other hand, when learners receive rewards which they know are not a result of their hard work or their capabilities demonstrated, it has a negative effect on their self-efficacy, because they then assume that they are not expected to learn much because they have insufficient ability (Schunk et al., 2010).

2.4.6 Attribution feedback

Attribution feedback means linking learners' successes and failures with one or more of what caused that failure or success (Schunk, 2001). Attribution feedback has an influence on learners' expectancy of future success, their beliefs about their own competence, effort they invest, motivation, and level of achievement. Learners should be given ability attribution feedback in order to perform to the best of their abilities in the tasks they do (Hsieh & Kang, 2010). The timing of the feedback matters to learners (Hsieh & Kang, 2010; Schunk, 2001). Feedback should be given promptly so that learners know exactly what is going on and clearly link it to their performance. The latter implies for example that learners, who are immediately told their reading skills have improved, will perform even better than when receiving the information at a later stage. Schunk (2001) indicates that learners, who are given timely feedback are more successful than those who receive delayed feedback. Providing timely feedback thus raises learners' self-efficacy, especially if they are told that they are doing well (Schunk et al., 2010).

2.5 Self-efficacy influence on academic performance

Various researchers have linked self-efficacy to academic achievement for example, (Pajares, 1996; Pajares & Schunk, 2001; Shea & Bidjerano, 2010; Wigfield, 1997). According to Pajares (1997), learners with high self-efficacy complete more academic problems correctly and rework on the ones they missed. Such learners also apply more effective self-regulatory strategies at each level, regardless of their ability, which demonstrates that self-efficacy has an influence on the way learners perform academic tasks. “Self-efficacy has a powerful influence on learners’ effort, tenacity and achievement” (Hsieh & Kang, 2010, p. 607). Pajares (2002) mentions that students with high SEBs are motivated to do their academic work, set challenging goals for themselves, and try to achieve them. Challenging goals bring about the will to monitor their own academic achievement, and to find ways to improve on them. So in reading, just like in any other learning tasks, self-efficacy plays a vital role.

While self-efficacy is important, it is not the only factor that influences achievement (Schunk, 2003). Other important factors are skills, outcome expectations and perceived value. High self-efficacy will not lead to competent performance when required skills and knowledge are lacking. Outcome expectations are beliefs about anticipated consequences of actions. They are important because students do not engage in activities they believe will lead to negative outcomes. Value refers to students’ beliefs about the importance of learning or the usefulness of what they learn. Value beliefs affect behaviour because learners show little interest in activities they do not value (Schunk et al., 2010). There are four different types of value beliefs, namely: *attainment value* which is the importance of doing well on a task; *intrinsic interest or intrinsic value*, which is the enjoyment that people experience when doing a task or their subjective interest in the content of a task that they do; *utility value* which refers to how useful the task one is engaged in is in relation with what one wants to achieve in future, including the career(s) one wishes to pursue, and lastly *cost belief* which refers to the perceived negative aspects of engaging in a task. For example, when learners engage in one task, they feel they cannot do any other tasks at the same time because of the cost involved, the time, and the vast effort that they have to put into the task (Schunk et al., 2010).

Although low self-efficacy is detrimental to learning, effective learning does not require that self-efficacy be extremely high. Overly high levels of self-efficacy might result in learners feeling overconfident and slacking off in their efforts, which can hinder learning. SEBs are not always calibrated with one’s actual ability (Bandura, 2007). Learners may overestimate

or underestimate their capability to perform tasks. Learners who slightly overestimate their efficacy can have a greater chance to be successful in their tasks, which will enhance future performance and increase motivation to persist in the face of obstacles. On the other hand, the opposite is true for underestimating one's capabilities, which may stifle goals, persistence and effort (Bandura, 2007). However Schunk (2003) argues that when learners feel less efficacious about surmounting problems, and hold some doubts about whether they will succeed, they can mobilize effort that lead to better use of strategies than when feeling excessively confident.

From the discussion above it can be concluded that there is an important connection between SEBs, effort, and subsequent academic performance (Shea & Bidjerano, 2010).

The next section is about reading and reading comprehension. There is a significant relationship between SEBs and reading comprehension and also between reading SEBs and reading strategies(Naseri & Zaferanieh, 2012).

2.6 Reading

According to Oden et al. (2012), reading involves the interaction of the language, thought and cognition. This implies that in reading, one has to figure out what the language means by using thoughts and other cognition functions. Reading also involves decoding. Decoding refers to the ability to correctly decipher a particular word out of a group of words (Baxter & Reddy, 2007). Basically a learner's ability to decipher (make sense of) words can be referred to as reading.

2.6.1 Reasons for reading

People read for different reasons, e.g. to learn about a particular topic of interest, for enjoyment, because of the desire to outperform others (competition), or for grades (to be evaluated by a teacher) (Wigfield, 1997; Yoder & Mucherah, 2008).

Learners who are intrinsically motivated, read to attain certain outcomes such as good grades (Clark & Rumbold, 2006). Reading proficiently is indeed a critical skill, and children who fail at this skill are more likely to be retained in a grade, drop out of school, and enter the juvenile justice system (Taylor, Roehrig, Hensler, Connor, & Schatschneider, 2010). Additionally, people also read because they want to relax (Clark & Rumbold, 2006; Rasana,

2006). In a study that compares genders, and indicates that the majority of the learners enjoy reading, girls tend to enjoy reading more than boys (Wigfield, 1997; Yoder & Mucherah, 2008). The selection of reading materials is also important to the learners—the majority enjoy the reading materials that they have selected themselves (Clark & Rumbold, 2006).

Hughes-Hassell and Rodge (2007) conducted a study at a large, urban high school in a north-eastern city in the United States of America amongst 1340 students. Nearly two-thirds of the learners were from a Latino background and 27% from an African-American background. They focused on the issue of leisure reading (reading done for non-academic purposes and often outside school) and found that there were three main reasons why adolescents read in their spare time. These were: for fun and relaxation, to learn new things and because they were bored. Learners enjoyed reading materials they had chosen themselves (Hughes-Hassell & Rodge, 2007). The research also indicated that females were more likely to read than males—72% as opposed to 64%—which of course echoes with the findings of Clark and Rumbold (2006). When it came to the selection of reading material for leisure reading, adolescents preferred magazines (especially sport, fashion and music), comic books and the Internet. Their main sources of reading were the school library, public library and the classroom (Hughes-Hassell & Rodge, 2007).

Searching for information and gaining knowledge are also reasons for reading: 49.1% of the grade 11 learners in their study indicated that they read for information, and thus obtained new knowledge. Complementary to this, people also read to learn about new subjects, to help them try new hobbies as well as to try to understand other people and their cultures (Rasana, 2006).

2.6.2 Motivational engagement in reading

Motivation in a reading context is defined by Interactive Educational Systems Design Inc. (2000) as “the individual’s personal goals, values and beliefs with regard to the topics, processes and outcome of reading.” The definition implies that what individuals have set for themselves to attain and what they believe, come as a result of motivation. There are two types of motivation: intrinsic and extrinsic motivation (Redford & Prat-Sala, 2010). “People who are intrinsically motivated engage in a task for its own sake, because the task itself is interesting, appealing and satisfying, with no apparent reward except for enjoyment gained from performing the task” (Redford & Prat-Sala, 2010, p. 284). These people who perform tasks because of interest and satisfaction with no distinct reward in mind exhibit intrinsic

motivation. There are, however, those people who perform a task because they expect something as a reward, or because a task has been prescribed by other people. These people are extrinsically motivated, because their actions are driven by outside factors, such as other people. Intrinsic motivation is the ability to be motivated and curious to do an activity for its own sake, in contrast to extrinsic motivation that refers to motivation as a means to gain things such as an award or because someone tells you to do an activity (Wigfield, 1997). Many authors' definitions reflect similar aspects, such as doing something for its own sake (intrinsic) and doing something because of an external factor such as an award (Redford & Prat-Sala, 2010; Wigfield, 1997).

It is important to note that extrinsic motivation is associated with the use of surface strategies for reading. Learners who are extrinsically motivated read because they depend on rewards. They rely on memorising, guessing, and other surface strategies for reading (Interactive Educational Systems Design Inc., 2000). In contrast, learners who are intrinsically motivated are active readers who believe that they are capable readers, and they will persist in reading difficult texts and integrating the texts with prior knowledge (Interactive Educational Systems Design Inc., 2000).

Interactive Educational Systems Design Inc. (2000) refers to engaged readers as readers who want to read and understand, and who exhibit various characteristics: they read to assist them with the ability to write; they devote their time to reading; they have confidence and a command of reading and writing. They also enjoy reading for its own sake, attain a total absorption in reading and engage in on-task behaviour. To be engaged, or being an engaged reader, has some academic advantages. There is evidence of engaged reading and its academic advantages in a study that was done to examine middle learners' reading motivation and its relation to academic performance (Yoder & Mucherah, 2008). Some of the study results show that the amount of reading the learners engage in strongly predict their academic achievement. Engaged readers are motivated and more persistent. They choose more challenging tasks compared to their counterparts who are less motivated. Engaged readers do not only do well in reading, but also in other academic tasks (Yoder & Mucherah, 2008).

Cultural and educational contexts should be considered as two different contexts in the roots of the motivation to acquire a second language (Gardner, 2007). Cultural context is not relevant to most school subjects, since it involves taking on elements of another culture (i.e. vocabulary, pronunciations, language structure, to name but a few) while most school subjects involve elements common to one's own culture. However, an individual is a

member of a particular culture and many cultural features influence individuals (Gardner, 2007). They are expressed in terms of attitudes, beliefs, personality characteristics, ideals, expectations, etc. An individual may have various attitudes that could influence language learning, beliefs about its value, meaningfulness and implications; and expectations about what can and cannot be achieved. Characteristics originate and develop in the overall cultural context as well as the immediate family (Dörnyei & Schmidt, 2001; Gardner, 2007).

The educational context, on the other hand, generally refers to the educational system in which the student is registered, and specifically to the immediate classroom situation (Gardner, 2007). When considering the educational context, one should focus on the expectations of the system, the quality of the programme, the interest, enthusiasm, and skills of the teacher, the adequacy of the materials, the curriculum, the class atmosphere, etc. All of these can influence the student's level of motivation in any school subject, not just in second language acquisition. Both these contexts should also be considered when dealing with motivation to acquire a second language and to become more proficient and skilled in the specific language, which would then add to the issues of intrinsic and extrinsic motivation (Gardner, 2007).

2.7 Reading comprehension

2.7.1 Definition

Reading comprehension can be defined as a holistic process of constructing meaning from written text through the interaction of (i) the knowledge the reader brings to the text, (ii) the reader's interpretation of the language that the writer used in constructing the text; and (iii) the situation in which the text is read (Landmark College, 2006; Lenz, 2005). Reading comprehension is the application of a skill that evolved for other purposes (listening or oral comprehension) to a new form of input (text) (Kirby, 2007). Perfetti et al. (2004) maintain that comprehension occurs as the reader builds a mental representation of a text message. It is important to indicate that there are different levels in reading comprehension, and that the levels interact. Kirby (2007) and Perfetti et al. (2004) state that the comprehension processes occur at multiple levels across units of language: word level, (lexical processes), sentence level (syntactic processes), and text level.

2.7.2 Elements of reading comprehension

For learners to be able to read well, they should be able to recognize words and apply them in writing. If they are not able to do that, then their reading comprehension will definitely be poor because they cannot assign meaning to what they read. Kirby (2007) identified a number of factors involved in reading comprehension; these and their antecedents can be seen as the various elements involved in reading comprehension (Figure 2.1)

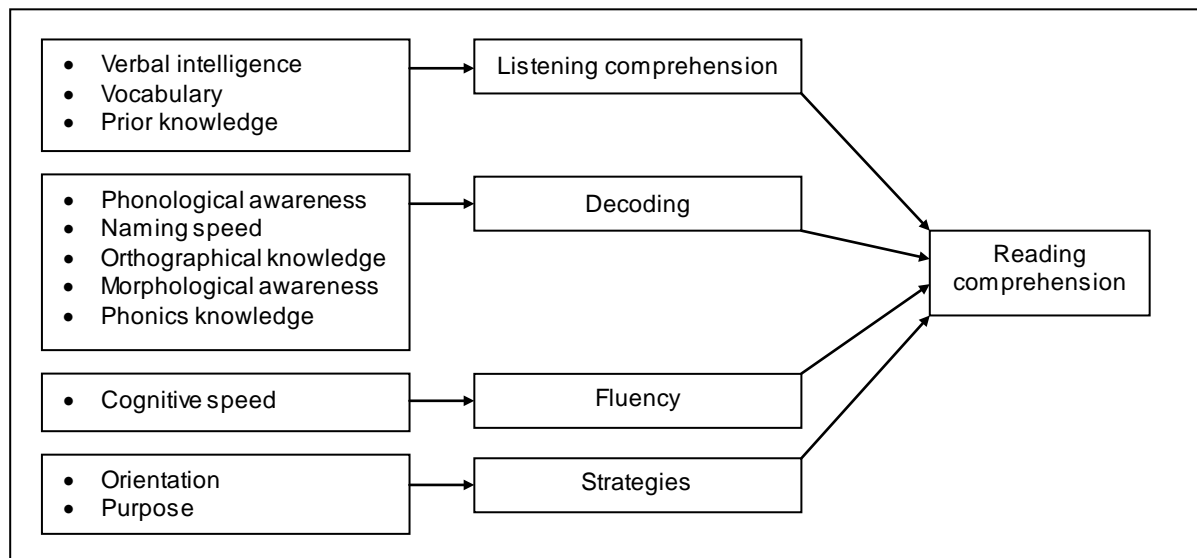


Figure 2.1: Elements that influence reading comprehension (Kirby, 2007)

Figure 2.1 indicates the relationship between listening comprehension, decoding, fluency and strategies to address reading comprehension issues (Kirby, 2007). Vocabulary knowledge and prior knowledge contribute to listening comprehension, though both and many other factors shown are also related to verbal intelligence. It is highly likely that readers will find it difficult to understand a text if there are many unknown words or concepts. Kirby (2007) also indicates that a number of elements contribute to word reading, including phonological awareness, naming speed, orthographic knowledge, morphological awareness, and phonics knowledge. Fluency seems to be less well understood, but it clearly depends upon decoding efficiency, and cognitive and naming speed. Kirby (2007) indicates that if fluency drops, it becomes less and less likely that the needed information is still active in the working memory, which would result in making comprehension less and less likely. One of the lowest levels, word recognition, is a prerequisite for higher levels of comprehension. Once words have been recognized, the next level of word meaning arises; it is difficult to make sense of text when the meaning of some words is ambiguous—comprehension then becomes impossible. During comprehension two types of processes foster understanding. Bottom-up processing where words are formed into phrases, and phrases are formed into more abstract

units called propositions or ideas. These processes require knowledge of syntax (Kirby, 2007).

Top-down processing occurs when higher-level information, just as knowledge of the general topic of the text, helps the reader identify lower-level information. Both bottom-up and top-down processing occur in reading comprehension. Higher levels of processing require prior knowledge to help decide what is important, and especially to see the deeper implications of the text. Bottom-up views traditionally describe stimulus-driven processes that do not necessitate higher order cognition, while top-down views traditionally rely on background knowledge and existing memory representations to mediate the interpretations of stimuli (Van den Broek, 2005). Memory-based (traditionally a bottom-up process) and constructionist processes (traditionally a top-down process) should be included in a comprehensive theory of reading comprehension. Memory-based and constructionist processes play important, yet distinct roles, in the comprehension process (Van den Broek, 2005).

The memory-based view of text processing implies that, as a text is read, information in the text (and any other information already activated in working memory) will trigger a spread of activation through the reader's knowledge base, activating associated information. This activation can occur through the episodic memory representation that the reader has constructed of the text so far, as well as through his or her semantic (background) knowledge. This memory-based activation is passive and involves little or no influence or strategy. From the constructionist view, readers have explicit and implicit goals or standards they actively attempt to satisfy when they read a text. These goals are often called a search for meaning. Readers use information from prior text, their developing memory representation of the text, and/or background knowledge in an effort to achieve these goals or standards. These processes are active and strategic, unlike the bottom-up processes of memory-based techniques. To establish connections, readers must activate the to-be-connected information and determine what, if any, connections exist between the activated pieces of information. Memory-based processes are pivotal to the first component, whereas constructionist processes are central to the second. In plainer language: memory-based processes provide the input to the constructionist processes, and the product from the constructionist processes determines whether the memory-based input is sufficient for comprehension (Van den Broek, 2005). Memory-based and constructionist views rely on a combination of bottom-up and top-down processing, and thinking about them as either completely bottom-up or completely top-down is to neglect the wide array of reader processes that operate during naturalistic text experiences. Clear goals must be

incorporated with memory-based and other bottom-up processes in order to create a comprehensive reading instruction theory (Van den Broek, 2005).

Other factors such as task engagements also play a part in reading comprehension. These are those factors that are involved when learners perform academic activities such as reading for comprehension. They are the purpose of instruction, content difficulty, information processing, strategy instruction, instructional presentation, performance feedback, models, set goals, rewards and attribution feedback (Schunk et al., 2010).

2.7.3 Importance of reading comprehension in learning

It is a well-known fact that reading comprehension is a pre-requisite for academic learning “Reading comprehension is essential to enable academic learning, professional success and lifelong learning” (Tercanlioglu, 2004, p. 563). Learners’ success in school and throughout life depends largely on their ability to read (Ontario Ministry of Education, 2009; Snow, Burns, & Griffin, 1998). Difficulty with reading impacts on achievement in all areas of the curriculum (Hughes-Hassell & Rodge, 2007). Unfortunately, most reading instruction stops after the elementary grades, although reading development is not complete. Learners with low reading comprehension struggle to understand what they read and they experience difficulties with comprehension exercises. Additionally, many adolescents reach a literary ceiling when they reach middle and high school, which often leads to frustration when it comes to reading, and often results in an avoidance of reading (Hughes-Hassell & Rodge, 2007).

2.7.4 Reasons for low reading comprehension

There are many causes for low reading comprehension that range from academic to environmental factors. Academic factors relate to insufficient understanding of alphabetical principles, inability to apply alphabetical skills in a rapid and fluent manner, and weak vocabulary and poor syntactical grammatical skills. The first implies that insufficient understanding of the letters of the alphabet and how they are used in writing makes it difficult to read properly. The other aspect refers to the fact that a reader should have a rich vocabulary and good grammar skills if he or she wants to be an efficient reader. The absence of these will impede the way a learner reads (Lyon, 2000). For example, if learners are not aware of grammatical structures such as punctuation, parts of speech, etc., they will not successfully read and comprehend texts. It is clear that learners should be comfortable with certain language aspects in order to read with understanding.

Proctor, Carlo, August, and Snow (2005, p. 246) conducted research amongst 135 grade 4 Spanish-speaking English Language Learners (ELLs) thus second language speakers and found that these children were challenged to master both the acquisition of a second language (L2) and its application in various schooling and societal domains. Texts become increasingly complex as students enter the upper elementary grades. Failure to recognize words in a given text causes comprehension and understanding to suffer—thus reading comprehension (Proctor et al., 2005, p. 254). This would mean that ELLs are in real danger of falling quickly behind their L1 counterparts, and this gap has the potential to increase annually as they progress through the grades. This is a very important potential issue for non-native English speakers. The participants in this study are in a similar situation since they are not English first language speakers, and thus have to face these challenges. They are actually even at a greater disadvantage since they seem to have even less exposure to English than the students in Procter's study.

Environmental factors also play a role. They include everything learners experience: the way they are cared for by their parents, how often they are read to, the neighbourhood they live in, nutrition, and the instruction they receive at school (Petrill et al., 2010) . The effect of environmental factors cannot be underestimated. Olson, Datta, Gayan, and DeFries (1999, p. 120) state that reading is a culturally transmitted skill, and that there are large differences in family, school and broader cultural support for reading, depending on the different situations, and by definition the environments that children find themselves in.

Hayiou-Thomas (2008, p. 405) suggests that the differences in young children's language skills, such as in vocabulary and grammar, appear to be largely due to environmental influences, though genetic effects also play a significant role. Adequate reading comprehension depends on a person already knowing 90-95% of the words in a text. He refers to the well-known study done in America by Hart and Risley that indicated that low-income homes on average expose young children to far fewer words than middle-class homes. This gap keeps on widening, and by grade 12 the high performer knows as much as four times more words as the low performer (Hirsch, 2003).

Biemiller (2003, p. 325) concurs with this statement, and also refers to the study by Hart and Risley. One can only imagine what an immense influence this difference in breadth and width of vocabulary would have on reading comprehension. Hughes-Hassell and Rodge (2007) also found that most of the learners did their leisure reading after school at night, which again highlights the importance of environmental factors. Hughes-Hassell and Rodge

(2007) strongly advise educators to partner with parents in order to promote and encourage leisure reading. They emphasize that parents play a significant part in the leisure reading habits of their children, specifically children who come from a working-class background. They go as far as to suggest parents should be roped in when reading material is selected, and must form part of the discussions surrounding reading.

Hirsch (2003) also indicates a correlation between how fast you comprehend a text and how well you can comprehend it—a fluent reader definitely has an edge over a reader who is not that fluent. He feels strongly that, when it comes to reading, fluency is enhanced by word knowledge (an extensive vocabulary would obviously be very beneficial in this regard) and the comprehension of textual knowledge, on the other hand, is enhanced by world knowledge (general knowledge about the world). The more a reader knows about the world, the better his or her chances to understand context and thus enhance reading comprehension. This would suggest that readers with a poor and narrow vocabulary, as well as limited world knowledge, will struggle more with reading comprehension than readers who have a broad vocabulary and extensive world knowledge, which often relates back to environmental issues and aspects.

The absence of fostering the habit of leisure reading (reading not specifically associated with academic work) is another reason for poor reading and comprehension by adolescents. Hughes-Hassell and Rodge (2007) state that the amount of leisure reading done outside of school relates to achievement in vocabulary, reading comprehension, verbal fluency and content knowledge, and that research suggests that there is a strong link between leisure reading and school achievement. Good readers are skilled, active, and self-regulated before, during, and after reading, using the repertoire of their skills and strategies to the full, whereas poor readers have insufficient engagement in strategic action, monitoring skills, flexibility to adapt and regulate their reading in different situations, and control over their reading (Dermitzaki, Andreou, & Paraskeva, 2008).

Learners know the purpose of the instructions they receive, it affects their self-efficacy positively or negatively, and thus their reading comprehension. If, for example, the purpose of the instruction is for a test to be written, those who experience anxiety about it will have low self-efficacy compared to those who feel they can score good marks. The latter will have high self-efficacy for learning. As for the content difficulty, learners who perceive a subject as difficult when they study will be less efficacious than those who do not doubt their capabilities and believe they can succeed. Information processing is also another situational variable that affects the self-efficacy of learners. Learners who have difficulties to process

what they learn, will always have lower self-efficacy than those who believe they can process the material to be learnt and can comfortably apply the instructional strategies (Schunk et al., 2010).

2.7.5 Strategies for learners to enhance reading comprehension

Reading strategies are “generally deliberate, playful activities undertaken by active learners, many times to remedy perceived cognitive failure” (Mokhtari & Reichard, 2002, p. 250). Reading strategies demonstrate how readers visualize a task, how they make sense of it and which actions they take if they do not understand what they read (Naseri & Zaferanieh, 2012). Reading strategies are activities that learners decide to do to help them understand what they read. Griffiths (2008, p. 84) explains such strategies as “specific actions taken by the learner to make language easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations.” Language learning strategies are what learners do to facilitate their language learning.

Moore (2012) maintains that proficient readers are people who use strategies, and Margolis (2005) suggests that instructional strategies should match the learners’ abilities in order to achieve proper learning. Good readers are people who actively engage with the reading material and read purposefully and selectively, whether they read for enjoyment, education or information. Moore (2012) lists seven strategies for reading comprehension that he regards as essential:

- Planning and monitoring: mental activities, teaching adolescents to develop strategies, such as planning, to enhance comprehension;
- Determine importance: enables readers to identify main ideas and essential information;
- Ask questions: questions that help with understanding, questions that query the author’s intention, etc.; learners should use questions to increase comprehension;
- Make inferences: linking parts of the texts that the author does not link explicitly;
- Make connections: making use of what is known to enrich meaning and knowledge, such as own experiences and beliefs;
- Synthesise: putting together ideas from different sources, often in a new and different way; and
- Visualise: forming visual and sensory images of texts.

Readers who employ these strategies will be accomplished readers, therefore these fundamental strategies should be employed during reading comprehension (Moore, 2012). There are other, additional strategies that learners use to enhance their reading comprehension. Some of the strategies are: reaching for a dictionary, asking other people for support (e.g. learning from the teacher), using a computer, and reading English newspapers. These strategies are reportedly often used. Learners use their teachers as a resource and use a dictionary as a reference, whereby the latter is used more frequently by lower level learners than by their higher level counterparts (Griffiths, 2008). The use of a dictionary to support learners in their language learning, and in this case, reading comprehension, however, seems to be prohibited or even banned by some teachers that feel that learners should try other ways first to establish the meaning of texts before they use a dictionary (Griffiths, 2008).

Concept mapping also seems to be a good reading strategy. Concept mapping means representing knowledge of a text in a visual form to help the learners understand; unlike summarising where information is presented in textual form which is not completely meaningful to learners (Branch & Ketabi, 2012).

Different strategies are available to support reading: global, problem-solving, and support reading strategies. *Global strategies* refer to strategies such as choosing what to read and what to ignore, using pre-knowledge to understand the present reading piece as well as having a purpose when reading. *Problem-solving strategies* involve strategies such as rereading. Rereading is necessary when a text is difficult to understand and it is done to increase understanding. On the other hand, *support reading strategies* include taking notes while reading and underlining or circling information in the text to help the reader to remember, as well as summarising what has been read to reflect on the important information in the text (Reichard & Mokhtari, 2002).

2.7.6 Strategies for teachers to enhance reading comprehension

Struggling with literacy, which is a critical aspect in learning, is associated with a number of reasons. Some of these reasons are that the reading may not be in the learners' first language, and they have insufficient skills and experience with reading (Interactive Educational Systems Design Inc., 2000). To overcome the struggle with reading, certain strategies need to be applied. During reading comprehension lessons, learners with low reading skills should be taught strategically, for example, how to find out main ideas of a text. It would lead to better comprehension skills (Schunk, 2003). Learners should be provided

with pre-determined goals for reading. When learners are provided with pre-determined goals, it will enhance their reading comprehension, if not self-efficacy, at the same time. “Providing clear goals for reading tasks and feedback on progress toward success increased self-efficacy and strategies for text comprehension” (Interactive Educational Systems Design Inc., 2000, p. 9). Learners can also focus on reading comprehension and at the same time increase their reading speed if they read a short text orally as quickly as possible, and are told to list all the facts that they can remember orally or in writing. It is also helpful if learners are encouraged to use imagery to remember details of the texts. To remember details of the texts, learners are encouraged to have a picture of what is happening by, for example, drawing a picture of a scene described in a passage (Ferrara, 2005a).

Duke and Pearson (2002) suggest that a balanced approach to comprehension instruction should be followed. By this they refer to a balance between explicit instruction by the teacher and allowing learners ample time for actual reading. They are of the opinion that a classroom that has these features will enhance reading comprehension immensely. Duke and Pearson state that a classroom that offers a supportive context for reading and reading comprehension will exhibit the above-mentioned features. They list the features of good reading instruction, which they feel should be incorporated into a supportive classroom context:

- Offer learners a great deal of actual reading time;
- Let them read texts for real reasons (in other words for a purpose);
- Let learners read a wide range of texts;
- Offer a classroom environment that is rich in vocabulary offering an environment that caters for discussion of words and meanings;
- Teach and apply skilled decoding;
- Learners must write texts for others to comprehend; and
- Learners must engage in high-quality talk about text.

Anderson and Cheng (1999, p. 4) list seven elements as part of a successful strategy for the improvement of second language reading. The first letters of the first five spell the word ACTIVE:

- A: Activate prior knowledge
- C: Cultivate vocabulary
- T: Teach for comprehension
- I: Increase reading rate
- V: Verify reading strategies

E: Evaluate progress.

Anderson and Cheng (1999) also add two more elements, which are: consider the role of motivation, and select appropriate materials. They feel that strategy that includes and fosters these elements will be immensely helpful in improving reading.

Anthony (2008) encourages teachers to create a literate environment that is rich in input and provides a safe setting for learners in which to produce, explore and discover a new language. Teachers can encourage the process of learning by creating a classroom which exhibits conditions that enable English learners to breach the instructional divide from confusion and uncertainty to meaningful learning. Teachers who are identified as outstanding or excellent in promoting literacy achievements are the ones that conduct reading and writing activities explicitly daily, specifically model literacy skills and strategies, and integrate literacy instruction with the rest of the curriculum which helps to create naturalistic opportunities for addressing literacy skills.

Anthony (2008) suggests that in order to create these conditions, teachers can facilitate and create various different activities and strategies. These will include: lowering the barriers of cognitive load (i.e. the number of new concepts integrated in a lesson or text), culture load (i.e. the amount of cultural knowledge needed but never explicitly explained), language load (i.e. frequency and complexity of unfamiliar English words), and learning load (i.e. what activities and tasks teachers ask students to do using English). Teachers may also encourage the process of learning by pushing students to aim to go beyond the idea of just getting their message across. They encourage students to aim for and expect a message that is conveyed accurately, coherently, and appropriately. The way instruction is presented also has an effect on learners' self-efficacy for learning. Instructional presentation should be done in such a way that learners feel they can benefit from their learning. Learners consider the way in which instruction is presented to them, and often, based on these considerations, they decide if the instruction will help them to learn.

Educators and educational institutions should respect the students' culture and heritage, and ensure that adequate funds are made available to ensure sufficient reading material. They should also make sure that students are given ample time during the school day to read, and stress that language teachers, above all, should be passionate about reading (Hughes-Hassell & Rodge, 2007).

2.8 Self-efficacy and reading comprehension

Although self-efficacy and reading comprehension are viewed as separate entities in the preceding sections; this section is an attempt to look at what literature has to say about the relationship between them. According to Su and Du (2012), self-efficacy has a significant and positive relationship with learners' academic performance. "There is prolific research that examines the relationship between self-efficacy and general academic achievement" (Hsieh & Kang, 2010, p. 607; Webb-Williams, 2006, p. 4). Learners perform well if they are taught strategies to answer comprehension questions (an influence on the learners' mastery experience) so that they will be able to perform well since their self-efficacy is enhanced (Schunk, 2003).

In the following section teaching strategies to improve self-efficacy on reading comprehension are discussed.

2.9 Teaching strategies to enhance self-efficacy beliefs in reading comprehension

Ferrara (2005a) suggests the following to educators:

- Provide appropriate-level reading materials. Readers should be given reading texts that match their abilities.
- Give students a choice of reading materials. This can be discovered through the conversation with them. They should then be encouraged to preview the material to choose what they want to read.
- Activate prior knowledge. This can be achieved by asking them to discuss what they already know about a specific reading topic before actual reading takes place. They should also later on be asked to describe how the reading selection relates to what they already know.
- Introduce new vocabulary. It should be done before reading takes place. This helps them to have a better understanding during reading.
- Encourage learners to set the purpose for reading. An educator should model the purpose and later on ask the learners to do it themselves.
- Teach students to select their own books for independent reading. Students should be directed to do this.

- Encourage the use of imagery to remember details. This means that they should picture what is happening. They can even be asked to draw a scene described in the passage.
- Use newspapers to identify and produce who, what, when, where, why and how questions. To do this one has to identify a newspaper article and ask the students to complete a chart that consists of Ws and Hs.
- Model how to find the answers to literal and inferential questions. Students need to be provided with a new passage and be directed how to ask questions. In case their questions are literal, they need to be shown in the text where the answers are located. If the questions are inferential, students need to be given positive feedback about the questions they formulate.
- Anticipate the author's questions and answers. Students need to be given an opportunity to predict the type of questions the author would ask as well as the answers he would give to the questions.
- Practise fluency with phrase cards. Students need to be given cards with phrases to read to discourage word-by-word reading. They may also be given more difficult phrases to read as they go along.
- Use repeated readings. Reading should be done until a teacher is confident that fluency is achieved.
- Use paired-reading to help with reading fluency. In this case students follow silently while a fluent reader reads. This also means that a teacher reads to the learners or they follow taped readings of the same text in front of them.
- Increase reading speed and focus on comprehension. This is to have a student or students read a short selection of texts as quickly as possible. It can also go with a student being given an opportunity to list all remembered details of the text that should also be put on a chart to monitor how far he/she can progress.
- Make K-W-L charts. It is to help students to relate the reading material to what they already know, to predict what might happen later in the text and reflect on what has been learned. In this context K means what I know. That implies that a student writes down what he or she knows about the topic. The W means what I want to know. The student predicts what he will learn from the text, while the L means what I learned, which means what a student has learned from a text.
- Create titles or headlines. This is where students are provided with articles, e.g. from newspapers or short stories, where they have to provide headlines and titles.

- Summarise passages. This means to make learners retell or state the main points of the story. It is done by helping learners identify a topic and main ideas as well as separating relevant information from irrelevant information.
- Help students develop relatively high but accurate SEBs. Students need to be provided with feedback that is accurate and specific to the task that they have done. This will help them develop reasonable SEBs. Students need to be told specifically where they go wrong, or what is correct.
- Maintain and communicate high expectations for success. Students need to be told that reading abilities develop if they practise and put in more effort. They should understand that it takes time to develop competency in reading.
- Help students set goals. Only if students have set goals for themselves, will they be able to evaluate their performance based on those goals. Students should then be guided to record their progress in certain tasks and rate them, for example, on a weekly basis. To have a visual record of their progress will help them develop high efficacy.

Reading should also be practised until such a time that the teacher is convinced that the learners have achieved fluency. That goes together with encouraging them to try their best, as it takes time to be competent in reading. It is also important that learners set their goals to help them evaluate their performance (Nicol & Macfarlane-Dick, 2006).

Peer tutoring is a strategy to improve reading comprehension and SEBs amongst learners: “People from similar social groupings who are not professional teachers helping each other to learn, and learning themselves by teaching” (Van Keer & Verhaeghe, 2005, pp. 293-294). This definition covers a wide range of practices, including peers as one-on-one teachers to provide personalized and individualized instruction, practice, repetition, and clarification of concepts. Successful peer tutoring should also be preceded by proper and sufficient training. They suggest that peer tutoring should be structurally embedded in the curriculum and classroom organization and exhibit specific role taking: One person has the job of tutor, while the others are the tutees.

Van Keer and Verhaeghe (2005) concur that the effectiveness of explicit reading strategy instruction must be followed by the facilitation and actual practice of peer tutoring or teacher-led activities. These together serve as a feasible and effective tool to promote regular students’ reading comprehension achievement. Self-efficacy has an influence on academic performance of students. This is demonstrated by literature above, when it is pointed out

that those with high self-efficacy perform tasks more efficiently than those who do not. Educators should also be aware of certain strategies that they need to put in place.

Margolis and McCabe (2003, p. 162) also mention additional strategies to improve self-efficacy: encouraging learners with low self-efficacy to invest sufficient effort, to persist with tasks, to work to overcome difficulties, to take on increasingly challenging tasks, and to develop interest in academics. They mention that teachers can often strengthen struggling learners' self-efficacy by linking new work to recent successes, teaching needed learning strategies, reinforcing effort and persistence, stressing peer modelling, teaching struggling learners to make facilitative contributions, and helping them identify or create personal goals. Margolis (2005) argues that in order to make sure that learners continue to succeed, teachers should give work at the level that learners feel comfortable with. In reading, for example, they should reduce the level of difficulty, read the material to the learners and discuss it before asking them to read it. Teachers should also divide the task into smaller and easier-to-learn subtasks, as well as make the work shorter, less complex and more concrete.

2.10 Chapter summary

Chapter Two focused on the influence of self-efficacy on reading comprehension. The self-efficacy theory of Bandura (1986), the sources of self-efficacy, the effects of self-efficacy, variables that influence self-efficacy and the influence on SEBs on reading comprehension and academic achievement in general were viewed all constitute towards a social cognitive theory perspective. To address the question of how SEBs influence reading comprehension, the concepts reading and reading comprehension were explained, reasons for reading, motivational engagement in reading, reading habits, reasons for low reading comprehension and the importance of reading comprehension in learning were discussed. Lastly, the strategies that teachers and learners may use to improve reading and reading comprehension, as well as strategies that enhance SEBs in reading comprehension were discussed. SEBs seem to have an influence on the reading comprehension of learners, but there are various other factors that also play a part in reading comprehension. Literature suggests that if learners are taught strategies to improve their reading comprehension, their SEBs can be enhanced. In Chapter Three the research design and methodology will be discussed.

Chapter Three

Research Design and Methodology

3.1 Introduction

Chapter Two provided a review of literature relating to the concept self-efficacy and other related concepts of the topic under investigation, viz. *SEBs in reading comprehension in ESL at a Namibian rural school*. Chapter Three relates to the methodology used to investigate for this study. The following sections of this chapter are (i) the research paradigm (§3.2); (ii) qualitative research (§ 3.3); (iii) qualitative research data collection methods (§ 3.4); and (iv) research site (§ 3.5); (v) research procedures (§ 3.6); (vi) selection of research participants for this study (§ 3.7); (vii) descriptive profile of participants who completed the biographical questionnaire (§ 3.8); (viii) reliability and validity (§ 3.9); (ix) trustworthiness of research (§ 3.10) (x) data analysis (§ 3.11); (xi) ethical aspects of the research (§ 3.12) and (xii) chapter summary (§ 3.13).

3.2 Research paradigm

A paradigm refers to “a set of assumptions or beliefs about fundamental aspects of reality which gives rise to a particular world view. It addresses the fundamental assumptions taken on faith, such as beliefs about the nature of reality (ontology), the relationship between knower and known (epistemology) and assumptions about methodologies” (Nieuwenhuis, 2010, pp. 47-48). The research paradigm under which this study relates is pragmatism, “a deconstructive paradigm that debunks concepts such as *truth* and *reality* as the truth regarding the research questions under investigation” (Teddlie & Tashakkori, 2009, pp. 7-8). The researcher relied on the information obtained from the participants as they gave responses in the interviews and questionnaires, thus the beliefs associated with pragmatism.

3.3 Qualitative research

In this study a qualitative research design is used. Qualitative research is “a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem” (Creswell, 2009, p. 183). Qualitative research focuses on aspects that are related to human life and aspects of life in general, and focuses on individuals’ lived experiences

such as in phenomenology, case study, grounded theory, and some critical studies. Qualitative research also focuses on society and culture (Schumacher & McMillan, 2010).

The value of qualitative research relates to participants' understanding of real life situations. Qualitative research is useful when a limited number of cases are available, and for in depth analysis of complex phenomena. Qualitative research provides description and understanding of people's experiences of phenomena in rich detail as they are situated and embedded in local contexts. The current research determined how participants interpreted data collection takes place in naturalistic settings and provides information on local situations, conditions and stakeholders' needs. However, the findings may not be generalizable to other settings, and findings may be unique as they sometimes relate to few people. Hypotheses and theories are difficult to test with qualitative research. Data collection as well as analysis is more labour intensive when compared to quantitative research. Findings are more easily influenced by the researchers' personal biases and idiosyncrasies (Onwuegbuzie & Johnson, 2004).

This study made use of a case study approach through which the researcher will be assisted to gain a clearer understanding and acquire knowledge regarding the issues under investigation. Bromley (1990), as cited by (Nieuwenhuis, 2010) defines a case study as a methodical inquiry into an event or set of interrelated events which aims to describe and explain the phenomenon of interest to a researcher. A case study is also defined as an in-depth study of instances of a phenomenon in real-life settings, and from the views of the participants involved in the phenomenon (Gall, Gall, & Borg, 2012).

In this study, the phenomenon that was investigated is learners' self-efficacy beliefs of their English Second Additional Language. The study took place at a rural school and the participants were the grade 11 and 12 learners who had to give their views on the phenomenon.

A case study is a suitable approach to this study because of the context of the study to investigate real-life situations. The reading habits and preferences of particular learners in a particular language had to be investigated. A case study approach was also found advantageous because an aspect of a problem had to be studied in depth within a limited time frame (Bell, 1993) as cited by (Siyaye, 2010).

3.4 Qualitative research data collection methods

Qualitative data collection methods are individual and group interviews. Further, interviews relate to open-ended, semi-structured and structured interviews. Open-ended interviews take place whereby a researcher converses with the participants to explore their views, ideas, beliefs and attitudes about certain events or phenomena (Nieuwenhuis, 2009b). Participants in a study propose solutions and give their perceptions on the phenomena. Semi-structured interviews answer questions that are predetermined. Structured interviews correspond to questions that are detailed and developed in advance (Nieuwenhuis, 2009b; Sarantakos, 2005). The in-depth interviews used in this research comprised semi-structured interviews that provided flexibility, were interactive in nature, and used various techniques to attain depth of answer and explanatory evidence (Ritchie & Lewis, 2003).

In general, interviews produce rich descriptive data that will assist in understanding the participants' construction of knowledge and social reality of their perceptions of their self-concept. Clarifications from the interviewee can be sought to verify the understanding of the conversation (Maree, 2009). Nieuwenhuis (2009b) maintains that the researcher should find interview participants who are best qualified in terms of the research question so that they are able to provide relevant information. Questions have to be clear and neutral, and questions that only require *yes* or *no* answers should be avoided. Cohen, Manion, and Morrison (2011) warn that researchers have to pay attention to specific aspects concerning research: Researchers should build mutual trust and keep social distance and maintain control of the interview. Some participants may feel uneasy and hold back certain information, or make use of avoidance tactics. Other participants may find the questions unclear. Although the interviewer tried to be systematic and objective, he was still part of the interpersonal conversation.

In this study a selection of ten participants participated in the interviews to get the in-depth views of the participants about the phenomena under investigation. Their selection was determined by their performance in the three comprehension tests that they all wrote. Four boys and six girls participated in the interviews. The participants in this study were grades 11 and 12 learners. One has to establish a trust with them, put them at ease quickly and help them feel confident to avoid overreacting and to make the interview process enjoyable and non-threatening. One also has to use simple and straightforward language, and ask questions that a child will understand, depending on the age of the child (Cohen et al., 2011, p. 374). There are some problems associated with interviewing children. Some children are not comfortable when interviewed by someone in a position of authority, like a teacher; one

has to ensure that the children do not see the interview as another class test; during group interviews, some children may want to dominate the interviews and become destructive of the one's views (Cohen et al., 2011, pp. 375-376).

An individual interview is "a two-person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information, and focused by him on content specified by research objectives of systematic description, prediction, or explanation" (Cohen et al., 2011, p. 271), or as "a two way conversation in which the interviewer asks the participant questions to collect data and to learn about the ideas, beliefs, views, opinions and behaviours of the participant" (Nieuwenhuis, 2009b, p. 87). Cohen et al. (2011, p. 49) distinguish an interview from everyday conversation by saying that "it has a specific purpose, it is often question based, with the questions being asked by the interviewer." Interviews in this study aimed to ascertain the learners' SEBs on reading comprehension in ESL.

Before the research procedure is explained, a brief description of the research site will be provided.

3.5 Research site

The Secondary School where the study took place is a rural school with approximately nine hundred learners and forty teachers, including the school principal. The school caters for grade 8-12 learners. It is a boarding school, which offers boarding facilities for 450 learners. The rest of the learners live in private renting rooms in the vicinity of the school or in the surrounding villages with their families. Some learners have to travel about five kilometres every day to attend school.

The general academic performance of the school ranges from average to poor, especially in the Senior Secondary Phase (grade 11-12) of the school. English is among the poorly performing subjects across all grades. Generally many learners score an F in English Second Additional Language which does not give them university entrance, because a grade C is the minimum required pass rate for university entrance in Namibia.

The school has a library that opens from eight o'clock in the morning until four o'clock in the afternoon from Mondays to Fridays. There is a library assistant employed by the school itself. The library is stocked with books from the Education Library Services, a Directorate in the Ministry of Education that supplies books to schools and community libraries. However,

the books are supplied in a small quantity, for example there are only 1000-2000 books for the nine hundred learners. Learners only have time to visit the library after school which is also the time they are supposed to attend afternoon study sessions and participate in sporting activities. Because of this clash in recreation time, many learners choose not to go to the school library with the result that the school library is not utilised fruitfully. However, other factors such as learners' reading habits and reading preferences might also influence utilisation of the library.

3.6 Research procedures

After obtaining permission from the Namibian Ministry of Education, the school principal of the participating school and the parents of the learners of the grade 11 and 12 classes that he teaches, the researcher gathered all the learners and invited them to take part in the study, voluntarily (Strydom, 2005a). From the three grade 11 and two grade 12 classes, sixty learners showed interest to participate. The researcher had class lists with him and indicated their names. Learners were further informed about the purpose of the study, reading comprehension tests that were to be written as well as the biographical data questionnaires that had to be completed to determine their reading habits. The biographical data questionnaires are available in Addendum 3.1. The three comprehension tests are available in Addendum 3.2.

To measure participants' reading comprehension ability, three reading comprehension tests were administered on the sixty learners who indicated their interests in the study. These tests were taken in the afternoon, at the end of the school day, two days apart from one another. The test questions were taken from a published examination preparation book for the Namibian Senior Secondary Certificate for grade 11-12, Ordinary Level (Hess, 2010). Texts in the tests covered issues across the broad curriculum such as Travel and Tourism, Science and Technology and Health. The tests were regarded as content-relevant and in the correct format for all grades. All learners were registered for Ordinary Level in English Second Language.

The first test was out of ten marks, and contained short comprehension questions which had to be completed within twenty minutes. The second test contained two reading texts and was marked out of fifteen marks. Participants had thirty minutes in which to read and answer comprehension questions based on each of the texts. The third test counted out of twenty marks, and also consisted of two reading texts and had to be completed in forty minutes.

The order in which the tests were written was determined by the level of difficulty of the comprehension questions. The level of difficulty of the comprehension questions of the three tests increased. The first test required short answers, the second and third tests required detailed answers and short descriptions.

The total marks for the three tests were 45 marks. The marks of the three tests are available in Addendum 3.3. The marks obtained were added to calculate an average mark for each learner. From experience of teaching these learners, the researcher assumed that the marks would result in three groups, namely: low, average and high performers. The researcher decided that learners with average marks would be omitted from the interviews because the extremities of low and high achievers might give a more in depth view of their self-efficacy beliefs about reading comprehension. A low mark in these tests would be indicated by any mark between zero and twenty (0-20), whereas a high score would be indicated by any mark between 30 and 45. This was, however, not communicated to the participants to protect low achievers from possible psychological harm (e.g. score anxiety).

From the high and low groups, five low and five high achievers were invited to an individual interview. These high and low achievers' rating responses informed the researcher about the nature of behaviour, person and environment determinants of their self-efficacy beliefs about reading comprehension.

One-on-one semi-structured interviews were conducted with the ten selected participants related to their SEBs on reading comprehension. Greeff (2005) indicates that semi-structured interviews are organised in such a way that they are about a particular area a researcher is interested in, and allow flexibility, scope and depth. Individual interviews are also appropriate, especially in cases where sensitive matters such as relationships, family matters, etc. are discussed. Such matters were, however, not part of this study (Cohen et al., 2011, p. 375). Interviews were conducted in the afternoons on school days and any time on weekends. Before interviews were conducted, the researcher had to make appointments with the participants and agree on the time they would meet.

Interview items were compiled by taking into consideration what the aims of this study were—to determine grades 11 and 12 learners' SEBs linked with ESL reading comprehension in order to attain a deeper understanding of the role of behaviour, person and environment determinants play in their self-efficacy beliefs about their reading comprehension, and to identify possible strategies that will enable teachers to effectively aid learners. An interview schedule was used that lists the questions that were to be explored in

the interviews. The researcher prepared the interview schedule to ensure that the same questions were asked to all the respondents. The questions related to themes such as motivational engagement, the strategies they use when they experience difficulties in reading, their SEBs, emotions and physiological factors experienced, social comparisons, situation specific self-efficacy, vicarious experiences as well as verbal persuasions (Addendum 3.4). There were about twenty four questions asked in each interview session. The interviews lasted for about thirty minutes each. The data were captured on a voice recorder that was later transferred to the researcher's personal computer to do the transcriptions of each interview (Addendum 3.5).

3.7 Selection of research participants for this study

The researcher used sampling because it was not possible to reach the entire population of those whom the researcher wanted to involve in the study. The nature of the practice or research question does not indicate that one necessarily has to cover the whole population (Nieuwenhuis, 2009b). A study population is defined as "a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which we intend to generalise the results of the research" (McMillan & Schumacher, 2001, p. 169). A sample "comprises elements of the population considered for actual inclusion in the study, or it can be viewed as a subset of measurements drawn from a population in which we are interested" (Strydom, 2005b, p. 194).

Sampling (research participant selection) takes different forms: probability sampling and non-probability sampling. Probability sampling is performed when participants are selected from a larger population. This is to ensure that each member of a population's probability is known, and sampling then takes place according to random selection. Random sampling as a method of probability sampling is used to draw representation of each member of the targeted population of the study (McMillan & Schumacher, 2001). With non-probability sampling, the researcher uses subjects who happen to be accessible or who may represent certain types of characteristics (McMillan & Schumacher, 2001, p. 174). This implies that, for example, a class of students or group gathered for a meeting may be used as a sample in research.

Non-probability sampling used in this study was a convenience sample. The researcher usually involves a sample from a group that he or she finds accessible (McMillan & Schumacher, 2001). Creswell (2009) describes convenience sampling as sampling of groups that are naturally formed, like in a classroom of learners, a family unit or an

organisation. Non-probability sampling also takes a form of purposeful sampling, therefore, purposive and convenience sampling was used to select participants for this study. It was convenient for the researcher to involve the particular participants since they were at the same school where the researcher is a teacher, and he had a relationship of trust with the learners, which was necessary to successfully conduct interviews (McMillan & Schumacher, 2001). The sample unit also has particular features which enabled detailed exploration and understanding of the learners' lived experiences.

The selected research participants in this study were grades 11 and 12 learners at a rural Secondary School in Ohangwena district of Ohangwena Regional Council's Education Directorate in Namibia (Figure 3.1). To create a profile of participants' reading habits and preferences, sixty learners from grades 11 and 12 were purposefully and conveniently selected because the researcher believed they were available and could give information regarding the phenomenon under investigation (Greeff, 2005). For the semi-structured interviews section, ten learners were purposefully and conveniently selected for interviews based on their test results in the English reading comprehension tests; five learners from the higher performing group and five learners from the lower performing group.



Figure 3.1: Map indicating the context of the research

3.8 Descriptive profile of participants who completed the biographical questionnaire

Following is a narrative account of the descriptive profile of the population and sample of this study.

Frequencies and percentages were determined with the assistance of North West University Statistical Services to create a descriptive profile of the participants. The descriptive profile of participants' reading habits and preferences are presented next.

The age groups of the participants ranged from 16-22 years. The largest number of participants who completed the biographical questionnaire was eighteen years old. There were 36 grade 11 learners and 24 grade 12 learners, of which 27 were boys and 23 were girls. The researcher did not decide beforehand on the gender of the participants as the participants all participated voluntarily in the study. Their home languages were Oshikwanyama and Oshindonga, the two main dialects of Oshiwambo language. All the participants were ESL learners.

It can be stated that the frequencies and percentages indicated in the biographical data questionnaire revealed that participants' reading habits included preferences of reading material such as storybooks, newspapers and textbooks. The fact that there were such a high percentage of participants who preferred to read textbooks seem to suggest that the participants' SEBs with regard to the comprehension of the content of textbooks were high. As the participants were grades 11 and 12 learners, it was possible that mastery experience in previous grades played a significant role in their high SEBs and preference for reading textbooks.

Participants' homes appeared to be the most suitable location for reading as they seldom or never experience interruptions there while reading. The reasons for reading included preparation for tests, searching for information and attempting to gain new knowledge. Most of the respondents were motivated to read because of the utility value reading and reading comprehension held for improved marks and future jobs. They seemed to believe that reading comprehension improved academic achievement and helped them to achieve their goals. This could also explain why participants indicated that they seldom read for enjoyment, pleasure, or personal growth—they read to achieve academically. It was interesting to see how this seemed to relate with the results of Rasana (2006). The latter also conducted a study amongst ESL speakers in an African context, grades 11 and 12 respondents in the Eastern Cape of South Africa. They also predominantly read to enable them to achieve academically; read for development, while growth and enjoyment seemed to be secondary at best. The Clark and Rumbold (2006) study amongst first language speakers indicates that more of them read for enjoyment and pleasure than ESL speakers did. This seems to reiterate the idea that ESL speakers approach reading and reading comprehension in the target language, in this case English, as something that predominantly offers a utility value that helps them to achieve goals, and very measurable goals at that.

The participants also recorded higher frequencies and percentages in their responses to strategies they used to improve comprehension. Support and guidance from teachers, peers

and their own strategies indicated that participants had high SEBs for social resources and took initiative to obtain assistance from others. This occurred mainly at school in an educational environment, where their SEBs seemed to be higher than outside the structured school environment. Another reason could also be the fact that they found most of their reading material at school, which they indicated, and they might receive more support at school than at home when it came to reading comprehension. Their responses concerning support and guidance indicated that their main source of support and guidance seemed to be teachers and peers, not parents or family.

The results from the participants' reading habits and the indication of their SEBs seemed to contradict this. The results revealed that respondents' academic goals and performance, the value and outcome expectations reading and reading comprehension held, as well as their strategies use to improve comprehension, motivated them to read and seemed to be the main sources of their SEBs. This finding is supported on the basis of Bandura's self-efficacy theory which is grounded in the belief that performance and motivation are in part determined by SEBs. It seemed as if the participants' SEBs were higher and more centred around their academic goals and performance. The reasons respondents gave for reading, namely, to prepare for tests, search for information and to gain knowledge (to pass), as well as their use of strategies and preference of reading material, all seem to indicate this.

Low motivation and insufficient utilitarian value seemed to lead to low SEBs in reading and reading comprehension among second language speakers. They also preferred to read magazines and look at pictures as opposed to storybooks, newspapers and school books which required more cognitive functions for reading comprehension. This also indicated that the respondents linked reading comprehension to academic activities, and when reading fell outside this ambit, their SEBs regarding reading comprehension seemed to decrease. This conclusion is supported by the findings of Van der Bijl and Shortridge-Baggett (2002) (§2.3.2) who report that individuals are more likely to engage in activities for which they have high SEBs and are less likely to engage in activities they do not have high SEBs.

It appears as though other reasons for reading and friends' suggestions are not regarded as important, and as such the participants mostly preferred their own choice of reading material. This is possibly because of circumstances associated with a limited number of resources that usually dominate in rural schools. Learners might not have access to reading material other than those provided by the school and as a result, they could not recommend new or alternative reading material.

3.9 Reliability and validity

The validity of qualitative research instruments should conform to the criterion of credibility, dependability, authenticity and conformability. Credibility, which is also known as internal validity, seeks to demonstrate that the explanation of a particular event can actually be sustained by the data. Dependability as a criterion means that what the instrument measures can really be relied on. Authenticity means that there should be fairness, a complete and balanced representation of the multiple realities, and that a research should provide a fresh and more sophisticated understanding of a situation. Conformability refers to the fact that the data collected should be objective and can be confirmed (Cohen et al., 2011).

3.10 Trustworthiness of research

Trustworthiness is very important in research (Nieuwenhuis, 2009b; Ögeyik & Akyay, 2009). One has to assess that the study to be done is trustworthy. Assessing trustworthiness means testing data analysis, findings and conclusions (Nieuwenhuis, 2009a). One has to use multiple data sources, verify raw data, keep notes of research decisions taken, take greater trustworthiness in coding data, allow stakeholders to check, verify and validate findings, control for bias, avoid generalisation, choose quotes carefully, maintain confidentiality and anonymity and state the limitations of one's study upfront (Nieuwenhuis, 2009b).

Using data from different sources that give the same conclusions will cause the researcher to have confidence in the results (Nieuwenhuis, 2009a). The researcher has to verify raw data with the participants to make sure that the information they gave initially is correct (Nieuwenhuis, 2009a). This is one a way to ensure that the research is trustworthy. Keeping notes of the research decisions taken will also give the researcher an idea of how he came to a certain conclusion. Other considerations are such as that the researcher has to avoid bias at all costs in order for the study to conform to the aspects of being trustworthy. Furthermore, by stating limitations of the study, readers will have a better understanding of how the researcher has arrived at conclusions (Nieuwenhuis, 2009a).

To assess the trustworthiness in this study the recorded and transcribed interviews were submitted to an independent, experienced person to ensure that the transcriptions were done according to protocol. Participants evaluated the accuracy of the transcribed interviews before an electronic scrutiny, and rigorous data analysis with the assistance of Atlas.ti™, a

computer assisted system, was ensued. The trustworthiness of the research was increased by the academic assistance of an experienced researcher who independently evaluated the process of coding, categorising and connecting themes as well as the documentation and interpretation of data.

Validity refers to the appropriateness, correctness, meaningfulness and usefulness of conclusions that the researcher draws from the data that were collected through the instrument (Fraenkel & Wallen, 2010). In this study the researcher ensured that the content of the biographical questionnaire as instrument was suitable and that the items were an adequate sample of the domain of content it is supposed to represent. The format of the instrument which includes clarity of printing, size of type, and appropriateness of language (Fraenkel & Wallen, 2010) were ensured. The questionnaire used in this study is legible and the instructions are clear. The researcher's supervisor and a peer in the Faculty of Education evaluated and approved the questionnaires to prevent confusion, unclear instructions, language, interpretation problems, and that they measured what they intended to measure: biographical profiles of participants and their reading habits.

Issues such as the time of the day, the degree of formality of the test situation, *examination nerves*, the amount of guessing of answers, the way the instrument is administered, the way the instrument is captured, and the degree of closure and openness of the test items all affect the reliability of the study (Cohen et al., 2011).

According to Van de Mortel (2008), social desirability is the tendency of participants to answer questions in a manner they think that will be viewed favourably by the researcher. When participants over-report desired, "good" behaviour and fail to be honest about their "bad" or undesirable behaviour, it poses validity problems when conducting research with self-reports, especially questionnaires and interviews. To minimise social desirability in this study, the researcher used participants' test marks for the selection of high and low achievers for the interviews. The participants' reading comprehension test marks were also known to the researcher and socially desirable responses would have been noted quite easily.

In this study, to avoid examination nerves, the learners were told in advance that they would be writing three reading comprehension tests. When the biographical questionnaires had to be completed, the researcher and the participants agreed on the time they had to meet in the afternoon, after lessons. The researcher and the participants met in a classroom and questionnaires were distributed. The questionnaires were numbered from one to sixty and

were randomly distributed. The researcher explained and demonstrated how to complete the questionnaires to the participants. Participants could ask for explanations of terms rather than answer questions randomly, to increase their understanding of what was expected. The researcher was available for further clarifications after the participants started filling in the questionnaires.

The validity of an instrument refers to “the extent to which it measures what it is supposed to measure” (Pieterse & Maree, 2009, p. 299). Validity can be achieved in qualitative research through honesty, depth, richness and scope of the data achieved, the participants approached, the extent of triangulation and the objectivity of the researcher (Cohen et al., 2011, p. 133). To ensure validity, the participants were senior secondary phase (grades 11 and 12) learners were selected purposefully. The scope and richness of the data were achieved since the questions used in the interviews and the questionnaires the participants filled in focused on themes such as how their motivational engagement is, the strategies they use when they experience difficulties in reading, how their self-efficacy is, emotions and physiological factors, social comparisons, situations specific of self-efficacy, vicarious experiences as well as verbal persuasions. Furthermore, the three comprehension tests were taken from the ESL exam preparation handbook used in the Senior Secondary Phase in Namibian schools. The tests took the format of the exam questions, and all questions were formulated in such a way that the answers had to be obtained by comprehending the texts; there was no possibility that the learners could guess the answers (no open-ended questions were included). Time was allocated to each of the three tests, depending on the level of difficulties. The tests were taken in the afternoons over a period of two days. Learners had to be invigilated when they were taking the tests.

3.11 Data analysis

Qualitative data are presented in words and not in numbers, as is the case with quantitative research (Schumacher & McMillan, 2010). Data analysis involves making sense out of text and image data (Creswell, 2009). A computer-based qualitative data analysis program, Atlas.ti™, was used to analyse data, identify and synthesise patterns. Qualitative data were tape recorded and transcribed.

The following steps were followed with qualitative data analysis with the assistance of Atlas.ti™, a computer assisted system to enhance trustworthiness: A new hermeneutic unit was created on Atlas.ti™. A hermeneutic unit can be regarded as the heart of Atlas.ti™

because it gives access to all the functions of the program such as storing of primary documents like texts, graphic and video material. Figure 3.2 illustrates how codes, themes and families can be created using Atlas.ti™.

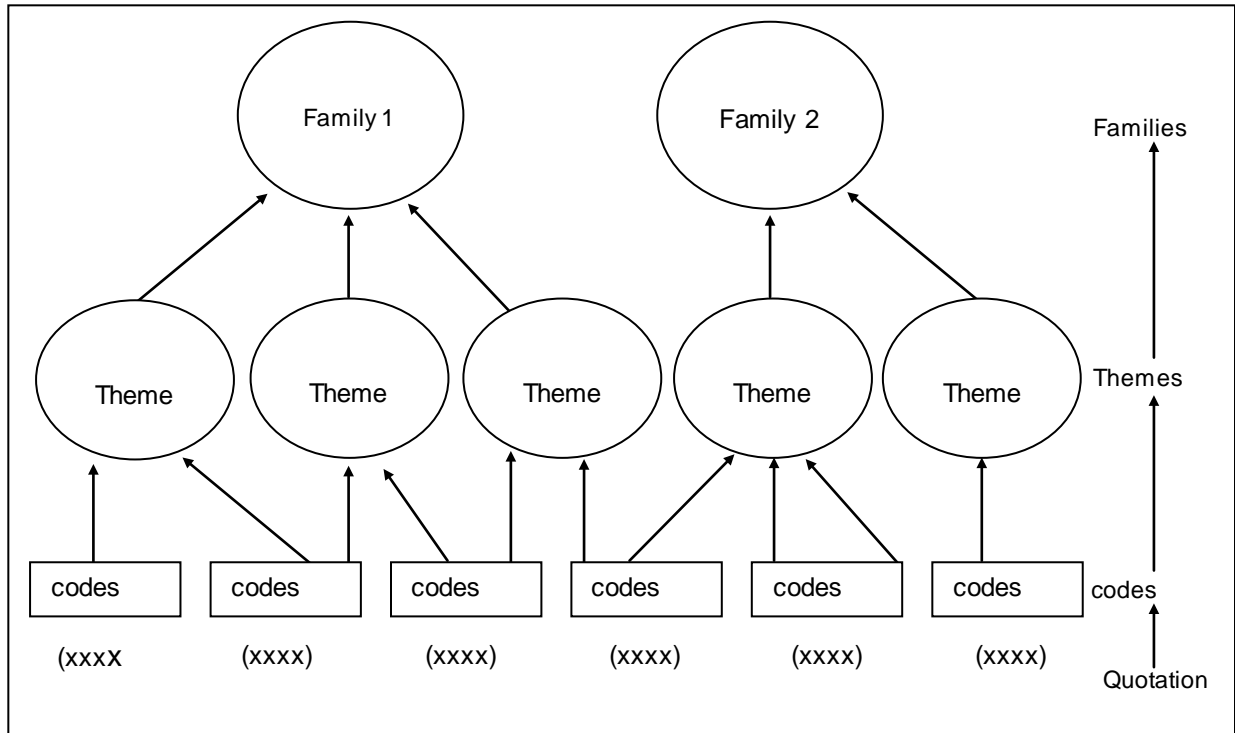


Figure 3.2: Diagram of the process to group codes for the identification of families

In the next section the researcher will explain the process followed to create codes, themes and families in this study.

The ten transcribed interviews were assigned to a hermeneutic unit as primary documents. Primary documents give access to raw data like the transcribed interviews which were stored as data files. Thereafter the researcher engaged with the data (recordings, notes and transcripts) intensively to demonstrate clear similarities and differences between the interpretations of learners' SEBs and to ensure credibility of the study. Relevant parts of the transcribed interviews were highlighted and used as codes which were further used to identify connected themes. A category answers the "what" questions and is the golden thread in all the codes. Codes are used to classify verbatim quotes of participants (Van den Broek, 2005).

Fereday and Muir-Cochrane (2006) as cited in Van Keer and Verhaeghe (2005) posit that the researcher mainly worked deductively with *a-priori* codes selected from the interview questions, and from his understanding of SEBs and reading comprehension from the

literature In the next step similar codes were noted and used to create themes. A theme is a group of codes with a common thread. The analysis of the qualitative data, as well as the associated codes and networks, is available as Addendum 3.4.

Three themes, person, behaviour and environment clustered under the two families of SEBs (family 1) and reading comprehension (family 2) respectively. SEBs comprised to and ten codes in total: (i) social comparison, (ii) motivational engagement rating, (iii) SEBs in reading English, (iv) mastery experience, (v) situation specific self-efficacy, (vi) ability to read, (vii) ability to comprehend reading, (viii) awareness of others' reading difficulties, (ix) verbal persuasions, and (x) vicarious experiences. Reading comprehension comprised the same three themes (behaviour, environment and person) and eight codes: (i) reading enjoyment, (ii) reading habits, (iii) use of strategies to enhance comprehension, (iv) support from others, (v) how do I deal with disturbances and interruptions, (vi) motivation to read, (v) language preferences when reading, and (vi) reasons for reading (Figure 4.2). Table 3.1 summarises the structure of the analysis and also lists the coding density of each code. The table also displays the diacritic characters used during coding.

Table 3.1 Structure of the qualitative analysis relating to families, themes, codes and code density

Themes	Family 1: Self-efficacy beliefs	Code density
! Behaviour	!! awareness of others' reading difficulties	23
@ Environment	@@ vicarious experiences	17
	@@ verbal persuasions	27
# Person	## situation specific self-efficacy	26
	## self-efficacy beliefs in reading English	45
	## motivational engagement rating	9
	## social comparison	37
	## ability to comprehend reading	31
	## ability to read	27
	## mastery experience	14
Themes	Family 2: Reading comprehension	Code density
^ Behaviour	^ reading enjoyment	12
	^ reading habits	44
* Environment	** use of strategies to enhance comprehension	46
	** support from others	18
	** how do I handle disturbances and interruptions	15
+ Person	++ motivation to read	16
	++ language preferences when reading	17
	++ reasons for reading	27

3.12 Ethical aspects

Ethical issues were taken into consideration. This was done to do things ethically and to maintain privacy of participants. The concept *ethics* "refers to questions of right or wrong"

(Fraenkel & Wallen, 2010, p. 53) or to a “set of moral principles which offers rules and behavioural expectations about the sponsors, other researchers, assistants and students” (Strydom, 2005a, p. 57). Experimental subjects or respondents should experience no harm; no deception of subjects or respondents, and no violation of privacy should take place; participants should give informed consent for the research; researchers’ actions and competence should be impeccable; and research participants should be debriefed and be informed of the research findings (Strydom, 2005a). These principles were applied in this particular study. Consent forms were issued to give to the parents or guardians and participants older than 18 years to fill in and sign to grant permission to participate in the study. Accompanying the consent form was a cover letter to obtain permission and explain, among others, that participation in the study is voluntary and children may withdraw at any stage if they wish to (Addendum 3.6). Researchers should not by any means misrepresent facts deliberately so that they, for example, attract people to participate in their studies. In doing so, they are violating the rights of other people. Participants should be told the truth about the study so that they make sensible decisions as to whether to participate or not (Strydom, 2005a). Participants younger than 18 years gave assent on the biographical data questionnaire they had to complete.

Privacy, anonymity and confidentiality of the participants were given careful consideration (Strydom, 2005a, p. 61). The participants in this study were interviewed individually and the responses of each individual participant were not shared with anyone in order to maintain privacy. Participants were allocated a number so that their names were not used on data collection instruments. This was done to maintain anonymity and confidentiality in this study.

The researcher gained permission for the research from the NWU Ethics Committee (Addendum 3.8), the principal of the school (Addendum 3.9), and also for the participation of the learners (Addendum 3.10) (Creswell, 2009).

As the participants in this research were senior phase learners, numerous issues were dealt with to ensure that the ethical aspects were adhered to. The identities of all those who participated in the study were protected, and information collected did not harm or embarrass any of them. The participants were free to withdraw at any time if they wished to do so. The participants were treated with utmost respect (Cohen et al., 2011; Fraenkel & Wallen, 2010).

The researcher personally asked permission from the Namibian Ministry of Education (Addendum 3.11). Permission to conduct this study was also obtained from the principal of

the secondary school where it took place. The principal had to sign the letter to give his permission for the learners to get engaged in the study after school hours.

3.13 Summary

The research design and related methodology were followed with the aim of obtaining empirical data to determine the nature of the SEBs of grades 11 and 12 learners in their reading comprehension in ESL. Chapter Three described and explained the process, rationale and purpose of a case study in the qualitative research design to determine the nature of SEBs on reading comprehension of grades 11 and 12 learners, as well as to identify possible strategies that will enable teachers to effectively aid learners' SEBs in the reading comprehension. A qualitative research methodology was employed for the purpose of more comprehensive responses.

A biographical data questionnaire was used to create a profile of participants' reading habits and preferences. A theoretical framework based on an extensive literature study assured the reliability and validity of the biographical data questionnaire. Interviews were also conducted as a qualitative research method to explore learners' SEBs in reading comprehension. The qualitative data were analysed with assistance of Atlas.ti™. Careful attention was given to ethical and administration matters. The rights of participants were respected, anonymity and confidentiality were assured, deception was avoided and the purpose of the research was also discussed and made clear. Chapter Four deals with findings and discussions.

Chapter Four

Findings and discussion of findings

4.1 Introduction

The theoretical overview in Chapter Two related to the influence of SEBs in reading comprehension, and formed a contextual and theoretical framework for this research report. Chapter Three described the methods used in the empirical research process with reference to the research paradigm, qualitative research approach, case study design, ethical aspects and administrative procedures.

The empirical findings is discussed in this chapter: the goals of the research will be stated (§ 4.2); the population and sample will be described (§ 4.3); the findings of the qualitative data (§ 4.4) will be presented.

4.2 Goals of the study

The aim of this research was to explore the nature of grade 11 and 12 learners' self-efficacy beliefs about their reading comprehension in English Second Language at a rural Namibian school. It is imperative that teachers are aware of learners' SEBs regarding their reading and comprehension to overcome barriers learners might experience. As reading forms the cornerstone for learners' academic achievement, it was essential to identify possible strategies that will enable teachers to effectively enhance and develop learners' SEBs in reading comprehension. This was conducted through a review of literature. The research questions that underpinned this study were:

- What is the nature of grade 11 and 12 learners' self-efficacy beliefs about their reading comprehension in English Second Additional Language at a rural Namibian school?
- What role do behaviour determinants play in grade 11 and 12 learners' self-efficacy beliefs about their reading comprehension?
- What role do person determinants play in grade 11 and 12 learners' self-efficacy beliefs about their reading comprehension?
- What role do environment determinants play in grade 11 and 12 learners' self-efficacy beliefs about their reading comprehension?

- Which possible strategies will enable teachers to effectively enhance and develop learners' SEBs in reading comprehension?

4.3 Population and sample

The research population comprised sixty grade 11 and 12 learners of a Secondary School in Oshana region, Northern Namibia who completed the biographical questionnaires as explained in section 3.3. Only ten learners of this population, a selection (sample) of ten learners (four boys and three girls) participated in the interviews. These learners were selected on the basis of their performance in the three comprehension tests that had been written by all the participants. The data gathered from the interviews with the selected participants allowed the researcher to establish how they felt about the phenomena under investigation.

4.4 Analysis of qualitative data

The results are presented according to participants' beliefs of their self-efficacy in reading comprehension. Verbatim quotes, printed in italics, are used to provide a rich description of participants' perceptions and experiences. The reference, P3:10, for example, indicates the primary document P3 in the integrated dataset Atlas.ti™; and 84 to the starting line number in order to locate verbatim quotations in the transcribed interviews.

The two main concepts, self-efficacy and reading comprehension, were regarded as families. Six themes were identified: (i) person, (ii) behaviour, and (iii) environment (§ 3.5.4), to each of the families, as well as eighteen codes relating to the two families. The researcher identified these themes from the social-cognitive perspective (Bandura, 1986) (§ 2.2). Figure 4.2 provides a comprehensive view.

The participants were asked to rate themselves according to a scale of 1-10 on each of the questions and also explain the rationale for their rating. When the participants perceived themselves as highly competent in achieving something, they scored a 7, an 8 or a 9. No participants rated themselves as a 10 and this number therefore does not feature in the analyses. Ratings of 7-9 indicate a high SEB. When participants felt competent, but not yet incompetent, they scored a 4, a 5, or a 6. Ratings of 4-6 indicate an average SEB. Ratings of 1-3 indicate low SEBs (Figure 4.1 on page 64).

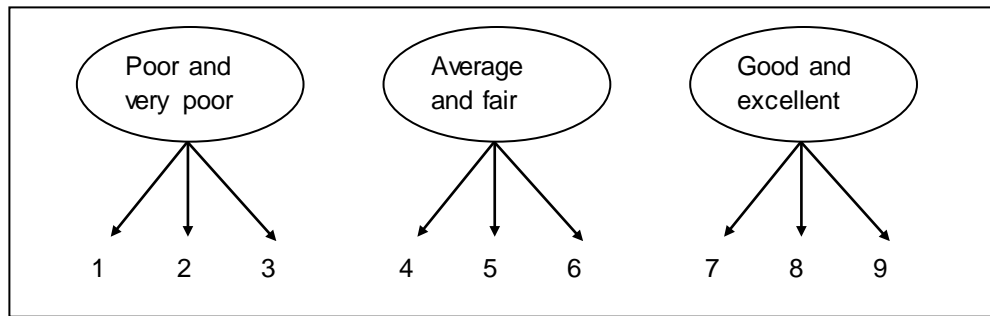


Figure 4.1: Rating scale of participants' responses on their self-efficacy belief

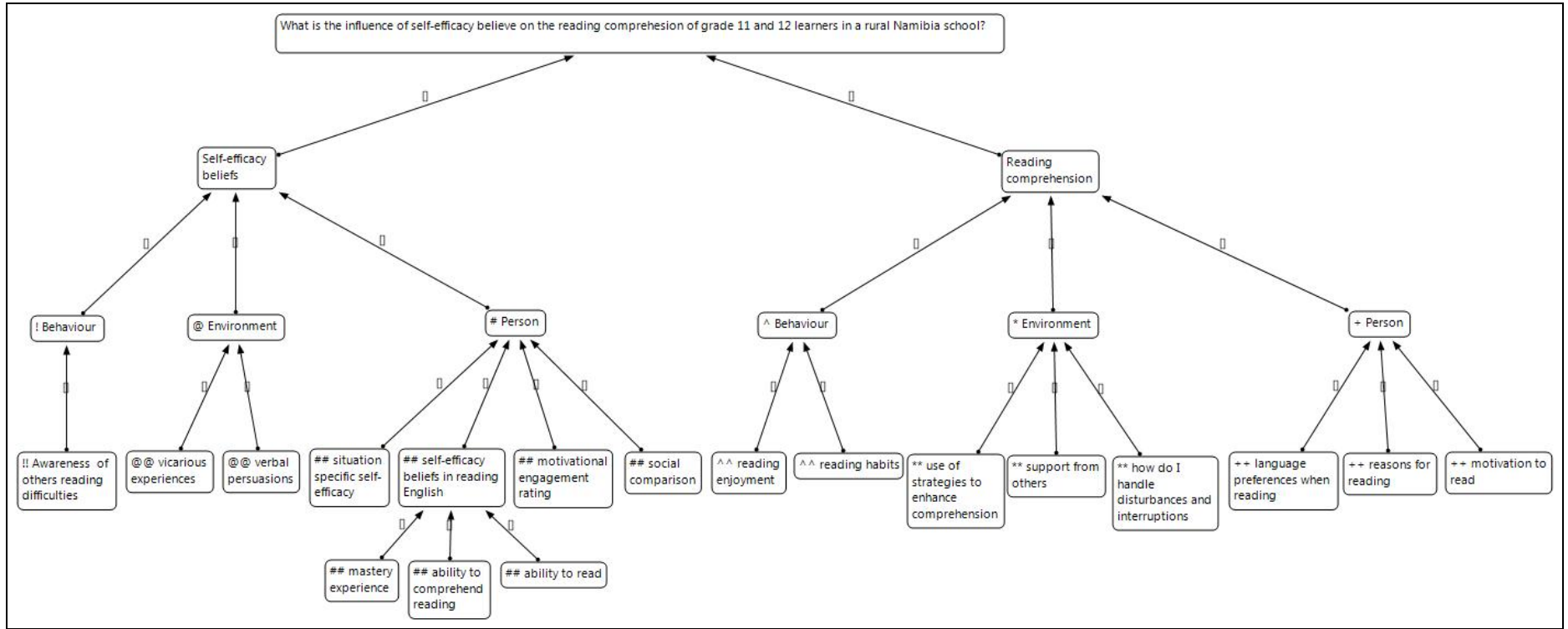


Figure 4.2: The structure of the qualitative analysis relating to two families, six themes, and eighteen codes

4.4.1 Family 1: Self-efficacy

The family *self-efficacy* comprises three themes: (i) behaviour, (ii) environment, and (iii) person, and their relating codes. These will be discussed in the following sections (Figure 4.3).

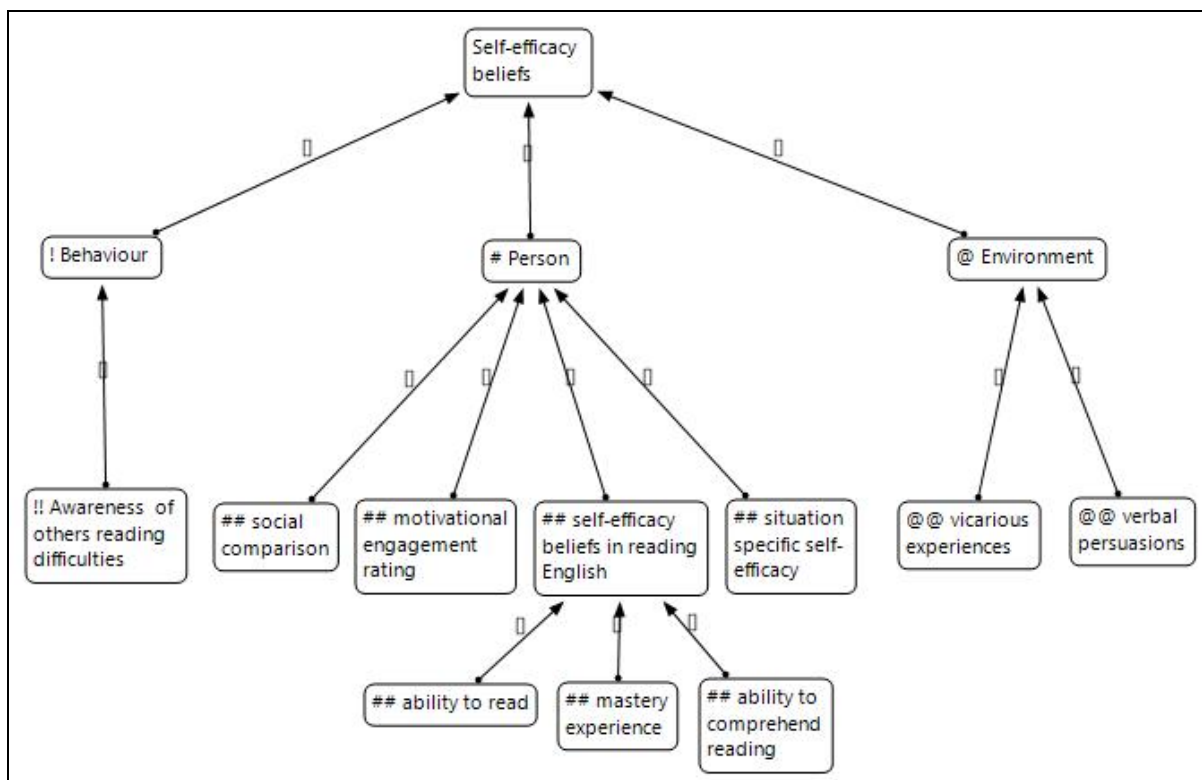


Figure 4.3 Themes and codes for self-efficacy beliefs (Family 1)

4.4.1.1 Behaviour

The theme behaviour relates to the code of (i) awareness of others' reading difficulties. The data relate to the responses of ten participants.

For the learners to be aware of others' reading difficulties, they required a standard or criterion to compare themselves to other learners. The standard was their reading ability. The awareness and comparison of reading abilities of other learners could initiate and develop SEBs when learners rated themselves to the reading ability of others. It also indicated that learners knew their ability in reading comprehension and were able to compare their academic abilities with those of others.

Seven participants scored their awareness on their peers' reading difficulties. One participant scored a 4; two scored a 5; two scored a 6; and two scored a 7 and an 8. Therefore, five participants indicated an average SEB in the awareness of others' reading difficulties, while two held high SEBs. A participant shared his/her opinion on others' reading comprehension ability:

They always struggle in answering questions (P2: 153).

Two participants observed signs of boredom and unwillingness in their peers while participating in classroom activities when they could not cope with reading comprehension. Although it can be concluded that most participants were aware of their peers' reading difficulties, a participant indicated that he/she could not detect if his/her peers experienced reading difficulties:

I do not really concentrate and try to see who do well and who do not (P7: 82).

4.4.1.2 Person

The theme person relates to seven codes: (i) motivational engagement rating, (ii) SEBs in reading comprehension, (iii) situation specific self-efficacy, (iv) social comparison, (v) ability to comprehend reading, (vi) ability to read, and (vii) mastery experience (Figure 4.3).

Motivational engagement entails how intrinsically motivated and engaged the participants were while reading. Motivationally engaged readers read for the love of reading, because reading itself is fascinating, pleasing, enjoyable, and with no noticeable reward other than the delight of reading (§ 2.6.2). Motivational engagement in reading can be linked to high SEBs of reading and reading comprehension. The Interactive Educational Systems Design Inc. (2000) reports that motivationally engaged learners are vigorous readers with high SEBs in their capability. Motivated and engaged learners will persevere in reading even when they are confronted with complicated texts (§ 2.6.2.).

When the participants were asked to rate themselves with regard to their motivational engagement in reading comprehension, four participants scored 3, five scored 5-6, and one scored 8. One can conclude that four participants had low SEBs, five had an average SEB, and one participant had a high SEB regarding motivational engagement in reading. Six participants indicated that they preserved time for reading amidst other interesting things to do:

Other things cannot waste my time if I want to read. I will always come back to them (P5: 26)

Almost nothing can disturb me when I am reading (P5: 42).

Although participant number five indicated that interruptions did not disturb him to continue with reading, his performance in the reading comprehension test was low: 15 marks out of 45 (Addendum 3.3).

Four participants indicated that they could not motivate themselves to read if there were other interesting things to do:

Because I cannot really motivate myself to read, if there is something interesting I go for it sometimes (P8: 32).

Self-efficacy with regard to reading English refers to people's belief of how well they think they can complete a particular reading task. Their beliefs on how well they can do certain tasks can be subjective to how well they have performed similar tasks coupled with appropriate feedback and support (§ 2.3.1.1).

Participants were asked about how well they read and understood English and eight rated themselves on how they believed they understood what they read in English. One participant scored 3, another one 4, two scored 5-6, two scored 6, and two scored 8. These ratings indicate that four participants' self-efficacy in reading English is low, whilst four are average, and two high. This can be explained by the fact that five participants were selected according to their high test marks in English reading comprehension, and five according to their low marks. A participant that felt confident about his English reading said:

I think my English is good (P1:113).

The participant's confidence to say that his English is good is a true reflection of his score in the reading comprehension tests. The participant scored 37 out of 45 (Addendum 3.3).

Some participants felt that there were certain language aspects that they could improve on:

*Not every time I read English and I understand everything (P1: 115)
Sometimes I read well, but sometimes I think I have problems with pronunciation (P3: 81).*

Ability to read refers to being able to recognise words and apply them in writing. Failure of recognising words indicates that participants' reading comprehension is poor as they could not give meaning to what they read (§ 2.7.2). Some participants indicated that they did not struggle when they read, but pronounced some words correctly. Pronunciation of words was identified as an inhibiting factor:

I pronounce some of the words correctly but some not (P2: 105).

Evidence of mastery experience emerged from the participants' responses on their SEBs in reading English, indicating the extent to which they had succeeded on reading tasks in the past. Participants generally believed that when they had succeeded in a certain previous task, they would presently also succeed in a similar task. Participants usually retained actions that resulted in success and discard those that led to failure (§ 2.3.3.1).

The participants' self-efficacy was strengthened through mastery experiences (Cherry, 2012). Learners were asked about their past successes. Eight participants provided utterances that they had succeeded in reading in the past and that made them believe that they could do it again:

I did not have bad performance. Every time I give almost all correct answers (P2: 137).

The participants also believed that they had an acceptable command of English and that their vocabulary was good. Four participants indicated that they were able to tell what they had read when asked to do so:

*My English is at the standard (P2: 169)
I believe I know a lot of words, my vocabulary is high (P10: 71)
I am able to tell someone what I read from story books (P5: 82)
Whenever the teacher feels that some learners do not understand the teacher refers them to me for help (P1: 137).*

All responses above indicate that the participants are positive about their English use. From these responses it seems that these participants have high SEBs in reading comprehension when it comes to academic tasks. These high SEBs stem from previous successful experiences and positive feedback and actions from teachers, and the findings concur with the literature (§ 2.3.3.1.1).

Reading comprehension means to create connotations from written text through knowledge of the text, understanding the text, and putting the text into context (§ 2.7.1). Seven participants provided a rating on their reading comprehension. One scored 5, one scored 6, two scored 7, two 8, and one 9. These ratings on reading comprehension indicate that the participants believe that they can read and understand reading texts well and that their self-efficacy in reading comprehension is high.

Self-efficacy is situation-specific, which indicates that self-efficacy of individuals may be low in one domain such as English, and high in another domain such as Science. The researcher determined whether the participants achieved higher self-efficacy in a certain domain and low self-efficacy in another. Eight participants rated how well they understood

what they read in Mathematics and Science: three participants scored 4, 5, or 6. Five scored 7, 8, or 9, indicating that reading and comprehending Mathematics and Science was easier than English. It can be concluded that the participants have high situation-specific SEBs.

The participants believe that they are good in Mathematics and Science because these subjects deal with numbers and they do not always have to read, but need to do calculations. These are the responses from two participants:

Because in Mathematics we deal with numbers, we do not need to read more but just do calculations (P6: 88)

Questions in Maths and Science are in English, so I still understand (P3: 122).

However, four participants indicated that Mathematics texts that they had to read, or the word problems they had to solve, were difficult, as one had to read and understand the text before one could do calculations. Insufficient vocabulary seemed an inhibiting factor in other subjects as well:

Some words in Maths are not easy (P1: 145)

Chapters like problem solving...those chapters where you are given sentences are difficult (P1: 149)

There are a lot of scientific words that make my understanding difficult (P10: 89).

Social comparison refers to participants who compare their reading comprehension with their peers. When participants compare themselves with others, it can influence the way they develop self-perceptions about completing tasks like reading comprehension.

During the interview the researcher asked the participants how they compared themselves with their peers with regard to reading and understanding English. The participants also rated themselves on whether they regarded themselves as better or not than others in English. Three participants scored 3, five scored 4, 5, or 6, one scored 7, and one scored 8. These ratings indicate that most of the participants regard their SEBs of social comparison as average.

These utterances indicate that some participants feel that they are able to read and understand English texts better than others. This is an indication of their high social comparison SEBs. Some of the participants said that they were better at the pronunciation of words, and performing in reading comprehension tests. Teachers also believe that they read and understand English better than the learners in their classrooms. Some participants sought assistance from peers who seem to have better reading comprehension in English.

Teachers ask these particular participants to read because they know they have good reading skills and other learners could learn from them:

I think I understand better. They use to come to me for help. I do not go to them for help (P 1: 135)

The teacher also gives us some handouts to read and he always point at me to read because he know I am good at reading than other learners (P10: 81)

I also pronounce words better than they do (P 3: 104).

Four participants pointed out that they believed that they did not have good reading comprehension skills, and they indicated that they therefore did not perform well in English:

In English they understand better than me because they perform well than me. I only perform well in some other subjects (P7: 64).

The response of this participant is aligned with his low score of 15 out of 45 (Addendum 3.3).

4.4.1.3 Environment

The theme environment comprises two codes: (i) vicarious experiences, and (ii) verbal persuasions. The concept of environment relates to external and internal self-efficacy sources.

Verbal persuasion relates to remarks or judgements about an individual's competence or incompetence to succeed in a task. In order for an individual to be encouraged to work hard, the remarks should be positive in order to raise self-efficacy (§ 2.3.2.2.2). The participants were asked if they mostly received positive or negative comments from their teachers about their English reading and understanding. They were also asked how these comments made them feel about their ability to read and comprehend English. All ten participants indicated that they received many positive comments from their teachers about their reading comprehension:

Positive comments. the teacher writes these comments some positive comments in my book (P9: 116).

They were happy about positive feedback and were motivated to work harder. Teachers' comments created awareness about their strengths and weaknesses:

I feel good and I feel that my ability has improved. I am motivated (P1: 175)

I feel good because I am improving; my English is at the standard (P2: 169)

Some are saying that I do not have problems on reading; I just need to read more (P4: 115).

One can conclude that the participants felt good about the feedback, and that their self-efficacy was high. They perceived the comments as encouragement and motivation to work harder. This could also be the reason why none of the participants indicated that they

experienced anxiety, psychological, or emotional stress about their English reading and comprehension competencies (§ 2.3.3.1.2).

Vicarious experiences refer to the phenomenon that people observe someone performing a task successfully, and the person is also rewarded for it (§ 2.3.3.2.1). Vicarious experience may also be referred to as modelling because it brings about expectations to improve one's performance by learning from what one has observed. Vicarious experiences are linked to self-efficacy since learners' self-efficacy is influenced by their peers' success in what they also have to learn.

The participants' utterances lead to the conclusion that when participants realised that their peers were successful in English reading comprehension, they wanted to engage in similar activities. Participants noted the following on what their peers did to improve their English comprehension:

They read a lot. They ask from teachers. They visit the library and read to improve their English (P5: 120)

They read more novels in English, newspapers, magazines and check-up words in dictionaries. That's why their English is better (P3: 138)

Yes I believe that I can but only if I try to read more books because this is what they do to improve their English (P7: 86).

The participants' SEBs in this regard were high, because they want to succeed like their peers.

4.4.2 Summary of self-efficacy beliefs

Participants viewed comments from teachers as encouraging and motivational, which inspired them to do more to improve their comprehension in English. Because of positive feedback on their performance, none of the participants experienced anxiety or psychological or emotional stress regarding their reading comprehension in English. It appears from the participants' responses that vicarious experiences influenced SEBs to perform well in English reading comprehension. In terms of social comparison, their SEBs were high, as the participants also wanted to succeed like their peers.

Participants who had low SEBs regarding motivational engagement in reading, had lower comprehension in reading English texts. This however was not only true for English, but also for Mathematics and Science as portrayed by their low test marks for English reading comprehension. Those who have high SEBs have higher test marks in English reading comprehension, and indicated that they did not struggle when they read and pronounced

many words incorrectly. From the utterances, it seemed that participants had high SEBs in reading comprehension when it came to academic tasks. Such high SEBs stemmed from previous successful experiences and positive remarks and actions from teachers. These findings concur with the literature. It could thus be concluded that more participants had high situation- or domain-specific SEBs.

Although the interview questions were aimed at determining participants' beliefs about their reading comprehension, many commented on pronunciation in English as opposed to only reading comprehension. Their SEBs in English reading comprehension were positively influenced by positive and motivational feedback they received from their teachers.

4.4.3 Family 2: Reading comprehension

The family *reading comprehension* comprises three themes: (i) behaviour, (ii) environment, and (iii) person and relating codes. These will be discussed in the following sections (Figure 4.4).

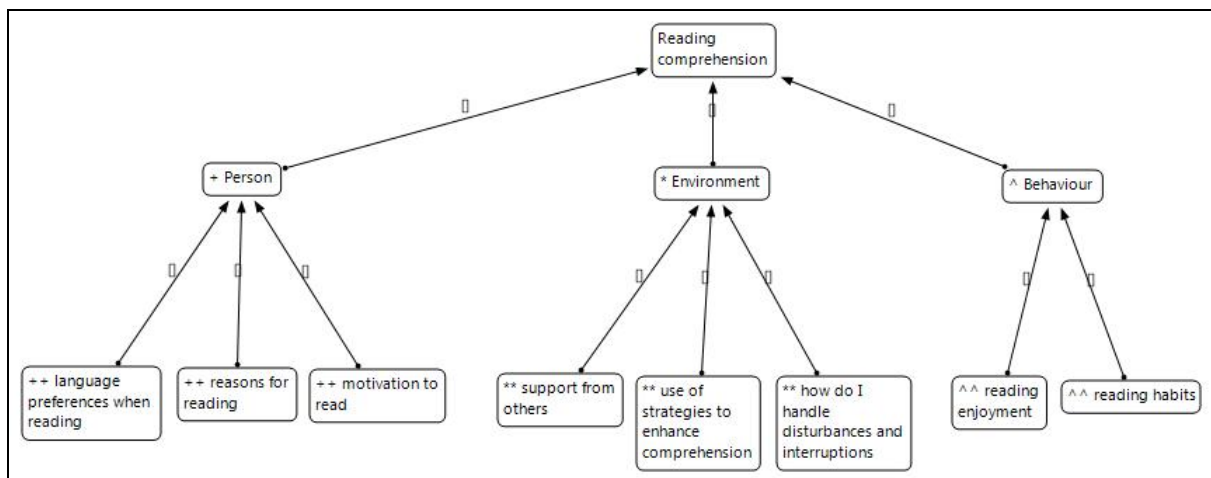


Figure 4.4 Themes and codes for reading comprehension (Family 2)

4.4.3.1 Behaviour

The theme behaviour relates to two codes: (i) reading enjoyment, and (ii) reading habits (Figure 4.3).

In order to allow the participants to relax, the first question asked during the interview was: *Do you like reading?* All participants indicated that they liked reading, contrary to their

utterances later in the interview. This could be because they did not want to be seen by their teachers as not liking reading.

Reading habits in the context of this study entail the type of reading texts that the participants read, as well as how often they read. The researcher aimed to ascertain the reading habits of the participants as these could influence their reading comprehension. The more learners were exposed to reading texts, the more they increased their vocabulary and enhanced their comprehension (Interactive Educational Systems Design Inc., 2000). Some participants indicated that they did not have enough time to read story books, magazines and newspapers, because they had to focus on their studies:

I do not read them more, because I concentrate more on school subjects (P4: 61).

The reading frequency of the participants varied:

I only read sometimes (P1: 32)

I read...twice in a day, in the morning and in the evening (P2: 25)

Sometimes. Like once per week (P4: 25).

This indicated that there was limited motivation to read, and limited exposure to reading—a phenomenon literature suggests is often found in ESL speakers' home environments. Petrill et al. (2010) address this issue, stating that reading is a culturally transmitted skill, relating to family background, home environment, and cultural support (lack thereof). The participants' utterances indicated that they did not receive much support for reading at home, were not raised in environments where reading was promoted, or much time was spent on reading. These contribute to the reasons for inadequate reading skills and reading comprehension.

4.4.3.2 Person

The theme person relates to three codes: (i) motivation to read, (ii) language preferences when reading, and (iii) reasons for reading (Figure 4.4).

Motivation to read refers to the desire and will to read. It can be influenced by aspects such as the reasons why people read. Reasons for reading vary from person to person (§ 2.6.1). Participants were asked why they read, and in general one could summarise that they knew reading was important for information seeking:

Reading is very much important. Everyone needs to read to know (P 3: 45).

The participants indicated that they learnt language skills like vocabulary, writing, and pronunciation of words to improve their grades:

I learn new words (P2: 13)

*Just to know difficult words, to write them and to pronounce them (P3: 23)
I read for tests and assignments so that I can improve my grades (P6:26).*

It is unfortunate that participant number 6 reads only for tests and other assigned tasks. In the reading comprehension tests the participant only scored 14 out of 45 marks (Addendum 3.3). This low score is a true reflection of what the participant does- reading only for tests. Regular reading would improve his/her reading comprehension skills.

Obtaining knowledge and improving vocabulary could eventually lead to improved reading comprehension. A participant pointed out that he/she was able to find more information in English than his/her Home Language, Oshikwanyama:

In English is where I find more information than in Oshikwanyama (P1: 18).

Language preference refers to the language the participants like to read in most. The researcher aimed to ascertain whether the participants preferred English to their home language. Five participants preferred their home language, and five indicated that they enjoyed reading English more. However, all the participants indicated that they would prefer to read in their home language if such texts were available:

*I enjoy reading in my home language in Oshikwanyama (P7: 14)
Just the stories and the vocabulary that is used is not a higher class English (P1: 111).*

The reasons for home language preference were that they understood it better, their vocabulary was better developed in their home language, and they did not need to search for the words in a dictionary:

It is just because it is my language and I understand much better than English. In English one has to look for a dictionary when you find difficult words and it is not interesting (P5: 16).

The participants who indicated that they preferred to read in English because one could find more information, linked the use of English to its role in Education in Namibia where English is the language of instruction. They believed they had to read and become acquainted with English in order to understand their subjects better:

*The thing is that I want to learn more new words because our subjects are in English and I need to practise more in English (P2: 19)
Mostly I read newspapers. Whenever I'm reading newspapers I mostly read in English (P1: 18).*

These utterances confirm that some participants rather read in their home language than in English as they struggle with new English words. The participants who indicated that they read in English seemed to do so because they had no choice—it was the medium of

instruction at school. They wanted to improve their English in order to better understand other subjects. One could conclude that the participants, who were reluctant to read English, had low SEBs in English comprehension.

4.4.3.3 Environment

The theme environment relates to three codes: (i) use of strategies to enhance comprehension, (ii) support from others, and (iii) how do I handle disturbances and interruptions (Figure 4.4).

Disturbances and interruptions can vary from noise on the school grounds, watching movies, or interruption by friends or family while reading. It is not always easy for someone to keep engaged when there are disturbances. The participants explained how they dealt with disturbances while reading as the researcher wanted to discover if the participants could motivate themselves to read amidst disturbances. When someone's self-efficacy for reading is high, he/she would not want to be bothered by disturbances while engaged in pre-determined tasks.

Eight participants had mixed feelings about the way they dealt with disturbances. Three participants were of the opinion that disturbances did not distract them. They valued reading and believed that they received many benefits from reading:

I go far from those things and concentrate on my reading, especially if there is noise around so that I am not disturbed (P4: 27)

It is because I cannot go on with something interesting that I cannot get information from it (P5: 30).

Five participants maintained they could not focus on reading when disturbed, for example when music or the television was on. They would much rather watch movies and read later:

I do not read well only sometimes, but not really. If there is like a nice, a nice movie on a TV and I was reading I might...for a while (P1:59)

I go and enjoy whatever comes enjoyable and come back to reading later (P9:36).

Some participants could focus on reading throughout disturbances, and others felt bothered and would much rather stop reading and attend to other more enjoyable activities. Some would come back to their reading later on. Most participants struggled to concentrate on reading during disturbances and distractions, especially at school. This indicates a fairly low level of self-efficacy when it comes to reading for enjoyment, particularly outside school. Environmental aspects can have an impact on self-efficacy in reading.

The support from others relates to the help participants received from individuals around them in order to cope with reading comprehension. If the participants received enough support to complete tasks, they would have enough confidence to succeed. The participants indicated that they asked for support when they came across something that they did not understand during reading. They asked support from teachers, friends, colleagues, librarians, and parents at home. This indicates that they were confident that their reading comprehension would improve, and therefore had high SEBs. Giving up on reading was not an option for these participants:

If I find something difficult I just go to my friends ask them and or any teacher to help me (P2: 37)

I ask other people like my colleagues (P4: 39)

Sometimes if I do not understand what I read I ask my friends if I am at school or my parents if I am at home (P8: 34)

I better ask other people instead of giving up (P10: 33)

I ask the librarian for help (P10: 41).

The reading strategies that the participants referred to, related to aiding their reading comprehension. The use of strategies helped participants to understand what they read. Participants who used cognitive reading strategies were those who did not give up when confronted with difficult texts: they repeated reading until they understood: underlined words that they did not know; searched for words in dictionaries or on the Internet, took a break, and came back to the text, read aloud, and asked someone for help. Participants who used cognitive reading strategies instead of giving up on reading, could be regarded as possessing high SEBs:

I come across that words that I never knew like and I always like to underline them and take my dictionary and I go from (P1: 7)

Strategies I use I go...ask for help or I just read repeatedly the thing until understand it. Or I just or go for internet if I cannot really understand (P1:71)

I take a dictionary and find it out, read it for me loud for me to understand it better, take it to my friend and read it for me loud for me to understand it better (P2: 55)

I underline things; ask a friend or a teacher (P3: 47).

The reading strategies that participant 1 and 2 used could be the contributing factor to their high scores (37 and 33) in the reading comprehension tests (§ 2.7.5) (Addendum 3.3).

4.4.3.4 Summary of reading comprehension

All participants indicated that they liked reading, contrary to utterances later during the interview. Some participants said they liked reading, yet they later indicated that they did not spend much time on reading, and that their reading was easily interrupted by other enjoyable activities. Participants preferred to read in their home language, but reading material in their

home languages was not always available. Therefore, participants read English schoolbooks and other English reading texts because of the educational value and the status of English as a world language. Furthermore, they read to gain knowledge and to improve their vocabulary as it could improve their reading comprehension. Seeking assistance and support from teachers, friends, peers, librarians and parents at home were strategies to improve their reading comprehension. Cognitive strategies the participants used to improve their English reading comprehension were underlining words that they did not understand, looking up the meaning of words in dictionaries or on the Internet, reading aloud, and taking regular and small breaks to recharge their concentration.

In the following chapter the research question is addressed, a reflection is provided on the study and conclusions are drawn from the analysis of the data. Limitations, significance of the study and recommendations for future research are discussed.

Chapter Five

Conclusions and recommendations

5.1 Introduction

The focus of this study was to explore the nature of grade 11 and 12 learners' self-efficacy beliefs about their reading comprehension in English Second Additional Language at a rural Namibian school, as well as to find out what strategies English teachers could use to develop SEBs in reading comprehension for grades 11 and 12 at a rural Namibian school. This chapter presents the results of the qualitative datasets, and it addresses the research questions.

5.2 Summary of study

Chapter One presented an orientation of the study, indicating its background. The language policy of Namibia was briefly considered, as the study focused on the SEBs of reading comprehension in ESL in Namibia. The status that English holds in the Namibian education system, as well as the challenges it faces, was elucidated. The Namibian literacy landscape regarding the teaching of reading in JP phase, how teachers' training institutions prepare teachers for the teaching of reading, the home environment of Namibian learners, and the status of libraries in the country were described.

The background gave indications of why there were challenges or opportunities with regard to English as a language of instruction as well as a subject in Namibian schools. The aim of this study was to explore the nature of grade 11 and 12 learners' self-efficacy beliefs about their reading comprehension in English Second Additional Language at a rural Namibian school, as well as to find out what strategies English teachers could use to develop SEBs in reading comprehension for grades 11 and 12 at a rural Namibian school. These aims were addressed according to the following primary and subsidiary research questions:

- Research question 1: What is the nature of grade 11 and 12 learners' self-efficacy beliefs about their reading comprehension in English Second Additional Language at a rural Namibian school?
- What role do behaviour determinants play in grade 11 and 12 learners' self-efficacy beliefs about their reading comprehension?

- What role do person determinants play in grade 11 and 12 learners' self-efficacy beliefs about their reading comprehension?
- What role do environment determinants play in grade 11 and 12 learners' self-efficacy beliefs about their reading comprehension?
- Research question 2: *Which strategies can teachers use to develop self-efficacy beliefs in English reading comprehension of grade 11 and 12 learners in a rural Namibian school?* This question was addressed in Chapter Two (§ 2.7.6) and it will be addressed in the recommendations in Chapter Five.

Chapter Two provided an overview of the literature review according to the findings of authors in the field of self-efficacy and reading comprehension. The Social Cognitive theory, on which the study is based, was explored. The literature study spanned the years 1986 to 2012 and provided a conceptual and theoretical framework of relevant concepts researched over approximately twenty six years. The concepts *SEBs* and *reading comprehension* were defined while the sources and variables that influenced SEBs and reading comprehension were discussed. This research proposes that reading was *inter alia* identified as habit to search for information, to study, for enjoyment, and leisure. These reading habits also relate to the learners' learning and academic performance. In order to answer the second research question, the strategies that teachers could use to enhance learners' SEBs in reading comprehension, were identified from the literature review.

In Chapter Three, the research design and methodology were explained in broad terms. The researchers' philosophical worldview and the purpose for this study were described relating to the qualitative methods employed to address the research question. Frequencies and percentages were calculated with the assistance of the NWU Statistical Services to create a descriptive profile of participants' reading habits. The research site, selection of participants and research procedures were described. Data were collected by means of semi-structured interviews. The detail of the case study according to qualitative research method design and the paradigmatic assumptions underpinning the various research decisions were discussed.

Chapter Four presented the qualitative data analysis. In the qualitative data analysis, Atlas.ti™ analysed the data according to families, themes, and codes in order to explore, understand and describe the aspects regarding reading habits and learners' SEBs in ESL reading comprehension.

Chapter Five provides qualitative findings through which the first research question is answered. The nature of SEBs to the themes *behaviour*, *person* and *environment* with

relation to participants' reading comprehension is thereafter discussed accordingly. Further recommendations relating to classroom level, teaching strategies, the Namibian Language policy and Namibian Ministry of Education are made on the basis of the study. The limitations relating to the choices made during this study are discussed.

5.3 Conclusions

The first research question and subsidiary questions namely: What is the nature of grade 11 and 12 learners' self-efficacy beliefs about their reading comprehension in English Second Additional Language at a rural Namibian school? What role do behaviour determinants play in grade 11 and 12 learners' self-efficacy beliefs about their reading comprehension? What role do person determinants play in grade 11 and 12 learners' self-efficacy beliefs about their reading comprehension? What role do environment determinants play in grade 11 and 12 learners' self-efficacy beliefs about their reading comprehension?, are answered and contextualised in the following discussion.

The data analysis revealed the nature of grade 11 and 12 learners' SEBs in reading comprehension. The most prominent aspects of learners' SEBs on reading comprehension that were perused are: (i) students' awareness of the reading difficulties of others, (ii) vicarious experiences, (iii) verbal persuasions, (iv) situation specific self-efficacy, (v) their SEBs in reading comprehension, (vi) their own beliefs of their motivational engagement, i.e. their SEBs when they compare themselves socially, (vii) their SEBs about their ability to read and mastery experience.

Social comparison and awareness of others' reading difficulties could enhance the SEBs of learners who did not struggle with English reading comprehension. These capable learners observed other students struggling with reading comprehension, and invariably they compared themselves to those struggling learners (Schunk et al., 2010). Since their abilities were superior to those of their peers, they experienced an increase in their SEBs regarding their reading comprehension. Consequently the opposite also held true. Learners who struggled with reading comprehension also performed these comparisons. They were left feeling less confident about their reading comprehension abilities. Therefore, they tended to rely more on support from others and they adopted strategies that teachers suggested. They also utilised their own strategies that they had learnt from vicarious experiences.

Verbal persuasions from friends and teachers influenced learners' SEBs in English reading comprehension. As previously mentioned (§ 4.4.1.3), these verbal persuasions from

teachers strengthened learners' SEBs in reading comprehension in English, and offered affective support. This is parallel with findings of Bandura (1986), who suggests that verbal persuasions can create and change SEBs.

Due to the support they received, most of the learners were comfortable with asking teachers for help in order to improve their reading comprehension.

Vicarious experiences also influenced learners' SEBs in reading comprehension. Learners noted the strategies that successful learners used (§ 4.4.1.3), for example, they made use of dictionaries, underlined words, and other reading strategies. They applied these strategies in an effort to improve their own reading comprehension. Schunk (2003) and Ferrara (2005b) also recommend these and other learning strategies.

In terms of specific self-efficacy, learners realised the importance of certain subjects, for example Mathematics, Science and English, as well as their ability to search for information, and to comprehend content of school subjects. This awareness also influenced the belief that learners had that the application of certain strategies could enhance their reading comprehension—they believed it would improve their understanding of and their achievement in English (Su & Du, 2012). Their situation-specific SEBs furthermore influenced their reasons for reading, for example, to search for information and gain knowledge. By searching for information to broaden their knowledge, they enhanced their ability to read and comprehend what they read.

The learners' motivational engagement varied from average to low (§ 4.5.1.2 and 2.6.2) and this influenced a variety of aspects. Their low motivational engagement indicated that they did not handle disturbances and interruptions well, which reflected on their reading habits. This led to less reading time and poor application when it came to reading since they did not persevere with reading, nor applied effort while reading. This could also be the reason why they preferred reading material that required less active engagement, such as pictures. They also preferred reading in their home language, as opposed to English when they had the choice—another indication that their low motivational engagement influenced their SEBs of reading comprehension in English.

Conversely, when they read for academic reasons (to achieve good grades), they were more persistent (§ 2.3.1) and motivated. They used various strategies to ensure that their reading comprehension improved. Wigfield (1997) and Yoder and Mucherah (2008) also found that intrinsically motivated learners read to achieve academically. The learners in this study

associated reading comprehension with academic activities, and not with self-development and enjoyment. They believed that good reading comprehension skills influenced academic achievement, which assisted them to achieve academic goals. Most of the respondents were motivated to read because of the utility value of reading. Reading comprehension is linked to improved marks and future jobs. This could also explain why learners indicated that they seldom read for enjoyment or leisure. Hughes-Hassell and Rodge (2007) explain that when learners do not have the habit of reading for leisure, enjoyment or relaxation, it results in poor reading abilities and comprehension by adolescents.

From Bandura (1977), various authors, for example Usher and Pajares (2008); Naseri and Zaferanieh (2012) and Zimmerman (2000), report that mastery experience creates high levels of SEBs. Similarly the findings of this study indicate that mastery experience influences reading comprehension as it increases SEBs, confidence and motivation. This is echoed by the fact that the grade 12 learners' SEBs of social comparison are higher than those of the grade 11 learners. This finding may be explained as the grade 12 learners having had more mastery experiences than the grade 11 learners. These SEBs, which had been developed from mastery experiences, influenced their self-concept and self-perceptions of competence (§ 2.3.1.1).

In conclusion, the researcher views the influence of SEBs on reading comprehension as a reciprocal influence between learners' reading habits, their SEBs, reading comprehension and teaching strategies (§ 2.2). The learners' reading habits can influence their SEBs, which in turn influence the reading comprehension, and which in turn influences the choice of possible strategies teachers can use to enhance SEBs in reading comprehension. The reverse can also be true, for example, the use of different teaching strategies may result in improved reading comprehension, which may result in higher self-efficacy and which can ultimately change learners' reading habits.

5.4 Recommendations

In Chapter Two (§2.7.6), various strategies which could enhance SEBs in reading comprehension emanated from the literature. In addition, further strategies are proposed to improve SEBs in reading comprehension, specifically in the context of this study.

On the basis of the research and the broad Namibian literacy landscape a number of recommendations are made: firstly at classroom level, secondly relating to teaching strategies to foster reading comprehension and self-efficacy beliefs of grade 11 and 12

learners in reading comprehension in English Second Additional Language in a Namibian rural school, thirdly concerning teachers' role in creating a reading culture among learners to enhance self-efficacy in reading comprehension, fourthly to the Ministry of Education, and finally recommendations relate to the Namibian Language policy with regard to improvement of English language teaching and subsequent enhancement of learners' SEBs.

5.4.1 Classroom level

Since learners' reading habits include strategies and preferences of their own choice, based upon their own abilities, good reading habits could improve learners' reading comprehension of English texts. It appears that the act of reading requires students to organise and summarise their thoughts during reading, to retrieve specific text details and to overcome difficulties in their vocabulary. From the reading profile and reading material preferences indicated by the learners in this study, reading comprehension may be improved when learners are given a choice of text which includes pictures or illustrations to aid comprehension and foster motivational engagement. Furthermore, teachers should create awareness of different reading strategies and model these strategies during their teaching.

From literature, Kirby (2007) indicates that reading comprehension requires an individual to have knowledge of a number of language elements such as letters of alphabet, punctuation and parts of speech to comprehend the texts. It is recommended that teachers should teach these English language elements to the learners before reading comprehension is introduced.

It appears that participants in this study lacked English vocabulary. This complicates reading, to such an extent that learners do not wish to continue with reading. Teachers need to assist these struggling learners because assistance to and expectations of learners impact on their self-efficacy for learning (Schunk et al., 2010). English vocabulary will also be increased when all teachers pay attention to language learning within their subjects.

In classroom contexts it is crucial that teachers use every possible effort to give meaningful feedback after they have evaluated learners' academic work. From the findings it also appears that learners feel good when teachers inform them on how they are doing and they work harder as a result. Chan and Lam (2008) report that, generally, feedback from teachers in the classroom brings about an environmental variable that influences self-efficacy. In addition meaningful corrective feedback, both written and spoken in language classrooms, is even more beneficial to learning as it guides learners to realise and understand their

linguistic mistakes (Leontjev, 2014). Feedback can be strategic, motivational, attributive or persuasive. In reading comprehension such feedback would facilitate learners' self-efficacy. Feedback comprises all information that learners receive about what they did well, what they need to do to improve and the steps they have to employ to improve their academic work (Zumbrunn, Tadlock, & Roberts, 2011). Feedback is, among others, aimed at convincing learners that they are agents of change and providing them with the means to achieve their goals (Chan & Lam, 2008).

Teachers who focus on reading comprehension are encouraged to use organised ways (e.g. breaking the text into smaller manageable parts) to give feedback to their learners. To show the learners how to approach reading texts, it is suggested they read at least one paragraph and summarise it in their own words, before moving on to the next paragraph. Using such strategic feedback in reading, comprehension would not only make the learners acquire self-regulation skills (e.g. plan and monitor) but also develop self-efficacy in reading comprehension (Schunk & Zimmerman, 2007).

Text comprehension improves when teachers use a combination of reading comprehension methods such as question answering, question making and summarising the texts.

The current practice in JP phase in Namibia whereby one teacher teaches all subjects (class-teaching) in a grade also has an influence on how English is taught. It is therefore suggested and recommended that subject teaching be implemented. The latter will provide an opportunity for teachers who specialise in English to effectively teach learners from early grades.

5.4.2 Teaching strategies to foster reading comprehension and self-efficacy beliefs of grade 11 and 12 English Second Additional Language

The researcher makes the following recommendations in terms of teaching strategies:

- It is recommended that teachers help readers to see how an individual sentence or a group of sentences contribute to the larger meaning.
- Teachers should also promote understanding of reading for meaning by ensuring that students understand vocabulary in the reading comprehension texts, by first teaching key ideas and surrounding concepts essential to understand them, and by asking students to find out the author's purpose, talk about their own experiences and the meanings derived from the texts.

- Teachers should help students build their vocabulary and expand their knowledge of word meanings by creating opportunities for them to come upon new words in texts, by frequent exposure to words that increase understanding, and by explicitly teaching word meanings.
- Teachers should direct learners to focus on words and concepts that may be unknown, which is indeed important for second language learners of English
- Teachers should create a reading culture at schools to nurture a passion for reading. In doing so, they should consult with learners to learn about their interests and to ensure that the range of reading materials available in school reflects those interests.

5.4.3 The role of teachers to create a reading culture to enhance self-efficacy in reading comprehension

The findings show that the grade 11 and 12 learners are reluctant to read outside of the school, and specifically in English. McRae and Guthrie (2014) suggest teachers should show they value reading and are good readers; learners would then recognize reading as beneficial and worthwhile. Teachers are also encouraged to give classroom feedback that is persuasive so that the learners' self-efficacy is raised. Teachers should support learners, and recognise their reading abilities so that learners get a sense of accomplishment and excel at reading as a result. The teacher's role to facilitate self-efficacy in reading comprehension is also supported by Chan and Lam (2008, p. 39) who report that "teachers' evaluative feedback constitutes social persuasion that affects students' self-efficacy. A teacher who confirms students' capabilities may enhance their self-efficacy, but a teacher who tells students that they are incapable may weaken their self-efficacy."

To help learners read better, teachers need to first understand how they themselves read, and how their own reading differs from that of their learners, because this is part of their preparation for teaching reading. If teachers start with their own reading processes and understand how they operate, they will in time be able to expect the types or processes and possible problems that their learners will encounter.

In addition to that, teachers have to ensure that learners have adequate global knowledge to understand the texts they read. It is also important to give surety to learners that reading comprehension is sense-making. Teachers should also recognise that a diverse range of reading materials will encourage students to read, for example websites, comics and magazines. Learners should also be engaged in the planning and delivery of reading and

library activities, offering them the opportunity to select and purchase reading materials for their use.

Teachers should encourage learners to overcome reading comprehension problems. Teachers should make learners understand that one of the best ways to strengthen their reading comprehension skills is to engage in extensive reading outside the classroom. By doing so they will acquire a rich vocabulary. Teachers should also make learners aware of the fact that good reading comprehension skills will help them to be successful in further education and beyond.

Teachers should also organise reading competitions as another way to attract learners to read. Learners would experience how well some of their peers read and they would want to copy their behaviour in improving their reading comprehension skills. Learners with better reading comprehension skills should be encouraged by teachers to lead the reading comprehension competitions to motivate them to keep up their improvement.

Teachers should also adhere to motivational instructional principles, some of which are listed below. These principles serve as guidelines to motivate learners and facilitate self-efficacy.

Teachers are supposed to:

- run well-organised classes;
- treat learners with respect;
- show interest in learners;
- relate the curriculum to the learners' lives and interests in and out of school;
- encourage sharing;
- use a variety of teaching approaches, appropriate to lesson objectives;
- provide help, whenever needed, in socially appropriate ways, that avoid learners' embarrassments.

5.4.4 Ministry of Education

Professional Development Divisions from Regional Education Directorates are strongly advised to guide teachers to use reading comprehension strategies effectively. In the same vein, pre-service teachers at universities should also receive formal instruction on strategies to teach reading comprehension.

Adequate provision of libraries or proper library facilities and personnel in all schools could improve the reading habits and preferences of learners in Namibia. It was reported from literature that there are schools in Namibia without libraries or library personnel (Krolak, 2006). The Ministry of Education is therefore hereby challenged to build a library at every school. Education Library Services in the Ministry of Education should supply books that are culturally content relevant to learners and available in the mother tongue languages to create reading interest amongst learners from an early age and to stimulate their interest in visiting libraries.

Reading materials in the mother tongue are reported to be insufficiently developed to allow learners to be proficient in their mother tongue from an early age and subsequently learn a second language (Harris, 2011). To address the issue of materials inadequacy, the Ministry of Education should see to it that experts in mother tongue languages are employed to develop current and create more new materials to fit the needs of the learners and mother tongue teaching in schools. Learners' second language acquisition can easily build on their proficiency in the mother tongue (Murray, 2007).

The mother tongue languages should be strengthened at university level where teachers are trained. The Ministry should provide bursaries to train teachers in mother tongue languages for effective teaching of these languages in schools, especially in the Junior Phase. The English language proficiency of teachers in Namibia needs to be strengthened because it impacts on how learners are taught in the classroom. Teachers with low proficiency in English will not make a difference in teaching the Namibian learners proper English.

On the other hand, parents are urged to make additional reading materials available to their learners, from as early as grade 0. The government has taken up the challenge of providing free education in Namibia; parents may likewise support schools in making development funds available to obtain reading materials.

5.4.5 Language policy issues

It could be argued that three years of introduction to mother tongue languages, as the medium of instruction (e.g. Oshindonga and Oshikwanyama in grade 1-3), are insufficient to develop confidence and proficiency in comprehending the mother tongue before learners are subjected to second language medium of instruction in grade 4. It is suggested that learners are taught in the mother tongue from grade 1 up to grade 4 while also studying English as a second language. This is in line with the argument of Murray (2007). It is

possible that teaching learners through medium of their mother tongue for at least four years will boost their confidence and proficiency to improve their reading comprehension. Furthermore, learners with a good foundation in their mother tongue will be in a good position to acquire a second language because of skills that may be transferred (Murray, 2007).

5.5 General limitations of this study

The general limitations of this study were:

- Despite training on interview techniques, the novice researcher needed more practice with interviewing techniques. Thereby more in-depth conversations with the respondents could have been facilitated.
- The research sample was small and the findings cannot be generalised.
- The learners had to express themselves in English, which was their second or third language, and it was an inhibiting factor.
- Some participants experienced difficulty when asked to rate their SEBs during the interviews, resulting in a few unrated statements.

5.6 Concluding remarks

The researcher was interested in exploring the nature of grade 11 and 12 learners' self-efficacy beliefs about their reading comprehension in English Second Additional Language at a rural Namibian school. The results of the study indicated that SEBs influenced the English reading comprehension of Namibian grades 11 and 12 learners. Reading comprehension entails behavioural, environmental and personal influences. The findings have pedagogical implications for learners and teachers. Teachers should use intrinsic and extrinsic motivation to foster SEBs in learners' abilities to learn and comprehend what they read. In addition, they can improve the reading achievement of students utilising different teaching strategies.

When it comes to social comparison, it is advised that teachers use peer models, assist learners and guide them in setting goals which they should regularly evaluate to determine their progress. It is recommended that the research be repeated in other schools in Namibia on a larger sample that would include more grades. The number of items in the self-efficacy reading comprehension questionnaire should be refined to include more statements and questions to measure respondents on SEBs and reading comprehension and its influence on

achievement. Additional research is required to investigate the effect of motivational aspects and psychological influences on learners' SEBs.

SEBs appeared to promote a sense of self-efficacy for reading English texts and improving students' experiences when reading in English. Students could use such strategies to learn new vocabulary, summarise texts and understand main ideas, which are all essential for nurturing awareness of their own, and their peers' difficulties. These findings implicated a need for further research in SEBs in reading comprehension and other domains in English language, since these have an influence on learners' social lives, academic performances and future.

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Addendum E. Learner consent on biographical data questionnaire

Dear Learner

I, Paulus Pangeni **Shikalepoh** am a MEd student enrolled at the School for Continuing Teacher Education, North-West University, Potchefstroom Campus. I intend to collect data for my research study relating to learners' reading comprehension self-efficacy beliefs in English Second Additional Language. The title of my proposed dissertation is: Learners' reading comprehension self-efficacy beliefs in English Second Additional Language at a rural Namibian School

I hereby request your permission to participate in the research. You will complete a questionnaire that will last about an hour. You will complete the questionnaire after school hours to prevent any disruption of teaching and learning at the school. I also need to conduct interviews with you which will also take place after school hours.

I pledge to maintain the professional and research ethical codes. This signifies that:

- Your participation in this research remains voluntary and that you may, at any time, withdraw from the research
- Your personal information, at all times, will be treated as confidential
- No demands will be made on the academic teaching program

Yours sincerely

Paul Shikalepoh

By completing the questionnaire I give permission that the data may be used in the research project on condition that the data will be treated confidentially and I will never be identified.

Biographical data:

Date of birth

Year

Month

Day

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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1. Grade

11	1
12	2

2. Gender

2.1 Male	1
2.2 Female	2

3. Home Language

3.1 English	1
3.2 African Language	2

Reading habits:

4. Which of the following do you prefer to read?

	Yes	No
4.1 Storybooks	1	2
4.2 Newspapers	1	2
4.3 Magazines	1	2
4.4 School books	1	2

5. How often do you read for your own enjoyment?

5.1 Often	1
5.2 Seldom	2
5.3 Never	3

6. Where do you usually read?

6.1 At school	1
6.2 At home when you study	2
6.3 In the library	3
6.4 In bed	4
6.5 I don't read	5

7. How often are you interrupted when you read?

7.1 Often	1
7.2 Seldom	2
7.3 Never	3

8. Why do you read?

	Yes	No
8.1 To prepare for tests	1	2
8.2 For relaxation	1	2
8.3 To search for information	1	2
8.4 To gain knowledge	1	2
8.5 Other	1	2

.....

9. How often will you read something your friends have suggested?

9.1 Often	1
9.2 Seldom	2
9.3 Never	3

10. How often do you choose your own reading material?

10.1 Often	1
10.2 Seldom	2
10.3 Never	3

11. Do you think you will need reading skills in your future job?

11.1 Not at all	1
11.2 To a small extent	2
11.3 To a large extent	3
11.4 Definitely	4

12. To what degree do you think your marks will improve if your reading skills improve?

12.1 Not at all	1
12.2 To a small extent	2
12.3 To a large extent	3
12.4 Definitely	4

13. Do you prefer illustrations (pictures) to reading?

13.1 Not at all	1
13.2 To a small extent	2
13.3 To a large extent	3
13.4 Definitely	4

14. When you struggle with understanding what you read, do you:

	Yes	No
14.1 Ask your teacher for help	1	2
14.2 Ask your friends for help?	1	2
14.3 Use different strategies to help you understand?	1	2
14.4 Give up on your reading?	1	2
14.5 Other	1	2

.....

Self-Efficacy for Reading Comprehension

Section A

The following questions ask about your beliefs about your reading comprehension. **Remember there are no right or wrong answers, just answer as honestly as possible.** Use the scale below to answer the questions.

Not at all true of me	1	2	3	4	5	Very true of me
-----------------------	---	---	---	---	---	-----------------

If you think the statement is very true of you, cross out 5; if a statement is not at all true of you, cross out 1. If the statement is more or less true of you, find the number between 1 and 5 that best describes you. Cross out this number.

1	Compared with other students in the class I am better in understanding what I read.	1	2	3	4	5
2	I'm certain I can understand what I read in school.	1	2	3	4	5
3	I expect to do well in reading comprehension.	1	2	3	4	5
4	Compared with others in this class, I think I'm a good reader.	1	2	3	4	5
5	I am sure I can do a good job on the reading tasks assigned in class.	1	2	3	4	5
6	I think I will receive a good grade for reading.	1	2	3	4	5
7	My reading skills are good compared with others in this class.	1	2	3	4	5
8	Compared with other students in this class I think I know a great deal about the reading.	1	2	3	4	5
9	I know that I will be able to understand the material I have to read in this class.		2	3	4	5

Section B

Please indicate your opinions about each of the statements below by circling the appropriate number. Your answers will be kept strictly confidential and will not be identified by name. Please give your frank opinions.

Not well at all	1	2	3	4	5	Very Well
-----------------	---	---	---	---	---	-----------

1	How well can you read?	1	2	3	4	5
2	Do you know when you do not understand what you read?	1	2	3	4	5
3	Do you understand what you read in the English class?	1	2	3	4	5
4	Do you understand what you read in the Maths class?	1	2	3	4	5
5	Do you understand what you read in the Science class?	1	2	3	4	5

6	Do you understand what you read in the History class?	1	2	3	4	5
7	Do you understand what you read in the Biology class?	1	2	3	4	5
8	Do you understand what you read for pleasure?	1	2	3	4	5
9	Can you learn English?	1	2	3	4	5
10	Can you learn Biology?	1	2	3	4	5
11	Can you learn reading skills?	1	2	3	4	5
12	Are you aware when another student reads aloud that he or she has difficulty in reading?	1	2	3	4	5
13	Are you aware when other students read aloud in your class that they don't understand what they read?	1	2	3	4	5
14	Can you read when there are other interesting things to do	1	2	3	4	5
15	Can you concentrate on your reading?	1	2	3	4	5
16	Can you take class notes of what the teacher has written on the board?	1	2	3	4	5
17	Can you remember information you read in textbooks?	1	2	3	4	5

Thank you for your time.

English Second Language

Reading Comprehension **test 1**

Marks: 10

Participant number.....

Grade.....

Duration: 20min.

-
- Read the following text about **HIKING IN BEATIFUL PLACES**
 - Answer the questions that come after the text using the spaces provided below each question.

TIME TRAVELLER.

TAKE A HIKE

Would you be interested in an ecologically sound pastime that is mostly free of charge, adventurous and helps you lose kilos in the process? Then get your boots on. Hiking may resemble church camps or high school geography clubs, but views like that of Canada's Kootenay Lake Forest, can be just the thing for restoring the worn-out traveller's sense of wonder. Here are four other sensational hiking destinations.

KHAO YAI, THAILAND

One of Asia's largest untouched monsoon forests and designated a World Heritage site, Khao Yai National Park, dnp.go.th covers 2 000 sq km and is populated by bears, tigers and elephants. Trails take between several hours and three days to complete and offer splendid wildlife encounters. Guides are advised.

THE TYROL, AUSTRIA

Hiking in the Austrian Alps leaves you spoiled for choice. There are 600 peaks topping the 3 000 m mark, 15 000 km of trails and hundreds of farmhouses and taverns for rest and relaxation. A favourite spot for meals and overnight accommodation is the Gruttenhütte, reached after a thrilling trek up the Wilder Kaiser. Find out more at Austria-tourism.at.

NEW SOUTH WALES, AUSTRALIA

The view of the Pacific Ocean from the 1 500 m Point Lookout platform is just one of the joys awaiting hikers in New England National park, nationalparks.nsw.gov.au – an ecological wonderland of soaring cliffs and World Heritage rain forest. If time is limited, the 2,5 km Eagle's Nest trail along the edge of a sheer drop, offers adrenaline in no time.

MAUI, HAWAII

The 43 km of trails through Maui's Haleakala National Park, nps.gov/hale, may seem a modest distance to skilled trekkers, but the varied and dramatic landscape will amaze even the most experienced veteran. From the volcanic Haleakala crater and the lush Oheo Gulch to inviting pools, bamboo forests and the gorgeous 122m Waimoku Falls, this is one to enjoy, step by stunning step.

1. What is hiking compared to?
.....(1)
2. What do travellers need when they go hiking in Kootenay Lake Forest?
..... (1)
3. Which place will be the best to visit if you want to see wildlife?
..... (1)
4. Name Asia's largest untouched monsoon forest which is also designated a World Heritage site.
.....(1)
5. What is the only way the Gruttenhute can be reached?
.....(1)
6. What is offered at Gruttenhute?
.....(1)
7. If you do not have much time, where will be the best place for hiking trial?
..... (1)
8. What can hikers look forward to when they reach the 1 500m Point Lookout platforms?
..... (1)
9. Where will you find waterfalls?
..... (1)
10. Where can you find out more about Haleakala National Park?
..... (1)

English Second Language
Reading Comprehension **test 2**
Participant number.....

Marks: 15
Grade
Duration: 30 min

Read the following texts and answer **all** questions. Use the space provided below each of the questions to write your answers.

TEXT A

CHEWING GUM

We all know about chewing gum. It is the sweet substance people buy just to chew, but not to swallow. History tells us that the man most responsible for chewing gum was Mexican dictator, General Antonio Lopez Santa Ana, who defeated the Texans a hundred and fifty years ago.

A few months after that famous battle, Santa Ana was captured and permitted to return home to Mexico. Instead of going straight home, the General took the long way – east to New York City. He took with him a large amount of strange material called “chicle”. It was the dried juice of a tree found in the jungles of Mexico and Central America. General Santa Ana believed that “chicle” could replace rubber.

General Santa Ana met a man named Thomas Adams. Mister Adams agreed to experiment with “chicle”. After many weeks he admitted failure. Huge amounts of “chicle” remained. Adams wondered what to do with it.

One day, Adams was in a store when he saw a little girl buy a piece of wax to chew. Adams had seen the General break off small pieces of “chicle” from time to time and chewed it. He told the store owner that he had something better than wax and he made several hundred little balls of “chicle”. The store owner sold them all and asked for more. Adams sent to Mexico for more “chicle” and the chewing gum industry was born.

One of the early chewing gum makers was William White, a popcorn salesman. Chewing gum made him a rich man. It also made him famous enough to be elected to Congress.

Many stories were spread about chewing gum in the early days. Some warned it was dangerous. If swallowed, they said, the gum would make the intestines stick together and painful death would follow.

Questions for TEXT A

1. Where did General Antonio Lopez Santa Ana live?
..... (1)
2. Why did the General take "chicle" to New York City?
..... (1)
3. How do we know chewing gum made William White a well-known man?
..... (1)
4. What was William White's actual occupation?
..... (1)
5. What, according to some people, were the disadvantages of swallowing chewing gum?
.....and
..... (1)

[5]

TEXT B

RETURNING TO THE MOON

Three decades after the last Apollo flew; new American crews may walk the lunar soil. Here is how they will go.

It is not easy to forget the moon. The images of NASA's celebrated moon landings are printed into our minds, and perhaps no two things are better remembered than the sister ships that made the trips: the cone-shaped Apollo and the leggy moon lander. If NASA has its way, those kinds of spacecraft will be flying again soon. They will not, however, be the moonships of the past.

In January 2004, President Bush announced his plan to send Americans back to the moon and onto Mars. NASA estimated they could achieve those goals by 2018 and 2030, respectively. The idea raised eyebrows because of its price tag, distant target dates and suspicious timing (at the start of the 2004 election).

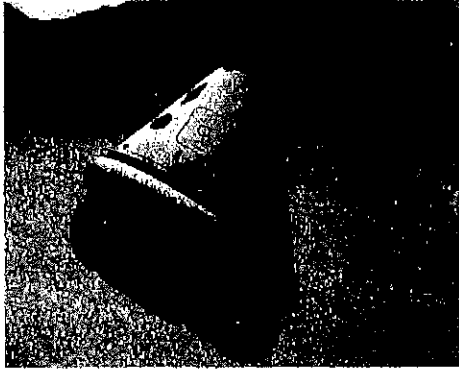
In the five years since, however, funding has been coming in and design work has begun, with testing on scale models under way. While political and financial obstacles could still stop the whole plan, the ships taking shape in the NASA labs are winning deserved praise.

The thing that has made the shuttles, Challenger and Columbia, such disappointments is that they have tried to do too many things. Part of the reason the Apollo ships succeeded

was that they had a clear goal; to fly to the moon and back. Both ships were also wisely mounted at the top of the booster that lifted them off the ground – keeping them away from the fire and foam that killed Challenger and Columbia.

The new ships will follow the old rules but there will be a few significant differences. For one thing, they will be bigger, able to carry four astronauts comfortably and six a bit more snugly – twice the load of the three-man Apollos.

They will be equipped with solar panels a – a sensible addition in a sundrenched place like the inner solar system – and one that reduces the demands on fuel cells and batteries. Finally, modern composite materials and computers will improve on the ungainly weight and clanking brain of the older ships.



NASA's Planning	
2008	Cut metals
2011	Spacecraft is ready
2015	Fly trips to the International Space Station
2018	Land on the moon
2020	Alter spacecraft for higher re-entry speed
2025	Link crew vehicle and lander
2027	Test landing in desert and ocean
2030	Four to six astronauts land on Mars

Questions for TEXT B

1. Give two reasons why people were sceptical when President Bush announced his plans to send people to the moon and Mars?

.....
.....

..... (2)

2. What could bring an end to his plans?

(i) (1)

(ii) (1)

3. What caused the shuttles Challenger and Columbia to explode?

(i) (1)

(ii) (1)

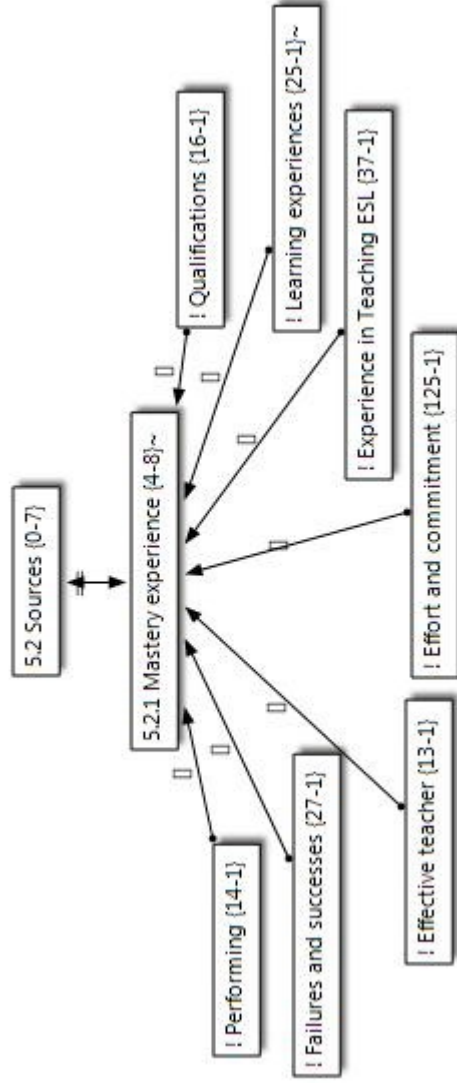
4. According to NASA's planning timetable, what could astronauts do after the spacecraft is ready, while they wait for their flight to the moon?

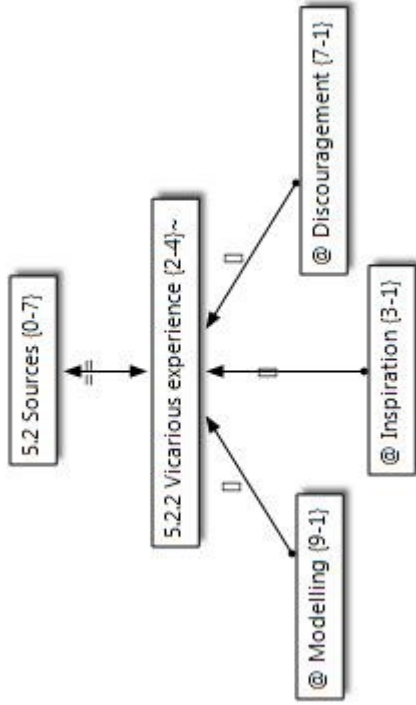
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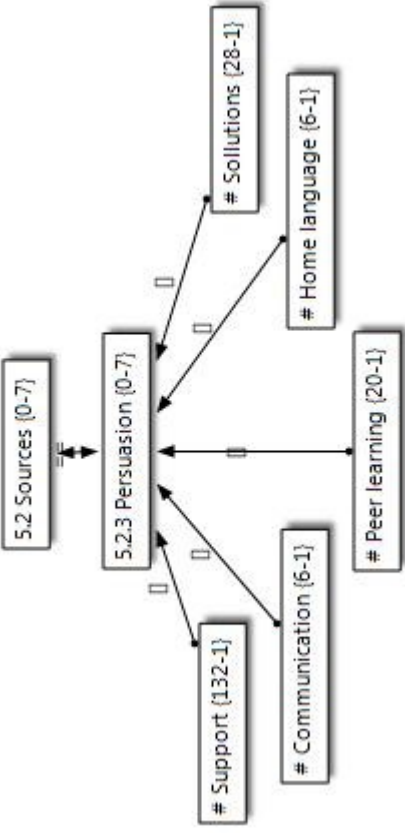
5. Explain the main differences between the new ships and the older ships. You should not write more than 30 words.

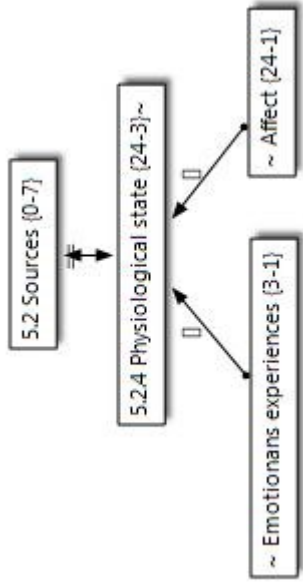
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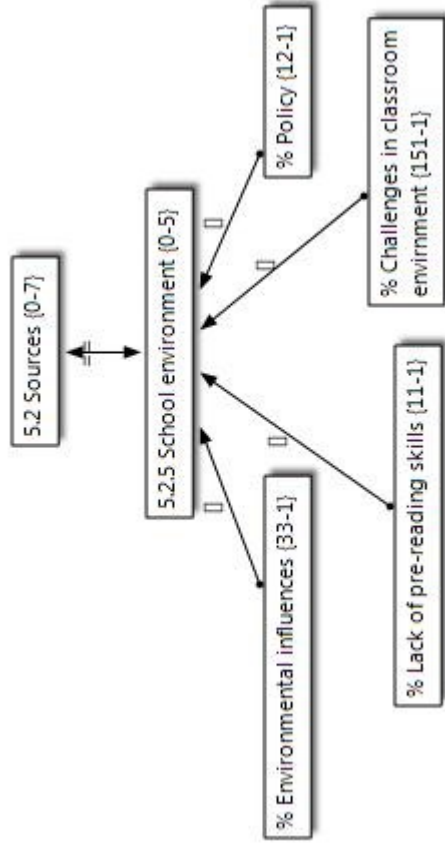
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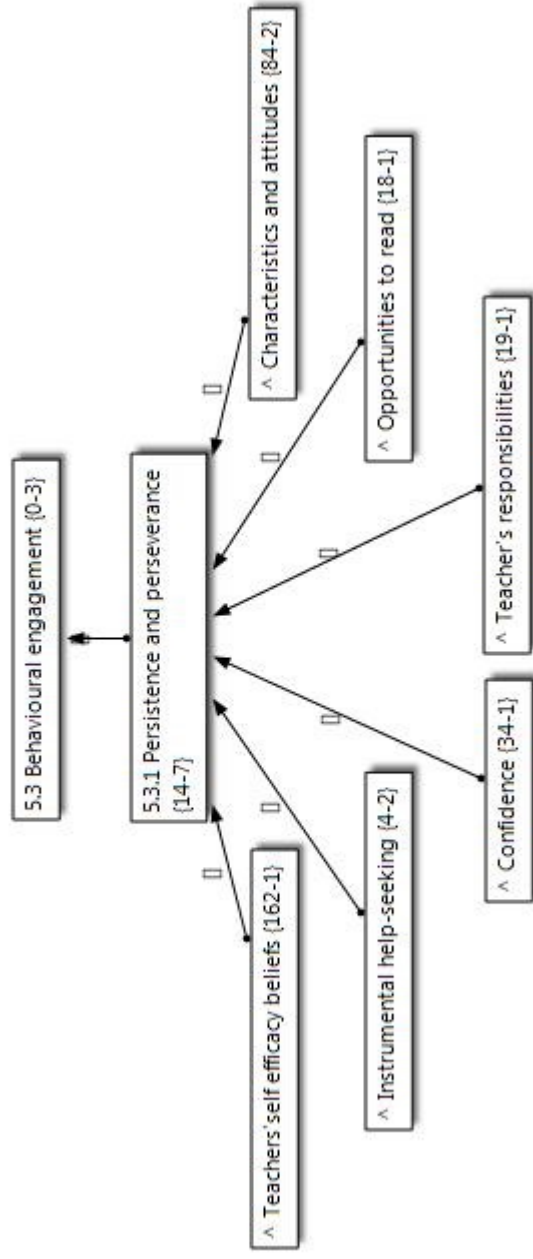


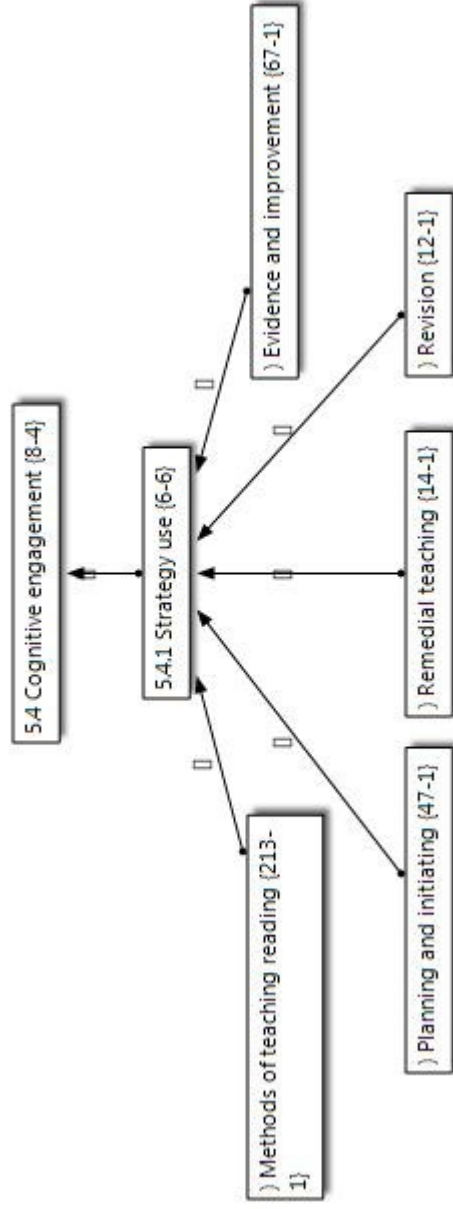


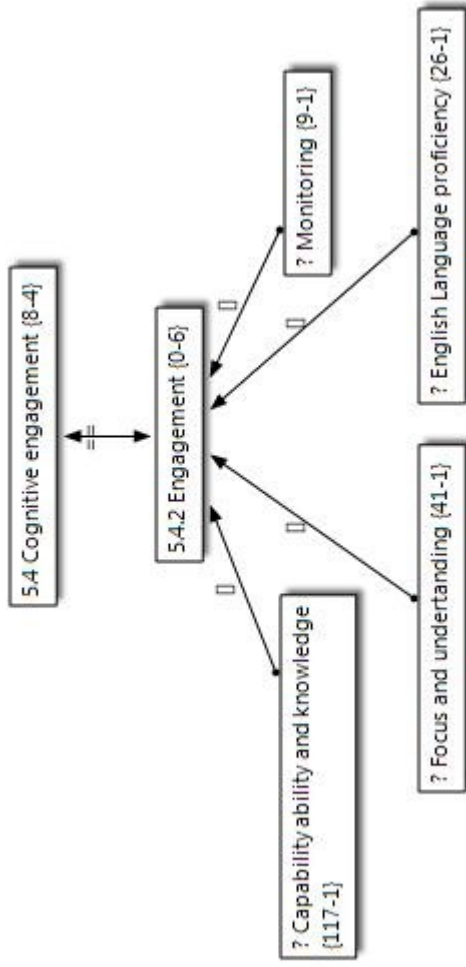


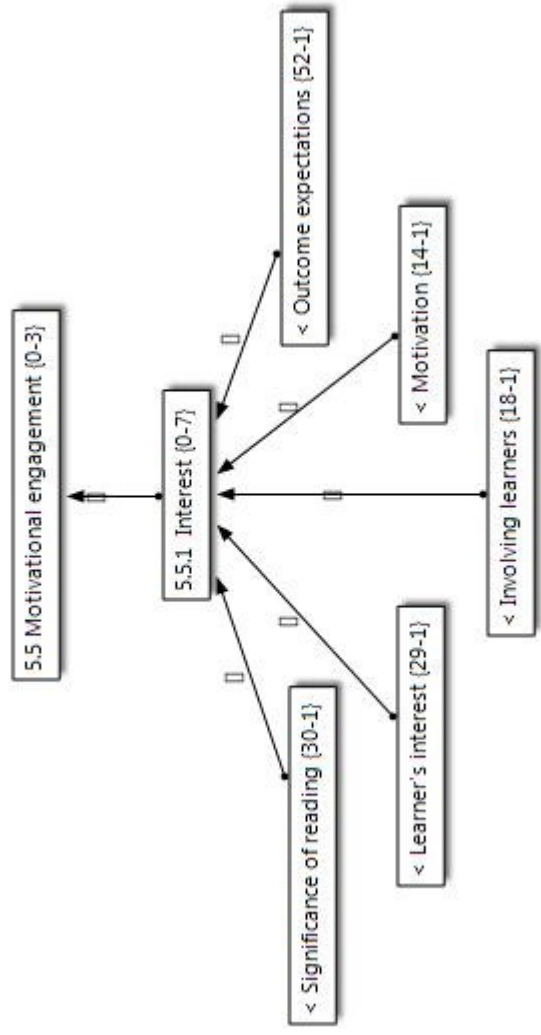












5.5 Motivational engagement (0-3)

5.5.2 Value (26-1)

~ Affect (24-1)

English Second Language

Reading Comprehension **test 3**

Marks: 20

Participant number.....

Grade.....

Duration: 40min.

Read text A and B and answer the questions below each of the texts.

Use the space provided below each question to write your answers.

TEXT A

Taking off with Computers

The European Airbus A320, one of the most modern planes in this world, was built in 2001, using the latest technology. One of its most unusual features is a system known as "fly by wire".

In older aircraft, the aeroplane is controlled by cables and hydraulic systems that are worked by the pilot controlling the joystick and the foot pedals. Of course, in a big aeroplane the controls are power-assisted – a human could not possibly move the wing flaps on a jumbo jet without help.

Even so, the systems are old-fashioned, mechanical systems and if the power assistance fails, the controls can often be worked by winding handles. Engineers know they are safe, because they have been used for years.

This sort of system has many parts that cost a good deal of money and which are also heavy; and a heavier aeroplane is more expensive to fly because it uses more fuel.

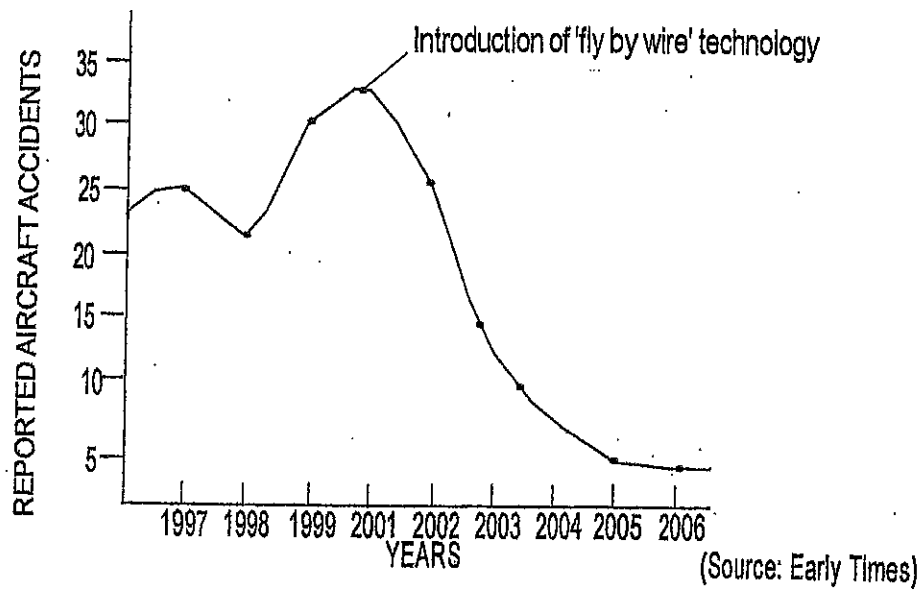
The advantages of the "fly by wire" system are that heavy components are no longer needed and the planes are much lighter. Instead of heavy, old controls, the A320 has a control not much bigger than the joystick of computer games. Like all the other controls, it is connected to a series of computers that works out what the pilot wants and controls the aircraft so that it flies properly.

The computer controls the aeroplane by sending signals along wires (that is where the "fly by wire" name comes from) to the devices that control the aircraft.

The computers are also programmed to stop the pilot making mistakes by trying to make the plane do something it cannot. Despite all the safety systems built into the planes, two of them crashed and doubts were raised about the safety of the electronic system.

Now the results of the crash investigations are available. It appears that both crashes were the result of pilot error. The pilots thought the safety system would protect them.

It seems that the electronics worked perfectly each time, but they could not totally eliminate pilot error.



Questions for TEXT A

1. Give **two** details about the controls in order aeroplanes.

.....
..... (2)

2. What enables the aeroplanes to continue to fly even after mechanical failure?

..... (1)

3. Explain how the “fly by wire” system assists pilots. Give **two** details.

.....
.....(2)

4. Why is “fly by wire” an appropriate name for the system?

.....
.....(1)

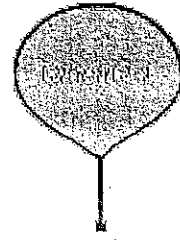
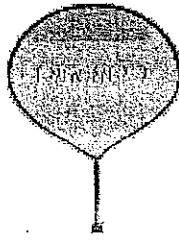
5. What evidence in the graph suggests that the safety system is efficient?

.....
.....(1)

6. Write a paragraph of about 60 words describing the problems the new system has had.

.....
.....
.....
.....
..... (3)

TEXT B



MISSION POSSIBLE?

Last year, two pilots were hoping to make an attempt to reach a record-breaking altitude of 132,000 feet (height above the earth). They were using the world's biggest balloon called the QinetiQ 1. They aimed to break the 40-year-old world altitude record.

However, they were unable to make their attempt that year because the winds at 66,000 feet were too strong and would have pushed the QinetiQ 1 balloon too far west into the Atlantic Ocean.

Next summer, when the weather conditions are right, a 72-hour countdown will begin, and the balloon will set off from the southernmost part of the UK to the edge of space. The flight will last about 12 hours. The team and pilots will start to fill the balloon with helium, which will enable it to reach its expected height. They will start at 5am and then launch the balloon from the sea two hours later. The balloon will then rapidly climb to 82,500 feet; the ascent will then be more gradual.

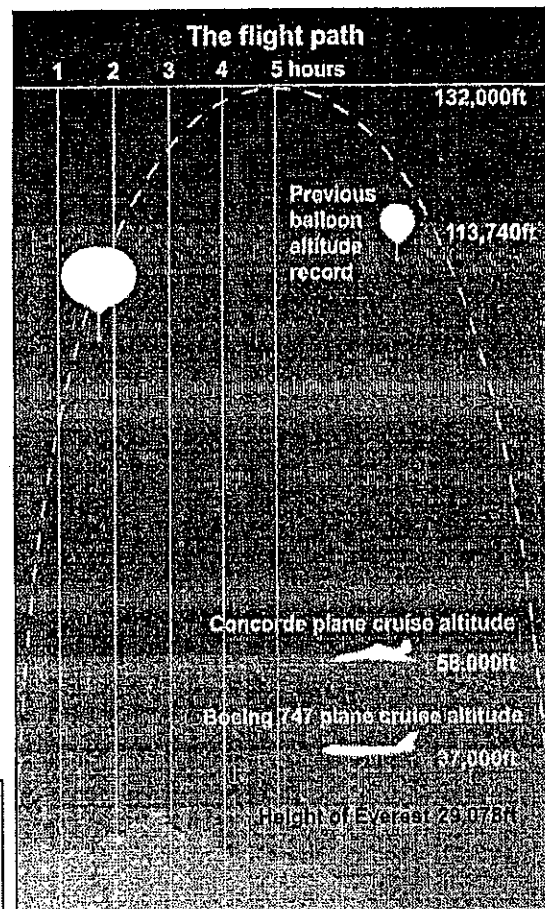
From around 600 miles, people on the earth below will be able to see the enormous balloon rising up into the sky. This means that the whole of the UK and much of France will be able to view the flight with the naked eye.

Once the pilots reach their hoped-for altitude of 132,000 feet, they will let off some flares to celebrate, carry out some experiments and collect more information about this area of the stratosphere. After one or two hours, they will begin their descent back to earth, which should take them about three to four hours before they splash down in the Atlantic.

Temperatures

will drop to: -70°C at 40,000 feet
and rise to: -25°C at 132,000 feet

The pilots have to train very hard to enable them to take part in this daring attempt, including a rigorous fitness programme and a course in repairing their pressurised suits. They have to perfect and practise emergency procedures inside the balloon itself. One of these is an 'avoidance action' to prevent accidents or collisions. Another task is to try and deflate the balloon over the sea. The pilots have been successful at their 'mock' emergency attempt and feel confident that their flight will be safe, successful and free of serious problems. Now there is just the wait for favourable weather conditions.



Questions for TEXT B

1. Why was it not possible to start their journey last year?
..... (1)

2. Why will the launch begin two hours after 5 am?
..... (1)

3. How will the pilots celebrate when they finally reach 132, 000 feet?
..... (1)

4. According to the chart, what is the highest an aeroplane has reached in flight?
..... (1)

5. What will happen to the temperature when the balloon reaches 132, 000 feet?
.....
.....(2)

6. Write a short paragraph (about 60 words) describing four ways that the pilots train for this attempt.
.....
.....
.....
.....
.....
.....
..... (4)

Participants' Reading Comprehension Tests' Results

Grade	Participants for tests	Participants for interviews	Test 1 10 Marks	Test 2 15 Marks	Test 3 20 Marks	Grand Total 45 Marks
12	1	*	5	11	15	31*
12	2	*	6	11	15	32*
11	3	**	3	9	10	22
12	4	**	6	10	9	25
11	5	**	7	11	7	25
11	6	**	2	6	9	17
11	7	**	2	6	8	16
12	8	**	5	9	11	25
12	9	**	4	10	15	29
11	10	**	5	10	6	21
11	11	**	7	9	14	30
11	12	**	3	12	13	28
11	13	**	4	11	9	24
11	14	**	5	3	9	17
11	15	*	4	13	16	33*
11	16	**	0	9	19	28
11	17	**	5	9	11	25
11	18	**	4	8	16	28
11	19	*	4	7	3	14*
11	20	**	3	10	12	25
11	21	**	3	7	6	16
11	22	**	3	5	11	19
11	23	**	5	8	11	24
11	24	*	2	6	7	15*
12	25	**	2	9	11	22
11	26	**	2	10	9	21
11	27	**	5	6	13	24
11	28	*	2	8	5	15*
11	29	**	1	10	10	21
12	30	**	5	7	5	17
12	31	**	4	7	9	20
11	32	**	2	10	16	28
11	33	*	2	8	4	14*
11	34	**	4	10	9	23
11	35	**	3	6	12	21
12	36	*	5	13	15	33*
11	37	**	2	8	8	18
12	38	**	4	11	13	28
12	39	**	3	7	13	23
12	40	**	4	2	12	18
12	41	**	3	6	13	22
12	42	**	5	9	9	23
12	43	**	5	8	9	22
11	44	**	4	11	10	25
12	45	**	4	6	10	20
11	46	*	5	8	2	15*
11	47	**	5	8	7	20
11	48	**	4	10	8	22
11	49	**	6	10	12	28
11	50	**	4	9	10	23
11	51	**	7	10	12	29
12	52	**	7	11	12	30
12	53	**	4	8	7	19
12	54	**	6	8	11	25
12	55	**	4	5	8	17
12	56	**	2	9	11	22
11	57	**	3	11	7	21
12	58	**	4	9	13	26
12	59	*	5	15	17	37*
12	60	**	4	7	13	24

*The asterisk opposite some of the total marks indicates the participants who either scored low/high from the tests and who were selected for interviews.

** These participants were not invited to the interviews since they did not score low/high.

Addendum G: Interview questions

Learners' self-efficacy beliefs in reading comprehension in English Second Additional Language

Consider the following scale:

Very poor		Poor		Average	Fair		Very good		Excellent
1	2	3	4	5	6	7	8	9	10

Some of the questions I will ask require that you first rate yourself on the scale by giving yourself a mark or value between 1 and 10 on each of the questions and then explain or give a reason why you give yourself such a rating.

Example:

If you rate yourself as very capable or good in doing something, you may give yourself a rating of 8, 9 or 10. If you feel you are not good at something, but at the same time that you are not too bad, you may give yourself a rating of 5 or 6. If you feel you are capable at all you will give yourself a rating of 3 or lower than 3.

Note

Kindly keep in mind that we are not good or bad at all the things we do. We usually are good at doing some things and not so good at other things. Therefore please be honest with your ratings and the reasons you give.

Questions

Motivational engagement

1. Do you like reading?
2. Do you enjoy reading in your home language more than reading in English?
Explain your answer.
3. How often do you read?
4. Rate yourself on your ability to motivate yourself to read when you have other more interesting things to do. Give a reason for your rating.
5. Do you easily give up when you struggle to understand what you read?
Why/ why not?
6. How well can you read when there are other more interesting things to do than reading?
7. Do you consider reading to be a waste of time?

Cognitive engagement and strategy use

Before you rate yourself on the next question, I want you to name all the strategies you know that you use and the things you do, when you read and do not understand what you read.

8. Rate your ability to use these strategies when you read something that is difficult to read. Give a reason for your rating
9. How do you rate your ability to ask support (help) from others when you experience difficulties with understanding what you read in English? Explain why you give yourself such a rating.
10. How certain are you that you understand what you read in English schoolbooks. Rate yourself. Explain why you give yourself such a rating.
11. How certain are you that you understand what you read in English storybooks newspapers. Rate yourself. Explain why you give yourself such a rating.
12. How certain are you that you understand what you read in English newspapers. Rate yourself. Explain why you give yourself such a rating.

Self-efficacy

13. Rate how good you believe you are at reading English. Give a reason for your rating. Explain why you give yourself such a rating.
14. How do you rate or evaluate the range of your English vocabulary? Explain why you give yourself such a rating.

Emotions/ Physiological factors

15. When you first received your English prescribed books this year did you think you were capable of reading and understanding them?
16. Do you still feel the same or have those feelings change? Explain why your feelings have changed or not.

Social comparison

17. Compared to the other learners in your class do you think you understand better than they what you read. How do you rate your ability to understand in comparison to other learners in class. Explain why you give yourself such a rating.
18. Do you think your reading skills are better compared to others in your class? Explain why you believe this about your reading skills.

Situation specific/ self efficacy

19. How well do you understand what you read in the Maths or Science class? Give a reason for your rating. Explain why you give yourself such a rating.

20. How well are you aware of it when another learners in your class has difficulty in reading? Give a reason for your rating. Explain why you give yourself such a rating.

21. How well are you aware of it when other students in your class don't understand what they read? Give a reason for your rating. Explain why you give yourself such a rating.

Vicarious experiences

22. When you see how well other learners understand what they read in English do you believe you can also improve your understanding what you read in English?

Verbal persuasions

23. Do you mostly hear negative or positive comments from your teacher about your English reading and understanding?

24. How do those comments make you feel about your ability to read and understand English?

Participant 1

B1

Interviewer: Eem... Good morning?

Interviewee: Good morning sir.

Interviewer: How are you?

Interviewee: I am fine and how are you sir?

Interviewer: Fine. Eem... We are going to start with our discussion. Eem... our topic like I said is eem..., Learners' self efficacy beliefs in reading comprehension in English Second Additional Language. We are going to consider the following scale, when we are rating.

Interviewee: Jah!

Interviewer: Like 1 for very poor, eem..., 2-3 for poor, average 4-5, fair 6, very good 8, excellent 9-10.

Interviewee: Ok

Interviewer: Some of the questions I will ask require that you first rate yourself on the scale, by giving yourself a mark, or value between 1 and 10, on each of the questions. And then, explain or give a reason why you give yourself such a rating. For example, if you rate yourself as very capable or good in doing something, you may give yourself a rating of eight or nine or ten. If you feel you are not good at something, but at the same time that you are not too bad, you may give yourself a rating of five or six. If you feel you are capable at all you give yourself a rate... or for example, if you feel you are not capable at all, you will give yourself a rate of three or lower than three. This is not a test and it will not affect your school marks. Eem....Kindly keep in mind that we are not good or bad at all the things that we do. We are usually good at doing some things but not so good at other things. Therefore, you need to be honest with your ratings, and the reasons that you give.

Interviewee: Ok.

Interviewer: Oh jah! Eem... we ... are going to start with the questions now. Eem... The first questions are under **Motivational engagement**. The first one: Do you like reading?

Interviewee: Yes I like reading.

Interviewer: You like reading.... Do you enjoy reading in your home language more than reading in English?

Interviewee: Usually I enjoy reading in my ... not in my home language but in English. Whenever I am reading newspapers I feel more exited than reading poetry books in Oshikwanyama.

Interviewer: Eem ... why do you enjoy more reading in English?

Interviewee: No. No... Mostly I read newspapers. Whenever I'm reading newspapers I mostly read in English. And maybe at... at Oshiwambo I only did a bit. No... In English is where I find more information than in Oshikwanyama.

Interviewer: Ok ... so you read more in English because you get.... don't you think you can also get more information in Oshikwanyama?

Interviewee: I think I will, but I find the problem is that I do not find newspapers where I mostly read. In Oshiwambo there is no much information. The newspapers cover less in Oshikwanyama.

Interviewer: Ok.... So... you mean there is no much of your language newspapers?

Interviewee: There is no much jah!

Interviewer: What about books?

Interviewee: I read only for studying but not for other things.

Interviewer: Ok.... Eem... how often do you read?

Interviewee: I often like when I have free time and when I am to study something, like for exam.

Interviewer: Ok... and how often do you do that?

Interviewee: Aah.... Definitely. I do it... no... Sir, does it mean the time I do what?

Interviewer: Like how many times you do it?

Interviewee: Through the day or just...

Interviewer: Anytime that you read... how often do you read... how... is it sometimes.. or many times... always...?

Interviewee: I only read sometimes.

Interviewer: You only read sometimes?

Interviewee: Yes.

Interviewer: In English? Ok eem... ok and the following questions... here you need to rate yourself on your ability to motivate yourself to read when you have other more interesting things to do. How do you rate yourself in that way?

Interviewee: Motivating myself?

Interviewer: Are you able to read if there are other things to do?

Interviewee: I rate myself... as ... may be at eight, good.

Interviewer: Ok. And why do you give yourself such a rate?

Interviewee: Because mostly I read by myself. To update myself on what is happening in the world.

Interviewer: Ok, eem ... interesting things? Are you able to read if there are interesting things?

Interviewee: Like the ...people going to play...

Interviewer: Yah! Anything that is interesting to you... like yah...

Interviewee: No I read ... just fair... sometimes. I only do it sometimes.

Interviewer: Eem... Can you give me examples of things that destruct you from reading?

Interviewee: Just playing. Like When I want to play soccer or watching TV.

Interviewer: Ok ... Eem.... do you easily give up when you struggle to understand what you read?

Interviewee: No, I don't easily give up. I don't mostly no I do I do not give up I mostly redo, redo. I just read repeating until I understand the things.

Interviewer: Ok. Why don't you give up perhaps?

Interviewee: Because if I give up is like I did nothing. Is like ... is like I did not do anything.

Interviewer: Ok. So do you think that giving up will...?

Interviewee: Will not... Will not help me anything.

Interviewer: What do you get from reading?

Interviewee: In reading I get many things. I get ... sometimes I learn like things that you never knew. You can go in a newspaper you read you come across things that you never knew and you learn from it.... just some articles, and I learn how to write reports.

Interviewer: But, here we are talking about ... struggling to read... and you said you do not give up when you struggle...

Interviewee: Yes.

Interviewer: How well can you read if there are other more interesting things to do... do you just read well?

Interviewee: Like, no, I do not read well only sometimes, but not really. If there is like a nice, a nice movie on a TV and I was reading I might ... for a while.

Interviewer: Ok ...and if you are supposed to read, how do you do it? Do you come back after that scene or ... How do you go about it?

Interviewee: Yah! I come back for it...even if you know I want to chat with my friends and I was reading so after I am done I usually come back.

Interviewer: Eem ... Do you consider reading to be a waste of time?

Interviewee: No. Not at all.

Interviewer: What is the reason there maybe?

Interviewee: No, reading to me I get something very important. No... I like... reading to get ... just to be ... to get information like and to know what is going around the world like when I am reading newspapers read reports ... and check the results and those things....

Interviewer: What other things that you benefit from reading?

Interviewee: Uh. The other things? I come across that words that I never knew like and I always like to underline them and take my dictionary and I go from ... it is really making my vocabulary.. it is extending it ..

Interviewer: It extends your vocabulary?

Interviewee: Yes.

Interviewer: We move on to questions about **Cognitive engagement and strategy use**. Before you rate yourself on the next question, I want you to mention all the strategies, the things you know you use and do when you read and do not understand what you read.

Interviewee: Strategies I use I go... ask for help or I just read repeatedly the thing until understand it. Or I just or go for internet if I cannot really understand.

Interviewer: Are those the only things that you do?

Interviewee: Yes

Interviewer: Ok those strategies that you just mentioned now, rate yourself on the ability to you.

Interviewee: They are ... they are fair. Is 5-6.

Interviewer: Why do you give yourself that rating?

Interviewee: Sometimes not always if I go ... if I took those strategies ... Mostly sometimes I fail to get if you go to a person they say they do not know too ... or I repeat the things I cant still get it.

Interviewer: Ok but your ability... Are you able to use them?

Interviewee: Yes I am able to use them that is only the choice, there is no way.

Interviewer: How do you rate your ability to ask support when you experience on what you do not understand?

Interviewee: I rate it... fair, at 6

Interviewer: How is your ability to ask support from others when you experience difficulties with understanding what you read in English?

Interviewee: My ability is not really... Not really... like asking ... I rate myself at 5...when I ask sometimes people also not know. Neither if I go to experts like if I go to teachers mostly... I also like to ask from my friends.

Interviewer: Are you also able to go teachers?

Interviewee: From teachers... Teachers really help and it is good.

Interviewer: How do you rate yourself on your ability to ask support from others?

Interviewee: I rate it as fair. Because sometimes mostly teachers, sometimes teachers are busy... I rate it good.

Interviewer: And you said you do not ask from fellow learners?

Interviewee: No!

Interviewer: The next question is ...how certain are you that you understand what you read from English school books?

Interviewee: That ... I read in English books?

Interviewer: English School books...

Interviewee: Not inin English books, I am not very sure. Or sometimes something I come across and not understand.

Interviewer: How do you rate yourself in that aspect?

Interviewee: I am fair, 5-6

Interviewer: Eem... Please explain why you give yourself such a rating?

Interviewee: Because not always..... some of them the English books I understand most of the things really understand.

Interviewer: Can you give me examples of those things that you need help from the teachers?

Interviewee: Is like... like articles, reports and vocabulary usage. You know sometimes you come across when you go to a dictionary you might come across a word but you do not really know how to use it. So I go to teachers for help.

Interviewer: What about English story books? How certain are you that you understand what you read from there?

Interviewee: From English books?

Interviewer: English Story books...

Interviewee: Whenever I read English books I find them exiting.

Interviewer: How are story books interesting?

Interviewee: I like the stories.... some stories are really amusing. Very good.

Interviewer: And where do you rate yourself?

Interviewee: Very good. At eight.

Interviewer: Newspapers? How do rate yourself?

Interviewee: Excellent, 8-10.

Interviewer: Ok. And you said you are excellent at this? What is that in the newspapers that makes you understand what you read?

Interviewee: Just the stories and the vocabulary that is used is not a higher class English.

Interviewer: We are moving on to the next part which is **Self efficacy**. Please rate how you think you are at reading English?

Interviewee: I think my English is good.

Interviewer: Please rate yourself how good you are in English.

Interviewee: I think I am ... I am fair. 5-6. Not every time I read English and I understand every thing. Sometimes I need help. And sometimes I understand things very well.

Interviewer: What are the things that you said you need help on?

Interviewee: The words those are new to me. They really give hard time because I need to go and get their meanings.

Interviewer: Which words?

Interviewee: The words those are difficult.

Interviewer: Please, How do evaluate the range of your English vocabulary?

Interviewee: My English vocabulary is fair.It is not so like ... I think is more increasing because like now I often read a dictionary.

Interviewer: Ok. What are the things that show you that you are at that stage?

Interviewee: Because mostly when I am reading something I ... when I read things I find words that I already know... and they look so bombastic but I know them.

Interviewer: Ok. **Emotions/Physiological factors.** When you first received prescribed books this year, did you think that you were able to read and understand them?

Interviewee: No I do not think... so.

Interviewer: You did not think so?

Interviewee: Yes.

Interviewer: Why what was the problem?

Interviewee: I was just thinking I did not know that the grade 12 things will be difficult.

Interviewer: So did your feelings change now?

Interviewee: The things changed. When I go through them they were not so difficult.

Interviewer: So that changed your feelings?

Interviewee: Yes.

Interviewer: Ok. We are moving to **Social comparison.** Compared to other learners in your class, do you think you understand better than them in reading?

Interviewee: I think I understand better. They use to come to me for help. I do not go to them for help. It is mostly them who come to me for help.

Interviewer: How do you rate ... your ability?

Interviewee: I think I am good. 7-8. Whenever the teacher feels that some learners do not understand the teacher refer them to me for help.

Interviewer: Do you help them?

Interviewee: Yes

Interviewer: Do you think your reading skills are better compared to others in class?

Interviewee: Yes I think they are better. When...you are reading

Interviewer: What are those things that show you that your reading skills are better?

Interviewee: It is like I always carry my things. My dictionary... My materials just to... The most things that disturb me are bombastic words. I go to the computer lab to search on internet to understand.

Interviewer: Situation specific of self-efficacy. How well do you understand what you read in Maths or Science class?

Interviewee: In maths, is not really. Some words in Maths are not easy. The words are so scientific. Words like variables etc are not easy.

Interviewer: At what rate do you think you are?

Interviewee: 5-6

Interviewer: Why do you give yourself such a rate?

Interviewee: Eem chapters like problem solving....those chapters where you are given sentences are difficult. They use synonyms.

Interviewer: Does the use of synonyms complicate your understanding?

Interviewee: Yes.

Interviewer: So what do you do with that problem?

Interviewee: Yes. Sometimes... when I am reading I ask my friends and when they say these things are difficult, I will give up.

Interviewer: Do you just give up?

Interviewee: Yes.

Interviewer: How well are you aware of it if another learner in your class has difficulties in reading?

Interviewee: No.... How well I am aware ... mostly I found that they read like a teacher give us something to read and getting answers like a test you need to give information, most people fail these things because they do not understand.

Interviewer: Eem. At what rate?

Interviewee: Oh ... I am fair 5-6

Interviewer: Why do you give yourself such a rate?

Interviewee: Because not every time I am able to find out this. So it is their secret.

Interviewer: But these people are in your class, how come that you do not understand them? Do not want to show that they do not understand they just keep quiet

Interviewee: I do not know their secrets. Some people do not like asking for help. They

Interviewer: Vicarious experience. When you see other learners understand what they read in English, do you believe that you can also improve your understanding of what you read in English?

Interviewee: If the thing is done by your fellow colleagues... I just try it. I try by all means to be at the same pace.

Interviewer: What are the things do those learners do?

Interviewee: Yes, some learners visit the library throughout the week.

Interviewer Do you also want to do that?

Interviewee: Yes I want to do that as well to improve my English.

Interviewer: The following questions are about **Verbal persuasions**. Do you mostly hear negative or positive comments from your teacher about your English reading and understanding?

Interviewee: Yes. Like my teacher mostly ask me to read and always I should keep up my good reading.

Interviewer: So what comments do you get? Positive or negative?

Interviewee: It is **positive**.

Interviewer: How do these comments make you feel?

Interviewee: **I feel good and I feel that my ability has improved. I am motivated.**

Interviewer: Because you hear it from the teacher?

Interviewee: Yes I really feel good.

Interviewer: Ok. I am really glad you responded to come and share these ideas with me. Thank you for participating in this interview once more.

Interviewee: Ok Sir, thank you.

Participant 1

B1

Interviewer: Eem... Good morning?

Interviewee: Good morning sir.

Interviewer: How are you?

Interviewee: I am fine and how are you sir?

Interviewer: Fine. Eem... We are going to start with our discussion. Eem... our topic like I said is eem..., Learners' self efficacy beliefs in reading comprehension in English Second Additional Language. We are going to consider the following scale, when we are rating.

Interviewee: Jah!

Interviewer: Like 1 for very poor, eem..., 2-3 for poor, average 4-5, fair 6, very good 8, excellent 9-10.

Interviewee: Ok

Interviewer: Some of the questions I will ask require that you first rate yourself on the scale, by giving yourself a mark, or value between 1 and 10, on each of the questions. And then, explain or give a reason why you give yourself such a rating. For example, if you rate yourself as very capable or good in doing something, you may give yourself a rating of eight or nine or ten. If you feel you are not good at something, but at the same time that you are not too bad, you may give yourself a rating of five or six. If you feel you are capable at all you give yourself a rate... or for example, if you feel you are not capable at all, you will give yourself a rate of three or lower than three. This is not a test and it will not affect your school marks. Eem.....Kindly keep in mind that we are not good or bad at all the things that we do. We are usually good at doing some things but not so good at other things. Therefore, you need to be honest with your ratings, and the reasons that you give.

Interviewee: Ok.

Interviewer: Oh jah! Eem... we ... are going to start with the questions now. Eem... The first questions are under **Motivational engagement**. The first one: Do you like reading?

Interviewee: Yes I like reading.

Interviewer: You like reading.... Do you enjoy reading in your home language more than reading in English?

Interviewee: Usually I enjoy reading in my ... not in my home language but in English. Whenever I am reading newspapers I feel more excited than reading poetry books in Oshikwanyama.

Interviewer: Eem ... why do you enjoy more reading in English?

Interviewee: No. No... Mostly I read newspapers. Whenever I'm reading newspapers I mostly read in English. And maybe at... at Oshiwambo I only did a bit. No... In English is where I find more information than in Oshikwanyama.

Interviewer: Ok ... so you read more in English because you get.... don't you think you can also get more information in Oshikwanyama?

Interviewee: I think I will, but I find the problem is that I do not find newspapers where I mostly read. In Oshiwambo there is no much information. The newspapers cover less in Oshikwanyama.

Interviewer: Ok.... So... you mean there is no much of your language newspapers?

Interviewee: There is no much jah!

Interviewer: What about books?

Interviewee: I read only for studying but not for other things.

Interviewer: Ok.... Eem... how often do you read?

Interviewee: I often like when I have free time and when I am to study something, like for exam.

Interviewer: Ok... and how often do you do that?

Interviewee: Aah.... Definitely. I do it... no... Sir, does it mean the time I do what?

Interviewer: Like how many times you do it?

Interviewee: Through the day or just...

Interviewer: Anytime that you read... how often do you read... how... is it sometimes.. or many times... always...?

Interviewee: I only read sometimes.

Interviewer: You only read sometimes?

Interviewee: Yes.

Interviewer: In English? Ok eem... ok and the following questions... here you need to rate yourself on your ability to motivate yourself to read when you have other more interesting things to do. How do you rate yourself in that way?

Interviewee: Motivating myself?

Interviewer: Are you able to read if there are other things to do?

Interviewee: I rate myself... as ... may be at eight, good.

Interviewer: Ok. And why do you give yourself such a rate?

Interviewee: Because mostly I read by myself. To update myself on what is happening in the world.

Interviewer: Ok, eem ... interesting things? Are you able to read if there are interesting things?

Interviewee: Like the ...people going to play...

Interviewer: Yah! Anything that is interesting to you... like yah...

Interviewee: No I read ... just fair... sometimes. I only do it sometimes.

Interviewer: Eem... Can you give me examples of things that distract you from reading?

Interviewee: Just playing. Like When I want to play soccer or watching TV.

Interviewer: Ok ... Eem.... do you easily give up when you struggle to understand what you read?

Interviewee: No, I don't easily give up. I don't mostly no I do I do not give up I mostly redo, redo. I just read repeating until I understand the things.

Interviewer: Ok. Why don't you give up perhaps?

Interviewee: Because if I give up is like I did nothing. Is like ... is like I did not do anything.

Interviewer: Ok. So do you think that giving up will...?

Interviewee: Will not... **Will not help me anything.**

Interviewer: What do you get from reading?

Interviewee: In reading I get many things. I get ... sometimes I **learn like things that you never knew.** You can go in a newspaper you read you come across things that you never knew and you learn from it.... just some articles, and I learn how to write reports.

Interviewer: But, here we are talking about ... struggling to read... and you said you do not give up when you struggle...

Interviewee: Yes.

Interviewer: How well can you read if there are other more interesting things to do... do you just read well?

Interviewee: Like, no, I **do not read well** only sometimes, but not really. If there is like a nice, a **nice movie** on a TV and I was reading I might ... for a while.

Interviewer: Ok ...and if you are supposed to read, how do you do it? Do you come back after that scene or ... How do you go about it?

Interviewee: Yah! **I come back for it**...even if you know I want to chat with my friends and I was reading so after I am done I usually come back.

Interviewer: Eem ... Do you consider reading to be **a waste of time**?

Interviewee: **No.** Not at all.

Interviewer: What is the reason there maybe?

Interviewee: No, **reading to me I get something very important.** No... I like... reading to get ... just to be ... to get information like and to know what is going around the world like when I am reading newspapers read reports ... and check the results and those things....

Interviewer: What other things that you benefit from reading?

Interviewee: Uh. The other things? I come across that words that I never knew like and I always like to **underline them** and **take my dictionary** and I go from ... it is really making my **vocabulary**.. it is **extending it** ..

Interviewer: It extends your vocabulary?

Interviewee: Yes.

Interviewer: We move on to questions about **Cognitive engagement and strategy use.** Before you rate yourself on the next question, I want you to mention all the strategies, the things you know you use and do when you read and do not understand what you read.

Interviewee: Strategies I use I go... **ask for help** or I just **read repeatedly** the thing until understand it. Or I just or **go for internet** if I cannot really understand.

Interviewer: Are those the only things that you do?

Interviewee: Yes

Interviewer: Ok those strategies that you just mentioned now, rate yourself on the ability to you.

Interviewee: They are ... they are **fair. Is 5-6.**

Interviewer: Why do you give yourself that rating?

Interviewee: Sometimes not always if I go ... if I took those strategies ... Mostly sometimes I fail to get if you go to a person they say they do not know too ... or **I repeat the things I cant still get it.**

Interviewer: Ok but your ability... Are you able to use them?

Interviewee: Yes I am able to use them that is only the choice, there is no way.

Interviewer: How do you rate your ability to ask support when you experience on what you do not understand?

Interviewee: I rate it... **fair, at 6**

Interviewer: How is your ability to ask support from others when you experience difficulties with understanding what you read in English?

Interviewee: My ability is not really... Not really... like asking ... I rate myself **at 5**...when I ask sometimes people also not know. Neither if I **go to experts like if I go to teachers** mostly... I also like to ask from my friends.

Interviewer: Are you also able to go teachers?

Interviewee: From teachers... **Teachers really help** and it is good.

Interviewer: How do you rate yourself on your ability to ask support from others?

Interviewee: I rate it as fair. Because sometimes **mostly teachers**, sometimes teachers **are busy**... I rate it good.

Interviewer: And you said you do not ask from fellow learners?

Interviewee: No!

Interviewer: The next question is ...how certain are you that you understand what you read from English school books?

Interviewee: That ... I read in English books?

Interviewer: English School books...

Interviewee: Not in**in English books**, I am **not very sure**. Or sometimes something I come across and not understand.

Interviewer: How do you rate yourself in that aspect?

Interviewee: I **am fair, 5-6**

Interviewer: Eem... Please explain why you give yourself such a rating?

Interviewee: Because not always..... **some of them the English books I understand most of the things really understand.**

Interviewer: Can you give me examples of those things that you need help from the teachers?

Interviewee: Is like... like **articles, reports and vocabulary usage**. You know sometimes you come across when you go to a dictionary you might come across a word but you do not really know how to use it. So I go to teachers for help.

Interviewer: What about English story books? How certain are you that you understand what you read from there?

Interviewee: From English books?

Interviewer: English Story books...

Interviewee: Whenever I read English books I find them **exiting**.

Interviewer: How are story books interesting?

Interviewee: I like the stories.... some stories are **really amusing**. Very good.

Interviewer: And where do you rate yourself?

Interviewee: Very good. **At eight**.

Interviewer: **Newspapers**? How do rate yourself?

Interviewee: Excellent, **8-10**.

Interviewer: Ok. And you said you are excellent at this? What is that in the newspapers that makes you understand what you read?

Interviewee: Just the stories and the **vocabulary** that is used is **not a higher class English**.

Interviewer: We are moving on to the next part which is **Self efficacy**. Please rate how you think you are at reading English?

Interviewee: I think **my English is good**.

Interviewer: Please rate yourself how good you are in English.

Interviewee: I think I am ... I **am fair. 5-6**. Not every time I read English and I understand every thing. Sometimes I need help. And sometimes I understand things very well.

Interviewer: What are the things that you said you need help on?

Interviewee: The **words those are new** to me. They really **give hard time** because I need to go and get their meanings.

Interviewer: Which words?

Interviewee: **The words those are difficult**.

Interviewer: Please, How do evaluate the range of your English vocabulary?

Interviewee: My **English vocabulary is fair**.It is not so like ... I think is more increasing because like now I **often read a dictionary**.

Interviewer: Ok. What are the things that show you that you are at that stage?

Interviewee: Because mostly when I am reading something I ... when I read things I **find words that I already know**... and they look so bombastic but I know them.

Interviewer: Ok. **Emotions/Physiological factors**. When you first received prescribed books this year, did you think that you were able to read and understand them?

Interviewee: **No I do not think**... so.

Interviewer: You did not think so?

Interviewee: Yes.

Interviewer: Why what was the problem?

Interviewee: I **was just thinking I did not know that the grade 12 things will be difficult**.

Interviewer: So did your feelings change now?

Interviewee: **The things changed**. When **I go through** them they were **not so difficult**.

Interviewer: So that changed your feelings?

Interviewee: Yes.

Interviewer: Ok. We are moving to **Social comparison**. Compared to other learners in your class, do you think you understand better than them in reading?

Interviewee: I think **I understand better**. They use **to come to me for help**. I do **not go to them for help**. It is mostly them who come to me for help.

Interviewer: How do you rate ... your ability?

Interviewee: I think I am **good. 7-8**. **Whenever the teacher feels that some learners do not understand the teacher refer them to me for help.**

Interviewer: Do you help them?

Interviewee: Yes

Interviewer: Do you think your **reading skills** are better compared to others in class?

Interviewee: Yes I think they are **better**. When...you are reading

Interviewer: What are those things that show you that your reading skills are better?

Interviewee: It is like I always carry my things. My dictionary... My materials just to... The most things that disturb me are bombastic words. I go to the computer lab to search on internet to understand.

Interviewer: Situation specific of self-efficacy. How well do you understand what you read in Maths or Science class?

Interviewee: In maths, is not really. Some **words in Maths are not easy**. The words are **so scientific**. Words like variables etc are not easy.

Interviewer: At what rate do you think you are?

Interviewee: **5-6**

Interviewer: Why do you give yourself such a rate?

Interviewee: Eem chapters like problem solving....those **chapters** where you are **given sentences** are difficult. They **use synonyms**.

Interviewer: Does the use of synonyms complicate your understanding?

Interviewee: Yes.

Interviewer: So what do you do with that problem?

Interviewee: Yes. Sometimes... when **I am reading I ask my friends and when they say these things are difficult, I will give up.**

Interviewer: Do you just give up?

Interviewee: Yes.

Interviewer: How well are you aware of it if another learner in you class has difficulties in reading?

Interviewee: No.... How well I am aware ... mostly **I found** that they read like a teacher give us something to read and getting answers like a test you need to give information, **most people fail** these things because they do not understand.

Interviewer: Eem. At what rate?

Interviewee: Oh ... I am fair 5-6

Interviewer: Why do you give yourself such a rate?

Interviewee: Because not every time I am able to find out this. So it is their secret.

Interviewer: But these people are in your class, how come that u do not understand them? Do not want to show that they do not understand they just keep quiet

Interviewee: I do not know their secrets. Some people do not like asking for help. They

Interviewer: **Vicarious experience.** When you see other learners understand what they read in English, do you believe that you can also improve your understanding of what you read in English?

Interviewee: If the thing is done by your fellow colleagues... I just try it. I try by all means to be at the same pace.

Interviewer: What are the things do those learners do?

Interviewee: Yes, some learners visit the library throughout the week.

Interviewer: Do you also want to do that?

Interviewee: Yes I want to do that as well to improve my English.

Interviewer: The following questions are about **Verbal persuasions.** Do you mostly hear negative or positive comments from your teacher about your English reading and understanding?

Interviewee: Yes. Like my teacher mostly ask me to read and always I should keep up my good reading.

Interviewer: So what comments do you get? Positive or negative?

Interviewee: It is positive.

Interviewer: How do these comments make you feel?

Interviewee: I feel good and I feel that my ability has improved. I am motivated.

Interviewer: Because you hear it from the teacher?

Interviewee: Yes I really feel good.

Interviewer: Ok. I am really glad you responded to come and share these ideas with me. Thank you for participating in this interview once more.

Interviewee: Ok Sir, thank you.

1 **Interviewer:** Good afternoon?

2 **Participant 02**

3 **Interviewee 2:** Good afternoon sir

G1

4 **Interviewer:** How are you?

5 **Interviewee 2:** Fine. How are you sir?

6 **Interviewer:** Fine, thank you. Eem... We are going to have a discussion like we said
7 earlier, on learners' self efficacy beliefs in reading comprehension in English second
8 Additional language. Eem.... This is not a test and you do not need to worry about giving
9 correct or wrong answers. This is all about giving opinions.

10 Some of the questions I will ask you will require that you give a value or a mark between 1
11 and 10 on each of the questions and then explain why you give yourself such a rating. We
12 have 1 which stands for very poor, 2-3 poor, 5 for average, 6 for fair, 7-8 very good, and 9-
13 10 excellent.

14 If you rate yourself as very capable of doing something, you may give yourself a rating of 8,
15 9 or 10. If you feel you are not good at something but at the same time you are not too bad,
16 you may give yourself a rating of 5-6. If you feel you are not capable at all, you will give
17 yourself a rating of 3 or lower than 3.

18 This is not a test, and it will not affect any of your school marks. Keep in mind that we are
19 not good or bad at all the things we do. We are usually good at doing some things and not
20 so good at other things. Therefore, please be honest with your ratings and the reasons you
21 give. Eem... are we able to start?

22 **Interviewee 2:** Yes sir.

23 **Interviewer:** Ok. The first questions are based on **Motivational engagement**. Eem... Do
24 you like reading?

25 **Interviewee 2:** Yes.

26 **Interviewer:** Do you enjoy more reading in your home language or in English?

27 **Interviewee 2:** I enjoy reading in... English because I learn new words, find them out in a
28 dictionary, and have more knowledge about them.

29 **Interviewer:** Ok. Is that why you read more in English?

30 **Interviewee 2:** Yes.

31 **Interviewer:** Eem... any other reasons? You learn more words, you get more knowledge...

32 **Interviewee 2:** I also read more in English because sometimes I understand very well, even
33 a story I understand it very easy in English.

34 **Interviewer:** Ok. So that makes your reading interesting in English. What about your Home
35 language? Is it not interesting?

36 **Interviewee 2:** Is... is it because, is it but not much, because ... the thing is that I want to
37 learn more new words because our subjects are in English and I need to practice more in
38 English.

39 **Interviewer:** O! So you need to take it seriously because you also learn other subjects
40 through it?

41 **Interviewee 2:** Yes.

42 **Interviewer:** But you do not learn other subjects through your mother tongue?

43 **Interviewee 2:** No

44 **Interviewer:** Ok. That is very interesting. How often do you read?

45 **Interviewee 2:** I read in ... **twice in a day**, in the morning and in the evening, and I rest
46 afternoon.

47 **Interviewer:** ok. Eem... why do you only read in the morning and in the evening?

48 **Interviewee 2:** In the morning I use to be... My mind is always good and I do not read
49 during afternoon is... Sometimes it is too hot and I need to rest.

50 **Interviewer:** Ok. Eem ... at this point I want you to rate your ability. Eem... are you able to
51 motivate yourself to read if you have other more interesting things to do?

52 **Interviewee 2:** Yes.

53 **Interviewer:** Eem... may you please give a reason for that? But first of all at what rate you
54 think you are able to read besides other interesting things to do?

55 **Interviewee 2:** At...I am at rate 7-8

56 **Interviewer:** And why... Why probably?

57 **Interviewee 2:** Because most of the times I just want **to learn new things** and i need to give
58 myself enough time to read.

59 **Interviewer:** Ok. To learn new things like? Are you able to give me some examples?

60 **Interviewee 2:** Like in... How **to pronounce** words and get **their meanings**.

61 **Interviewer:** Ok. Eem... Do you easily give up when you struggle to understand what you
62 read?

63 **Interviewee 2:** No. I **do not give up**. If I find something difficult I just go to my friends, ask
64 them and or any teacher **to** help me.

65 **Interviewer:** Ok but we are talking about struggling to understand. You are reading and you
66 are struggling to understand. Eem... What makes you able to continue with something that
67 you are struggling with?

68 **Interviewee 2:** If I am struggling I **take a break** of ten to five...five to ten minutes and I
69 repeat reading. If I repeat I understand it better.

70 **Interviewer:** So you do that instead of giving up?

71 **Interviewee 2:** Yes.

72 **Interviewer:** How well can you read if there are other more interesting things to do? Are you
73 able to read well? The other time you said you are able to motivate yourself...

74 **Interviewee 2:** When I am reading I just find out that I come up with new things that I never
75 knew and **learn new ideas** through reading.

76 **Interviewer:** Ok. So you do not worry about.... other interesting things to do?

77 **Interviewee 2:** No

78 **Interviewer:** Not even going for volleyball, netball, going to watch a movie...

79 **Interviewee 2:** No.

80 **Interviewer:** OK. Do you consider reading to be a waste of time?

81 **Interviewee 2:** No. I do not consider it ... Because in reading you can learn new things.
82 You cannot waste time through reading, because you learn new things through reading.

83 **Interviewer:** Are you able to give me examples of new things you got from reading?

84 **Interviewee 2:** Like when reading newspapers, I learned how to **write articles or report**
85 **writing** through reading.

86 **Interviewer:** So you do not consider it to be a waste of time?

87 **Interviewee 2:** No.

88 **Interviewer: Cognitive engagement and Strategy use.** Before you rate yourself on the
89 next question, I want you to name all the strategies you know, that you use and the things
90 that you do, when you read and do not understand what you read.

91 **Interviewee 2:** If I read and I do not understand what I read, let me say it is a word that I do
92 not understand, I take **a dictionary** and find it out. If it is like a paragraph that I do not
93 understand I **take a break** and if I still do not understand, I take it to **my friend** and **read it for**
94 **me loud** for me to understand it better.

95 **Interviewer:** Ok...do you think that if your friend read it loud to you... How does it make you
96 understanding it better?

97 **Interviewee 2:** I... is I understand it better if he/she read it very loud and he or she can
98 understand it ...at least he **explain** it for me.

99 **Interviewer:** So they read and explain to you...?

100 **Interviewee 2:** Yes.

101 **Interviewer:** Ok. Eem... your next question, how is your ability to use the strategies that you
102 have just mentioned ... like **taking a dictionary and look up words, re- reading**, etc.

103 **Interviewee 2:** At **rate no 6**.

104 **Interviewer:** Ok. Why do you give yourself such a rating?

105 **Interviewee 2:** Because it helps me a lot to know the things that I suppose just to give up
106 but if I do it I come across to many things.

107 **Interviewer:** Ok, so you believe that you are really able to use the strategies?

108 **Interviewee 2:** Yes.

109 **Interviewer:** Eem... the other strategies like looking for support when you experience
110 difficulties to understand what you read in English? At what rate do you use this strategy?

111 **Interviewee 2:** At **rate number... 8**.

112 **Interviewer:** In terms of **asking help from others**?

113 **Interviewee 2:** At rate 8 too..

114 **Interviewer:** Ok. Why do you give yourself such a **rate, 8**?

115 **Interviewee 2:** **Because I do it most of the time if I do not understand.**

116 **Interviewer:** So you do it most of the time...

117 **Interviewee 2:** Yes.

118 **Interviewer:** Ok... So you do it most of the time? Eem... Do you really believe that your
119 friends help you?

120 **Interviewee 2:** Yes.

121 **Interviewer:** Ok. How certain are you, how sure are you that you understand what you read
122 in school books?

123 **Interviewee 2:** Uum ... I found it **very good**... and when I found that **understand it very well.**
124 When I read and when a teacher asks me questions, I give correct answers.

125 **Interviewer:** You are always able to give correct answers?

126 **Interviewee 2:** Yes.

127 **Interviewer:** Eem... where do you rate yourself in terms of understanding what you read
128 from English School books?

129 **Interviewee 2:** I rate myself **at number 7.**

130 **Interviewer:** Ok ...And the reason is?

131 **Interviewee 2:** Is because most of the time I found myself proud and always get correct
132 answers from class activities.

133 **Interviewer:** Ok... You always get correct answers from activities in class? What about
134 story books? Are you sure that you understand what you read from there?

135 **Interviewee 2:** Yes, I understand because I am **able to write a review of a book.**

136 **Interviewer:** Ok what is a review of a book?

137 **Interviewee 2:** Just to write what you understand from there what you read.

138 **Interviewer:** Ok. Eem... Do you put it on paper?

139 **Interviewee 2:** Yes I put it on paper... And to just to tell a story to a person who did not read
140 the book and the person can understand it very well like someone who read it.

141 **Interviewer:** So you are able to reproduce from what you read? And your rating is ...?

142 **Interviewee 2:** **At number 5.**

143 **Interviewer:** Ok. But you said you are able to reproduce... tell what you have read form a
144 book... why do you give yourself a rate of 5?

145 **Interviewee 2:** **Because I can... I will not give all the information**... I give only some, not all
146 the facts.

147 **Interviewer:** How certain are you that you are able to understand what you read from
148 English newspapers? Please rate yourself

149 **Interviewee 2:** At number 7.

150 **Interviewer:** May you please explain why you give yourself such a rate?

151 **Interviewee 2:** This is because reading newspapers I come across articles and other parts
152 of the newspapers I understand what I read.

153 **Interviewer:** Why do you think papers are so easy to understand, especially English
154 newspapers?

155 **Interviewee 2:** They are very easy because ... things come... their examples are easy to
156 understand.

157 **Interviewer:** What examples please?

158 **Interviewee 2:** Like examples of a reports and articles.

159 **Interviewer:** But are sure that you also understand the content? And you rate yourself at
160 seven?

161 **Interviewee 2:** Yes.

162 **Interviewer:** Ok. **Self-efficacy.** Please rate yourself as to how good you believe you are at
163 reading English?

164 **Interviewee 2:** I rate myself at number 5. Let say I am reading...loud to a class I read very.. I
165 pronounce some words correctly and some not.

166 **Interviewer:** So you believe that your pronunciation is very good? What about
167 understanding?

168 **Interviewee 2:** Is good... is very good. I do not struggle with the things I read. Always I
169 understand the things that I read.

170 **Interviewer:** What are the things that you do to show that you understand?

171 **Interviewee 2:** I answer myself questions.. I ask myself questions about the things I read
172 previously. I answer them correctly. If I answer things in class I answer correctly about what I
173 have read.

174 **Interviewer:** Eem... but sometimes you said you give yourself questions to do... How is our
175 performance?

176 **Interviewee 2:** My performance is always good... Because I answer them and I do not use
177 to give myself... correct answers at wrong time...

178 **Interviewer:** What do you mean by that?

179 **Interviewee 2:** I mark myself accordingly.

180 **Interviewer:** Uh... So you mark yourself honestly?

181 **Interviewee 2:** Yes.

182 **Interviewer:** And that show that you are fine with English?

183 **Interviewee 2:** Yes.

184 **Interviewer:** What about your English vocabulary?

185 **Interviewee 2:** Is at number 6. Because when reading I get most of the words... When I
186 read words in a dictionary I do not forget their meanings. I always use new words in
187 speaking to a person or in writing.

188 **Interviewer:** So you mean your vocabulary is fine? Like you said you do not forget words?

189 **Interviewee 2:** Yes.

190 **Interviewer:** Any other things that shows that your vocabulary is fine... you do not forget
191 words...?

192 **Interviewee 2:** When I...I... discussing with my friend and tell them new words .. They get
193 surprised. Most of the time they do not always know words that I know.

194 **Interviewer:** So you believe that your colleagues do not many words as yourself?

195 **Interviewee 2:** Yes.

196 **Interviewer:** Eem... **Emotions /psychological factors.** when to first received the
197 prescribed books this year, did you think that you will be able to read understand them?

198 **Interviewee 2:** Yes.

199 **Interviewer:** What ere your feelings?

200 **Interviewee 2:** My feelings about the books... I was just giving myself hope that I will
201 understand them.

202 **Interviewer:** What makes you have those feelings?

203 **Interviewee 2:** When read the books and the teacher give me an activity I feel that I will do it
204 well. I get good marks.

205 **Interviewer:** But at the beginning of the year when you first received them... Did you feel
206 that you were going to do well? Just before opening them...

207 **Interviewee 2:** Yes.

208 **Interviewer:** Do you still have the same feelings?

209 **Interviewee 2:** I have the same feelings.

210 **Interviewer:** Why do say you still have the same feelings?

211 **Interviewee 2:** Because till now I did not have bad performance. Every time I give almost all
212 correct answers.

213 **Interviewer:** **Social comparisons.** Compared to other learners in your class do you think
214 you understand better that what they do in reading English?

215 **Interviewee 2:** I understand better than some of the learners in our class. When we do an
216 activity sometimes I get good marks than them.

217 **Interviewer:** How do you rate your ability to understand in comparison to some of the
218 learners in class?

219 **Interviewee 2:** I rate at number 6 because most of the learners are not very good. I answer
220 most of the questions well than many of the learners.

221 **Interviewer:** Do you think your reading skills are better compared to others in class?

222 **Interviewee 2:** Yes.

223 **Interviewer:** Why do you believe that about your reading in class?

224 **Interviewee 2:** Uum.. I believe because it helps me to get correct answers and to..... To get
225 what I am reading. I am not like the way I was in the past.

226 **Interviewer: Situation specific of self-efficacy.** How well do you think you understand
227 what you read in Maths or Science class?

228 **Interviewee 2:** Is... very well.

229 **Interviewer:** At what rate is that?

230 **Interviewee 2:** At 7- 8. When ... I understand it easily. In a Science room and Maths
231 class there are posters and pictures in books if I read information and check to the pictures I
232 get more knowledge.

233 **Interviewer:** How do pictures help you?

234 **Interviewee 2:** They help me to name certain components. When I look up at the pictures
235 and compare to what is written I get it easily.

236 **Interviewer:** How well are you aware of it if another learner in your class has a difficulty in
237 reading?

238 **Interviewee 2:** They always struggle in answering questions. And just getting correct
239 answers in the activities. They do not use good reading skills.

240 **Interviewer:** What do you mean by reading skills?

241 **Interviewee 2:** Let me say they only read... they never read to themselves and try to
242 understand because when they read they get an activity to read, they always perform badly.

243 **Interviewer:** How well are you able to find it out?

244 **Interviewee 2:** At rate 4.

245 **Interviewer:** Why do you give yourself such a rate?

246 **Interviewee 2:** Sometimes I am not able to find it out. Not every time I read with them.

247 **Interviewer: Vicarious experiences.** When you see that other learners read well, do you
248 think that you can also improve your understanding in reading English?

249 **Interviewee 2:** Yes. I can improve my English through reading. Most of the time when I read
250 I learn new things through reading.

251 **Interviewer:** But the learners that you see with very good reading skills, what do they do?

252 **Interviewee 2:** They re-read what they read and understand it, ask questions from teachers
253 and look for more materials to improve their readings.

254 **Interviewer: Verbal persuasions.** Do you mostly hear positive or negative comments from
255 your English teacher?

256 **Interviewee 2:** Positive comments.

257 **Interviewer:** May you please give me examples of such comments that you get?

258 **Interviewee 2:** Comments like: "You are very good I interpreting texts and give correct
259 answers when I read books".

260 **Interviewer:** How do those comments make you feel about your English reading
261 understanding?

262 **Interviewee 2:** When I hear these comments I feel good because I am improving, my
263 English is at the standard.

264 **Interviewer:** Ok. What standard?

265 **Interviewee 2:** I am not performing worse in English, I am almost good.

266 **Interviewer:** That is very interesting. Thank you so much that you have responded and
267 came to share this information with me. Thank you.

268 **Interviewee 2:** Pleasure!

1 **Interviewer:** Good afternoon? **Participant 02**

2 **Interviewee 2:** Good afternoon sir **G1**

3 **Interviewer:** How are you?

4 **Interviewee 2:** Fine. How are you sir?

5 **Interviewer:** Fine, thank you. Eem... We are going to have a discussion like we said earlier, on
6 learners' self efficacy beliefs in reading comprehension in English second Additional language.
7 Eem.... This is not a test and you do not need to worry about giving correct or wrong answers. This is
8 all about giving opinions.

9 Some of the questions I will ask you will require that you give a value or a mark between 1 and 10 on
10 each of the questions and then explain why you give yourself such a rating. We have 1 which stands
11 for very poor, 2-3 poor, 5 for average, 6 for fair, 7-8 very good, and 9-10 excellent.

12 If you rate yourself as very capable of doing something, you may give yourself a rating of 8, 9 or 10. If
13 you feel you are not good at something but at the same time you are not too bad, you may give
14 yourself a rating of 5-6. If you feel you are not capable at all, you will give yourself a rating of 3 or
15 lower than 3.

16 This is not a test, and it will not affect any of your school marks. Keep in mind that we are not good or
17 bad at all the things we do. We are usually good at doing some things and not so good at other
18 things. Therefore, please be honest with your ratings and the reasons you give. Eem... are we able to
19 start?

20 **Interviewee 2:** Yes sir.

21 **Interviewer:** Ok. The first questions are based on **Motivational engagement**. Eem... Do you **like**
22 **reading**?

23 **Interviewee 2:** **Yes**.

24 **Interviewer:** Do you enjoy more reading in your home language or in English?

25 **Interviewee 2:** I **enjoy reading** in... **English** because I learn **new words**, find them out in a dictionary,
26 and have more knowledge about them.

27 **Interviewer:** Ok. Is that why you read more in English?

28 **Interviewee 2:** Yes.

29 **Interviewer:** **Eem...** any other reasons? You learn more words, you get more knowledge...

30 **Interviewee 2:** I also read **more in English** because sometimes I **understand very well**, even a story I
31 understand it very easy in English.

32 **Interviewer:** Ok. So that makes your reading interesting in English. What about your Home
33 language? Is it not interesting?

34 **Interviewee 2:** Is... is it because, is it but not much, because ... the thing is that I want to learn more
35 new words because our **subjects are in English** and I **need** to practice **more** in **English**.

36 **Interviewer:** O! So you need to take it seriously because you also learn other subjects through it?

37 **Interviewee 2:** Yes.

38 **Interviewer:** But you do not learn other subjects through your mother tongue?

39 **Interviewee 2:** No

40 **Interviewer:** Ok. That is very interesting. How often do you read?

41 **Interviewee 2:** I read in ... **twice in a day**, in the morning and in the evening, and I rest afternoon.

42 **Interviewer:** ok. Eem... why do you only read in the morning and in the evening?

43 **Interviewee 2:** In the morning I use to be... My mind is always good and I do not read during
44 afternoon is... Sometimes it is too hot and I need to rest.

45 **Interviewer:** Ok. Eem ... at this point I want you to rate your ability. Eem... are you able to motivate
46 yourself to read if you have other more interesting things to do?

47 **Interviewee 2:** Yes.

48 **Interviewer:** Eem... may you please give a reason for that? But first of all at what rate you think you
49 are able to read besides other interesting things to do?

50 **Interviewee 2:** At...I am at rate 7-8

51 **Interviewer:** And why... Why probably?

52 **Interviewee 2:** Because most of the times I just want **to learn new things** and i need to give myself
53 enough time to read.

54 **Interviewer:** Ok. To learn new things like? Are you able to give me some examples?

55 **Interviewee 2:** Like in... How **to pronounce** words and get **their meanings**.

56 **Interviewer:** Ok. Eem... Do you easily give up when you struggle to understand what you read?

57 **Interviewee 2:** No. I **do not give up**. If I find something difficult I just go to my friends, ask them and
58 or any teacher **to** help me.

59 **Interviewer:** Ok but we are talking about struggling to understand. You are reading and you are
60 struggling to understand. Eem... What makes you able to continue with something that you are
61 struggling with?

62 **Interviewee 2:** If I am struggling I **take a break** of ten to five...five to ten minutes and I repeat reading.
63 If I repeat I understand it better.

64 **Interviewer:** So you do that instead of giving up?

65 **Interviewee 2:** Yes.

66 **Interviewer:** How well can you read if there are other more interesting things to do? Are you able to
67 read well? The other time you said you are able to motivate yourself...

68 **Interviewee 2:** When I am reading I just find out that I come up with new things that I never knew and
69 **learn new ideas** through reading.

70 **Interviewer:** Ok. So you do not worry about.... other interesting things to do?

71 **Interviewee 2:** No

72 **Interviewer:** Not even going for volleyball, netball, going to watch a movie...

73 **Interviewee 2:** No.

74 **Interviewer:** OK. Do you consider reading to be a waste of time?

75 **Interviewee 2:** No. I do not consider it ... Because in reading you can learn new things. You cannot
76 waste time through reading, because you lean new things through reading.

77 **Interviewer:** Are you able to give me examples of new things you got from reading?

78 **Interviewee 2:** Like when reading newspapers, I learned how to write articles or report writing
79 through reading.

80 **Interviewer:** So you do not consider it to be a waste of time?

81 **Interviewee 2:** No.

82 **Interviewer: Cognitive engagement and Strategy use.** Before you rate yourself on the next
83 question, I want you to name all the strategies you know, that you use and the things that you do,
84 when you read and do not understand what you read.

85 **Interviewee 2:** If I read and I do not understand what I read, let me say it is a word that I do not
86 understand, I take a dictionary and find it out. If it is like a paragraph that I do not understand I take a
87 break and if I still do not understand, I take it to my friend and read it for me loud for me to understand
88 it better.

89 **Interviewer:** Ok...do you think that if your friend read it loud to you... How does it make you
90 understanding it better?

91 **Interviewee 2:** I... is I understand it better if he/she read it very loud and he or she can understand it
92 ...at least he explain it for me.

93 **Interviewer:** So they read and explain to you...?

94 **Interviewee 2:** Yes.

95 **Interviewer:** Ok. Eem... your next question, how is your ability to use the strategies that you have just
96 mentioned ... like taking a dictionary and look up words, re- reading, etc.

97 **Interviewee 2:** At rate no 6.

98 **Interviewer:** Ok. Why do you give yourself such a rating?

99 **Interviewee 2:** Because it helps me a lot to know the things that I suppose just to give up but if I do it
100 I come across to many things.

101 **Interviewer:** Ok, so you believe that you are really able to use the strategies?

102 **Interviewee 2:** Yes.

103 **Interviewer:** Eem... the other strategies like looking for support when you experience difficulties to
104 understand what you read in English? At what rate do you use this strategy?

105 **Interviewee 2:** At rate number... 8.

106 **Interviewer:** In terms of asking help from others?

107 **Interviewee 2:** At rate 8 too..

108 **Interviewer:** Ok. Why do you give yourself such a rate, 8?

109 **Interviewee 2:** Because I do it most of the time if I do not understand.

110 **Interviewer:** So you do it most of the time...

111 **Interviewee 2:** Yes.

112 **Interviewer:** Ok... So you do it most of the time? Eem... Do you really believe that your friends help
113 you?

114 **Interviewee 2:** Yes.

115 **Interviewer:** Ok. How certain are you, how sure are you that you understand what you read in school
116 books?

117 **Interviewee 2:** Uum ... I found it **very good**... and when I found that **understand it very well**. When I
118 read and when a teacher asks me questions, I give correct answers.

119 **Interviewer:** You are always able to give correct answers?

120 **Interviewee 2:** Yes.

121 **Interviewer:** Eem... where do you rate yourself in terms of understanding what you read from English
122 School books?

123 **Interviewee 2:** I rate myself **at number 7**.

124 **Interviewer:** Ok ...And the reason is?

125 **Interviewee 2:** Is because most of the time I found myself proud and always get correct answers from
126 class activities.

127 **Interviewer:** Ok... You always get correct answers from activities in class? What about story books?
128 Are you sure that you understand what you read from there?

129 **Interviewee 2:** Yes, I understand because I am **able to write a review of a book**.

130 **Interviewer:** Ok what is a review of a book?

131 **Interviewee 2:** Just to write what you understand from there what you read.

132 **Interviewer:** Ok. Eem... Do you put it on paper?

133 **Interviewee 2:** Yes I put it on paper... And to just to tell a story to a person who did not read the book
134 and the person can understand it very well like someone who read it.

135 **Interviewer:** So you are able to reproduce from what you read? And your rating is ...?

136 **Interviewee 2:** **At number 5**.

137 **Interviewer:** Ok. But you said you are able to reproduce... tell what you have read form a book... why
138 do you give yourself a rate of 5?

139 **Interviewee 2:** **Because I can... I will not give all the information**... I give only some, not all the facts.

140 **Interviewer:** How certain are you that you are able to understand what you read from English
141 newspapers? Please rate yourself

142 **Interviewee 2:** **At number 7**.

143 **Interviewer:** May you please explain why you give yourself such a rate?

144 **Interviewee 2:** This is because **reading newspapers I come across articles and other parts of the**
145 **newspapers I understand what I read.**

146 **Interviewer:** Why do you think papers are so easy to understand, especially English newspapers?

147 **Interviewee 2:** They are very easy because ... things come... their examples are easy to understand.

148 **Interviewer:** What examples please?

149 **Interviewee 2:** Like examples of a reports and articles.

150 **Interviewer:** But are sure that you also understand the content? And you rate yourself at seven?

151 **Interviewee 2:** Yes.

152 **Interviewer:** Ok. **Self-efficacy**. Please rate yourself as to how good you believe you are at reading
153 English?

154 **Interviewee 2:** I rate myself at **number 5**. Let say I am reading...loud to a class I read very.. I
155 pronounce some words correctly and some not.

156 **Interviewer:** So you believe that your pronunciation is very good? What about understanding?

157 **Interviewee 2:** Is good... is very good. I **do not struggle with the things I read**. Always I understand
158 the things that I read.

159 **Interviewer:** What are the things that you do to show that you understand?

160 **Interviewee 2:** I answer myself questions.. I **ask myself questions about the things I read** previously.
161 I **answer them correctly**. If I answer things in class I answer correctly about what I have read.

162 **Interviewer:** Eem... but sometimes you said you give yourself questions to do... How is our
163 performance?

164 **Interviewee 2:** **My performance is always good**... Because I answer them and I do not use to give
165 myself... correct answers at wrong time...

166 **Interviewer:** What do you mean by that?

167 **Interviewee 2:** I mark myself accordingly.

168 **Interviewer:** Uh... So you mark yourself honestly?

169 **Interviewee 2:** Yes.

170 **Interviewer:** And that show that you are fine with English?

171 **Interviewee 2:** Yes.

172 **Interviewer:** What about your **English vocabulary**?

173 **Interviewee 2:** Is at **number 6**. Because when reading I **get most of the words**... When I **read words**
174 **in a dictionary I do not forget their meanings**. I always use new words in speaking to a person or in
175 writing.

176 **Interviewer:** So you mean your vocabulary is fine? Like you said you do not forget words?

177 **Interviewee 2:** Yes.

178 **Interviewer:** Any other things that shows that your vocabulary is fine... you do not forget words...?

179 **Interviewee 2:** **When I...I... discussing with my friend and tell them new words .. They get surprised.**
180 **Most of the time they do not always know words that I know.**

181 **Interviewer:** So you believe that your colleagues do not many words as yourself?

182 **Interviewee 2:** Yes.

183 **Interviewer:** Eem... **Emotions /psychological factors**. when to first received the prescribed books
184 this year, did you think that you will be able to read understand them?

185 **Interviewee 2:** Yes.

186 **Interviewer:** What ere your feelings?

187 **Interviewee 2:** My feelings about the books... I was just giving myself **hope that I will understand**
188 **them**.

189 **Interviewer:** What makes you have those feelings?

190 **Interviewee 2:** When read the books and the teacher give me an activity I feel that I will do it well. I
191 get **good marks**.

192 **Interviewer:** But at the beginning of the year when you first received them... Did you feel that you
193 were going to do well? Just before opening them...

194 **Interviewee 2:** Yes.

195 **Interviewer:** Do you still have the same feelings?

196 **Interviewee 2:** I **have the same feelings**.

197 **Interviewer:** Why do say you still have the same feelings?

198 **Interviewee 2:** Because till now I **did not have bad performance**. Every time I give almost all correct
199 answers.

200 **Interviewer: Social comparisons.** Compared to other learners in your class do you think you
201 understand better that what they do in reading English?

202 **Interviewee 2:** I **understand better than some of the learners in our class**. When we do an activity
203 sometimes I get good marks than them.

204 **Interviewer:** How do you rate your ability to understand in comparison to some of the learners in
205 class?

206 **Interviewee 2:** I rate at **number 6** because most o the learners are not very good. I answer most of
207 the questions well than many of the learners.

208 **Interviewer:** Do you think your reading skills are better compared to others in class?

209 **Interviewee 2:** Yes.

210 **Interviewer:** Why do you believe that about your reading in class?

211 **Interviewee 2:** Uum.. I believe because it helps me to get correct answers and to..... To get what I am
212 reading. **I am not like the way I was I the past**.

213 **Interviewer: Situation specific of self-efficacy.** How well do you think you understand what you
214 read in Maths or Science class?

215 **Interviewee 2:** Is... very well.

216 **Interviewer:** At what rate is that?

217 **Interviewee 2:** **At 7- 8**. When ... I understand it easily. In a Science room and Maths class there
218 are **posters and pictures in books** if **I read information and check to the pictures I get more knowledge**.

219 **Interviewer:** How do pictures help you?

220 **Interviewee 2:** **They help me to name certain components**. When I look up at the pictures and
221 compare to what is written I get it easily.

222 **Interviewer:** How well are you aware of it if another learner in your class has a difficulty in reading?

223 **Interviewee 2:** They always **struggle in answering questions**. And just getting correct answers in the
224 activities. They do not use good reading skills.

225 **Interviewer:** What do you mean by reading skills?

226 **Interviewee 2:** Let me say they only read... they never read to themselves and try to understand
227 because when they read they get an activity to read, they always perform badly.

228 **Interviewer:** How well are you able to find it out?

229 **Interviewee 2:** At rate 4.

230 **Interviewer:** Why do you give yourself such a rate?

231 **Interviewee 2:** Sometimes I am not able to find it out. Not every time I read with them.

232 **Interviewer: Vicarious experiences.** When you see that other learners read well, do you think that
233 you can also improve your understanding in reading English?

234 **Interviewee 2:** Yes. I can improve my English through reading. Most of the time when I read I learn
235 new things through reading.

236 **Interviewer:** But the learners that you see with very good reading skills, what do they do?

237 **Interviewee 2:** They re-read what they read and understand it, ask questions from teachers and look
238 for more materials to improve their readings.

239 **Interviewer: Verbal persuasions.** Do you mostly hear positive or negative comments from your
240 English teacher?

241 **Interviewee 2:** Positive comments.

242 **Interviewer:** May you please give me examples of such comments that you get?

243 **Interviewee 2:** Comments like: "You are very good I interpreting texts and give correct answers when
244 I read books".

245 **Interviewer:** How do those comments make you feel about your English reading understanding?

246 **Interviewee 2:** When I hear these comments I feel good because I am improving, my English is at the
247 standard.

248 **Interviewer:** Ok. What standard?

249 **Interviewee 2:** I am not performing worse in English, I am almost good.

250 **Interviewer:** That is very interesting. Thank you so much that you have responded and came to share
251 this information with me. Thank you.

252 **Interviewee 2:** Pleasure!

Participant 3

G 2

Interviewer: Good afternoon?

Interviewee: Afternoon Sir.

Interviewer: How are you?

Interviewee: I am well. And how are you doing Sir?

Interviewer: I am well, thank you. And ... welcome to this discussion. This discussion is going to be about your beliefs about reading comprehension. Some of the questions I will ask you require that you first rate yourself on the scale by giving yourself a mark or a value between 1 and 10 on each of the questions and then explain or give a reason why you give yourself such a rating. For example, if you rate yourself as very capable or good in doing something, you may give yourself a rating of 8, 9, or 10. If you feel you are not good at something, but at the same time not too bad, you may give yourself a rate of 5 or 6. If you feel you are not capable at all, you will give yourself a rating of 3 or lower than 3.

Eem... Again ..Kindly keep in mind that we are not good or bad at all the things we do. We are usually good at doing some of the things and not so good at other things. Therefore, please be honest with your ratings and the reasons that you give. Eem... may we start with questions?

Interviewee: Yes sir.

Interviewer: The following questions are on **Motivational engagement**. Do you like reading?

Interviewee: Yes.

Interviewer: Do you enjoy reading in your home tongue more than reading in English.

Interviewee: No I like reading more in English than in my language.

Interviewer: Why don't you enjoy reading in your mother tongue?

Interviewee: Because I already know my mother tongue, I believe that I know it already. So I read more in English so that I improve know it better.

Interviewer: So, why do you think that you are good in your mother tongue than English?

Interviewee: OO... Just when I read novels in my mother tongue is so easy than when I read novels in English.

Interviewer: Ok. Do you mean that your understanding in you mother tongue is more than reading in English?

Interviewee: Yes.

Interviewer: But, you still enjoy reading in English?

Interviewee: Yes.

Interviewer: What do you want to find out in English?

Interviewee: Just to know difficult words, to write them and to pronounce them.

Interviewer: Is that interesting to do?

Interviewee: Yes, of course.

Interviewer: Ok. How often do you read?

Interviewee: Some times.

Interviewer: Why do you only read sometimes?

Interviewee: Because sometimes I have a lot of work. Doing home work... I do not actually read all the time.

Interviewer: Please rate yourself on motivating yourself to read if there are other interesting things to do than reading.

Interviewee: I rate myself at 10. Because if there are those interesting things, I still have a focus on what I do at that moment.

Interviewer: How do you motivate yourself to do that? Is it not difficult to do?

Interviewee: To me it is very easy. I do not easily get influenced by those things. I think reading is important than some of the things.

Interviewer: Why do you think reading is important?

Interviewee: Reading is just important because you are getting knowledge from there, and you learn more things through reading.

Interviewer: Are you able to give me perhaps even three examples of things you get from reading?

Interviewee: Yes. Like how to write the words, to pronounce them and know their meanings.

Interviewer: That is very interesting. Do you easily give up on reading when you struggle to understand?

Interviewee: No, I do not give up. I continue reading. If I do not understand, I go and ask a friend or a teacher to help me.

Interviewer: Ok. You do not give up... Why do you think it is not good to give up?

Interviewee: It is not good to give up. If you give up, maybe on the way you might get to know what the things mean. If you give you are not going to know. One has to try until you know.

Interviewer: Do you consider reading to be a waste of time?

Interviewee: No.

Interviewer: Why do you say so?

Interviewee: Reading is very much important. Everyone needs to read to know. We read to know to answer examination and test questions. There is no way you will know that if you do not read.

Interviewer: Ok. The following questions are on **Cognitive engagement and strategy use**. Before you rate yourself on the next question, I want you to name all the strategy that you use, and all the things you do, when you read and do not understand what you read.

Interviewee: The strategy I use, I underline things that I do not understand and go to ask a friend or a teacher, or I just note them down and try later on my own.

Interviewer: Do you think asking will help you?

Interviewee: Yes.

Interviewer: How do rate yourself on the ability to use those strategies?

Interviewee: At ten.

Interviewer: Why do you rate yourself at 10?

Interviewee: I rely on friends and teachers for help they will always teach me what I do not understand.

Interviewer: How do you rate your ability to ask support from others when you experience difficulties with understanding what you read in English?

Interviewee: At 10 still.

Interviewer: Why do you give yourself such a rate?

Interviewee: I believe that if you do not understand you just sit down with things that you do not understand. I mostly ask.

Interviewer: How certain do you think you understand what you read from school books?

Interviewee: I rate myself at eight.

Interviewer: Why do you give yourself such a rate?

Interviewee: Because not every time I understand what I read. But there are those that I sometimes understand.

Interviewer: Those things that you sometimes understand, what are the things that show you that you understand?

Interviewee: Because I am able to answer the questions asked from the books.

Interviewer: Your understanding from reading English story books? Do you understand what you read from story books?

Interviewee: I rate myself at ten.

Interviewer: Why do you rate yourself high on understanding English story books?

Interviewee: Because when I read story books I know what the stories are about, and I am able to tell what they are all about.

Interviewer: The next question is about English newspapers. How certain are you that you understand what you read from English newspapers?

Interviewee: Yes.

Interviewer: At what rate do you think you are concerning your understanding?

Interviewee: At ten.

Interviewer: Why at ten?

Interviewee: Because I am able to tell the newspaper stories

Interviewer: To whom do you re-tell the stories from the newspapers?

Interviewee: Just to a friend. If they ask me I am able to tell them, or I just tell them if I read an interesting story and want to share with them.

Interviewer: Self-efficacy.

Rate how good do you think you are at reading English and give a reason for your rating.

Interviewee: I am at rate eight.

Interviewer: So, why do give yourself such a rate.

Interviewee: Sometimes I read well, but sometimes I think I have problems with pronunciation.

Interviewer: So you have problems with pronunciation?

Interviewee: Yes.

Interviewer: What about understanding?

Interviewee: My understanding, I still rate myself at eight because I do not always have a good understanding of the words and sentences.

Interviewer: Is it a problem when you do not understand those words?

Interviewee: It is a problem because you will find it difficult to tell the story or answer the questions if there are difficult words.

Interviewer: How do you evaluate the range of your English vocabulary?

Interviewee: At six.

Interviewer: Why do you rate yourself at six?

Interviewee: Because my English vocabulary is not that good. I do not think I know many dictionary words and their meanings.

Interviewer: Why do you think that you do not know many words?

Interviewee: There are just very few words that I think I know.

Interviewer: Emotions or Physiological factors.

When you first received your English prescribed books this year, did you think that you will be able to read and understand them?

Interviewee: Not really. No... my feeling was that I will may be able to understand them.

Interviewer: Do you still have the same feelings?

Interviewee: They changed. Because when I go through the books, I found many things that I do not understand.

Interviewer: Social comparison. Compared to other learners in your class, do you think you understand better than what they read in English?

Interviewee: Yes.

Interviewer: How do rate your ability?

Interviewee: At eight.

Interviewer: Why do you give yourself such a higher rate?

Interviewee: Because some of the learners do not read better than me. I also pronounce words better than they do.

Interviewer: Understanding?

Interviewee: I think I understand better that what they do too.

Interviewer: What are the things that show that you understand than some of the learners in your class?

Interviewee: Sometimes I am able to answer the questions that the teacher ask because they do not understand what they mean and I do.

Interviewer: Do you think that your reading skills are better compared to that of other learners in your class?

Interviewee: No.

Interviewer: Why do you say so?

Interviewee: We do not read the same. I cannot really say my strategies are better than theirs. We use different strategies of reading.

Interviewer: But do you think that there are some good and bad strategies?

Interviewee: Yes.

Interviewer: Please give me examples of those reading strategies.

Interviewee: Yes. Underlining key words when reading is one of them. Identifying keywords help one to figure out the meaning of the stories that we read without memorising them.

Interviewer: Don't you think then that you have good skills?

Interviewee: Yes. Because I am able to answer the questions in exams and tests. I am able to give back what I have read.

Interviewer: **Situation specific of self-efficacy.** How well do you think you understand what you read in Maths or Science class?

Interviewee: At rate eight.

Interviewer: May you please explain why you think you understand well what you read in Maths or Science?

Interviewee: I give myself such a rate because questions in Maths and Science are in English, so I still understand.

Interviewer: Is there any difference in understanding things in Maths and Science and English?

Interviewee: No difference.

Interviewer: How well are you aware if a learner in your class has difficulties in reading?

Interviewee: At rate six.

Interviewer: Why do you rate yourself at six?

Interviewee: Because sometimes one cannot really find that. We only hear them when they read. We do not get access to their books. But if there are those who are doing badly in answering questions in comprehension, it means they do not understand.

Interviewer: Are you aware if some of the learners in you class have difficulties in reading?

Interviewee: No. I rate myself at one(1). I do not really go close to them and observe that they do not understand. They do not come to me, for example, come to me and ask if they do not understand.

Interviewer: During your English lesson or any other subjects in English, Don't you notice these learners who do not understand?

Interviewee: No.

Interviewer: **Vicarious experiences.** When you see how well other learners understand what they read in English, do you believe that you can also improve your understanding what you read in English?

Interviewee: **Yes.**

Interviewer: Why do you believe that?

Interviewee: **Because I encourage myself to do well like others.** I try harder and do like what they do.

Interviewer: Are there certain things that they do to bring them at that level?

Interviewee: For example may be, they read more novels in English, newspapers, magazines and check up words in dictionaries. That's why their English is better.

Interviewer: Verbal persuasions. Do you mostly hear negative or positive comments from your teacher about your English reading and understanding?

Interviewee: **Positive.**

Interviewer: May you please give me examples of those comments that you hear?

Interviewee: Teachers will always encourage me to continue trying even if we do not do well. They say even if we do not do well we should not give up.

Interviewer: How do those comments make you feel about your ability to read and understand English?

Interviewee: **I feel good when I get these comments. I think that if I try I will improve to get things correct.**

Interviewer: Ok, thank you so you so much for your time to discuss with me. I really appreciate it. Thank you.

Interviewee: Ok Sir.

Interviewer: Good morning?

Interviewee: Good morning Sir!

Interviewer: How are you?

Interviewee: I am fine, and how are you doing Sir?

Interviewer: I am well. We are going to start with our discussion that we planned previously. Like we indicated later on, I am doing this for my M Ed study. For some of the questions that I will ask you require that you first rate yourself on the scale by giving yourself a mark or a value between 1 and 10, and then explain or give a reason why you give yourself such a rating.

If you rate yourself as very capable or good in doing something, you may give yourself a rating of 8, 9 or 10. If you feel you are not good at something, but at the same time you are not too bad, you may give yourself a rating of 5 or 6. If you feel you are not capable at all, you will give yourself a rating of 3 or lower than 3.

This is not a test and is not going to affect your school marks. Keep in mind that we are not good or bad at all the things that we do. We are usually good at doing some of the things and not so good at other things. Therefore, please be honest with your ratings and the reasons that you give.

May we start with our discussion?

Interviewee: Yes Sir.

Interviewer: Ok. The first couple of questions are under motivational engagement. The first one is: Do you like reading?

Interviewee: Yes I like reading.

Interviewer: Do you enjoy reading in your home language more than reading in English?

Interviewee: I enjoy more in my home language.

Interviewer: Why do you enjoy reading more in your home language?

Interviewee: Because it is what I understand better than English.

Interviewer: Ok. Eem... Does it mean that you do not understand English?

Interviewee: I do understand English but not more than my mother tongue.

Interviewer: What is there in your mother tongue that makes your understanding better which is not in English?

Interviewee: Sometimes if I am reading an interesting story I do not give up because I understand it. In English one has to go and search for meanings of new words somewhere. Difficult words in English make my understanding difficult. It takes time to get what the story is all about

Interviewer: Then, But... do you also read in English?

Interviewee: Yes.

Interviewer: Ok. How often do you read?

Interviewee: Sometimes. Like once per week.

Interviewer: Are you able to motivate yourself if there are other more interesting things to do.

Interviewee: I go far from those things and concentrate on my reading, especially if there is noise around so that I am not disturbed.

Interviewer: Do you easily give up if you struggle to understand what you are reading?

Interviewee: I do not give up. Because if I am struggling with what I read I go and seek for a dictionary or ask other people. If I really want to understand, I struggle until I understand.

Interviewer: Why don't you give up?

Interviewee: Sometimes I want to get what I am reading. I want to follow until the end.

Interviewer: How well can you reading if there are other more interesting things to do than reading?

Interviewee: Ah... I do ... better on reading. I do not get affected by other things... any way I just continue reading and come to those things later.

Interviewer: Do you consider reading to be a waste of time?

Interviewee: No. It is not a waste of time because it gives me information that I did not know before.

Interviewer: What type of information perhaps?

Interviewee: Information about school subjects or related to school subjects.

Interviewer: The following questions are about **Motivational engagement and strategy use**. Before you rate yourself on the next question, I want you to name all the strategies and things that you do when you read and do not understand what you read.

Interviewee: I ask other people like my colleagues, look for a dictionary or ask from the teachers.

Interviewer: What other strategies do you use?

Interviewee: No more.

Interviewer: The strategies that you have just mentioned, may you please rate your ability to use them when you are reading and you do not understand what you read? Like checking up words in a dictionary, how do you rate yourself using that?

Interviewee: I do it well but not much like asking from other people. At rate 6. Looking up in a dictionary, I rate myself at 5

Interviewer: What do you mean? May you please give me a reason?

Interviewee: I am free to ask help, especially from my friends. Some people give you what you do not know because they might be experienced than you. Sometimes you read things or find definitions in a dictionary and you still do not understand.

Interviewer: Does that mean that you ask other people, like you said your friends, in case you do not understand dictionary meanings?

Interviewee: Yes.

Interviewer: Ok. Eem... How certain are you that you understand what you read from English school books?

Interviewee: At seven .

Interviewer: Why do you rate yourself at that rate?

Interviewee: Because in my school subjects I get explanations from the teachers and when I go and read on my own I will have no problems.

Interviewer: But, when reading on your own without teachers' explanations?

Interviewee: I am.. I am better. But in most cases I understand.

Interviewer: What are the things that show you that you understand what you read from school books?

Interviewee: I get what I read. I most cases I understand and I are able to answer questions based on that.

Interviewer: Do you perform well I the school subjects that are in English?

Interviewee: I am better.

Interviewer: You are better...?

Interviewee: I am just good at subjects like Agriculture and Biology, but not Mathematics and Physics.

Interviewer: Ok. What about story books in English? How certain are you that you

Interviewee: I rate myself at six. In English story books I do not read them more, because I concentrate more on school subjects.

Interviewer: Why are story books not interesting to you?

Interviewee: Because I do not read them many times. I just read them sometimes.

Interviewer: What is that that you do not like from story books in English?

Interviewee: I like them but I do not have time to read them. I spend more time on reading my content subjects books.

Interviewer: How certain are you that you understand what you read from English newspapers?

Interviewee: At rate six.

Interviewer: Why do rate yourself at six?

Interviewee: Sometimes here are also some words that I do not understand from English newspapers.

Interviewer: Does that mean that you are not able to understand at all?

Interviewee: I understand if I ask. But if there is no dictionary or someone to ask it is difficult to understand.

Interviewer: Ok. The following questions are on **Self-efficacy**. Please rate how good you believe you are at reading English

Interviewee: At rate six.

Interviewer: Eem.... So you rate yourself at 6... Why do you rate yourself at six?

Interviewee: Because sometimes if I read English I understand, but still there is always some words and sentences that I do not understand, but in general I understand.

Interviewer: How do you rate your rage of your English vocabulary?

Interviewee: At six.

Interviewer: Do you think you do not understand many words in English?

Interviewee: I do.

Interviewer: But why do you rate yourself at six?

Interviewee: Because I am able to communicate with people but it is difficult, limited. There are many words that I do not understand in English.

Interviewer: The next few questions are on **Emotions and Physiological factors**. When you first received your English prescribed books this year, did you think you were capable of reading and understand them?

Interviewee: Yes....

Interviewer: Do you still have the same feelings when you opened and started using them?

Interviewee: I have hope that I may just understand them when I try.

Interviewer: Why do you think you still have that hope?

Interviewee: Aah.. Because if I do not understand, I go to other people for help.

Interviewer: Ok. We move on to **Social comparison**. Comparing to other learners in your class, do you think you understand what you read better than them?

Interviewee: If... Understanding better than them...? I do not know.

Interviewer: But how do you rate yourself?

Interviewee: At six.

Interviewer: Do you think your reading skills are better compared to other learners in your class?

Interviewee: I do not know.

Interviewer: **Situation specific of self-efficacy**. How well do you understand what you read in Mathematics or Science class?

Interviewee: Aah... I am at rate five. I do not really understand in Mathematics and Science. It takes me much time to understand. There are many things, and I think I do not understand them.

Interviewer: What are the specific things that you do not understand in Maths or Science?

Interviewee: Like the things of calculations. They are difficult to do without help.

Interviewer: But when you look at yourself, do you understand them?

Interviewee: Yes. But, Physics and Maths I only understand if they were explained by the teachers.

Interviewer: Ok. The learners in your class... How well are you aware of it if they have difficulties in reading?

Interviewee: No. But I am... Some people do not always want to ask if they have problems. When we are discussing things in English, one can see that they do not understand and they struggle. I believe they do not understand reading too.

Interviewer: At what rate do you think you are to know that they do have difficulties in reading?

Interviewee: At rate seven.

Interviewer: Ok. How well are you aware if learners in your class have a problem to understand what they read?

Interviewee: At rate six.

Interviewer: But what do you notice to inform you that they have problems to understand what they read in English?

Interviewee: Some people keep quiet, stop doing them and tell you that things are difficult to do.

Interviewer: **Vicarious Experiences.** When you see how well other learners in your class understand what they read in English, do you believe you can also improve your understanding on what you read in English?

Interviewee: Yes. Because I will go to them and ask, so that I can come at the level where they are.

Interviewer: What are the things they may be did to bring them to that level?

Interviewee: They may be just taking it serious from past years until they make improvements. They were may be reading a lot. May be they had magazines and other materials to help them.

Interviewer: Ok. **Verbal persuasions.** Do you mostly hear negative or positive comments from your teacher about your reading and understanding in English?

Interviewee: Positive.

Interviewer: May you please give me examples of those comments?

Interviewee: Some are saying that I do not have problems on reading; I just need to read more.

Interviewer: Those comments that you get from the teachers, and you aid are positive, how do they make you feel about ability to read and understand English?

Interviewee: They make me aware that I need to look for more materials to read and improve.

Interviewer: That was the last question. Thank you very much that you came so that we have this discussion. Thank you once more.

Interviewee: Thank you Sir.

Interviewer: Good morning?

Interviewee: Good Morning Sir?

Interviewer: How are you doing?

Interviewee: I am well, thank you.

Interviewer: I am well too. We are going to start with our discussion on Reading comprehension Self-efficacy. In our discussion, I will ask you to rate yourself on some of the questions by giving yourself a mark or a rate between 1 and 10 and give a reason or explain why you give yourself such a rating.

If you rate yourself as very capable or good in doing something, you may give yourself a rating of 8, 9 or 10. If you feel you are not good at something but at the same time not too bad, you may give yourself a rating of 5 or 6. If you feel you are not capable at all you give yourself a rating of 3 or lower than 3.

This is not a test and will not affect any of your school marks. Also, please keep in mind that we are not good or bad at all the things we do. We are usually good at doing some of the things and not so good at other things. Therefore, please be honest with your ratings and the reasons you give. May we start with our discussion?

Interviewee: Yes Sir.

Interviewer: Our first couple of questions are about Motivational Engagement. The first one: Do you like reading?

Interviewee: Yes Sir, I like reading.

Interviewer: You like reading... Do you enjoy reading more in your home language than reading in English?

Interviewee: Yes I enjoy much when I am reading my home language.

Interviewer: May you please explain why you enjoy more reading in your home language.

Interviewee: It is just because it is my language and I understand much better than English. In English one has to look for a dictionary when you find difficult words and it is not interesting.

Interviewer: So what makes it so not interesting to read in English?

Interviewee: It is just words.

Interviewer: May you please tell me the words you are referring to?

Interviewee: Bombastic words. Words that will always need one to check them up in a dictionary.

Interviewer: But you read in English as well?

Interviewee: Yes I try.

Interviewer: How often do you read?

Interviewee: Like two days in a week during weekends.

Interviewer: Are you able to motivate yourself to read if there are other more interesting things to do?

Interviewee: Yes, other things cannot waste my time if I want to read. I will always come back to them. They might be very interesting but I do not benefit anything from them.

Interviewer: How well are you able to read if there are other more interesting things to do? Please rate yourself.

Interviewee: I rate myself at 7-8

Interviewer: Why do you rate you rate yourself there?

Interviewee: It is because I cannot go on with something interesting that I cannot get information from it.

Interviewer: So you read to get information?

Interviewee: Yes.

Interviewer: What type of information can one get from reading?

Interviewee: One day I was reading a book about education. It tells me what to do when preparing fro examination.

Interviewer: Do you easily give up when you struggle to understand what you read?

Interviewee: No I don't give up I just o to someone to help me out. First I go to my fellow learners and if they are unable to help me, I go to my teachers to help me.

Interviewer: How well can you read if there are other more interesting things to do?

Interviewee: Just well.

Interviewer: Where do you rate yourself?

Interviewee: Rate 7

Interviewer: Why do you rate yourself at 7?

Interviewee: Just like I said earlier on, almost nothing can disturb me when I am reading.

Interviewer: Do you easily give when you struggle to understand what you read?

Interviewee: I do not give up. I always go to someone to help me. My fellow learners or my teachers.

Interviewer: Why do you think it is not ok to give up?

Interviewee: Because you will never get information if you miss it.

Interviewer: Do you consider reading to be a waste of time?

Interviewee: No.

Interviewer: Why do you say so?

Interviewee: Because in life one has to try to realise their dream, through studying and one has to read to study.

Interviewer: The following questions are on **Cognitive engagement and strategy use**. Before you rate yourself on the next question, I want you to name all the strategies you know that you use and all the things that you know you do when you are reading and you struggle to understand what you read.

Interviewee: The things that i do are like reading with a dictionary aside. If I still do not understand I go to other people to help me.

Interviewer: What else do you do?

Interviewee: Only those, a dictionary and asking from other people.

Interviewer: How do you rate your ability to use a dictionary?

Interviewee: Rate 7-8.

Interviewer: Why do you rate yourself at that rate?

Interviewee: Because it really helps me.

Interviewer: How well does a dictionary help you?

Interviewee: To get meanings of words.

Interviewer: Other people? How do they help you?

Interviewee: At rate 7-8. To explain to me further in case I did not get it well from a dictionary. For example, using the word otherwise, I might not understand how to use it and someone might help me.

Interviewer: Do you do these a lot?

Interviewee: Yes I do this a lot, especially if there are things troubling me. I ask from teachers.

Interviewer: How certain are you that you are able to understand what you read from English school books?

Interviewee: I rate myself at 7-8.

Interviewer: What do you do to show that you are at 7-8?

Interviewee: Oh... I am able to retell what I read from the school books.

Interviewer: How certain are you that you are able to understand what you read from English story books?

Interviewee: At 7-... 8

Interviewer: Why at 7-8?

Interviewee: I am able to retell whatever I read from there.

Interviewer: What about English newspapers?

Interviewee: Aah! I do not really read newspapers.

Interviewer: Why don't you read newspapers?

Interviewee: I do not always get them. Even if I could find them, the English there is very difficult to understand. If I could find Oshiwambo newspapers... The school library does not always have recent newspapers.

Interviewer: What rate do you give yourself in terms of reading newspapers?

Interviewee: Rate 1-2.

Interviewer: Self-efficacy. Please rate yourself how good you think you are good at reading English.

Interviewee: 9-10

Interviewer: Ok. Why do you give yourself such a rate?

Interviewee: Because I am able to tell someone what I read from story books.

Interviewer: How do you tell?

Interviewee: If someone ask me what I was reading from a certain books, I am able to reproduce a story in short.

Interviewer: How do you rate your range of English vocabulary?

Interviewee: I rate myself at six.

Interviewer: Why do you rate yourself at six?

Interviewee: Because I do not use a high vocabulary. My English is simple.

Interviewer: Ok. We move on. The following questions are on **Emotions /physiological factors**. When you first received your English prescribed books this year, did you think that you were capable of reading and understand them?

Interviewee: Yes

Interviewer: Why do you think so?

Interviewee: My marks were very good in April.

Interviewer: But how did you feel?

Interviewee: I felt I was going to make it, and that is what I did.

Interviewer: Do you still have the same feelings?

Interviewee: Yes, I have the same feelings.

Interviewer: Why do you think your feelings did not yet changed?

Interviewee: Is because my English is much better than what I was doing the previuos years. My marks are also improving. The teachers also write very good comments in my exercise book and it motivates me.

Interviewer: Eem.... **Social comparison**. When you compare yourself to other learners in your class, do you think you understand better than what they do in reading?

Interviewee: I am better than them.

Interviewer: Where do you rate yourself in that?

Interviewee: At rate 6. I can tell what I read because they never come forward and tell what they read.

Interviewer: Do you think your reading skills are better than those of others in your class?

Interviewee: No, because I do not really know because we do not really have reading sessions.

Interviewer: **Situation specific of Self-efficacy**. How well do you understand what you read in Maths or Science class?

Interviewee: Just well.

Interviewer: Do you think you understand better than others?

Interviewee: At rate six.

Interviewer: Why at rate six?

Interviewee: Because I am not the only one who understand things in Maths and Science but I am able to help some learners who have problems.

Interviewer: How well you are aware if other learners in your class do not understand what they read?

Interviewee: Yes. Like those who are closer to me always realise that they do not understand.

Interviewer: How well are you aware that they do not understand?

Interviewee: At six.

Interviewer: Why do you rate yourself at six?

Interviewee: Not all the learners in my class I am able to notice them.

Interviewer: **Vicarious experiences.** When you see how well other learners in your class read in English, do you believe that you can also improve your understanding what you read?

Interviewee: Yes.

Interviewer: What do those learners do that would have boosted their understanding?

Interviewee: They read a lot. They ask from teachers. They visit the library and read to improve their English.

Interviewer: **Verbal persuasions.** Do you mostly hear negative or positive statements from your teacher about your English reading and understanding?

Interviewee: Positive comments.

Interviewer: May you please give those examples of positive comments that you hear?

Interviewee: Like the teacher would tell me keep that up, do not give up and so on.

Interviewer: How do those comments make you feel about your ability to read and understand English?

Interviewee: They make me feel better.

Interviewer: Ok. Thank you very much. That was our last question. Thank you once more.

Interviewer: All right Sir.

Interviewer: Good morning?

Interviewee: Good morning Sir?

Interviewer: How are you doing?

Interviewee: I am fine Sir, and how are you?

Interviewer: I am well, thank you. Welcome to this discussion. I really appreciate that you have availed time so that you can share ideas with me. We will be discussing about your beliefs about reading comprehension. Some of the questions I will ask require that you first rate yourself on the scale by giving yourself a mark or a value between 1 and 10 on each of the questions and then explain or give a reason why you give yourself such a rating.

If you rate yourself as very capable or good in doing something, you may give yourself a rating of 8, 9 or 10. If you feel that you are not good at something, but at the same time not too bad, you may give yourself a rating of 5 or 6. If you feel that you are not capable at all, you will give yourself a rating of 3 or lower than 3. Please keep in mind that we are not good or bad at all things that we do. We are usually good at doing some of the things and not so good at other things. Therefore, please be honest with your ratings and the reasons that you give.

Are we together?

Interviewee: Yes Sir.

Interviewer: Should we start with the discussion?

Interviewee: Yes Sir.

Interviewer: Ok. The first couple of questions are on **Motivational engagement**. Do you like reading?

Interviewee: **Yah, I like reading.**

Interviewer: Do you enjoy reading in your home language more than reading in English?

Interviewee: Yah. **I enjoy it very well in my home language.**

Interviewer: Why do enjoy reading more in your home language?

Interviewee: **Because I understand what I read in my home language.** That is why I enjoy it.

Interviewer: But do you also read in English?

Interviewee: Yah! I try to read in English as well.

Interviewer: How often do you read?

Interviewee: Like **three times a week.**

Interviewer: Please rate yourself on your ability to read if there are more other interesting things to do.

Interviewee: **Most of the times I do not have time to read.**

Interviewer: What are those times when you do not have time to read?

Interviewee: Most of the time **I read for tests and assignments so that I can improve my grades.**

Interviewer: Why do you think you do not have time to read?

Interviewee: The times I have tests and assignments to work on.

Interviewer: So you concentrate more on the books to read for marks in your subjects?

Interviewee: Yes Sir.

Interviewer: Do you easily give up when you struggle to understand what you read?

Interviewee: No, I do not give up.

Interviewer: Why don't you give up maybe?

Interviewee: Because if I find things difficult I go to someone close to me for help or I get a dictionary. If one give up you do not get anything.

Interviewer: What do you get from reading?

Interviewee: I get more information that I did not know before.

Interviewer: Ok. Do you consider reading to be a waste of time?

Interviewee: No.

Interviewer: Why not?

Interviewee: It is very important to read books and newspapers. If I read books I find new words, try to check them up and improve my English.

Interviewer: The following questions are about **Cognitive engagement and strategy use**. Before you rate yourself on the next questions, I want you to name all the strategies, the things that you do when you read and do not understand what you read.

Interviewee: Just when I find things difficult, I go to someone or reach for a dictionary.

Interviewer: Anything else?

Interviewee: Just that.

Interviewer: How well do you use those strategies? At what rate?

Interviewee: At rate 5.

Interviewer: May you please tell me why you rate yourself at 5?

Interviewee: I do not really go to people many times because sometimes they also tell me that they do not understand. Dictionaries are kept at school, so when I need it some times I cannot find it, they are somewhere locked.

Interviewer: How certain are you that you understand what you read from English school books?

Interviewee: Yes, most of the time I do, but sometimes I do not.

Interviewer: How do you rate yourself?

Interviewee: At rate 5.

Interviewer: Why do you rate yourself at rate 5?

Interviewee: Because sometimes when I read English, there are always things that I do not understand. Sometime I just do not know what is going on in those books. There are always things that I do not know how to do them.

Interviewer: What about your understanding of English story books?

Interviewer: I rate myself at 5 too because difficult words make my understanding a problem.

Interviewee: How certain are you that you understand what you read from English newspapers?

Interviewee: At the rate of six. Because when I read newspapers some stories have pictures.

Interviewer: How do pictures help you to understand stories in newspapers?

Interviewee: Pictures goes with the stories, I am able to get what the story mean by looking at them when I read.

Interviewer: That sounds interesting... Ok. ... We move on to **Self-efficacy**. Please rate how good do you think you are at reading English.

Interviewee: At rate of six

Interviewer: Why do you rate yourself at six?

Interviewee: Because most of the time there are always things that I do not understand when I read things in English because they use difficult words.

Interviewer: How do you evaluate your English vocabulary?

Interviewee: At the rate of five.

Interviewer: Why do rate yourself at five?

Interviewee: Because those English textbooks I do not always understand them because of difficult words. I only know few words.

Interviewer: **Emotions/Physiological factors**. When you first received your English prescribed books this year, did you think that you were able to read and understand them?

Interviewee: Yah, I had... I felt that I could understand them.

Interviewer: Do you still have the same feelings up to now?

Interviewee: Yes. Because when I read those books, my performance in the tests is not that bad.

Interviewer: **Social comparison**. Compared to other learners in your class, do you think you understand well than what they read?

Interviewee: No. I do not understand better than them.

Interviewer: Where do you rate yourself?

Interviewee: At the rate of 6.

Interviewer: Why do you rate yourself there?

Interviewee: When we write a test, like an English test, I get lower marks than most of the learners.

Interviewer: Do you think your reading skills are better compared to that of other learners in your class?

Interviewee: No.

Interviewer: Why do you say so?

Interviewee: Because when we read in class, most of the people correct me. I do not know how to pronounce some of the words.

Interviewer: Ok. That means that you help one another in your class... Good!

Interviewee: We do correct one another.

Interviewer: Ok... **Situation specific of self-efficacy.** How well do you understand what you read from Maths or Science class?

Interviewee: At the **rate of five.**

Interviewer: Why do you rate yourself at five?

Interviewee: **Because in Mathematics we deal with numbers, we do not need to read more but just do calculations.**

Interviewer: To you it is not a problem?

Interviewee: No.

Interviewer: Ok. How well you are aware when other learners in you class have difficulties in reading?

Interviewee: **At the average of five.**

Interviewer: What does that mean?

Interviewee: **I am not really able to find out that.**

Interviewer: What about finding out if they do not understand what they read?

Interviewee: Yes I am aware. We correct others if they do not understand. I rate myself at 6.

Interviewer: **Vicarious Experiences.** When you see how well other learners understand what they read in English, do you believe that you can also improve your understanding what you read in English?

Interviewee: **Yah, I believe that I can also improve.**

Interviewer: But, what do those learners who do well in reading and they understand, what do they do to come to that level?

Interviewee: Those people they read more to get information.

Interviewer: Do you think you can also do what they do?

Interviewee: **Yes.**

Interviewer: Ok. We move on to our two last questions. **Verbal persuasions.** Do you mostly hear negative or positive comments from your teacher about your English reading and understanding?

Interviewee: **Positive comments.**

Interviewer: May you please give me an example of those comments?

Interviewee: I get comments like: "You are reading well, keep it up!"

Interviewer: And... When you get those comments, how do they make you feel?

Interviewee: **I feel happy because they encourage me to do even further and try to understand what I read.**

Interviewer: Ok. That was our last question. I really appreciate, like I said at the beginning of this discussion. Thank you very much that you came to share these ideas with me. Thank you!

Interviewee: Ok Sir. Pleasure.

Participant 07

G5

Interviewer: Good afternoon?

Interviewee: Good afternoon Sir!

Interviewer: How are you?

Interviewee: I am well and how are you Sir.

Interviewer: I am well, thank you. Welcome to this interview/discussions about self-efficacy beliefs in English reading comprehension. I am doing this as part of My Med study. In our discussion, I will ask you to rate yourself on some of the questions by giving yourself a mark or a rate between 1 and 10 and give a reason or explain why you give yourself such a rating.

If you rate yourself as very capable or good in doing something, you may give yourself a rating of 8, 9 or 10. If you feel you are not good at something but at the same time not too bad, you may give yourself a rating of 5 or 6. If you feel you are not capable at all you give yourself a rating of 3 or lower than 3.

This is not a test and will not affect any of your school marks. Also, please keep in mind that we are not good or bad at all the things we do. We are usually good at doing some of the things and not so good at other things. Therefore, please be honest with your ratings and the reasons you give. May we start with our discussion?

Interviewee: Yes Sir.

Interviewer: The first couple of questions will be about **Motivational Engagement**. Do you like reading?

Interviewee: Yes I like reading.

Interviewer: You like reading... Ok. ... Do you enjoy reading in your home language than reading in English?

Interviewee: I enjoy reading in my home language in Oshikwanyama.

Interviewer: Why do you enjoy reading in your home language?

Interviewee: It is because every thing that I read I understand and I do not ask anyone.

Interviewer: How often do you read?

Interviewee: Two times per day.

Interviewer: Are you able to motivate yourself to read even if there are other more interesting things to do than reading?

Interviewee: I am able to do so, At rate 6. Reading and not concentrating other things..., I like watching TV, when I read I concentrate and I go and watch later.

Interviewer: Do you easily give up when you struggle to understand what you read?

Interviewee: Yes, I give up especially when I read English whereby I do not understand many words.

Interviewer: Why do you give up?

Interviewee: Because in most cases I think I am wasting my time on things that I do not understand.

Interviewer: Do you consider reading to be a wasting of time?

Interviewee: No, it is not a waste of time. It help me to ... it help me to do my activities that I am given and to find information to do my homework.

Interviewer: The following questions are about **Cognitive engagement and strategy use**. Before you rate yourself on the next question, I want you to name all the strategies you know that you use and the things that you do when you are reading and do not understand what you read.

Interviewee: First if I happen to find out that I do not understand, I look for a dictionary if it does not help me, I go and ask people to help me, but if people do not want to help me, I just give up.

Interviewer: How do you rate yourself in terms of using a dictionary to help you to understand what you read?

Interviewee: At rate five.

Interviewer: Why do say you are at rate 5?

Interviewee: Because they... It makes me to ask people... I do not ask people much. I use a dictionary much, because when I ask people in most cases they tell me that they are busy.

Interviewer: At what rate do you use a dictionary?

Interviewee: At rate 7.

Interviewer: Ok. How certain are you that you understand what you read from English school books?

Interviewee: Only sometimes.

Interviewer: Where do rate yourself?

Interviewee: At three. Sometimes I find myself reading a book but still I find a lot of words that I did not meet before.

Interviewer: Ok. What about English story books?

Interviewee: I also rate myself at three.

Interviewer: Why at three still?

Interviewee: Because of the language that is used and it is very difficult to understand.

Interviewer: How do you rate yourself in terms of understanding what you read from English newspapers?

Interviewee: At rate five.

Interviewer: Why at rate five please?

Interviewee: Newspapers are better to understand than story books. The words they use in newspapers are not that difficult.

Interviewer: Ok.... The next questions will be on **Self-efficacy**. Please rate how good you are in terms of reading English?

Interviewee: At rate three.

Interviewer: Why do you rate yourself at three?

Interviewee: Aah! Sometimes when I read English, I find out that it is not easy to understand all things especially in stories.

Interviewer: Your English vocabulary? How do you evaluate the range of your English vocabulary?

Interviewee: Two.

Interviewer: Why do you rate yourself at two on vocabulary?

Interviewee: Because I feel I do not know many words in English, I only know very few.

Interviewer: Why do you believe that your vocabulary is only at two?

Interviewee: Because I only rely on a dictionary to help me especially when I do homework.

Interviewer: **Emotions/ Physiological factors.** When you first received your English prescribed books this year, did you think that you were able to read and understand them?

Interviewee: Yes I thought so.

Interviewer: Do you still have the same feelings?

Interviewee: Yah.. Yes because when I read I try to understand.

Interviewer: What about your performance?

Interviewee: Yes, I am performing well.

Interviewer: **Social comparison.** Compared to other learners in your class, do you think that you understand better than them in reading?

Interviewee: In English they understand better than me because they perform well than me. I only perform well in some other subjects.

Interviewer: Where do you rate yourself?

Interviewee: At four.

Interviewer: Your reading skills?

Interviewee: I rate myself at four still.

Interviewer: Why maybe?

Interviewee: My colleagues go the library to read magazines, what I do not do.

Interviewer: So what does that show you?

Interviewee: It shows me that I have to improve on my reading skills.

Interviewer: **Situation specific of self-efficacy.** How well do you understand what you read in the Mathematics or Science class?

Interviewee: Eem... I am good.

Interviewer: Are you able to read and understand?

Interviewee: Yes.

Interviewer: At what rate may be?

Interviewee: **At four.**

Interviewer: But you said you perform well, which means you understand. Why do you rate yourself at four?

Interviewee: Yes. **But there are some other learners who perform well than me.**

Interviewer: How well are you aware when another learner in your class has difficulty in reading?

Interviewee: **Aah...still I now I do not really concentrate and try to see who do well and who do not. I have not seen any asking questions to me.**

Interviewer: At what rate do you rate yourself in terms of this?

Interviewee: **Rate five.**

Interviewer: **Vicarious experience.** When you see how well other learners understand what they read in English do you also believe that you can also improve your understanding in what you read in English?

Interviewee: **Yes I believe that I can but only if I try to read more books because this is what they do to improve their English.**

Interviewer: Ok. **Verbal persuasions.** Do you mostly hear negative or positive comments from your teacher about your English reading and understanding?

Interviewee: Yes. I receive **positive comments.** Because the teacher tell us to read books and speak English so that we can improve the language.

Interviewer: Ok... and those comments... How do they make you feel about your ability to read and understand English?

Interviewee: **I feel so good and give me hope and I try to improve my English skills.**

Interviewer: Ok. Thank you so much for taking part in this discussion to share your beliefs with me. I really appreciate it. Thank you.

Interviewee: Ok Sir.

Interviewer: Good afternoon?

Interviewee: Good afternoon Sir?

Interviewer: How are you?

Interviewee: I am well Sir and how are you doing?

Interviewer: I am well, thanks. We are going to start with our interview. In our discussion, I will ask you to rate yourself on some of the questions by giving yourself a mark or a rate between 1 and 10 and give a reason or explain why you give yourself such a rating.

If you rate yourself as very capable or good in doing something, you may give yourself a rating of 8, 9 or 10. If you feel you are not good at something but at the same time not too bad, you may give yourself a rating of 5 or 6. If you feel you are not capable at all you give yourself a rating of 3 or lower than 3.

This is not a test and will not affect any of your school marks. Also, please keep in mind that we are not good or bad at all the things we do. We are usually good at doing some of the things and not so good at other things. Therefore, please be honest with your ratings and the reasons you give. May we start with our discussion?

Interviewee: Yes Sir.

Interviewer: Thank you. The first couple of questions are on **Motivational engagement**. The first one: Do you like reading?

Interviewee: Yes I like reading.

Interviewer: Do you enjoy reading more in your home language than in English?

Interviewee: No I ... In my home language....I enjoy reading in both.

Interviewer: You enjoy reading in both?

Interviewee: Jah...! Yes I enjoy in both.

Interviewer: But which one do you enjoy reading in most?

Interviewee: I enjoy more in English.

Interviewer: Why more in English?

Interviewee: English has nice stories... it can improve my English on reading and writing.

Interviewer: So there are nice stories in English?

Interviewee: Yes there are nice stories.

Interviewer: You also talked about reading helping you with your writing... How does it help you?

Interviewee: If I see how words are written when I read, it will make it easy for me to write them.

Interviewer: Ok. That is very interesting... How often do you read?

Interviewee: Sometimes.

Interviewer: Ok... Eem... Rate yourself. Are you able to read if there are more interesting things to do than reading?

Interviewee: Yes I can.

Interviewer: At what rate do you think you are able to motivate yourself to read?

Interviewee: At... **rate six.**

Interviewer: Why, may be at rate six?

Interviewee: **Because I cannot really motivate myself to read, if there is something interesting I go for it sometimes.**

Interviewer: Do you easily give up when you struggle to understand what you read?

Interviewee: **No, because sometimes if I do not understand what I read I ask my friends if I am at school or my parents if I am at home.**

Interviewer: Ok. Do you consider reading to be a waste of time?

Interviewee: **No!**

Interviewer: Why don't you consider it to be a waste of time?

Interviewee: **Because reading is part of learning.**

Interviewer: Ok. What do you learn from reading?

Interviewee: **It improves my English.**

Interviewer: So, how does reading help you to improve your English?

Interviewee: **It helps me with spelling and pronunciation of words.**

Interviewer: Ok, thank you. We move on. **Cognitive engagement and strategy use.** Before you rate yourself on the next question, I want you to name all the strategies you know you use, and the things that you do when you read and do not understand what you read.

Interviewee: First I struggle, and if... I still do not understand I **go and ask from someone.**

Interviewer: What do you mean by struggling?

Interviewee: It means I continue reading and repeat several times until I find out the meaning.

Interviewer: What else do you do?

Interviewee: Nothing else. **If there is no one to help me I just give up.**

Interviewer: Rate your ability to use those strategies when you read something that is difficult to read?

Interviewee: **At rate 5.**

Interviewer: How do rate your ability to ask support from others when you experience difficulties with understanding what you read in English?

Interviewee: I rate myself **at eight.**

Interviewer: Why do you rate yourself at eight?

Interviewee: **It means I ask people seriously if I do not understand.**

Interviewer: How certain are you that you understand what you read from English school books?

Interviewee: I rate myself **at eight.**

Interviewer: May you please explain why you give yourself such a rate?

Interviewee: It is because some school books are understandable very well, and some are difficult to understand, especially those that contain difficult words.

Interviewer: Ok... How certain are you that you understand what you read from English story books?

Interviewee: Average, which is five.

Interviewer: Why do you rate yourself at average?

Interviewee: I am able to tell my friends what I read from the books, but not all things.

Interviewer: What are the things that you do not always understand?

Interviewee: Sometimes I read, but by the time I leave the book, I already forget what I read.

Interviewer: How certain are you that you understand what you read from English newspapers?

Interviewee: Average.

Interviewer: Why do you rate yourself at average?

Interviewee: Because sometimes in the newspapers there are words that are difficult to understand.

Interviewer: The next is **Self-efficacy**. Please rate how good you believe you are at reading English.

Interviewee: At rate 4.

Interviewer: Why do you give yourself a rate of four?

Interviewee: Because I struggle to understand sometimes. English has a lot of difficult words that I do not always understand.

Interviewer: How do you rate the range of your English vocabulary?

Interviewee: It is at three.

Interviewer: Why do you give yourself three, which is very low?

Interviewee: Because English is just not easy, especially the difficult words, like I said earlier on.

Interviewer: Emotions/Physiological factors. When you first received your English prescribed books this year, did you think you were capable of reading and understanding them?

Interviewee: No, because I thought they were difficult to understand them.

Interviewer: Why did your feelings change?

Interviewee: Now I hope I am going to perform better in them, because when I read them I found that I can make it. I also perform well in the exercises we did so far.

Interviewer: Social comparison. Compared to other learners in your class do you think you understand well than what they read?

Interviewee: At 5, average, because some learners know English better than me and they know more words in English than me. There are few who are below me in terms of knowledge.

Interviewer: Do you think your reading skills are better compared to other learners in your class?

Interviewee: No.

Interviewer: Why do you say so?

Interviewee: It is because I struggle in reading in terms of pronunciation.

Interviewer: **Situation specific of self-efficacy.** How well do you understand what you read in the Maths or Science class?

Interviewee: In Mathematics I am not well because it is very difficult to me. Some chapters in Maths are very difficult to understand, but in Physics it is better.

Interviewer: How do you rate your understanding in Maths or Science?

Interviewee: In Science I am eight and in Maths I am at average.

Interviewer: Please explain your ratings.

Interviewee: I do not know how to do calculations because I do not always understand instructions on how to do them. In Science it is better.

Interviewer: How well are you able to tell if another learner in your class has difficulty in reading?

Interviewee: Yes, because some learners when they are reading one can see them struggling, especially with the pronunciation of words.

Interviewer: At what rate you are aware?

Interviewee: At eight.

Interviewer: What about understanding what they read? Are you aware of some learners?

Interviewee: No.

Interviewer: Ok. We are moving on to the third last question. **Vicarious experiences.** When you see how well other learners understand what they read in English, do you believe that you can also improve your understanding in what you read in English?

Interviewee: Yes, because if I know that some learners are good in English, I go and ask from them on how to improve my English. I believe I can also improve if I ask from them.

Interviewer: **Verbal persuasions.** Do you mostly hear negative or positive comments from your teacher about your English reading and understanding?

Interviewee: Positive.

Interviewer: Ok. May you please give me examples of those positive comments?

Interviewee: The teacher advice me to go to the library to go and improve my English. The teacher said I just need to improve.

Interviewer: How do those comments make you feel about your ability to read and understand English?

Interviewee: I believe the teacher care about me. I feel if I do what the teacher tells me I will improve my English, especially the pronunciation of words.

Interviewer: Thank you for sharing this information with me. I really appreciate.

Interviewee: Ok. you are welcome Sir.

Interviewer: Good morning?

Interviewee: Good morning Sir?

Interviewer: How are you?

Interviewee: I am well and how are you Sir?

Interviewer: I am well too. Thank you very much that you availed time for me to have a discussion with you today. We are going to start with our discussion. In our discussion, I will ask you to rate yourself on some of the questions by giving yourself a mark or a rate between 1 and 10 and give a reason or explain why you give yourself such a rating.

If you rate yourself as very capable or good in doing something, you may give yourself a rating of 8, 9 or 10. If you feel you are not good at something but at the same time not too bad, you may give yourself a rating of 5 or 6. If you feel you are not capable at all you give yourself a rating of 3 or lower than 3.

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Interviewee: Yes, we may start Sir.

Interviewer: Thank you. Our first couple of questions are about **Motivational engagement and strategy use**. Do you like reading?

Interviewee: Yes I like reading. Because when I read I get some knowledge.

Interviewer: Do you enjoy reading in your home language more than reading in English?

Interviewee: I enjoy reading in my home language.

Interviewer: Why do you perhaps enjoy reading in your home language?

Interviewee: Because I want to know more of my home language

Interviewer: Don't you think you know your home language already than English?

Interviewee: Yes I know but still I want to learn more.

Interviewer: Why don't you enjoy reading in English?

Interviewee: In English I find a lot of difficult words that I do not understand, that's why I do not enjoy it.

Interviewer: But you also read in English?

Interviewee: Yes Sir.

Interviewer: How often do you read?

Interviewee: I read more than my enjoyment.

Interviewer: Ok, What enjoyment?

Interviewee: Like playing soccer.

Interviewer: Do you play soccer as well?

Interviewee: Yes Sir.

Interviewer: How often do you read then?

Interviewee: Five times a week.

Interviewer: Please rate yourself on your ability to motivate yourself to read when you have other more interesting things to do?

Interviewee: At five to six.

Interviewer: Why do you rate yourself there?

Interviewee: Because when I am reading and find something interesting and enjoyable, I stop and go to do enjoyment.

Interviewer: What do you mean by enjoyment?

Interviewee: I go and enjoy whatever comes enjoyable and come back to reading later.

Interviewer: Do you easily give up when you struggle to understand what you read?

Interviewee: No. I do not give up... I do not give up. I try to get a dictionary and help myself to find meanings of words.

Interviewer: Why don't you give up perhaps?

Interviewee: When I am reading I do not give up, I write down the words that I do not understand and find their meanings later.

Interviewer: So you find their meanings later? Do you really do that later?

Interviewee: Yes I do.

Interviewer: What do you do with them?

Interviewee: I try to get their meanings from a dictionary. If I do not get the meanings clear, I go and ask from friends to help me.

Interviewer: So... You also ask from friends? That is good. How well can you read if there are other more interesting things to do than reading?

Interviewee: No, I do not read well. I rate myself at 3.

Interviewer: Do you consider reading to be a waste of time?

Interviewee: No

Interviewer: Why not may be?

Interviewee: Because when I read I get new information that I did not know before.

Interviewer: Are you able to give me some examples of information that you get from reading?

Interviewee: An example of what I can get from reading is like I learn how to write some words.

Interviewer: Ok. We move on. **Cognitive engagement and strategy use.** Before you rate yourself on the next question, I want you to name all the strategies you know that you use and the things that you do when you read and do not understand what you read.

Interviewee: I take a dictionary to find meanings of words, I also ask from my friends.

Interviewer: That's fine. At what rate do you use those strategies?

Interviewee: At five to six.

Interviewer: Why, maybe, you give yourself that rate?

Interviewee: Because sometimes I do not ask from friends. I look up words that I do not understand from a dictionary.

Interviewer: Rate your ability to ask support from others when you experience difficulties with understanding what you read in English?

Interviewee: I rate my... myself at five to six.

Interviewer: Because sometimes I do not ask from people. Why don't you ask support sometimes?

Interviewee: Because some friends are not trustable and do not always tell me the right things.

Interviewer: Ok. How certain are you that you understand what you read from English school books?

Interviewee: At five to six.

Interviewer: Why do you give yourself such a rate?

Interviewee: Because I always I always ask help from the teachers.

Interviewer: What about English story books? How certain are you that you understand what you read from there?

Interviewee: At three to four.

Interviewer: Why do you think so?

Interviewee: Because not every time I read them, and when I read them I find many words that I do not understand.

Interviewer: How sure are you that you understand what you read from English newspapers?

Interviewee: I rate myself at three to four.

Interviewer: May you please explain why do you give yourself such a rate?

Interviewee: I also find a lot of words that are difficult, words that I do not understand their meanings.

Interviewer: The following questions are on **Self-efficacy**. Please rate yourself as how good you believe you are at reading English?

Interviewee: At five to six.

Interviewer: May you please explain why you give yourself such a rate.

Interviewee: When I read I take a lot of time to understand.

Interviewer: How do evaluate the range of your English vocabulary?

Interviewee: At three to four.

Interviewer: Why do you give yourself such a rate?

Interviewee: Because when I try to find words in a dictionary, I still do not understand their meanings. So I believe I do not know many words in English.

Interviewer: Emotions/ Physiological factors. When you first received your English prescribed books this year, did you think that you were capable of reading and understand them?

Interviewee: Yes Sir.

Interviewer: Do you still have the same feelings or your feelings have changed?

Interviewee: My feelings have changed.

Interviewer: May you please explain why your feelings have changed?

Interviewee: I have realised that I am unable to write answers to the questions because when I write the exercises; I do not always get the marks I thought I will get. I get low marks.

Interviewer: Ok. That is bad. But you should continue to do your best. Eem... **Social comparison.** Compared to other learners in your class, do you think you understand better than them in reading?

Interviewee: Yes.

Interviewer: How do you rate your ability in terms of understanding what you read?

Interviewee: At five to six.

Interviewer: May you please explain why you give yourself a rate of five to six?

Interviewee: Because some learners do not read the ... the ... English books. And they... Some struggle to get the meaning of what they read.

Interviewer: Ok. Your reading skills? Do you think your reading skills are better compared to others in your class?

Interviewee: Yes

Interviewer: May you please explain why you believe this about your reading skills?

Interviewee: Because when I am reading it is better but I sometimes I struggle. But I believe there are still learners who are worse than me.

Interviewer: Ok. **Situation specific of self-efficacy.** How well do you understand what you read in the Maths or Science class?

Interviewee: Not well. Because when I read in Maths or Science, I struggle to understand.

Interviewer: How well are you aware of it if another learner in your class has difficulty in reading?

Interviewee: Yes I may be aware. At seven to eight.

Interviewer: What do you realise from those learners to show you that they have difficulties?

Interviewee: Because when I ask help from them, they also tell me that they do not understand.

Interviewer: How well are you aware of it if other learners in your class do not understand what they read?

Interviewee: I am at rate of five to six.

Interviewer: Why at rate five to six?

Interviewee: Because I see them asking from others about things that we are given to do in English.

Interviewer: **Vicarious Experiences.** When you see how well other learners understand what they read in English, do you believe that you can also improve your English reading and understanding?

Interviewee: Yes.

Interviewer: Those learners who understand what they read in English, what do they do to come to that level of understanding?

Interviewee: They read books and ask or look them up in the dictionaries.

Interviewer: Is that also what you want to do?

Interviewee: Yes Sir.

Interviewer: **Verbal persuasions.** Do you mostly hear negative or positive comments from your teacher about your English reading and understanding?

Interviewee: **Positive comments.** The teacher writes these comments some positive comments in my book

Interviewer: But, Please give examples of those comments.

Interviewee: The comments say: "Very good!" "Keep it up!"

Interviewer: How do those comments make you feel about your English reading and understanding?

Interviewee: **They make me feel good because they give me some encouragement to continue. I also realise that I know at least something.**

Interviewer: Ok. That was our last question. I really appreciate that at least you made your contributions to this study.

Interviewee: Ok Sir.

Interviewer: Good afternoon?

Interviewee: Good afternoon Sir!

Interviewer: How are you?

Interviewee: I am well Sir, and how are you doing?

Interviewer: I am doing well, thank you. Thank you very much that you availed time for me to have a discussion with you today. We are going to start with our discussion. In our discussion, I will ask you to rate yourself on some of the questions by giving yourself a mark or a rate between 1 and 10 and give a reason or explain why you give yourself such a rating.

If you rate yourself as very capable or good in doing something, you may give yourself a rating of 8, 9 or 10. If you feel you are not good at something but at the same time not too bad, you may give yourself a rating of 5 or 6. If you feel you are not capable at all you give yourself a rating of 3 or lower than 3.

This is not a test and will not affect any of your school marks. Also, please keep in mind that we are not good or bad at all the things we do. We are usually good at doing some of the things and not so good at other things. Therefore, please be honest with your ratings and the reasons you give. May we start with our discussion?

Motivational engagement. Do you like reading?

Interviewee: Yes I like reading.

Interviewer: Do you enjoy more reading in your home language than in English?

Interviewee: Yes I enjoy reading more in my home language than in English.

Interviewer: May you please explain why you enjoy more reading in your home language than in English?

Interviewer: It is because I understand things in my home language better than in English.

Interviewer: What do you enjoy in your home language?

Interviewee: Because I know most of the words than I know in English.

Interviewer: What about in English?

Interviewee: I enjoy English but not like I enjoy reading in my home language.

Interviewer: How often do you read?

Interviewer: Per week I read three days. Newspapers, magazines...

Interviewee: What about books?

Interviewer: Books.... I read books like those we were given at school.

Interviewee: Ok.. May you please rate your ability to read when you have other more interesting things to do?

Interviewer: I think I rate myself at five.

Interviewer: Why do you rate yourself at five?

Interviewee: Some of the staffs are so interesting and I have to read. Sometimes I have to give up on reading and concentrate on the other interesting things.

Interviewer: Are you able to give me examples of those interesting things that distract you from reading?

Interviewee: Yes, things like if there is nice music playing I have to listen to music and stop reading.

Interviewer: Do you easily give up when you struggle to understand what you read?

Interviewee: No.

Interviewer: Why don't you give up?

Interviewee: Because if I happen to give up I will not know any thing or even be able to tell what I am reading. I better ask other people instead of giving up.

Interviewer: Whom do you ask?

Interviewee: Sometimes like at home I ask my father or my elder brother. And then at school I ask my classmates and sometimes the teachers.

Interviewer: How well can you read if there are other interesting things to do than reading?

Interviewee: No I am not able to read well if there is something interesting, especially a TV is on, and there is a nice programme, I will not be able to read. I rather concentrate on that.

Interviewer: Do you consider reading to be a waste of time?

Interviewee: No, I don't consider it to be a waste of time.

Interviewer: Ok. **Cognitive engagement and strategy use.** Before you rate yourself on the following question, I want you to name the strategies, the things you know you use and the things you do when you read and do not understand what you read?

Interviewee: Whenever I come across a situation when I do not understand what I read, let say I am in the library, reading, and I do not understand, I ask the librarian for help and help me with the problem I have.

Interviewer: What else do you do?

Interviewee: Sometimes I look up words in a dictionary.

Interviewer: Ok. At what rate do you use those strategies?

Interviewee: I think is at rate 7

Interviewer: Why at rate 7

Interviewee: Because I do it more.

Interviewer: How well do you rate your ability to ask support from others when you experience difficulties with understanding what you read in English?

Interviewee: I think is at rate 6.

Interviewer: Why six, perhaps?

Interviewee: Because I trust people that I ask to help me. To help me to explain the meaning of what I am reading.

Interviewer: How certain are you that you understand what you read from English school books?

Interviewee: Rate 5.

Interviewer: Why do you give yourself such a rate?

Interviewee: Because I am not 100% sure that I understand what I read in English, because sometimes I come across many words that I do not understand. I go and ask and read again.

Interviewer: How certain are you that you understand what I read from English story books?

Interviewee: I rate myself at six.

Interviewer: And the reason please?

Interviewee: It is because when I read in English, I do not really enjoy it like my home language, because I do not understand well what I read.

Interviewer: How do you rate yourself about your understanding of what you read from English newspapers?

Interviewee: I understand them in most cases.

Interviewer: Where do you rate yourself?

Interviewee: At seven. Newspapers use words that I understand. There are no bombastic words like it is the case of story books. There are bombastic words in story books.

Interviewer: Self-efficacy. Please rate yourself how good you believe you are at reading English and give your reasons.

Interviewee: I rate myself at eight. Because when I read in English I do not ask much. And most of the stories that I read in English I enjoy them.

Interviewer: Are you able to interpret the story to someone?

Interviewee: Yes I am able to do that.

Interviewer: How do you evaluate the range of your English vocabulary?

Interviewee: At rate 7

Interviewer: Ok.

Interviewee: I believe I know a lot of words, my vocabulary is high.

Interviewer: Emotions/Physiological factors. When you first received English prescribed books this year, did you think that you were capable of reading and understand them?

Interviewee: No. The moment I received the books, I check the titles and I thought I will not understand them. I thought I would not understand them.

Interviewer: Do you still have the same feelings or have those feelings changed?

Interviewee: The feelings have changed.

Interviewer: May you please explain why the feelings have changed?

Interviewee: It is because I realised that I was wrong at the beginning. The content is not as I thought. It is easy.

Interviewer: Social comparison. Compared to other learners in your class, do you think you understand well than what they do in reading?

Interviewee: Yes. I rate my ability at number 7.

Interviewee: Whenever we read story books in class, my classmates come to me many times to ask from me. I help them. The teacher also give us some handouts to read and he always point at me to read because he know I am good at reading than other learners

Interviewer: What about your reading skills compared to other learners in your class?

Interviewee: My reading skills are better.

Interviewer: Why do you think like that about your reading skills?

Interviewee: Because whenever I read I do not struggle many times like my classmates who struggle with pronunciation and the use of punctuations. My understanding is also fine.

Interviewer: **Situation specific of self-efficacy.** We are moving on and we are about to finish. How well do you understand what you read in Maths or Science class?

Interviewee: I do not really use to understand in Maths or Science. I am at rate 4.

Interviewer: Why may be?

Interviewee: There are a lot of scientific words that make my understanding difficult.

Interviewer: How well are you aware of it if other learners in your class have difficulty in reading?

Interviewee: At rate 6.

Interviewer: Why do you give yourself such a rating?

Interviewee: Sometimes I am able to find out from the way they read. I see them leaning on tables when they stop reading. They drop the books and that tells me that they have problems with reading.

Interviewer: How well are you aware of it when other learners in your class do not understand what they read?

Interviewee: I get that from the way they handle books. If they do not understand, most of them put the books in bags and stop reading. In most cases when the English teachers come in, these are the people who sleep because they are bored since they do not understand.

Interviewer: **Vicarious experiences.** When you see how well other learners understand what they read in English, do you also believe that you can also improve your understanding of what you read in English?

Interviewee: Yes. Because I can improve by asking my teachers or any other person that I think can help me.

Interviewer: Do you mostly hear negative or positive comments from your teacher about your English reading and understanding?

Interviewee: I hear both.

Interviewer: Please give me example of a positive comment you hear.

Interviewee: "Please work hard so that you perform well in this."

Interviewer: How do the comments make you feel?

Interviewee: They motivate me to work hard in general as well as to improve my English.

Interviewer: Ok. We have come to the end. Thank you very much once more for participating in this study.

Interviewee: You are welcome Sir.

Addendum D. Consent forms for parents or legal guardians



NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT

Ponhofi Secondary School
Teachers' residence

House 8

Ohangwena Township

Helao Nafidi

5 June 2011

Parents of Grade 11 and 12 learners

Ponhofi Secondary School

Private Bag 506

Ohangwena

Dear Sir / Madam

Permission for your children to participate in research

I, Paul P Shikalepoh, am a MEd student enrolled at the School for Continuing Teacher Education, North-West University, Potchefstroom Campus. I intend to collect data for my research study on learning and teaching. The title of my proposed dissertation is: Learners' reading comprehension self-efficacy beliefs in English Second Additional Language at a rural Namibian School.

I hereby humbly request that you grant permission for your children to participate in this research which will comprise the completion of a questionnaire and the participation in an interview concerning learners' reading comprehension self-efficacy beliefs in English Second Additional Language. The questionnaire and the interview will each take approximately an hour to complete.

I pledge to maintain the professional and research ethical codes. This signifies that:

- Your child's participation in this research remains voluntary and you may, at any time, withdraw them from the research
- Their personal information, at all times, will be treated as confidential

- No demands will be made on their academic program
- Should you be interested, the research findings will be made available to you.

Could you please provide me with your written consent by filling in the section on the next page. If you do not wish for your child to participate in this research by not completing the questionnaire or participating in the interview, it will not be held against you or them, as participation is voluntary. Please return the consent form to me. Your child's input and opinions will be greatly appreciated!

Yours sincerely

MEd Candidate, North-West University

Student number:12956473

Cell: 811496207

Email:ppshikalepoh@gmail.com



NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT

Permission to Research Project:

Learners' reading comprehension self-efficacy beliefs in English Second Additional Language at a rural Namibian School.

LETTER OF PERMISSION: RESEARCH PARTICIPANT

I, _____, (name and surname)

parent of _____ (name of child)

hereby give my permission for him/her to participate in the above mentioned research project. I am aware that his/her participation in this study remains voluntary and that I, at any time, may withdraw him/her from the research. I understand that if he/she does not wish to participate in this research by not completing the questionnaire, or participating in the interview, it will not be held against him/her, as participation is voluntary. I also understand that all personal information will be treated as confidential by the researchers.

Name and signature

Date



Private Bag X6001, Potchefstroom
South Africa 2520

Tel: (018) 299-4900
Faks: (018) 299-4910
Web: <http://www.nwu.ac.za>

Ethics Committee

Tel +27 18 299 4850
Fax +27 18 293 5329
Email Ethics@nwu.ac.za

ETHICS APPROVAL OF PROJECT

The North-West University Ethics Committee (NWU-EC) hereby approves your project as indicated below. This implies that the NWU-EC grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the project may be initiated, using the ethics number below.

Project title : Learners' self-efficacy beliefs in reading comprehension in English Second Additional Language in a Namibian rural school																															
Project Leader: Dr. Bernadette Geduld	Student : Shikalepoh PP																														
Ethics number:	<table border="1"> <tr> <td>N</td><td>W</td><td>U</td><td>-</td><td>0</td><td>0</td><td>0</td><td>7</td><td>0</td><td>-</td><td>1</td><td>1</td><td>-</td><td>A</td><td>2</td> </tr> <tr> <td colspan="3">Institution</td> <td colspan="5">Project Number</td> <td colspan="2">Year</td> <td colspan="5">Status</td> </tr> </table>	N	W	U	-	0	0	0	7	0	-	1	1	-	A	2	Institution			Project Number					Year		Status				
N	W	U	-	0	0	0	7	0	-	1	1	-	A	2																	
Institution			Project Number					Year		Status																					
<small>Status: S = Submission; R = Re-Submission; P = Provisional Authorisation; A = Authorisation</small>																															
Approval date: 2011/09/22	Expiry date: 2016/09/21																														

Special conditions of the approval (if any): None

General conditions:

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following:

- The project leader (principle investigator) must report in the prescribed format to the NWU-EC:
 - annually (or as otherwise requested) on the progress of the project,
 - without any delay in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project.
- The approval applies strictly to the protocol as stipulated in the application form. Would any changes to the protocol be deemed necessary during the course of the project, the project leader must apply for approval of these changes at the NWU-EC. Would there be deviation from the project protocol without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited.
- The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date, a new application must be made to the NWU-EC and new approval received before or on the expiry date.
- In the interest of ethical responsibility the NWU-EC retains the right to:
 - request access to any information or data at any time during the course or after completion of the project;
 - withdraw or postpone approval if:
 - any unethical principles or practices of the project are revealed or suspected,
 - it becomes apparent that any relevant information was withheld from the NWU-EC or that information has been false or misrepresented,
 - the required annual report and reporting of adverse events was not done timely and accurately,
 - new institutional rules, national legislation or international conventions deem it necessary.

The Ethics Committee would like to remain at your service as scientist and researcher, and wishes you well with your project. Please do not hesitate to contact the Ethics Committee for any further enquiries or requests for assistance.

Yours sincerely

Prof Amanda Lourens
(chair NWU Ethics Committee)

Addendum C. Letter to principal for permission to conduct research

Ponhofi Secondary School
Teachers' residence

House 8

Ohangwena Township

Helao Nafidi

5 June 2011

The Principal
Ponhofi Secondary School
Private Bag 506
Ohangwena

Dear Sir

Permission to conduct research

I, Paulus Pangeni **Shikalepoh** am a MEd student enrolled at the School for Continuing Teacher Education, North-West University, Potchefstroom Campus. I intend to collect data for my research study relating to learners' reading comprehension self-efficacy beliefs in English Second Additional Language. The title of my proposed dissertation is: Learners' reading comprehension self-efficacy beliefs in English Second Additional Language at a rural Namibian School.

I hereby request your permission for grade 11 and 12 learners of Ponhofi Secondary School in Ohangwena to participate in the research. Learners will complete a questionnaire that will last about an hour. The learners will complete the questionnaire after school hours to prevent any disruption of teaching and learning at the school. I also need to conduct interviews with learners which will also take place after school hours.

I pledge to maintain the professional and research ethical codes. This signifies that:

- Learners' participation in this research remains voluntary and they may, at any time, withdraw from the research
- Their personal information, at all times, will be treated as confidential
- No demands will be made on the academic teaching program
- Should you be interested, the research findings will be made available to you and your school.

I am planning to conduct this research from 0DUFK WR \$SULO . Could you please provide me with your written consent by filling-in the sections on the next page? Please return the consent form to me. Your input and opinions are greatly appreciated!

Your permission will be highly appreciated.

Yours sincerely

Mr. Paulus Pangeni **Shikalepoh**
MEd Candidate, North-West University
Student number:12956473
Cell: 811496207
Email:ppshikalepoh@gmail.com



NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT

Permission to Research Project:

Learners' reading comprehension self-efficacy beliefs in English Second Additional Language at a rural Namibian School.

LETTER OF PERMISSION: Principal

I, _____, (name and surname)

Principal/SGB Chairperson of _____
(name of school)

hereby give my permission to conduct the above mentioned research project at . I am aware that learners' participation in this study remains voluntary and that they, at any time, may withdraw from the research. I also understand that all personal information will be treated as confidential by the researcher.

Name and signature

Date

Addendum 3.7 Informed consent and permission from learners

Dear Learner

I, Paulus Pangeni **Shikalepoh** am a MEd student enrolled at the School for Continuing Teacher Education, North-West University, Potchefstroom Campus. I intend to collect data for my research study relating to learners' reading comprehension self-efficacy beliefs in English Second Additional Language. The title of my proposed dissertation is: Learners' reading comprehension self-efficacy beliefs in English Second Additional Language at a rural Namibian School

I hereby request your permission to participate in the research. You will complete a questionnaire that will last about an hour. You will complete the questionnaire after school hours to prevent any disruption of teaching and learning at the school. I also need to conduct interviews with you which will also take place after school hours.

I pledge to maintain the professional and research ethical codes. This signifies that:

- Your participation in this research remains voluntary and that you may, at any time, withdraw from the research
- Your personal information, at all times, will be treated as confidential
- No demands will be made on the academic teaching program

Yours sincerely
Paul Shikalepoh

By completing the questionnaire I give permission that the data may be used in the research project on condition that the data will be treated confidentially and I will never be identified.

Addendum A: Request from School Director to Namibian National Department of Education

**School of Continuing
Teacher Education**

P.O. Box 6001

Potchefstroom

2520

27 May 2011

The Permanent Secretary

Mr A Ilukena

Ministry of Education

Government Office Park (Luther Street)

Private Bag 13186

Windhoek

Dear Mr Alfred Ilukena

Request: Formal Permission for Research

Three Namibian students who graduated through the Baccalaureus Educationis Honneurs (BEd Hons) programme at the School of Teacher Education, North West University (NWU), South Africa have continued to enrol for a Masters in Education (MEd) qualification at NWU, Potchefstroom Campus. Their research projects relate to educational problems specific to the Namibian situation and their findings will be applicable to the region where they teach. The students and their dissertation titles are:

- *Ms Ainna Kapango Moses:* Namibian Teachers' and Learners' attitude towards the New Mathematics Promotion Requirements for Grade 5-9: A Qualitative Case Study
- *Mr Paulus Pangeni Shikalepoh:* Learners' Self-efficacy Beliefs in Reading Comprehension in English Second Additional Language in a Namibian Rural School
- *Mr Pontianus Musenge Kamunina:* Teachers' Self-efficacy in Teaching English Second Additional Language at Namibian Rural Schools.

These students aim to conduct interviews with and submit surveys to teachers, and learners from schools in Namibia. The students are planning to conduct these interviews during June and July 2011 with participants identified in their research approved by the NWU. Separate permission will

also be obtained from the teachers and parents of learners (as applicable to their respective studies) from the relevant schools following permission from your Department.

I hereby request your favourable consideration of the request for the conducting of research by these three MEd students that relate to SCTE and my auspices (letters attached). Four senior researchers, Prof Seugnet Blignaut, Dr Illasha Kok, Dr Bernadette Geduld and Dr Molly van Niekerk will oversee this process to ensure that data collection will take place according to the highest ethical and academic standards. Participation of research participants will be completely voluntary, and may withdraw at any time during the research process. The Ministry of Education's involvement and permission for this study will be greatly appreciated to contribute towards the understanding of problematic issues in your school district.

Sincerely

A handwritten signature in black ink, appearing to read 'Manie Spamer', written in a cursive style.

Prof Manie Spamer (PhD)

Director: School of Continuing Teacher Education

North West University

Potchefstroom Campus

Tel: 018 299 4557

Fax: 018 299 4558

eMail Manie.Spamer@nwu.ac.za

5.2.1 Mastery experience (4-8)~



! Effective teacher (13-1)

Addendum E. Learner consent on biographical data questionnaire

Dear Learner

I, Paulus Pangeni **Shikalepoh** am a MEd student enrolled at the School for Continuing Teacher Education, North-West University, Potchefstroom Campus. I intend to collect data for my research study relating to learners' reading comprehension self-efficacy beliefs in English Second Additional Language. The title of my proposed dissertation is: Learners' reading comprehension self-efficacy beliefs in English Second Additional Language at a rural Namibian School

I hereby request your permission to participate in the research. You will complete a questionnaire that will last about an hour. You will complete the questionnaire after school hours to prevent any disruption of teaching and learning at the school. I also need to conduct interviews with you which will also take place after school hours.

I pledge to maintain the professional and research ethical codes. This signifies that:

- Your participation in this research remains voluntary and that you may, at any time, withdraw from the research
- Your personal information, at all times, will be treated as confidential
- No demands will be made on the academic teaching program

Yours sincerely

Paul Shikalepoh

By completing the questionnaire I give permission that the data may be used in the research project on condition that the data will be treated confidentially and I will never be identified.

Biographical data:

Date of birth

Year

Month

Day

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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1. Grade

11	1
12	2

2. Gender

2.1 Male	1
2.2 Female	2

3. Home Language

3.1 English	1
3.2 African Language	2

Reading habits:

4. Which of the following do you prefer to read?

	Yes	No
4.1 Storybooks	1	2
4.2 Newspapers	1	2
4.3 Magazines	1	2
4.4 School books	1	2

5. How often do you read for your own enjoyment?

5.1 Often	1
5.2 Seldom	2
5.3 Never	3

6. Where do you usually read?

6.1 At school	1
6.2 At home when you study	2
6.3 In the library	3
6.4 In bed	4
6.5 I don't read	5

7. How often are you interrupted when you read?

7.1 Often	1
7.2 Seldom	2
7.3 Never	3

8. Why do you read?

	Yes	No
8.1 To prepare for tests	1	2
8.2 For relaxation	1	2
8.3 To search for information	1	2
8.4 To gain knowledge	1	2
8.5 Other	1	2

.....

9. How often will you read something your friends have suggested?

9.1 Often	1
9.2 Seldom	2
9.3 Never	3

10. How often do you choose your own reading material?

10.1 Often	1
10.2 Seldom	2
10.3 Never	3

11. Do you think you will need reading skills in your future job?

11.1 Not at all	1
11.2 To a small extent	2
11.3 To a large extent	3
11.4 Definitely	4

12. To what degree do you think your marks will improve if your reading skills improve?

12.1 Not at all	1
12.2 To a small extent	2
12.3 To a large extent	3
12.4 Definitely	4

13. Do you prefer illustrations (pictures) to reading?

13.1 Not at all	1
13.2 To a small extent	2
13.3 To a large extent	3
13.4 Definitely	4

14. When you struggle with understanding what you read, do you:

	Yes	No
14.1 Ask your teacher for help	1	2
14.2 Ask your friends for help?	1	2
14.3 Use different strategies to help you understand?	1	2
14.4 Give up on your reading?	1	2
14.5 Other	1	2

.....

Self-Efficacy for Reading Comprehension

Section A

The following questions ask about your beliefs about your reading comprehension. **Remember there are no right or wrong answers, just answer as honestly as possible.** Use the scale below to answer the questions.

Not at all true of me	1	2	3	4	5	Very true of me
-----------------------	---	---	---	---	---	-----------------

If you think the statement is very true of you, cross out 5; if a statement is not at all true of you, cross out 1. If the statement is more or less true of you, find the number between 1 and 5 that best describes you. Cross out this number.

1	Compared with other students in the class I am better in understanding what I read.	1	2	3	4	5
2	I'm certain I can understand what I read in school.	1	2	3	4	5
3	I expect to do well in reading comprehension.	1	2	3	4	5
4	Compared with others in this class, I think I'm a good reader.	1	2	3	4	5
5	I am sure I can do a good job on the reading tasks assigned in class.	1	2	3	4	5
6	I think I will receive a good grade for reading.	1	2	3	4	5
7	My reading skills are good compared with others in this class.	1	2	3	4	5
8	Compared with other students in this class I think I know a great deal about the reading.	1	2	3	4	5
9	I know that I will be able to understand the material I have to read in this class.		2	3	4	5

Section B

Please indicate your opinions about each of the statements below by circling the appropriate number. Your answers will be kept strictly confidential and will not be identified by name. Please give your frank opinions.

Not well at all	1	2	3	4	5	Very Well
-----------------	---	---	---	---	---	-----------

1	How well can you read?	1	2	3	4	5
2	Do you know when you do not understand what you read?	1	2	3	4	5
3	Do you understand what you read in the English class?	1	2	3	4	5
4	Do you understand what you read in the Maths class?	1	2	3	4	5
5	Do you understand what you read in the Science class?	1	2	3	4	5

6	Do you understand what you read in the History class?	1	2	3	4	5
7	Do you understand what you read in the Biology class?	1	2	3	4	5
8	Do you understand what you read for pleasure?	1	2	3	4	5
9	Can you learn English?	1	2	3	4	5
10	Can you learn Biology?	1	2	3	4	5
11	Can you learn reading skills?	1	2	3	4	5
12	Are you aware when another student reads aloud that he or she has difficulty in reading?	1	2	3	4	5
13	Are you aware when other students read aloud in your class that they don't understand what they read?	1	2	3	4	5
14	Can you read when there are other interesting things to do	1	2	3	4	5
15	Can you concentrate on your reading?	1	2	3	4	5
16	Can you take class notes of what the teacher has written on the board?	1	2	3	4	5
17	Can you remember information you read in textbooks?	1	2	3	4	5

Thank you for your time.

English Second Language

Reading Comprehension **test 1**

Marks: 10

Participant number.....

Grade.....

Duration: 20min.

-
- Read the following text about **HIKING IN BEATIFUL PLACES**
 - Answer the questions that come after the text using the spaces provided below each question.

TIME TRAVELLER.

TAKE A HIKE

Would you be interested in an ecologically sound pastime that is mostly free of charge, adventurous and helps you lose kilos in the process? Then get your boots on. Hiking may resemble church camps or high school geography clubs, but views like that of Canada's Kootenay Lake Forest, can be just the thing for restoring the worn-out traveller's sense of wonder. Here are four other sensational hiking destinations.

KHAO YAI, THAILAND

One of Asia's largest untouched monsoon forests and designated a World Heritage site, Khao Yai National Park, dnp.go.th covers 2 000 sq km and is populated by bears, tigers and elephants. Trails take between several hours and three days to complete and offer splendid wildlife encounters. Guides are advised.

THE TYROL, AUSTRIA

Hiking in the Austrian Alps leaves you spoiled for choice. There are 600 peaks topping the 3 000 m mark, 15 000 km of trails and hundreds of farmhouses and taverns for rest and relaxation. A favourite spot for meals and overnight accommodation is the Gruttenhütte, reached after a thrilling trek up the Wilder Kaiser. Find out more at Austria-tourism.at.

NEW SOUTH WALES, AUSTRALIA

The view of the Pacific Ocean from the 1 500 m Point Lookout platform is just one of the joys awaiting hikers in New England National park, nationalparks.nsw.gov.au – an ecological wonderland of soaring cliffs and World Heritage rain forest. If time is limited, the 2,5 km Eagle's Nest trail along the edge of a sheer drop, offers adrenaline in no time.

MAUI, HAWAII

The 43 km of trails through Maui's Haleakala National Park, nps.gov/hale, may seem a modest distance to skilled trekkers, but the varied and dramatic landscape will amaze even the most experienced veteran. From the volcanic Haleakala crater and the lush Oheo Gulch to inviting pools, bamboo forests and the gorgeous 122m Waimoku Falls, this is one to enjoy, step by stunning step.

1. What is hiking compared to?
.....(1)
2. What do travellers need when they go hiking in Kootenay Lake Forest?
..... (1)
3. Which place will be the best to visit if you want to see wildlife?
..... (1)
4. Name Asia's largest untouched monsoon forest which is also designated a World Heritage site.
.....(1)
5. What is the only way the Gruttenhute can be reached?
.....(1)
6. What is offered at Gruttenhute?
.....(1)
7. If you do not have much time, where will be the best place for hiking trial?
..... (1)
8. What can hikers look forward to when they reach the 1 500m Point Lookout platforms?
..... (1)
9. Where will you find waterfalls?
..... (1)
10. Where can you find out more about Haleakala National Park?
..... (1)

English Second Language
Reading Comprehension **test 2**
Participant number.....

Marks: 15
Grade
Duration: 30 min

Read the following texts and answer **all** questions. Use the space provided below each of the questions to write your answers.

TEXT A

CHEWING GUM

We all know about chewing gum. It is the sweet substance people buy just to chew, but not to swallow. History tells us that the man most responsible for chewing gum was Mexican dictator, General Antonio Lopez Santa Ana, who defeated the Texans a hundred and fifty years ago.

A few months after that famous battle, Santa Ana was captured and permitted to return home to Mexico. Instead of going straight home, the General took the long way – east to New York City. He took with him a large amount of strange material called “chicle”. It was the dried juice of a tree found in the jungles of Mexico and Central America. General Santa Ana believed that “chicle” could replace rubber.

General Santa Ana met a man named Thomas Adams. Mister Adams agreed to experiment with “chicle”. After many weeks he admitted failure. Huge amounts of “chicle” remained. Adams wondered what to do with it.

One day, Adams was in a store when he saw a little girl buy a piece of wax to chew. Adams had seen the General break off small pieces of “chicle” from time to time and chewed it. He told the store owner that he had something better than wax and he made several hundred little balls of “chicle”. The store owner sold them all and asked for more. Adams sent to Mexico for more “chicle” and the chewing gum industry was born.

One of the early chewing gum makers was William White, a popcorn salesman. Chewing gum made him a rich man. It also made him famous enough to be elected to Congress.

Many stories were spread about chewing gum in the early days. Some warned it was dangerous. If swallowed, they said, the gum would make the intestines stick together and painful death would follow.

Questions for TEXT A

1. Where did General Antonio Lopez Santa Ana live?
..... (1)
2. Why did the General take "chicle" to New York City?
..... (1)
3. How do we know chewing gum made William White a well-known man?
..... (1)
4. What was William White's actual occupation?
..... (1)
5. What, according to some people, were the disadvantages of swallowing chewing gum?
.....and
..... (1)

[5]

TEXT B

RETURNING TO THE MOON

Three decades after the last Apollo flew; new American crews may walk the lunar soil. Here is how they will go.

It is not easy to forget the moon. The images of NASA's celebrated moon landings are printed into our minds, and perhaps no two things are better remembered than the sister ships that made the trips: the cone-shaped Apollo and the leggy moon lander. If NASA has its way, those kinds of spacecraft will be flying again soon. They will not, however, be the moonships of the past.

In January 2004, President Bush announced his plan to send Americans back to the moon and onto Mars. NASA estimated they could achieve those goals by 2018 and 2030, respectively. The idea raised eyebrows because of its price tag, distant target dates and suspicious timing (at the start of the 2004 election).

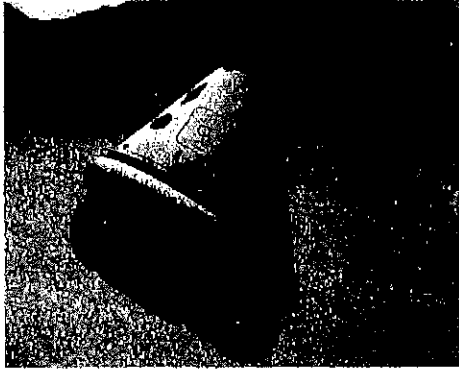
In the five years since, however, funding has been coming in and design work has begun, with testing on scale models under way. While political and financial obstacles could still stop the whole plan, the ships taking shape in the NASA labs are winning deserved praise.

The thing that has made the shuttles, Challenger and Columbia, such disappointments is that they have tried to do too many things. Part of the reason the Apollo ships succeeded

was that they had a clear goal; to fly to the moon and back. Both ships were also wisely mounted at the top of the booster that lifted them off the ground – keeping them away from the fire and foam that killed Challenger and Columbia.

The new ships will follow the old rules but there will be a few significant differences. For one thing, they will be bigger, able to carry four astronauts comfortably and six a bit more snugly – twice the load of the three-man Apollos.

They will be equipped with solar panels a – a sensible addition in a sundrenched place like the inner solar system – and one that reduces the demands on fuel cells and batteries. Finally, modern composite materials and computers will improve on the ungainly weight and clanking brain of the older ships.



NASA's Planning	
2008	Cut metals
2011	Spacecraft is ready
2015	Fly trips to the International Space Station
2018	Land on the moon
2020	Alter spacecraft for higher re-entry speed
2025	Link crew vehicle and lander
2027	Test landing in desert and ocean
2030	Four to six astronauts land on Mars

Questions for TEXT B

1. Give two reasons why people were sceptical when President Bush announced his plans to send people to the moon and Mars?

.....
.....

..... (2)

2. What could bring an end to his plans?

(i) (1)

(ii) (1)

3. What caused the shuttles Challenger and Columbia to explode?

(i) (1)

(ii) (1)

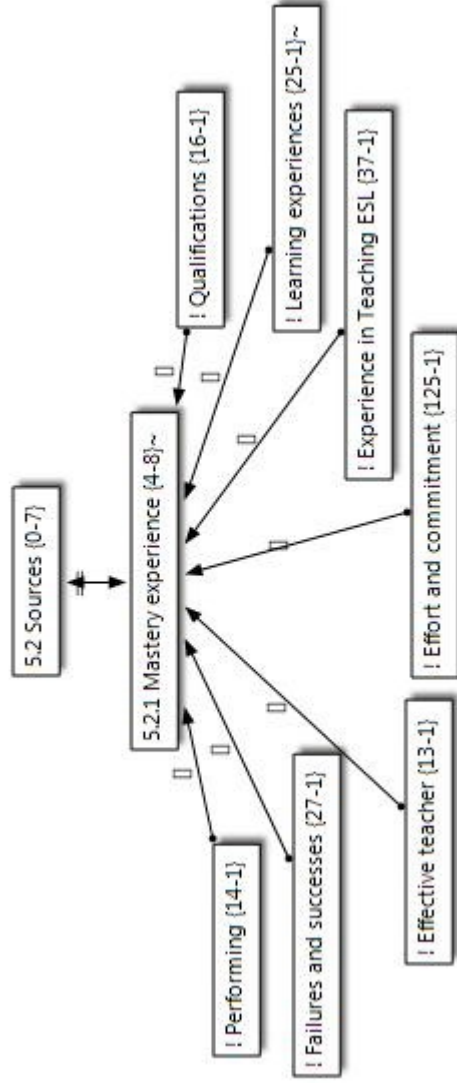
4. According to NASA's planning timetable, what could astronauts do after the spacecraft is ready, while they wait for their flight to the moon?

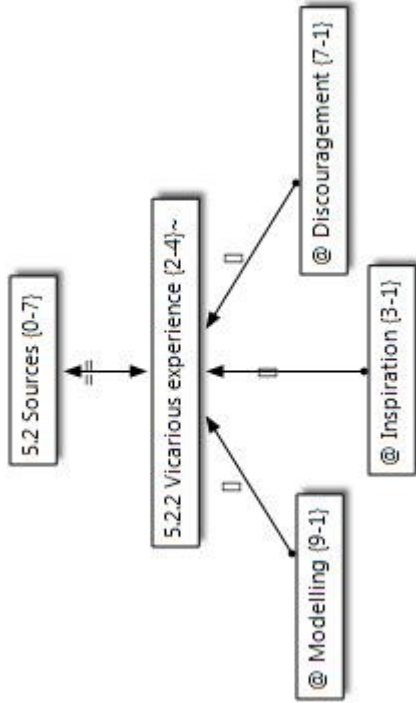
.....(1)

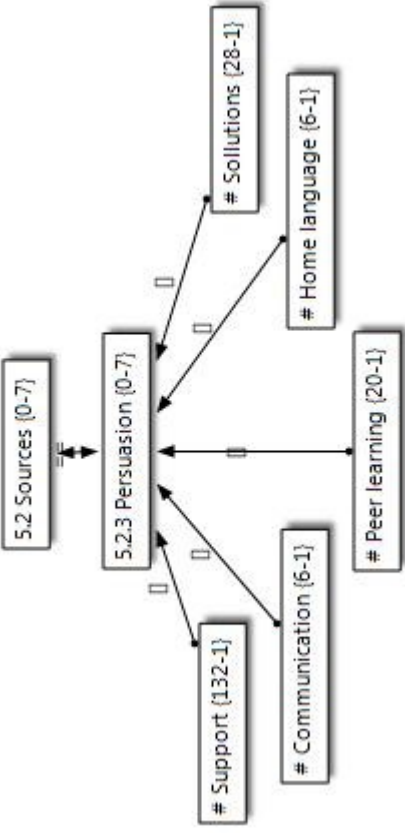
5. Explain the main differences between the new ships and the older ships. You should not write more than 30 words.

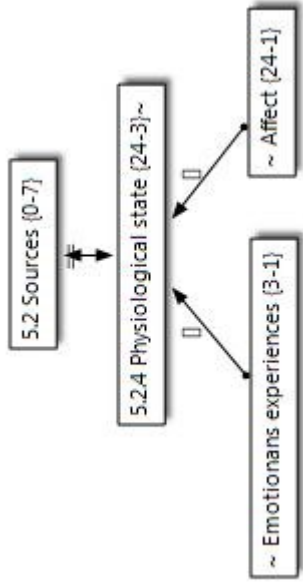
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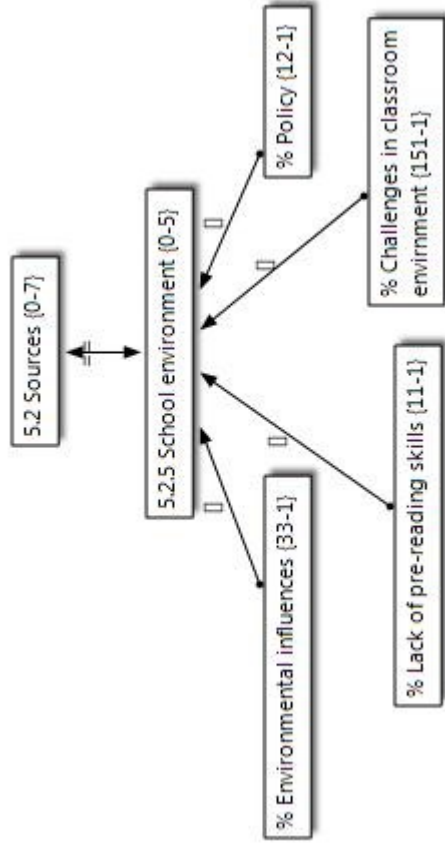
..... (3) [10]

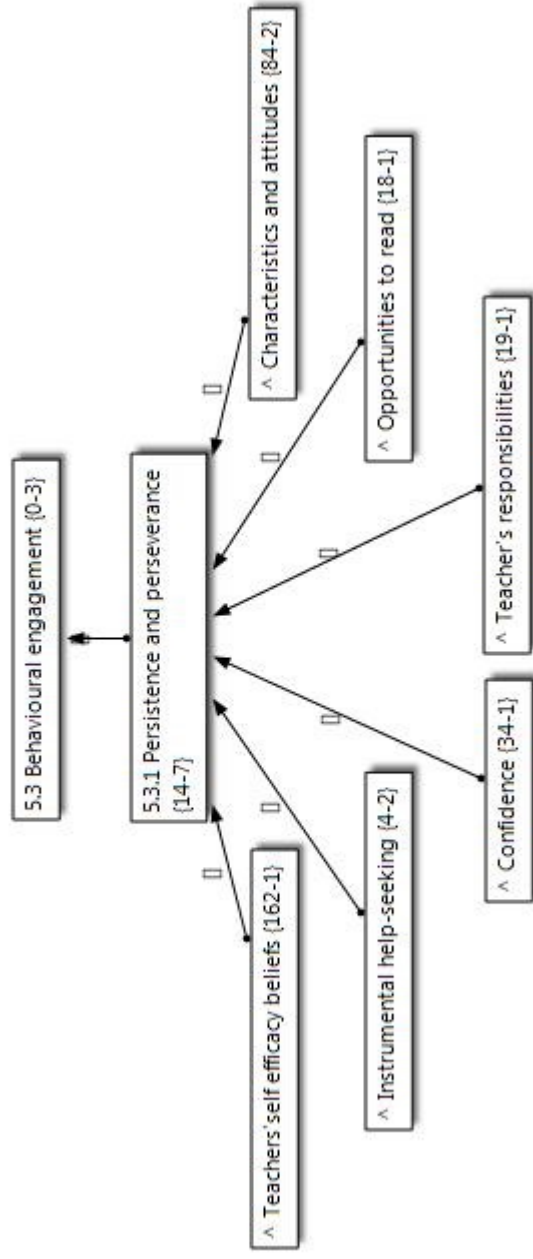


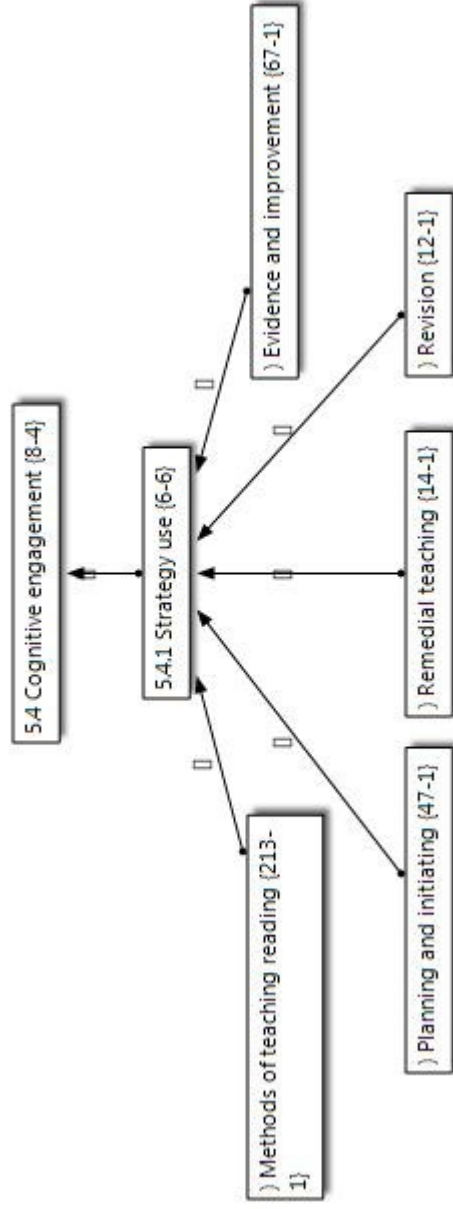


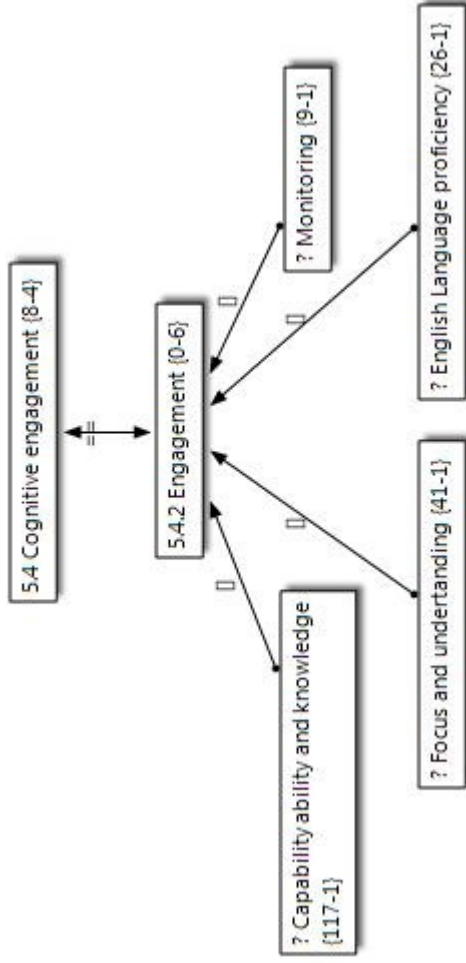


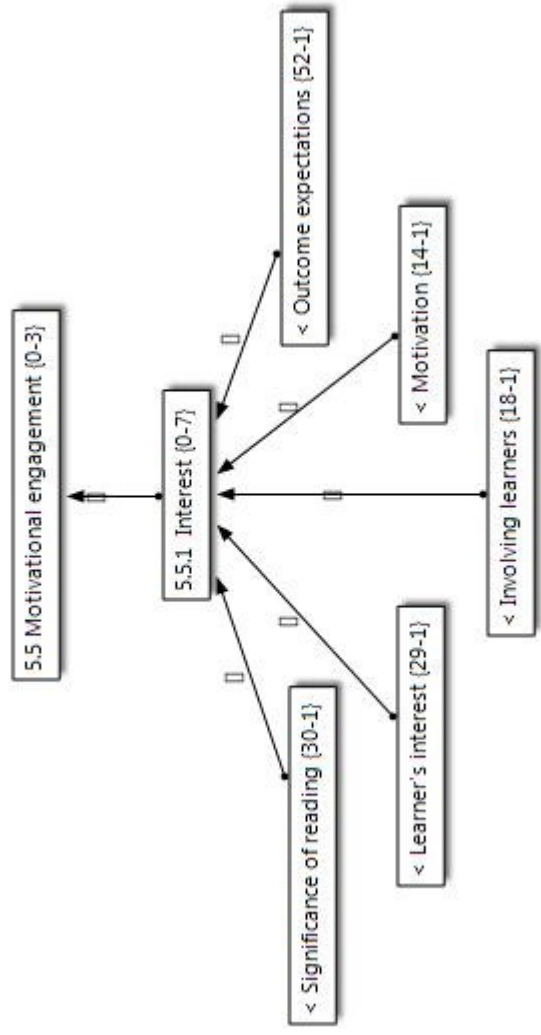












5.5 Motivational engagement (0-3)

5.5.2 Value (26-1)

~ Affect (24-1)

English Second Language

Reading Comprehension **test 3**

Marks: 20

Participant number.....

Grade.....

Duration: 40min.

Read text A and B and answer the questions below each of the texts.

Use the space provided below each question to write your answers.

TEXT A

Taking off with Computers

The European Airbus A320, one of the most modern planes in this world, was built in 2001, using the latest technology. One of its most unusual features is a system known as "fly by wire".

In older aircraft, the aeroplane is controlled by cables and hydraulic systems that are worked by the pilot controlling the joystick and the foot pedals. Of course, in a big aeroplane the controls are power-assisted – a human could not possibly move the wing flaps on a jumbo jet without help.

Even so, the systems are old-fashioned, mechanical systems and if the power assistance fails, the controls can often be worked by winding handles. Engineers know they are safe, because they have been used for years.

This sort of system has many parts that cost a good deal of money and which are also heavy; and a heavier aeroplane is more expensive to fly because it uses more fuel.

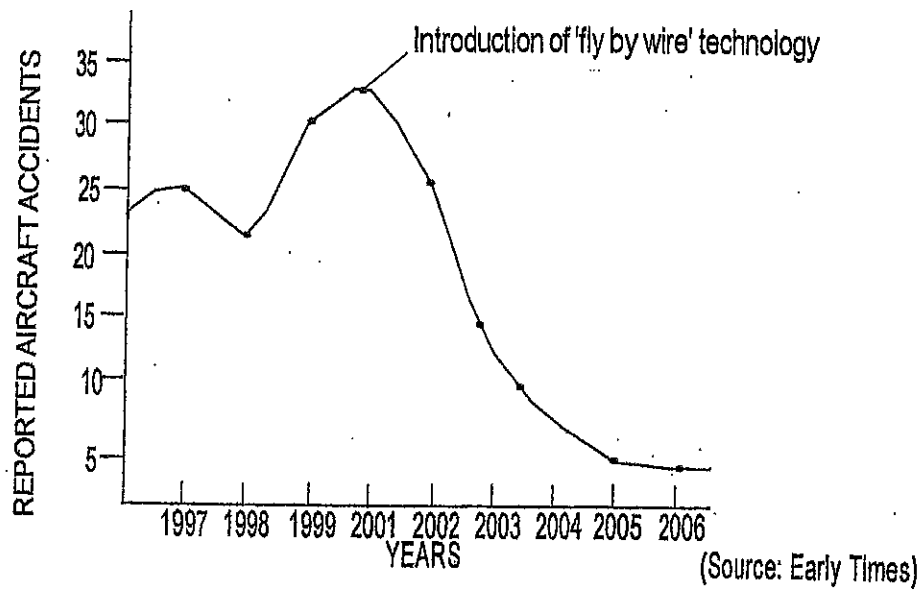
The advantages of the "fly by wire" system are that heavy components are no longer needed and the planes are much lighter. Instead of heavy, old controls, the A320 has a control not much bigger than the joystick of computer games. Like all the other controls, it is connected to a series of computers that works out what the pilot wants and controls the aircraft so that it flies properly.

The computer controls the aeroplane by sending signals along wires (that is where the "fly by wire" name comes from) to the devices that control the aircraft.

The computers are also programmed to stop the pilot making mistakes by trying to make the plane do something it cannot. Despite all the safety systems built into the planes, two of them crashed and doubts were raised about the safety of the electronic system.

Now the results of the crash investigations are available. It appears that both crashes were the result of pilot error. The pilots thought the safety system would protect them.

It seems that the electronics worked perfectly each time, but they could not totally eliminate pilot error.



Questions for TEXT A

1. Give **two** details about the controls in order aeroplanes.

.....
..... (2)

2. What enables the aeroplanes to continue to fly even after mechanical failure?

..... (1)

3. Explain how the “fly by wire” system assists pilots. Give **two** details.

.....
.....(2)

4. Why is “fly by wire” an appropriate name for the system?

.....
.....(1)

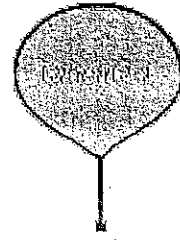
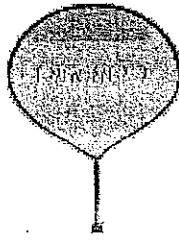
5. What evidence in the graph suggests that the safety system is efficient?

.....
.....(1)

6. Write a paragraph of about 60 words describing the problems the new system has had.

.....
.....
.....
.....
..... (3)

TEXT B



MISSION POSSIBLE?

Last year, two pilots were hoping to make an attempt to reach a record-breaking altitude of 132,000 feet (height above the earth). They were using the world's biggest balloon called the QinetiQ 1. They aimed to break the 40-year-old world altitude record.

However, they were unable to make their attempt that year because the winds at 66,000 feet were too strong and would have pushed the QinetiQ 1 balloon too far west into the Atlantic Ocean.

Next summer, when the weather conditions are right, a 72-hour countdown will begin, and the balloon will set off from the southernmost part of the UK to the edge of space. The flight will last about 12 hours. The team and pilots will start to fill the balloon with helium, which will enable it to reach its expected height. They will start at 5am and then launch the balloon from the sea two hours later. The balloon will then rapidly climb to 82,500 feet; the ascent will then be more gradual.

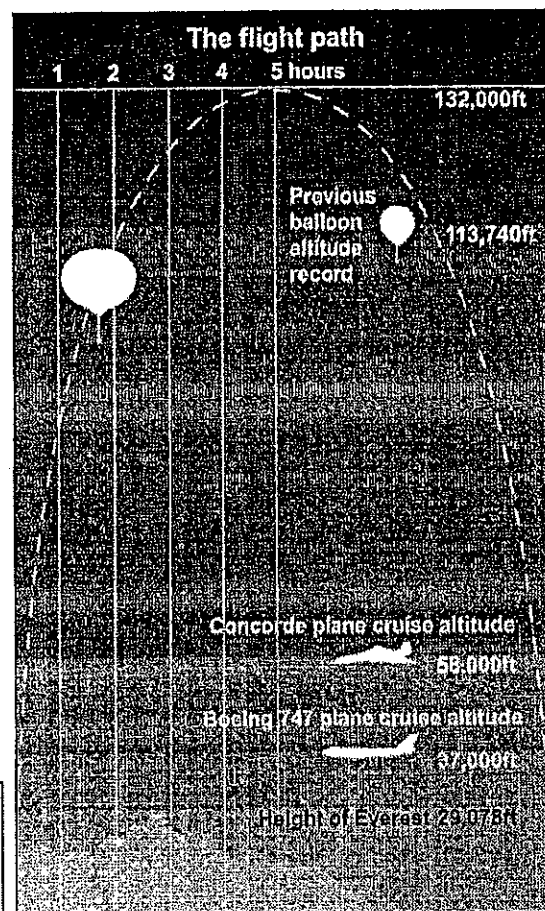
From around 600 miles, people on the earth below will be able to see the enormous balloon rising up into the sky. This means that the whole of the UK and much of France will be able to view the flight with the naked eye.

Once the pilots reach their hoped-for altitude of 132,000 feet, they will let off some flares to celebrate, carry out some experiments and collect more information about this area of the stratosphere. After one or two hours, they will begin their descent back to earth, which should take them about three to four hours before they splash down in the Atlantic.

Temperatures

will drop to: -70°C at 40,000 feet
and rise to: -25°C at 132,000 feet

The pilots have to train very hard to enable them to take part in this daring attempt, including a rigorous fitness programme and a course in repairing their pressurised suits. They have to perfect and practise emergency procedures inside the balloon itself. One of these is an 'avoidance action' to prevent accidents or collisions. Another task is to try and deflate the balloon over the sea. The pilots have been successful at their 'mock' emergency attempt and feel confident that their flight will be safe, successful and free of serious problems. Now there is just the wait for favourable weather conditions.



Questions for TEXT B

1. Why was it not possible to start their journey last year?
..... (1)

2. Why will the launch begin two hours after 5 am?
..... (1)

3. How will the pilots celebrate when they finally reach 132, 000 feet?
..... (1)

4. According to the chart, what is the highest an aeroplane has reached in flight?
..... (1)

5. What will happen to the temperature when the balloon reaches 132, 000 feet?
.....
.....(2)

6. Write a short paragraph (about 60 words) describing four ways that the pilots train for this attempt.
.....
.....
.....
.....
.....
.....
..... (4)

Participants' Reading Comprehension Tests' Results

Grade	Participants for tests	Participants for interviews	Test 1 10 Marks	Test 2 15 Marks	Test 3 20 Marks	Grand Total 45 Marks
12	1	*	5	11	15	31*
12	2	*	6	11	15	32*
11	3	**	3	9	10	22
12	4	**	6	10	9	25
11	5	**	7	11	7	25
11	6	**	2	6	9	17
11	7	**	2	6	8	16
12	8	**	5	9	11	25
12	9	**	4	10	15	29
11	10	**	5	10	6	21
11	11	**	7	9	14	30
11	12	**	3	12	13	28
11	13	**	4	11	9	24
11	14	**	5	3	9	17
11	15	*	4	13	16	33*
11	16	**	0	9	19	28
11	17	**	5	9	11	25
11	18	**	4	8	16	28
11	19	*	4	7	3	14*
11	20	**	3	10	12	25
11	21	**	3	7	6	16
11	22	**	3	5	11	19
11	23	**	5	8	11	24
11	24	*	2	6	7	15*
12	25	**	2	9	11	22
11	26	**	2	10	9	21
11	27	**	5	6	13	24
11	28	*	2	8	5	15*
11	29	**	1	10	10	21
12	30	**	5	7	5	17
12	31	**	4	7	9	20
11	32	**	2	10	16	28
11	33	*	2	8	4	14*
11	34	**	4	10	9	23
11	35	**	3	6	12	21
12	36	*	5	13	15	33*
11	37	**	2	8	8	18
12	38	**	4	11	13	28
12	39	**	3	7	13	23
12	40	**	4	2	12	18
12	41	**	3	6	13	22
12	42	**	5	9	9	23
12	43	**	5	8	9	22
11	44	**	4	11	10	25
12	45	**	4	6	10	20
11	46	*	5	8	2	15*
11	47	**	5	8	7	20
11	48	**	4	10	8	22
11	49	**	6	10	12	28
11	50	**	4	9	10	23
11	51	**	7	10	12	29
12	52	**	7	11	12	30
12	53	**	4	8	7	19
12	54	**	6	8	11	25
12	55	**	4	5	8	17
12	56	**	2	9	11	22
11	57	**	3	11	7	21
12	58	**	4	9	13	26
12	59	*	5	15	17	37*
12	60	**	4	7	13	24

*The asterisk opposite some of the total marks indicates the participants who either scored low/high from the tests and who were selected for interviews.

** These participants were not invited to the interviews since they did not score low/high.

Addendum G: Interview questions

Learners' self-efficacy beliefs in reading comprehension in English Second Additional Language

Consider the following scale:

Very poor		Poor		Average	Fair		Very good		Excellent
1	2	3	4	5	6	7	8	9	10

Some of the questions I will ask require that you first rate yourself on the scale by giving yourself a mark or value between 1 and 10 on each of the questions and then explain or give a reason why you give yourself such a rating.

Example:

If you rate yourself as very capable or good in doing something, you may give yourself a rating of 8, 9 or 10. If you feel you are not good at something, but at the same time that you are not too bad, you may give yourself a rating of 5 or 6. If you feel you are capable at all you will give yourself a rating of 3 or lower than 3.

Note

Kindly keep in mind that we are not good or bad at all the things we do. We usually are good at doing some things and not so good at other things. Therefore please be honest with your ratings and the reasons you give.

Questions

Motivational engagement

1. Do you like reading?
2. Do you enjoy reading in your home language more than reading in English?
Explain your answer.
3. How often do you read?
4. Rate yourself on your ability to motivate yourself to read when you have other more interesting things to do. Give a reason for your rating.
5. Do you easily give up when you struggle to understand what you read?
Why/ why not?
6. How well can you read when there are other more interesting things to do than reading?
7. Do you consider reading to be a waste of time?

Cognitive engagement and strategy use

Before you rate yourself on the next question, I want you to name all the strategies you know that you use and the things you do, when you read and do not understand what you read.

8. Rate your ability to use these strategies when you read something that is difficult to read. Give a reason for your rating
9. How do you rate your ability to ask support (help) from others when you experience difficulties with understanding what you read in English? Explain why you give yourself such a rating.
10. How certain are you that you understand what you read in English schoolbooks. Rate yourself. Explain why you give yourself such a rating.
11. How certain are you that you understand what you read in English storybooks newspapers. Rate yourself. Explain why you give yourself such a rating.
12. How certain are you that you understand what you read in English newspapers. Rate yourself. Explain why you give yourself such a rating.

Self-efficacy

13. Rate how good you believe you are at reading English. Give a reason for your rating. Explain why you give yourself such a rating.
14. How do you rate or evaluate the range of your English vocabulary? Explain why you give yourself such a rating.

Emotions/ Physiological factors

15. When you first received your English prescribed books this year did you think you were capable of reading and understanding them?
16. Do you still feel the same or have those feelings change? Explain why your feelings have changed or not.

Social comparison

17. Compared to the other learners in your class do you think you understand better than they what you read. How do you rate your ability to understand in comparison to other learners in class. Explain why you give yourself such a rating.
18. Do you think your reading skills are better compared to others in your class? Explain why you believe this about your reading skills.

Situation specific/ self efficacy

19. How well do you understand what you read in the Maths or Science class? Give a reason for your rating. Explain why you give yourself such a rating.

20. How well are you aware of it when another learners in your class has difficulty in reading? Give a reason for your rating. Explain why you give yourself such a rating.

21. How well are you aware of it when other students in your class don't understand what they read? Give a reason for your rating. Explain why you give yourself such a rating.

Vicarious experiences

22. When you see how well other learners understand what they read in English do you believe you can also improve your understanding what you read in English?

Verbal persuasions

23. Do you mostly hear negative or positive comments from your teacher about your English reading and understanding?

24. How do those comments make you feel about your ability to read and understand English?

Participant 1

B1

Interviewer: Eem... Good morning?

Interviewee: Good morning sir.

Interviewer: How are you?

Interviewee: I am fine and how are you sir?

Interviewer: Fine. Eem... We are going to start with our discussion. Eem... our topic like I said is eem..., Learners' self efficacy beliefs in reading comprehension in English Second Additional Language. We are going to consider the following scale, when we are rating.

Interviewee: Jah!

Interviewer: Like 1 for very poor, eem..., 2-3 for poor, average 4-5, fair 6, very good 8, excellent 9-10.

Interviewee: Ok

Interviewer: Some of the questions I will ask require that you first rate yourself on the scale, by giving yourself a mark, or value between 1 and 10, on each of the questions. And then, explain or give a reason why you give yourself such a rating. For example, if you rate yourself as very capable or good in doing something, you may give yourself a rating of eight or nine or ten. If you feel you are not good at something, but at the same time that you are not too bad, you may give yourself a rating of five or six. If you feel you are capable at all you give yourself a rate... or for example, if you feel you are not capable at all, you will give yourself a rate of three or lower than three. This is not a test and it will not affect your school marks. Eem....Kindly keep in mind that we are not good or bad at all the things that we do. We are usually good at doing some things but not so good at other things. Therefore, you need to be honest with your ratings, and the reasons that you give.

Interviewee: Ok.

Interviewer: Oh jah! Eem... we ... are going to start with the questions now. Eem... The first questions are under **Motivational engagement**. The first one: Do you like reading?

Interviewee: Yes I like reading.

Interviewer: You like reading.... Do you enjoy reading in your home language more than reading in English?

Interviewee: Usually I enjoy reading in my ... not in my home language but in English. Whenever I am reading newspapers I feel more excited than reading poetry books in Oshikwanyama.

Interviewer: Eem ... why do you enjoy more reading in English?

Interviewee: No. No... Mostly I read newspapers. Whenever I'm reading newspapers I mostly read in English. And maybe at... at Oshiwambo I only did a bit. No... In English is where I find more information than in Oshikwanyama.

Interviewer: Ok ... so you read more in English because you get.... don't you think you can also get more information in Oshikwanyama?

Interviewee: I think I will, but I find the problem is that I do not find newspapers where I mostly read. In Oshiwambo there is no much information. The newspapers cover less in Oshikwanyama.

Interviewer: Ok.... So... you mean there is no much of your language newspapers?

Interviewee: There is no much jah!

Interviewer: What about books?

Interviewee: I read only for studying but not for other things.

Interviewer: Ok.... Eem... how often do you read?

Interviewee: I often like when I have free time and when I am to study something, like for exam.

Interviewer: Ok... and how often do you do that?

Interviewee: Aah.... Definitely. I do it... no... Sir, does it mean the time I do what?

Interviewer: Like how many times you do it?

Interviewee: Through the day or just...

Interviewer: Anytime that you read... how often do you read... how... is it sometimes.. or many times... always...?

Interviewee: I only read sometimes.

Interviewer: You only read sometimes?

Interviewee: Yes.

Interviewer: In English? Ok eem... ok and the following questions... here you need to rate yourself on your ability to motivate yourself to read when you have other more interesting things to do. How do you rate yourself in that way?

Interviewee: Motivating myself?

Interviewer: Are you able to read if there are other things to do?

Interviewee: I rate myself... as ... may be at eight, good.

Interviewer: Ok. And why do you give yourself such a rate?

Interviewee: Because mostly I read by myself. To update myself on what is happening in the world.

Interviewer: Ok, eem ... interesting things? Are you able to read if there are interesting things?

Interviewee: Like the ...people going to play...

Interviewer: Yah! Anything that is interesting to you... like yah...

Interviewee: No I read ... just fair... sometimes. I only do it sometimes.

Interviewer: Eem... Can you give me examples of things that destruct you from reading?

Interviewee: Just playing. Like When I want to play soccer or watching TV.

Interviewer: Ok ... Eem.... do you easily give up when you struggle to understand what you read?

Interviewee: No, I don't easily give up. I don't mostly no I do I do not give up I mostly redo, redo. I just read repeating until I understand the things.

Interviewer: Ok. Why don't you give up perhaps?

Interviewee: Because if I give up is like I did nothing. Is like ... is like I did not do anything.

Interviewer: Ok. So do you think that giving up will...?

Interviewee: Will not... Will not help me anything.

Interviewer: What do you get from reading?

Interviewee: In reading I get many things. I get ... sometimes I learn like things that you never knew. You can go in a newspaper you read you come across things that you never knew and you learn from it.... just some articles, and I learn how to write reports.

Interviewer: But, here we are talking about ... struggling to read... and you said you do not give up when you struggle...

Interviewee: Yes.

Interviewer: How well can you read if there are other more interesting things to do... do you just read well?

Interviewee: Like, no, I do not read well only sometimes, but not really. If there is like a nice, a nice movie on a TV and I was reading I might ... for a while.

Interviewer: Ok ...and if you are supposed to read, how do you do it? Do you come back after that scene or ... How do you go about it?

Interviewee: Yah! I come back for it...even if you know I want to chat with my friends and I was reading so after I am done I usually come back.

Interviewer: Eem ... Do you consider reading to be a waste of time?

Interviewee: No. Not at all.

Interviewer: What is the reason there maybe?

Interviewee: No, reading to me I get something very important. No... I like... reading to get ... just to be ... to get information like and to know what is going around the world like when I am reading newspapers read reports ... and check the results and those things....

Interviewer: What other things that you benefit from reading?

Interviewee: Uh. The other things? I come across that words that I never knew like and I always like to underline them and take my dictionary and I go from ... it is really making my vocabulary.. it is extending it ..

Interviewer: It extends your vocabulary?

Interviewee: Yes.

Interviewer: We move on to questions about **Cognitive engagement and strategy use**. Before you rate yourself on the next question, I want you to mention all the strategies, the things you know you use and do when you read and do not understand what you read.

Interviewee: Strategies I use I go... ask for help or I just read repeatedly the thing until understand it. Or I just or go for internet if I cannot really understand.

Interviewer: Are those the only things that you do?

Interviewee: Yes

Interviewer: Ok those strategies that you just mentioned now, rate yourself on the ability to you.

Interviewee: They are ... they are fair. Is 5-6.

Interviewer: Why do you give yourself that rating?

Interviewee: Sometimes not always if I go ... if I took those strategies ... Mostly sometimes I fail to get if you go to a person they say they do not know too ... or I repeat the things I cant still get it.

Interviewer: Ok but your ability... Are you able to use them?

Interviewee: Yes I am able to use them that is only the choice, there is no way.

Interviewer: How do you rate your ability to ask support when you experience on what you do not understand?

Interviewee: I rate it... fair, at 6

Interviewer: How is your ability to ask support from others when you experience difficulties with understanding what you read in English?

Interviewee: My ability is not really... Not really... like asking ... I rate myself at 5...when I ask sometimes people also not know. Neither if I go to experts like if I go to teachers mostly... I also like to ask from my friends.

Interviewer: Are you also able to go teachers?

Interviewee: From teachers... Teachers really help and it is good.

Interviewer: How do you rate yourself on your ability to ask support from others?

Interviewee: I rate it as fair. Because sometimes mostly teachers, sometimes teachers are busy... I rate it good.

Interviewer: And you said you do not ask from fellow learners?

Interviewee: No!

Interviewer: The next question is ...how certain are you that you understand what you read from English school books?

Interviewee: That ... I read in English books?

Interviewer: English School books...

Interviewee: Not inin English books, I am not very sure. Or sometimes something I come across and not understand.

Interviewer: How do you rate yourself in that aspect?

Interviewee: I am fair, 5-6

Interviewer: Eem... Please explain why you give yourself such a rating?

Interviewee: Because not always..... some of them the English books I understand most of the things really understand.

Interviewer: Can you give me examples of those things that you need help from the teachers?

Interviewee: Is like... like articles, reports and vocabulary usage. You know sometimes you come across when you go to a dictionary you might come across a word but you do not really know how to use it. So I go to teachers for help.

Interviewer: What about English story books? How certain are you that you understand what you read from there?

Interviewee: From English books?

Interviewer: English Story books...

Interviewee: Whenever I read English books I find them exiting.

Interviewer: How are story books interesting?

Interviewee: I like the stories.... some stories are really amusing. Very good.

Interviewer: And where do you rate yourself?

Interviewee: Very good. At eight.

Interviewer: Newspapers? How do rate yourself?

Interviewee: Excellent, 8-10.

Interviewer: Ok. And you said you are excellent at this? What is that in the newspapers that makes you understand what you read?

Interviewee: Just the stories and the vocabulary that is used is not a higher class English.

Interviewer: We are moving on to the next part which is **Self efficacy**. Please rate how you think you are at reading English?

Interviewee: I think my English is good.

Interviewer: Please rate yourself how good you are in English.

Interviewee: I think I am ... I am fair. 5-6. Not every time I read English and I understand every thing. Sometimes I need help. And sometimes I understand things very well.

Interviewer: What are the things that you said you need help on?

Interviewee: The words those are new to me. They really give hard time because I need to go and get their meanings.

Interviewer: Which words?

Interviewee: The words those are difficult.

Interviewer: Please, How do evaluate the range of your English vocabulary?

Interviewee: My English vocabulary is fair.It is not so like ... I think is more increasing because like now I often read a dictionary.

Interviewer: Ok. What are the things that show you that you are at that stage?

Interviewee: Because mostly when I am reading something I ... when I read things I find words that I already know... and they look so bombastic but I know them.

Interviewer: Ok. **Emotions/Physiological factors.** When you first received prescribed books this year, did you think that you were able to read and understand them?

Interviewee: No I do not think... so.

Interviewer: You did not think so?

Interviewee: Yes.

Interviewer: Why what was the problem?

Interviewee: I was just thinking I did not know that the grade 12 things will be difficult.

Interviewer: So did your feelings change now?

Interviewee: The things changed. When I go through them they were not so difficult.

Interviewer: So that changed your feelings?

Interviewee: Yes.

Interviewer: Ok. We are moving to **Social comparison.** Compared to other learners in your class, do you think you understand better than them in reading?

Interviewee: I think I understand better. They use to come to me for help. I do not go to them for help. It is mostly them who come to me for help.

Interviewer: How do you rate ... your ability?

Interviewee: I think I am good. 7-8. Whenever the teacher feels that some learners do not understand the teacher refer them to me for help.

Interviewer: Do you help them?

Interviewee: Yes

Interviewer: Do you think your reading skills are better compared to others in class?

Interviewee: Yes I think they are better. When...you are reading

Interviewer: What are those things that show you that your reading skills are better?

Interviewee: It is like I always carry my things. My dictionary... My materials just to... The most things that disturb me are bombastic words. I go to the computer lab to search on internet to understand.

Interviewer: Situation specific of self-efficacy. How well do you understand what you read in Maths or Science class?

Interviewee: In maths, is not really. Some words in Maths are not easy. The words are so scientific. Words like variables etc are not easy.

Interviewer: At what rate do you think you are?

Interviewee: 5-6

Interviewer: Why do you give yourself such a rate?

Interviewee: Eem chapters like problem solving....those chapters where you are given sentences are difficult. They use synonyms.

Interviewer: Does the use of synonyms complicate your understanding?

Interviewee: Yes.

Interviewer: So what do you do with that problem?

Interviewee: Yes. Sometimes... when I am reading I ask my friends and when they say these things are difficult, I will give up.

Interviewer: Do you just give up?

Interviewee: Yes.

Interviewer: How well are you aware of it if another learner in your class has difficulties in reading?

Interviewee: No.... How well I am aware ... mostly I found that they read like a teacher give us something to read and getting answers like a test you need to give information, most people fail these things because they do not understand.

Interviewer: Eem. At what rate?

Interviewee: Oh ... I am fair 5-6

Interviewer: Why do you give yourself such a rate?

Interviewee: Because not every time I am able to find out this. So it is their secret.

Interviewer: But these people are in your class, how come that you do not understand them? Do not want to show that they do not understand they just keep quiet

Interviewee: I do not know their secrets. Some people do not like asking for help. They

Interviewer: Vicarious experience. When you see other learners understand what they read in English, do you believe that you can also improve your understanding of what you read in English?

Interviewee: If the thing is done by your fellow colleagues... I just try it. I try by all means to be at the same pace.

Interviewer: What are the things do those learners do?

Interviewee: Yes, some learners visit the library throughout the week.

Interviewer Do you also want to do that?

Interviewee: Yes I want to do that as well to improve my English.

Interviewer: The following questions are about **Verbal persuasions**. Do you mostly hear negative or positive comments from your teacher about your English reading and understanding?

Interviewee: Yes. Like my teacher mostly ask me to read and always I should keep up my good reading.

Interviewer: So what comments do you get? Positive or negative?

Interviewee: It is **positive**.

Interviewer: How do these comments make you feel?

Interviewee: **I feel good and I feel that my ability has improved. I am motivated.**

Interviewer: Because you hear it from the teacher?

Interviewee: Yes I really feel good.

Interviewer: Ok. I am really glad you responded to come and share these ideas with me. Thank you for participating in this interview once more.

Interviewee: Ok Sir, thank you.

Participant 1

B1

Interviewer: Eem... Good morning?

Interviewee: Good morning sir.

Interviewer: How are you?

Interviewee: I am fine and how are you sir?

Interviewer: Fine. Eem... We are going to start with our discussion. Eem... our topic like I said is eem..., Learners' self efficacy beliefs in reading comprehension in English Second Additional Language. We are going to consider the following scale, when we are rating.

Interviewee: Jah!

Interviewer: Like 1 for very poor, eem..., 2-3 for poor, average 4-5, fair 6, very good 8, excellent 9-10.

Interviewee: Ok

Interviewer: Some of the questions I will ask require that you first rate yourself on the scale, by giving yourself a mark, or value between 1 and 10, on each of the questions. And then, explain or give a reason why you give yourself such a rating. For example, if you rate yourself as very capable or good in doing something, you may give yourself a rating of eight or nine or ten. If you feel you are not good at something, but at the same time that you are not too bad, you may give yourself a rating of five or six. If you feel you are capable at all you give yourself a rate... or for example, if you feel you are not capable at all, you will give yourself a rate of three or lower than three. This is not a test and it will not affect your school marks. Eem.....Kindly keep in mind that we are not good or bad at all the things that we do. We are usually good at doing some things but not so good at other things. Therefore, you need to be honest with your ratings, and the reasons that you give.

Interviewee: Ok.

Interviewer: Oh jah! Eem... we ... are going to start with the questions now. Eem... The first questions are under **Motivational engagement**. The first one: Do you like reading?

Interviewee: Yes **I like reading**.

Interviewer: You like reading.... Do you enjoy reading in your home language more than reading in English?

Interviewee: Usually **I enjoy reading in my ... not in my home language but in English**. Whenever I am reading newspapers I feel more excited than reading poetry books in Oshikwanyama.

Interviewer: Eem ... why do you enjoy more reading in English?

Interviewee: No. No... **Mostly I read newspapers**. Whenever I'm reading newspapers I **mostly read in English**. And maybe at... at Oshiwambo I only did a bit. No... In English is where I find more information than in Oshikwanyama.

Interviewer: Ok ... so you read more in English because you get.... don't you think you can also get more information in Oshikwanyama?

Interviewee: I think I will, but I find the problem is that I **do not find newspapers** where I mostly read. In Oshiwambo there is no much information. The newspapers cover less in Oshikwanyama.

Interviewer: Ok.... So... you mean there is no much of your language newspapers?

Interviewee: There is no much jah!

Interviewer: What about books?

Interviewee: I read only for studying but not for other things.

Interviewer: Ok.... Eem... how often do you read?

Interviewee: I often like when I have free time and when I am to study something, like for exam.

Interviewer: Ok... and how often do you do that?

Interviewee: Aah.... Definitely. I do it... no... Sir, does it mean the time I do what?

Interviewer: Like how many times you do it?

Interviewee: Through the day or just...

Interviewer: Anytime that you read... how often do you read... how... is it sometimes.. or many times... always...?

Interviewee: I only read sometimes.

Interviewer: You only read sometimes?

Interviewee: Yes.

Interviewer: In English? Ok eem... ok and the following questions... here you need to rate yourself on your ability to motivate yourself to read when you have other more interesting things to do. How do you rate yourself in that way?

Interviewee: Motivating myself?

Interviewer: Are you able to read if there are other things to do?

Interviewee: I rate myself... as ... may be at eight, good.

Interviewer: Ok. And why do you give yourself such a rate?

Interviewee: Because mostly I read by myself. To update myself on what is happening in the world.

Interviewer: Ok, eem ... interesting things? Are you able to read if there are interesting things?

Interviewee: Like the ...people going to play...

Interviewer: Yah! Anything that is interesting to you... like yah...

Interviewee: No I read ... just fair... sometimes. I only do it sometimes.

Interviewer: Eem... Can you give me examples of things that distract you from reading?

Interviewee: Just playing. Like When I want to play soccer or watching TV.

Interviewer: Ok ... Eem.... do you easily give up when you struggle to understand what you read?

Interviewee: No, I don't easily give up. I don't mostly no I do I do not give up I mostly redo, redo. I just read repeating until I understand the things.

Interviewer: Ok. Why don't you give up perhaps?

Interviewee: Because if I give up is like I did nothing. Is like ... is like I did not do anything.

Interviewer: Ok. So do you think that giving up will...?

Interviewee: Will not... **Will not help me anything.**

Interviewer: What do you get from reading?

Interviewee: In reading I get many things. I get ... sometimes I **learn like things that you never knew.** You can go in a newspaper you read you come across things that you never knew and you learn from it.... just some articles, and I learn how to write reports.

Interviewer: But, here we are talking about ... struggling to read... and you said you do not give up when you struggle...

Interviewee: Yes.

Interviewer: How well can you read if there are other more interesting things to do... do you just read well?

Interviewee: Like, no, I **do not read well** only sometimes, but not really. If there is like a nice, a **nice movie** on a TV and I was reading I might ... for a while.

Interviewer: Ok ...and if you are supposed to read, how do you do it? Do you come back after that scene or ... How do you go about it?

Interviewee: Yah! **I come back for it**...even if you know I want to chat with my friends and I was reading so after I am done I usually come back.

Interviewer: Eem ... Do you consider reading to be **a waste of time**?

Interviewee: **No.** Not at all.

Interviewer: What is the reason there maybe?

Interviewee: No, **reading to me I get something very important.** No... I like... reading to get ... just to be ... to get information like and to know what is going around the world like when I am reading newspapers read reports ... and check the results and those things....

Interviewer: What other things that you benefit from reading?

Interviewee: Uh. The other things? I come across that words that I never knew like and I always like to **underline them** and **take my dictionary** and I go from ... it is really making my **vocabulary**.. it is **extending it** ..

Interviewer: It extends your vocabulary?

Interviewee: Yes.

Interviewer: We move on to questions about **Cognitive engagement and strategy use.** Before you rate yourself on the next question, I want you to mention all the strategies, the things you know you use and do when you read and do not understand what you read.

Interviewee: Strategies I use I go... **ask for help** or I just **read repeatedly** the thing until understand it. Or I just or **go for internet** if I cannot really understand.

Interviewer: Are those the only things that you do?

Interviewee: Yes

Interviewer: Ok those strategies that you just mentioned now, rate yourself on the ability to you.

Interviewee: They are ... they are **fair. Is 5-6.**

Interviewer: Why do you give yourself that rating?

Interviewee: Sometimes not always if I go ... if I took those strategies ... Mostly sometimes I fail to get if you go to a person they say they do not know too ... or **I repeat the things I cant still get it.**

Interviewer: Ok but your ability... Are you able to use them?

Interviewee: Yes I am able to use them that is only the choice, there is no way.

Interviewer: How do you rate your ability to ask support when you experience on what you do not understand?

Interviewee: I rate it... **fair, at 6**

Interviewer: How is your ability to ask support from others when you experience difficulties with understanding what you read in English?

Interviewee: My ability is not really... Not really... like asking ... I rate myself **at 5**...when I ask sometimes people also not know. Neither if I **go to experts like if I go to teachers** mostly... I also like to ask from my friends.

Interviewer: Are you also able to go teachers?

Interviewee: From teachers... **Teachers really help** and it is good.

Interviewer: How do you rate yourself on your ability to ask support from others?

Interviewee: I rate it as fair. Because sometimes **mostly teachers**, sometimes teachers **are busy**... I rate it good.

Interviewer: And you said you do not ask from fellow learners?

Interviewee: No!

Interviewer: The next question is ...how certain are you that you understand what you read from English school books?

Interviewee: That ... I read in English books?

Interviewer: English School books...

Interviewee: Not in**in English books**, I am **not very sure**. Or sometimes something I come across and not understand.

Interviewer: How do you rate yourself in that aspect?

Interviewee: I **am fair, 5-6**

Interviewer: Eem... Please explain why you give yourself such a rating?

Interviewee: Because not always..... **some of them the English books I understand most of the things really understand.**

Interviewer: Can you give me examples of those things that you need help from the teachers?

Interviewee: Is like... like **articles, reports and vocabulary usage**. You know sometimes you come across when you go to a dictionary you might come across a word but you do not really know how to use it. So I go to teachers for help.

Interviewer: What about English story books? How certain are you that you understand what you read from there?

Interviewee: From English books?

Interviewer: English Story books...

Interviewee: Whenever I read English books I find them **exiting**.

Interviewer: How are story books interesting?

Interviewee: I like the stories.... some stories are **really amusing**. Very good.

Interviewer: And where do you rate yourself?

Interviewee: Very good. **At eight**.

Interviewer: **Newspapers**? How do rate yourself?

Interviewee: Excellent, **8-10**.

Interviewer: Ok. And you said you are excellent at this? What is that in the newspapers that makes you understand what you read?

Interviewee: Just the stories and the **vocabulary** that is used is **not a higher class English**.

Interviewer: We are moving on to the next part which is **Self efficacy**. Please rate how you think you are at reading English?

Interviewee: I think **my English is good**.

Interviewer: Please rate yourself how good you are in English.

Interviewee: I think I am ... I **am fair. 5-6**. Not every time I read English and I understand every thing. Sometimes I need help. And sometimes I understand things very well.

Interviewer: What are the things that you said you need help on?

Interviewee: The **words those are new** to me. They really **give hard time** because I need to go and get their meanings.

Interviewer: Which words?

Interviewee: **The words those are difficult**.

Interviewer: Please, How do evaluate the range of your English vocabulary?

Interviewee: My **English vocabulary is fair**.It is not so like ... I think is more increasing because like now I **often read a dictionary**.

Interviewer: Ok. What are the things that show you that you are at that stage?

Interviewee: Because mostly when I am reading something I ... when I read things I **find words that I already know**... and they look so bombastic but I know them.

Interviewer: Ok. **Emotions/Physiological factors**. When you first received prescribed books this year, did you think that you were able to read and understand them?

Interviewee: **No I do not think**... so.

Interviewer: You did not think so?

Interviewee: Yes.

Interviewer: Why what was the problem?

Interviewee: I **was just thinking I did not know that the grade 12 things will be difficult**.

Interviewer: So did your feelings change now?

Interviewee: **The things changed**. When **I go through** them they were **not so difficult**.

Interviewer: So that changed your feelings?

Interviewee: Yes.

Interviewer: Ok. We are moving to **Social comparison**. Compared to other learners in your class, do you think you understand better than them in reading?

Interviewee: I think **I understand better**. They use **to come to me for help**. I do **not go to them for help**. It is mostly them who come to me for help.

Interviewer: How do you rate ... your ability?

Interviewee: I think I am **good. 7-8**. **Whenever the teacher feels that some learners do not understand the teacher refer them to me for help.**

Interviewer: Do you help them?

Interviewee: Yes

Interviewer: Do you think your **reading skills** are better compared to others in class?

Interviewee: Yes I think they are **better**. When...you are reading

Interviewer: What are those things that show you that your reading skills are better?

Interviewee: It is like I always carry my things. My dictionary... My materials just to... The most things that disturb me are bombastic words. I go to the computer lab to search on internet to understand.

Interviewer: Situation specific of self-efficacy. How well do you understand what you read in Maths or Science class?

Interviewee: In maths, is not really. Some **words in Maths are not easy**. The words are **so scientific**. Words like variables etc are not easy.

Interviewer: At what rate do you think you are?

Interviewee: **5-6**

Interviewer: Why do you give yourself such a rate?

Interviewee: Eem chapters like problem solving....those **chapters** where you are **given sentences** are difficult. They **use synonyms**.

Interviewer: Does the use of synonyms complicate your understanding?

Interviewee: Yes.

Interviewer: So what do you do with that problem?

Interviewee: Yes. Sometimes... when **I am reading I ask my friends and when they say these things are difficult, I will give up.**

Interviewer: Do you just give up?

Interviewee: Yes.

Interviewer: How well are you aware of it if another learner in you class has difficulties in reading?

Interviewee: No.... How well I am aware ... mostly **I found** that they read like a teacher give us something to read and getting answers like a test you need to give information, **most people fail** these things because they do not understand.

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Interviewee: Oh ... I am fair 5-6

Interviewer: Why do you give yourself such a rate?

Interviewee: Because not every time I am able to find out this. So it is their secret.

Interviewer: But these people are in your class, how come that u do not understand them? Do not want to show that they do not understand they just keep quiet

Interviewee: I do not know their secrets. Some people do not like asking for help. They

Interviewer: **Vicarious experience.** When you see other learners understand what they read in English, do you believe that you can also improve your understanding of what you read in English?

Interviewee: If the thing is done by your fellow colleagues... I just try it. I try by all means to be at the same pace.

Interviewer: What are the things do those learners do?

Interviewee: Yes, some learners visit the library throughout the week.

Interviewer: Do you also want to do that?

Interviewee: Yes I want to do that as well to improve my English.

Interviewer: The following questions are about **Verbal persuasions.** Do you mostly hear negative or positive comments from your teacher about your English reading and understanding?

Interviewee: Yes. Like my teacher mostly ask me to read and always I should keep up my good reading.

Interviewer: So what comments do you get? Positive or negative?

Interviewee: It is positive.

Interviewer: How do these comments make you feel?

Interviewee: I feel good and I feel that my ability has improved. I am motivated.

Interviewer: Because you hear it from the teacher?

Interviewee: Yes I really feel good.

Interviewer: Ok. I am really glad you responded to come and share these ideas with me. Thank you for participating in this interview once more.

Interviewee: Ok Sir, thank you.

1 **Interviewer:** Good afternoon?

2 **Participant 02**

3 **Interviewee 2:** Good afternoon sir

G1

4 **Interviewer:** How are you?

5 **Interviewee 2:** Fine. How are you sir?

6 **Interviewer:** Fine, thank you. Eem... We are going to have a discussion like we said
7 earlier, on learners' self efficacy beliefs in reading comprehension in English second
8 Additional language. Eem.... This is not a test and you do not need to worry about giving
9 correct or wrong answers. This is all about giving opinions.

10 Some of the questions I will ask you will require that you give a value or a mark between 1
11 and 10 on each of the questions and then explain why you give yourself such a rating. We
12 have 1 which stands for very poor, 2-3 poor, 5 for average, 6 for fair, 7-8 very good, and 9-
13 10 excellent.

14 If you rate yourself as very capable of doing something, you may give yourself a rating of 8,
15 9 or 10. If you feel you are not good at something but at the same time you are not too bad,
16 you may give yourself a rating of 5-6. If you feel you are not capable at all, you will give
17 yourself a rating of 3 or lower than 3.

18 This is not a test, and it will not affect any of your school marks. Keep in mind that we are
19 not good or bad at all the things we do. We are usually good at doing some things and not
20 so good at other things. Therefore, please be honest with your ratings and the reasons you
21 give. Eem... are we able to start?

22 **Interviewee 2:** Yes sir.

23 **Interviewer:** Ok. The first questions are based on **Motivational engagement**. Eem... Do
24 you like reading?

25 **Interviewee 2:** Yes.

26 **Interviewer:** Do you enjoy more reading in your home language or in English?

27 **Interviewee 2:** I enjoy reading in... English because I learn new words, find them out in a
28 dictionary, and have more knowledge about them.

29 **Interviewer:** Ok. Is that why you read more in English?

30 **Interviewee 2:** Yes.

31 **Interviewer:** Eem... any other reasons? You learn more words, you get more knowledge...

32 **Interviewee 2:** I also read more in English because sometimes I understand very well, even
33 a story I understand it very easy in English.

34 **Interviewer:** Ok. So that makes your reading interesting in English. What about your Home
35 language? Is it not interesting?

36 **Interviewee 2:** Is... is it because, is it but not much, because ... the thing is that I want to
37 learn more new words because our subjects are in English and I need to practice more in
38 English.

39 **Interviewer:** O! So you need to take it seriously because you also learn other subjects
40 through it?

41 **Interviewee 2:** Yes.

42 **Interviewer:** But you do not learn other subjects through your mother tongue?

43 **Interviewee 2:** No

44 **Interviewer:** Ok. That is very interesting. How often do you read?

45 **Interviewee 2:** I read in ... **twice in a day**, in the morning and in the evening, and I rest
46 afternoon.

47 **Interviewer:** ok. Eem... why do you only read in the morning and in the evening?

48 **Interviewee 2:** In the morning I use to be... My mind is always good and I do not read
49 during afternoon is... Sometimes it is too hot and I need to rest.

50 **Interviewer:** Ok. Eem ... at this point I want you to rate your ability. Eem... are you able to
51 motivate yourself to read if you have other more interesting things to do?

52 **Interviewee 2:** Yes.

53 **Interviewer:** Eem... may you please give a reason for that? But first of all at what rate you
54 think you are able to read besides other interesting things to do?

55 **Interviewee 2:** At...I am at rate 7-8

56 **Interviewer:** And why... Why probably?

57 **Interviewee 2:** Because most of the times I just want **to learn new things** and i need to give
58 myself enough time to read.

59 **Interviewer:** Ok. To learn new things like? Are you able to give me some examples?

60 **Interviewee 2:** Like in... How **to pronounce** words and get **their meanings**.

61 **Interviewer:** Ok. Eem... Do you easily give up when you struggle to understand what you
62 read?

63 **Interviewee 2:** No. I **do not give up**. If I find something difficult I just go to my friends, ask
64 them and or any teacher **to** help me.

65 **Interviewer:** Ok but we are talking about struggling to understand. You are reading and you
66 are struggling to understand. Eem... What makes you able to continue with something that
67 you are struggling with?

68 **Interviewee 2:** If I am struggling I **take a break** of ten to five...five to ten minutes and I
69 repeat reading. If I repeat I understand it better.

70 **Interviewer:** So you do that instead of giving up?

71 **Interviewee 2:** Yes.

72 **Interviewer:** How well can you read if there are other more interesting things to do? Are you
73 able to read well? The other time you said you are able to motivate yourself...

74 **Interviewee 2:** When I am reading I just find out that I come up with new things that I never
75 knew and **learn new ideas** through reading.

76 **Interviewer:** Ok. So you do not worry about.... other interesting things to do?

77 **Interviewee 2:** No

78 **Interviewer:** Not even going for volleyball, netball, going to watch a movie...

79 **Interviewee 2:** No.

80 **Interviewer:** OK. Do you consider reading to be a waste of time?

81 **Interviewee 2:** No. I do not consider it ... Because in reading you can learn new things.
82 You cannot waste time through reading, because you learn new things through reading.

83 **Interviewer:** Are you able to give me examples of new things you got from reading?

84 **Interviewee 2:** Like when reading newspapers, I learned how to write articles or report
85 writing through reading.

86 **Interviewer:** So you do not consider it to be a waste of time?

87 **Interviewee 2:** No.

88 **Interviewer: Cognitive engagement and Strategy use.** Before you rate yourself on the
89 next question, I want you to name all the strategies you know, that you use and the things
90 that you do, when you read and do not understand what you read.

91 **Interviewee 2:** If I read and I do not understand what I read, let me say it is a word that I do
92 not understand, I take a dictionary and find it out. If it is like a paragraph that I do not
93 understand I take a break and if I still do not understand, I take it to my friend and read it for
94 me loud for me to understand it better.

95 **Interviewer:** Ok...do you think that if your friend read it loud to you... How does it make you
96 understanding it better?

97 **Interviewee 2:** I... is I understand it better if he/she read it very loud and he or she can
98 understand it ...at least he explain it for me.

99 **Interviewer:** So they read and explain to you...?

100 **Interviewee 2:** Yes.

101 **Interviewer:** Ok. Eem... your next question, how is your ability to use the strategies that you
102 have just mentioned ... like taking a dictionary and look up words, re- reading, etc.

103 **Interviewee 2:** At rate no 6.

104 **Interviewer:** Ok. Why do you give yourself such a rating?

105 **Interviewee 2:** Because it helps me a lot to know the things that I suppose just to give up
106 but if I do it I come across to many things.

107 **Interviewer:** Ok, so you believe that you are really able to use the strategies?

108 **Interviewee 2:** Yes.

109 **Interviewer:** Eem... the other strategies like looking for support when you experience
110 difficulties to understand what you read in English? At what rate do you use this strategy?

111 **Interviewee 2:** At rate number... 8.

112 **Interviewer:** In terms of asking help from others?

113 **Interviewee 2:** At rate 8 too..

114 **Interviewer:** Ok. Why do you give yourself such a **rate, 8**?

115 **Interviewee 2:** **Because I do it most of the time if I do not understand.**

116 **Interviewer:** So you do it most of the time...

117 **Interviewee 2:** Yes.

118 **Interviewer:** Ok... So you do it most of the time? Eem... Do you really believe that your
119 friends help you?

120 **Interviewee 2:** Yes.

121 **Interviewer:** Ok. How certain are you, how sure are you that you understand what you read
122 in school books?

123 **Interviewee 2:** Uum ... I found it **very good**... and when I found that **understand it very well.**
124 When I read and when a teacher asks me questions, I give correct answers.

125 **Interviewer:** You are always able to give correct answers?

126 **Interviewee 2:** Yes.

127 **Interviewer:** Eem... where do you rate yourself in terms of understanding what you read
128 from English School books?

129 **Interviewee 2:** I rate myself **at number 7.**

130 **Interviewer:** Ok ...And the reason is?

131 **Interviewee 2:** Is because most of the time I found myself proud and always get correct
132 answers from class activities.

133 **Interviewer:** Ok... You always get correct answers from activities in class? What about
134 story books? Are you sure that you understand what you read from there?

135 **Interviewee 2:** Yes, I understand because I am **able to write a review of a book.**

136 **Interviewer:** Ok what is a review of a book?

137 **Interviewee 2:** Just to write what you understand from there what you read.

138 **Interviewer:** Ok. Eem... Do you put it on paper?

139 **Interviewee 2:** Yes I put it on paper... And to just to tell a story to a person who did not read
140 the book and the person can understand it very well like someone who read it.

141 **Interviewer:** So you are able to reproduce from what you read? And your rating is ...?

142 **Interviewee 2:** **At number 5.**

143 **Interviewer:** Ok. But you said you are able to reproduce... tell what you have read form a
144 book... why do you give yourself a rate of 5?

145 **Interviewee 2:** **Because I can... I will not give all the information**... I give only some, not all
146 the facts.

147 **Interviewer:** How certain are you that you are able to understand what you read from
148 English newspapers? Please rate yourself

149 **Interviewee 2:** At number 7.

150 **Interviewer:** May you please explain why you give yourself such a rate?

151 **Interviewee 2:** This is because reading newspapers I come across articles and other parts
152 of the newspapers I understand what I read.

153 **Interviewer:** Why do you think papers are so easy to understand, especially English
154 newspapers?

155 **Interviewee 2:** They are very easy because ... things come... their examples are easy to
156 understand.

157 **Interviewer:** What examples please?

158 **Interviewee 2:** Like examples of a reports and articles.

159 **Interviewer:** But are sure that you also understand the content? And you rate yourself at
160 seven?

161 **Interviewee 2:** Yes.

162 **Interviewer:** Ok. **Self-efficacy.** Please rate yourself as to how good you believe you are at
163 reading English?

164 **Interviewee 2:** I rate myself at number 5. Let say I am reading...loud to a class I read very.. I
165 pronounce some words correctly and some not.

166 **Interviewer:** So you believe that your pronunciation is very good? What about
167 understanding?

168 **Interviewee 2:** Is good... is very good. I do not struggle with the things I read. Always I
169 understand the things that I read.

170 **Interviewer:** What are the things that you do to show that you understand?

171 **Interviewee 2:** I answer myself questions.. I ask myself questions about the things I read
172 previously. I answer them correctly. If I answer things in class I answer correctly about what I
173 have read.

174 **Interviewer:** Eem... but sometimes you said you give yourself questions to do... How is our
175 performance?

176 **Interviewee 2:** My performance is always good... Because I answer them and I do not use
177 to give myself... correct answers at wrong time...

178 **Interviewer:** What do you mean by that?

179 **Interviewee 2:** I mark myself accordingly.

180 **Interviewer:** Uh... So you mark yourself honestly?

181 **Interviewee 2:** Yes.

182 **Interviewer:** And that show that you are fine with English?

183 **Interviewee 2:** Yes.

184 **Interviewer:** What about your English vocabulary?

185 **Interviewee 2:** Is at number 6. Because when reading I get most of the words... When I
186 read words in a dictionary I do not forget their meanings. I always use new words in
187 speaking to a person or in writing.

188 **Interviewer:** So you mean your vocabulary is fine? Like you said you do not forget words?

189 **Interviewee 2:** Yes.

190 **Interviewer:** Any other things that shows that your vocabulary is fine... you do not forget
191 words...?

192 **Interviewee 2:** When I...I... discussing with my friend and tell them new words .. They get
193 surprised. Most of the time they do not always know words that I know.

194 **Interviewer:** So you believe that your colleagues do not many words as yourself?

195 **Interviewee 2:** Yes.

196 **Interviewer:** Eem... **Emotions /psychological factors.** when to first received the
197 prescribed books this year, did you think that you will be able to read understand them?

198 **Interviewee 2:** Yes.

199 **Interviewer:** What ere your feelings?

200 **Interviewee 2:** My feelings about the books... I was just giving myself hope that I will
201 understand them.

202 **Interviewer:** What makes you have those feelings?

203 **Interviewee 2:** When read the books and the teacher give me an activity I feel that I will do it
204 well. I get good marks.

205 **Interviewer:** But at the beginning of the year when you first received them... Did you feel
206 that you were going to do well? Just before opening them...

207 **Interviewee 2:** Yes.

208 **Interviewer:** Do you still have the same feelings?

209 **Interviewee 2:** I have the same feelings.

210 **Interviewer:** Why do say you still have the same feelings?

211 **Interviewee 2:** Because till now I did not have bad performance. Every time I give almost all
212 correct answers.

213 **Interviewer:** **Social comparisons.** Compared to other learners in your class do you think
214 you understand better that what they do in reading English?

215 **Interviewee 2:** I understand better than some of the learners in our class. When we do an
216 activity sometimes I get good marks than them.

217 **Interviewer:** How do you rate your ability to understand in comparison to some of the
218 learners in class?

219 **Interviewee 2:** I rate at number 6 because most of the learners are not very good. I answer
220 most of the questions well than many of the learners.

221 **Interviewer:** Do you think your reading skills are better compared to others in class?

222 **Interviewee 2:** Yes.

223 **Interviewer:** Why do you believe that about your reading in class?

224 **Interviewee 2:** Uum.. I believe because it helps me to get correct answers and to..... To get
225 what I am reading. I am not like the way I was in the past.

226 **Interviewer: Situation specific of self-efficacy.** How well do you think you understand
227 what you read in Maths or Science class?

228 **Interviewee 2:** Is... very well.

229 **Interviewer:** At what rate is that?

230 **Interviewee 2:** At 7- 8. When ... I understand it easily. In a Science room and Maths
231 class there are posters and pictures in books if I read information and check to the pictures I
232 get more knowledge.

233 **Interviewer:** How do pictures help you?

234 **Interviewee 2:** They help me to name certain components. When I look up at the pictures
235 and compare to what is written I get it easily.

236 **Interviewer:** How well are you aware of it if another learner in your class has a difficulty in
237 reading?

238 **Interviewee 2:** They always struggle in answering questions. And just getting correct
239 answers in the activities. They do not use good reading skills.

240 **Interviewer:** What do you mean by reading skills?

241 **Interviewee 2:** Let me say they only read... they never read to themselves and try to
242 understand because when they read they get an activity to read, they always perform badly.

243 **Interviewer:** How well are you able to find it out?

244 **Interviewee 2:** At rate 4.

245 **Interviewer:** Why do you give yourself such a rate?

246 **Interviewee 2:** Sometimes I am not able to find it out. Not every time I read with them.

247 **Interviewer: Vicarious experiences.** When you see that other learners read well, do you
248 think that you can also improve your understanding in reading English?

249 **Interviewee 2:** Yes. I can improve my English through reading. Most of the time when I read
250 I learn new things through reading.

251 **Interviewer:** But the learners that you see with very good reading skills, what do they do?

252 **Interviewee 2:** They re-read what they read and understand it, ask questions from teachers
253 and look for more materials to improve their readings.

254 **Interviewer: Verbal persuasions.** Do you mostly hear positive or negative comments from
255 your English teacher?

256 **Interviewee 2:** Positive comments.

257 **Interviewer:** May you please give me examples of such comments that you get?

258 **Interviewee 2:** Comments like: "You are very good I interpreting texts and give correct
259 answers when I read books".

260 **Interviewer:** How do those comments make you feel about your English reading
261 understanding?

262 **Interviewee 2:** When I hear these comments I feel good because I am improving, my
263 English is at the standard.

264 **Interviewer:** Ok. What standard?

265 **Interviewee 2:** I am not performing worse in English, I am almost good.

266 **Interviewer:** That is very interesting. Thank you so much that you have responded and
267 came to share this information with me. Thank you.

268 **Interviewee 2:** Pleasure!

1 **Interviewer:** Good afternoon? **Participant 02**

2 **Interviewee 2:** Good afternoon sir **G1**

3 **Interviewer:** How are you?

4 **Interviewee 2:** Fine. How are you sir?

5 **Interviewer:** Fine, thank you. Eem... We are going to have a discussion like we said earlier, on
6 learners' self efficacy beliefs in reading comprehension in English second Additional language.
7 Eem.... This is not a test and you do not need to worry about giving correct or wrong answers. This is
8 all about giving opinions.

9 Some of the questions I will ask you will require that you give a value or a mark between 1 and 10 on
10 each of the questions and then explain why you give yourself such a rating. We have 1 which stands
11 for very poor, 2-3 poor, 5 for average, 6 for fair, 7-8 very good, and 9-10 excellent.

12 If you rate yourself as very capable of doing something, you may give yourself a rating of 8, 9 or 10. If
13 you feel you are not good at something but at the same time you are not too bad, you may give
14 yourself a rating of 5-6. If you feel you are not capable at all, you will give yourself a rating of 3 or
15 lower than 3.

16 This is not a test, and it will not affect any of your school marks. Keep in mind that we are not good or
17 bad at all the things we do. We are usually good at doing some things and not so good at other
18 things. Therefore, please be honest with your ratings and the reasons you give. Eem... are we able to
19 start?

20 **Interviewee 2:** Yes sir.

21 **Interviewer:** Ok. The first questions are based on **Motivational engagement**. Eem... Do you **like**
22 **reading**?

23 **Interviewee 2:** **Yes**.

24 **Interviewer:** Do you enjoy more reading in your home language or in English?

25 **Interviewee 2:** I **enjoy reading** in... **English** because I learn **new words**, find them out in a dictionary,
26 and have more knowledge about them.

27 **Interviewer:** Ok. Is that why you read more in English?

28 **Interviewee 2:** Yes.

29 **Interviewer:** **Eem...** any other reasons? You learn more words, you get more knowledge...

30 **Interviewee 2:** I also read **more in English** because sometimes I **understand very well**, even a story I
31 understand it very easy in English.

32 **Interviewer:** Ok. So that makes your reading interesting in English. What about your Home
33 language? Is it not interesting?

34 **Interviewee 2:** Is... is it because, is it but not much, because ... the thing is that I want to learn more
35 new words because our **subjects are in English** and I **need** to practice **more** in **English**.

36 **Interviewer:** O! So you need to take it seriously because you also learn other subjects through it?

37 **Interviewee 2:** Yes.

38 **Interviewer:** But you do not learn other subjects through your mother tongue?

39 **Interviewee 2:** No

40 **Interviewer:** Ok. That is very interesting. How often do you read?

41 **Interviewee 2:** I read in ... **twice in a day**, in the morning and in the evening, and I rest afternoon.

42 **Interviewer:** ok. Eem... why do you only read in the morning and in the evening?

43 **Interviewee 2:** In the morning I use to be... My mind is always good and I do not read during
44 afternoon is... Sometimes it is too hot and I need to rest.

45 **Interviewer:** Ok. Eem ... at this point I want you to rate your ability. Eem... are you able to motivate
46 yourself to read if you have other more interesting things to do?

47 **Interviewee 2:** Yes.

48 **Interviewer:** Eem... may you please give a reason for that? But first of all at what rate you think you
49 are able to read besides other interesting things to do?

50 **Interviewee 2:** At...I am at rate 7-8

51 **Interviewer:** And why... Why probably?

52 **Interviewee 2:** Because most of the times I just want **to learn new things** and i need to give myself
53 enough time to read.

54 **Interviewer:** Ok. To learn new things like? Are you able to give me some examples?

55 **Interviewee 2:** Like in... How **to pronounce** words and get **their meanings**.

56 **Interviewer:** Ok. Eem... Do you easily give up when you struggle to understand what you read?

57 **Interviewee 2:** No. I **do not give up**. If I find something difficult I just go to my friends, ask them and
58 or any teacher **to** help me.

59 **Interviewer:** Ok but we are talking about struggling to understand. You are reading and you are
60 struggling to understand. Eem... What makes you able to continue with something that you are
61 struggling with?

62 **Interviewee 2:** If I am struggling I **take a break** of ten to five...five to ten minutes and I repeat reading.
63 If I repeat I understand it better.

64 **Interviewer:** So you do that instead of giving up?

65 **Interviewee 2:** Yes.

66 **Interviewer:** How well can you read if there are other more interesting things to do? Are you able to
67 read well? The other time you said you are able to motivate yourself...

68 **Interviewee 2:** When I am reading I just find out that I come up with new things that I never knew and
69 **learn new ideas** through reading.

70 **Interviewer:** Ok. So you do not worry about.... other interesting things to do?

71 **Interviewee 2:** No

72 **Interviewer:** Not even going for volleyball, netball, going to watch a movie...

73 **Interviewee 2:** No.

74 **Interviewer:** OK. Do you consider reading to be a waste of time?

75 **Interviewee 2:** No. I do not consider it ... Because in reading you can learn new things. You cannot
76 waste time through reading, because you lean new things through reading.

77 **Interviewer:** Are you able to give me examples of new things you got from reading?

78 **Interviewee 2:** Like when reading newspapers, I learned how to write articles or report writing
79 through reading.

80 **Interviewer:** So you do not consider it to be a waste of time?

81 **Interviewee 2:** No.

82 **Interviewer: Cognitive engagement and Strategy use.** Before you rate yourself on the next
83 question, I want you to name all the strategies you know, that you use and the things that you do,
84 when you read and do not understand what you read.

85 **Interviewee 2:** If I read and I do not understand what I read, let me say it is a word that I do not
86 understand, I take a dictionary and find it out. If it is like a paragraph that I do not understand I take a
87 break and if I still do not understand, I take it to my friend and read it for me loud for me to understand
88 it better.

89 **Interviewer:** Ok...do you think that if your friend read it loud to you... How does it make you
90 understanding it better?

91 **Interviewee 2:** I... is I understand it better if he/she read it very loud and he or she can understand it
92 ...at least he explain it for me.

93 **Interviewer:** So they read and explain to you...?

94 **Interviewee 2:** Yes.

95 **Interviewer:** Ok. Eem... your next question, how is your ability to use the strategies that you have just
96 mentioned ... like taking a dictionary and look up words, re- reading, etc.

97 **Interviewee 2:** At rate no 6.

98 **Interviewer:** Ok. Why do you give yourself such a rating?

99 **Interviewee 2:** Because it helps me a lot to know the things that I suppose just to give up but if I do it
100 I come across to many things.

101 **Interviewer:** Ok, so you believe that you are really able to use the strategies?

102 **Interviewee 2:** Yes.

103 **Interviewer:** Eem... the other strategies like looking for support when you experience difficulties to
104 understand what you read in English? At what rate do you use this strategy?

105 **Interviewee 2:** At rate number... 8.

106 **Interviewer:** In terms of asking help from others?

107 **Interviewee 2:** At rate 8 too..

108 **Interviewer:** Ok. Why do you give yourself such a rate, 8?

109 **Interviewee 2:** Because I do it most of the time if I do not understand.

110 **Interviewer:** So you do it most of the time...

111 **Interviewee 2:** Yes.

112 **Interviewer:** Ok... So you do it most of the time? Eem... Do you really believe that your friends help
113 you?

114 **Interviewee 2:** Yes.

115 **Interviewer:** Ok. How certain are you, how sure are you that you understand what you read in school
116 books?

117 **Interviewee 2:** Uum ... I found it **very good**... and when I found that **understand it very well**. When I
118 read and when a teacher asks me questions, I give correct answers.

119 **Interviewer:** You are always able to give correct answers?

120 **Interviewee 2:** Yes.

121 **Interviewer:** Eem... where do you rate yourself in terms of understanding what you read from English
122 School books?

123 **Interviewee 2:** I rate myself **at number 7**.

124 **Interviewer:** Ok ...And the reason is?

125 **Interviewee 2:** Is because most of the time I found myself proud and always get correct answers from
126 class activities.

127 **Interviewer:** Ok... You always get correct answers from activities in class? What about story books?
128 Are you sure that you understand what you read from there?

129 **Interviewee 2:** Yes, I understand because I am **able to write a review of a book**.

130 **Interviewer:** Ok what is a review of a book?

131 **Interviewee 2:** Just to write what you understand from there what you read.

132 **Interviewer:** Ok. Eem... Do you put it on paper?

133 **Interviewee 2:** Yes I put it on paper... And to just to tell a story to a person who did not read the book
134 and the person can understand it very well like someone who read it.

135 **Interviewer:** So you are able to reproduce from what you read? And your rating is ...?

136 **Interviewee 2:** **At number 5**.

137 **Interviewer:** Ok. But you said you are able to reproduce... tell what you have read form a book... why
138 do you give yourself a rate of 5?

139 **Interviewee 2:** **Because I can... I will not give all the information**... I give only some, not all the facts.

140 **Interviewer:** How certain are you that you are able to understand what you read from English
141 newspapers? Please rate yourself

142 **Interviewee 2:** **At number 7**.

143 **Interviewer:** May you please explain why you give yourself such a rate?

144 **Interviewee 2:** This is because **reading newspapers I come across articles and other parts of the**
145 **newspapers I understand what I read.**

146 **Interviewer:** Why do you think papers are so easy to understand, especially English newspapers?

147 **Interviewee 2:** They are very easy because ... things come... their examples are easy to understand.

148 **Interviewer:** What examples please?

149 **Interviewee 2:** Like examples of a reports and articles.

150 **Interviewer:** But are sure that you also understand the content? And you rate yourself at seven?

151 **Interviewee 2:** Yes.

152 **Interviewer:** Ok. **Self-efficacy**. Please rate yourself as to how good you believe you are at reading
153 English?

154 **Interviewee 2:** I rate myself at **number 5**. Let say I am reading...loud to a class I read very.. I
155 pronounce some words correctly and some not.

156 **Interviewer:** So you believe that your pronunciation is very good? What about understanding?

157 **Interviewee 2:** Is good... is very good. I **do not struggle with the things I read**. Always I understand
158 the things that I read.

159 **Interviewer:** What are the things that you do to show that you understand?

160 **Interviewee 2:** I answer myself questions.. I **ask myself questions about the things I read** previously.
161 I **answer them correctly**. If I answer things in class I answer correctly about what I have read.

162 **Interviewer:** Eem... but sometimes you said you give yourself questions to do... How is our
163 performance?

164 **Interviewee 2:** **My performance is always good**... Because I answer them and I do not use to give
165 myself... correct answers at wrong time...

166 **Interviewer:** What do you mean by that?

167 **Interviewee 2:** I mark myself accordingly.

168 **Interviewer:** Uh... So you mark yourself honestly?

169 **Interviewee 2:** Yes.

170 **Interviewer:** And that show that you are fine with English?

171 **Interviewee 2:** Yes.

172 **Interviewer:** What about your **English vocabulary**?

173 **Interviewee 2:** Is at **number 6**. Because when reading I **get most of the words**... When I **read words**
174 **in a dictionary I do not forget their meanings**. I always use new words in speaking to a person or in
175 writing.

176 **Interviewer:** So you mean your vocabulary is fine? Like you said you do not forget words?

177 **Interviewee 2:** Yes.

178 **Interviewer:** Any other things that shows that your vocabulary is fine... you do not forget words...?

179 **Interviewee 2:** **When I...I... discussing with my friend and tell them new words .. They get surprised.**
180 **Most of the time they do not always know words that I know.**

181 **Interviewer:** So you believe that your colleagues do not many words as yourself?

182 **Interviewee 2:** Yes.

183 **Interviewer:** Eem... **Emotions /psychological factors**. when to first received the prescribed books
184 this year, did you think that you will be able to read understand them?

185 **Interviewee 2:** Yes.

186 **Interviewer:** What ere your feelings?

187 **Interviewee 2:** My feelings about the books... I was just giving myself **hope that I will understand**
188 **them**.

189 **Interviewer:** What makes you have those feelings?

190 **Interviewee 2:** When read the books and the teacher give me an activity I feel that I will do it well. I
191 get **good marks**.

192 **Interviewer:** But at the beginning of the year when you first received them... Did you feel that you
193 were going to do well? Just before opening them...

194 **Interviewee 2:** Yes.

195 **Interviewer:** Do you still have the same feelings?

196 **Interviewee 2:** I **have the same feelings**.

197 **Interviewer:** Why do say you still have the same feelings?

198 **Interviewee 2:** Because till now I **did not have bad performance**. Every time I give almost all correct
199 answers.

200 **Interviewer: Social comparisons.** Compared to other learners in your class do you think you
201 understand better that what they do in reading English?

202 **Interviewee 2:** I **understand better than some of the learners in our class**. When we do an activity
203 sometimes I get good marks than them.

204 **Interviewer:** How do you rate your ability to understand in comparison to some of the learners in
205 class?

206 **Interviewee 2:** I rate at **number 6** because most o the learners are not very good. I answer most of
207 the questions well than many of the learners.

208 **Interviewer:** Do you think your reading skills are better compared to others in class?

209 **Interviewee 2:** Yes.

210 **Interviewer:** Why do you believe that about your reading in class?

211 **Interviewee 2:** Uum.. I believe because it helps me to get correct answers and to..... To get what I am
212 reading. **I am not like the way I was I the past**.

213 **Interviewer: Situation specific of self-efficacy.** How well do you think you understand what you
214 read in Maths or Science class?

215 **Interviewee 2:** Is... very well.

216 **Interviewer:** At what rate is that?

217 **Interviewee 2:** **At 7- 8**. When ... I understand it easily. In a Science room and Maths class there
218 are **posters and pictures in books** if **I read information and check to the pictures I get more knowledge**.

219 **Interviewer:** How do pictures help you?

220 **Interviewee 2:** **They help me to name certain components**. When I look up at the pictures and
221 compare to what is written I get it easily.

222 **Interviewer:** How well are you aware of it if another learner in your class has a difficulty in reading?

223 **Interviewee 2:** They always **struggle in answering questions**. And just getting correct answers in the
224 activities. They do not use good reading skills.

225 **Interviewer:** What do you mean by reading skills?

226 **Interviewee 2:** Let me say they only read... they never read to themselves and try to understand
227 because when they read they get an activity to read, they always perform badly.

228 **Interviewer:** How well are you able to find it out?

229 **Interviewee 2:** At rate 4.

230 **Interviewer:** Why do you give yourself such a rate?

231 **Interviewee 2:** Sometimes I am not able to find it out. Not every time I read with them.

232 **Interviewer: Vicarious experiences.** When you see that other learners read well, do you think that
233 you can also improve your understanding in reading English?

234 **Interviewee 2:** Yes. I can improve my English through reading. Most of the time when I read I learn
235 new things through reading.

236 **Interviewer:** But the learners that you see with very good reading skills, what do they do?

237 **Interviewee 2:** They re-read what they read and understand it, ask questions from teachers and look
238 for more materials to improve their readings.

239 **Interviewer: Verbal persuasions.** Do you mostly hear positive or negative comments from your
240 English teacher?

241 **Interviewee 2:** Positive comments.

242 **Interviewer:** May you please give me examples of such comments that you get?

243 **Interviewee 2:** Comments like: "You are very good I interpreting texts and give correct answers when
244 I read books".

245 **Interviewer:** How do those comments make you feel about your English reading understanding?

246 **Interviewee 2:** When I hear these comments I feel good because I am improving, my English is at the
247 standard.

248 **Interviewer:** Ok. What standard?

249 **Interviewee 2:** I am not performing worse in English, I am almost good.

250 **Interviewer:** That is very interesting. Thank you so much that you have responded and came to share
251 this information with me. Thank you.

252 **Interviewee 2:** Pleasure!

Participant 3

G 2

Interviewer: Good afternoon?

Interviewee: Afternoon Sir.

Interviewer: How are you?

Interviewee: I am well. And how are you doing Sir?

Interviewer: I am well, thank you. And ... welcome to this discussion. This discussion is going to be about your beliefs about reading comprehension. Some of the questions I will ask you require that you first rate yourself on the scale by giving yourself a mark or a value between 1 and 10 on each of the questions and then explain or give a reason why you give yourself such a rating. For example, if you rate yourself as very capable or good in doing something, you may give yourself a rating of 8, 9, or 10. If you feel you are not good at something, but at the same time not too bad, you may give yourself a rate of 5 or 6. If you feel you are not capable at all, you will give yourself a rating of 3 or lower than 3.

Eem... Again ..Kindly keep in mind that we are not good or bad at all the things we do. We are usually good at doing some of the things and not so good at other things. Therefore, please be honest with your ratings and the reasons that you give. Eem... may we start with questions?

Interviewee: Yes sir.

Interviewer: The following questions are on **Motivational engagement**. Do you like reading?

Interviewee: Yes.

Interviewer: Do you enjoy reading in your home tongue more than reading in English.

Interviewee: No I like reading more in English than in my language.

Interviewer: Why don't you enjoy reading in your mother tongue?

Interviewee: Because I already know my mother tongue, I believe that I know it already. So I read more in English so that I improve know it better.

Interviewer: So, why do you think that you are good in your mother tongue than English?

Interviewee: OO... Just when I read novels in my mother tongue is so easy than when I read novels in English.

Interviewer: Ok. Do you mean that your understanding in you mother tongue is more than reading in English?

Interviewee: Yes.

Interviewer: But, you still enjoy reading in English?

Interviewee: Yes.

Interviewer: What do you want to find out in English?

Interviewee: Just to know difficult words, to write them and to pronounce them.

Interviewer: Is that interesting to do?

Interviewee: Yes, of course.

Interviewer: Ok. How often do you read?

Interviewee: Some times.

Interviewer: Why do you only read sometimes?

Interviewee: Because sometimes I have a lot of work. Doing home work... I do not actually read all the time.

Interviewer: Please rate yourself on motivating yourself to read if there are other interesting things to do than reading.

Interviewee: I rate myself at 10. Because if there are those interesting things, I still have a focus on what I do at that moment.

Interviewer: How do you motivate yourself to do that? Is it not difficult to do?

Interviewee: To me it is very easy. I do not easily get influenced by those things. I think reading is important than some of the things.

Interviewer: Why do you think reading is important?

Interviewee: Reading is just important because you are getting knowledge from there, and you learn more things through reading.

Interviewer: Are you able to give me perhaps even three examples of things you get from reading?

Interviewee: Yes. Like how to write the words, to pronounce them and know their meanings.

Interviewer: That is very interesting. Do you easily give up on reading when you struggle to understand?

Interviewee: No, I do not give up. I continue reading. If I do not understand, I go and ask a friend or a teacher to help me.

Interviewer: Ok. You do not give up... Why do you think it is not good to give up?

Interviewee: It is not good to give up. If you give up, maybe on the way you might get to know what the things mean. If you give you are not going to know. One has to try until you know.

Interviewer: Do you consider reading to be a waste of time?

Interviewee: No.

Interviewer: Why do you say so?

Interviewee: Reading is very much important. Everyone needs to read to know. We read to know to answer examination and test questions. There is no way you will know that if you do not read.

Interviewer: Ok. The following questions are on **Cognitive engagement and strategy use**. Before you rate yourself on the next question, I want you to name all the strategy that you use, and all the things you do, when you read and do not understand what you read.

Interviewee: The strategy I use, I underline things that I do not understand and go to ask a friend or a teacher, or I just note them down and try later on my own.

Interviewer: Do you think asking will help you?

Interviewee: Yes.

Interviewer: How do rate yourself on the ability to use those strategies?

Interviewee: At ten.

Interviewer: Why do you rate yourself at 10?

Interviewee: I rely on friends and teachers for help they will always teach me what I do not understand.

Interviewer: How do you rate your ability to ask support from others when you experience difficulties with understanding what you read in English?

Interviewee: At 10 still.

Interviewer: Why do you give yourself such a rate?

Interviewee: I believe that if you do not understand you just sit down with things that you do not understand. I mostly ask.

Interviewer: How certain do you think you understand what you read from school books?

Interviewee: I rate myself at eight.

Interviewer: Why do you give yourself such a rate?

Interviewee: Because not every time I understand what I read. But there are those that I sometimes understand.

Interviewer: Those things that you sometimes understand, what are the things that show you that you understand?

Interviewee: Because I am able to answer the questions asked from the books.

Interviewer: Your understanding from reading English story books? Do you understand what you read from story books?

Interviewee: I rate myself at ten.

Interviewer: Why do you rate yourself high on understanding English story books?

Interviewee: Because when I read story books I know what the stories are about, and I am able to tell what they are all about.

Interviewer: The next question is about English newspapers. How certain are you that you understand what you read from English newspapers?

Interviewee: Yes.

Interviewer: At what rate do you think you are concerning your understanding?

Interviewee: At ten.

Interviewer: Why at ten?

Interviewee: Because I am able to tell the newspaper stories

Interviewer: To whom do you re-tell the stories from the newspapers?

Interviewee: Just to a friend. If they ask me I am able to tell them, or I just tell them if I read an interesting story and want to share with them.

Interviewer: Self-efficacy.

Rate how good do you think you are at reading English and give a reason for your rating.

Interviewee: I am at rate eight.

Interviewer: So, why do give yourself such a rate.

Interviewee: Sometimes I read well, but sometimes I think I have problems with pronunciation.

Interviewer: So you have problems with pronunciation?

Interviewee: Yes.

Interviewer: What about understanding?

Interviewee: My understanding, I still rate myself at eight because I do not always have a good understanding of the words and sentences.

Interviewer: Is it a problem when you do not understand those words?

Interviewee: It is a problem because you will find it difficult to tell the story or answer the questions if there are difficult words.

Interviewer: How do you evaluate the range of your English vocabulary?

Interviewee: At six.

Interviewer: Why do you rate yourself at six?

Interviewee: Because my English vocabulary is not that good. I do not think I know many dictionary words and their meanings.

Interviewer: Why do you think that you do not know many words?

Interviewee: There are just very few words that I think I know.

Interviewer: Emotions or Physiological factors.

When you first received your English prescribed books this year, did you think that you will be able to read and understand them?

Interviewee: Not really. No... my feeling was that I will may be able to understand them.

Interviewer: Do you still have the same feelings?

Interviewee: They changed. Because when I go through the books, I found many things that I do not understand.

Interviewer: Social comparison. Compared to other learners in your class, do you think you understand better than what they read in English?

Interviewee: Yes.

Interviewer: How do rate your ability?

Interviewee: At eight.

Interviewer: Why do you give yourself such a higher rate?

Interviewee: Because some of the learners do not read better than me. I also pronounce words better than they do.

Interviewer: Understanding?

Interviewee: I think I understand better that what they do too.

Interviewer: What are the things that show that you understand than some of the learners in your class?

Interviewee: Sometimes I am able to answer the questions that the teacher ask because they do not understand what they mean and I do.

Interviewer: Do you think that your reading skills are better compared to that of other learners in your class?

Interviewee: No.

Interviewer: Why do you say so?

Interviewee: We do not read the same. I cannot really say my strategies are better than theirs. We use different strategies of reading.

Interviewer: But do you think that there are some good and bad strategies?

Interviewee: Yes.

Interviewer: Please give me examples of those reading strategies.

Interviewee: Yes. Underlining key words when reading is one of them. Identifying keywords help one to figure out the meaning of the stories that we read without memorising them.

Interviewer: Don't you think then that you have good skills?

Interviewee: Yes. Because I am able to answer the questions in exams and tests. I am able to give back what I have read.

Interviewer: **Situation specific of self-efficacy.** How well do you think you understand what you read in Maths or Science class?

Interviewee: At rate eight.

Interviewer: May you please explain why you think you understand well what you read in Maths or Science?

Interviewee: I give myself such a rate because questions in Maths and Science are in English, so I still understand.

Interviewer: Is there any difference in understanding things in Maths and Science and English?

Interviewee: No difference.

Interviewer: How well are you aware if a learner in your class has difficulties in reading?

Interviewee: At rate six.

Interviewer: Why do you rate yourself at six?

Interviewee: Because sometimes one cannot really find that. We only hear them when they read. We do not get access to their books. But if there are those who are doing badly in answering questions in comprehension, it means they do not understand.

Interviewer: Are you aware if some of the learners in you class have difficulties in reading?

Interviewee: No. I rate myself at one(1). I do not really go close to them and observe that they do not understand. They do not come to me, for example, come to me and ask if they do not understand.

Interviewer: During your English lesson or any other subjects in English, Don't you notice these learners who do not understand?

Interviewee: No.

Interviewer: **Vicarious experiences.** When you see how well other learners understand what they read in English, do you believe that you can also improve your understanding what you read in English?

Interviewee: **Yes.**

Interviewer: Why do you believe that?

Interviewee: **Because I encourage myself to do well like others.** I try harder and do like what they do.

Interviewer: Are there certain things that they do to bring them at that level?

Interviewee: For example may be, they read more novels in English, newspapers, magazines and check up words in dictionaries. That's why their English is better.

Interviewer: Verbal persuasions. Do you mostly hear negative or positive comments from your teacher about your English reading and understanding?

Interviewee: **Positive.**

Interviewer: May you please give me examples of those comments that you hear?

Interviewee: Teachers will always encourage me to continue trying even if we do not do well. They say even if we do not do well we should not give up.

Interviewer: How do those comments make you feel about your ability to read and understand English?

Interviewee: **I feel good when I get these comments. I think that if I try I will improve to get things correct.**

Interviewer: Ok, thank you so you so much for your time to discuss with me. I really appreciate it. Thank you.

Interviewee: Ok Sir.

Interviewer: Good morning?

Interviewee: Good morning Sir!

Interviewer: How are you?

Interviewee: I am fine, and how are you doing Sir?

Interviewer: I am well. We are going to start with our discussion that we planned previously. Like we indicated later on, I am doing this for my M Ed study. For some of the questions that I will ask you require that you first rate yourself on the scale by giving yourself a mark or a value between 1 and 10, and then explain or give a reason why you give yourself such a rating.

If you rate yourself as very capable or good in doing something, you may give yourself a rating of 8, 9 or 10. If you feel you are not good at something, but at the same time you are not too bad, you may give yourself a rating of 5 or 6. If you feel you are not capable at all, you will give yourself a rating of 3 or lower than 3.

This is not a test and is not going to affect your school marks. Keep in mind that we are not good or bad at all the things that we do. We are usually good at doing some of the things and not so good at other things. Therefore, please be honest with your ratings and the reasons that you give.

May we start with our discussion?

Interviewee: Yes Sir.

Interviewer: Ok. The first couple of questions are under motivational engagement. The first one is: Do you like reading?

Interviewee: Yes I like reading.

Interviewer: Do you enjoy reading in your home language more than reading in English?

Interviewee: I enjoy more in my home language.

Interviewer: Why do you enjoy reading more in your home language?

Interviewee: Because it is what I understand better than English.

Interviewer: Ok. Eem... Does it mean that you do not understand English?

Interviewee: I do understand English but not more than my mother tongue.

Interviewer: What is there in your mother tongue that makes your understanding better which is not in English?

Interviewee: Sometimes if I am reading an interesting story I do not give up because I understand it. In English one has to go and search for meanings of new words somewhere. Difficult words in English make my understanding difficult. It takes time to get what the story is all about.

Interviewer: Then, But... do you also read in English?

Interviewee: Yes.

Interviewer: Ok. How often do you read?

Interviewee: Sometimes. Like once per week.

Interviewer: Are you able to motivate yourself if there are other more interesting things to do.

Interviewee: I go far from those things and concentrate on my reading, especially if there is noise around so that I am not disturbed.

Interviewer: Do you easily give up if you struggle to understand what you are reading?

Interviewee: I do not give up. Because if I am struggling with what I read I go and seek for a dictionary or ask other people. If I really want to understand, I struggle until I understand.

Interviewer: Why don't you give up?

Interviewee: Sometimes I want to get what I am reading. I want to follow until the end.

Interviewer: How well can you reading if there are other more interesting things to do than reading?

Interviewee: Ah... I do ... better on reading. I do not get affected by other things... any way I just continue reading and come to those things later.

Interviewer: Do you consider reading to be a waste of time?

Interviewee: No. It is not a waste of time because it gives me information that I did not know before.

Interviewer: What type of information perhaps?

Interviewee: Information about school subjects or related to school subjects.

Interviewer: The following questions are about **Motivational engagement and strategy use**. Before you rate yourself on the next question, I want you to name all the strategies and things that you do when you read and do not understand what you read.

Interviewee: I ask other people like my colleagues, look for a dictionary or ask from the teachers.

Interviewer: What other strategies do you use?

Interviewee: No more.

Interviewer: The strategies that you have just mentioned, may you please rate your ability to use them when you are reading and you do not understand what you read? Like checking up words in a dictionary, how do you rate yourself using that?

Interviewee: I do it well but not much like asking from other people. At rate 6. Looking up in a dictionary, I rate myself at 5

Interviewer: What do you mean? May you please give me a reason?

Interviewee: I am free to ask help, especially from my friends. Some people give you what you do not know because they might be experienced than you. Sometimes you read things or find definitions in a dictionary and you still do not understand.

Interviewer: Does that mean that you ask other people, like you said your friends, in case you do not understand dictionary meanings?

Interviewee: Yes.

Interviewer: Ok. Eem... How certain are you that you understand what you read from English school books?

Interviewee: At seven .

Interviewer: Why do you rate yourself at that rate?

Interviewee: Because in my school subjects I get explanations from the teachers and when I go and read on my own I will have no problems.

Interviewer: But, when reading on your own without teachers' explanations?

Interviewee: I am.. I am better. But in most cases I understand.

Interviewer: What are the things that show you that you understand what you read from school books?

Interviewee: I get what I read. I most cases I understand and I are able to answer questions based on that.

Interviewer: Do you perform well I the school subjects that are in English?

Interviewee: I am better.

Interviewer: You are better...?

Interviewee: I am just good at subjects like Agriculture and Biology, but not Mathematics and Physics.

Interviewer: Ok. What about story books in English? How certain are you that you

Interviewee: I rate myself at six. In English story books I do not read them more, because I concentrate more on school subjects.

Interviewer: Why are story books not interesting to you?

Interviewee: Because I do not read them many times. I just read them sometimes.

Interviewer: What is that that you do not like from story books in English?

Interviewee: I like them but I do not have time to read them. I spend more time on reading my content subjects books.

Interviewer: How certain are you that you understand what you read from English newspapers?

Interviewee: At rate six.

Interviewer: Why do rate yourself at six?

Interviewee: Sometimes here are also some words that I do not understand from English newspapers.

Interviewer: Does that mean that you are not able to understand at all?

Interviewee: I understand if I ask. But if there is no dictionary or someone to ask it is difficult to understand.

Interviewer: Ok. The following questions are on **Self-efficacy**. Please rate how good you believe you are at reading English

Interviewee: At rate six.

Interviewer: Eem.... So you rate yourself at 6... Why do you rate yourself at six?

Interviewee: Because sometimes if I read English I understand, but still there is always some words and sentences that I do not understand, but in general I understand.

Interviewer: How do you rate your rage of your English vocabulary?

Interviewee: At six.

Interviewer: Do you think you do not understand many words in English?

Interviewee: I do.

Interviewer: But why do you rate yourself at six?

Interviewee: Because I am able to communicate with people but it is difficult, limited. There are many words that I do not understand in English.

Interviewer: The next few questions are on **Emotions and Physiological factors**. When you first received your English prescribed books this year, did you think you were capable of reading and understand them?

Interviewee: Yes....

Interviewer: Do you still have the same feelings when you opened and started using them?

Interviewee: I have hope that I may just understand them when I try.

Interviewer: Why do you think you still have that hope?

Interviewee: Aah.. Because if I do not understand, I go to other people for help.

Interviewer: Ok. We move on to **Social comparison**. Comparing to other learners in your class, do you think you understand what you read better than them?

Interviewee: If... Understanding better than them...? I do not know.

Interviewer: But how do you rate yourself?

Interviewee: At six.

Interviewer: Do you think your reading skills are better compared to other learners in your class?

Interviewee: I do not know.

Interviewer: **Situation specific of self-efficacy**. How well do you understand what you read in Mathematics or Science class?

Interviewee: Aah... I am at rate five. I do not really understand in Mathematics and Science. It takes me much time to understand. There are many things, and I think I do not understand them.

Interviewer: What are the specific things that you do not understand in Maths or Science?

Interviewee: Like the things of calculations. They are difficult to do without help.

Interviewer: But when you look at yourself, do you understand them?

Interviewee: Yes. But, Physics and Maths I only understand if they were explained by the teachers.

Interviewer: Ok. The learners in your class... How well are you aware of it if they have difficulties in reading?

Interviewee: No. But I am... Some people do not always want to ask if they have problems. When we are discussing things in English, one can see that they do not understand and they struggle. I believe they do not understand reading too.

Interviewer: At what rate do you think you are to know that they do have difficulties in reading?

Interviewee: At rate seven.

Interviewer: Ok. How well are you aware if learners in your class have a problem to understand what they read?

Interviewee: At rate six.

Interviewer: But what do you notice to inform you that they have problems to understand what they read in English?

Interviewee: Some people keep quiet, stop doing them and tell you that things are difficult to do.

Interviewer: **Vicarious Experiences.** When you see how well other learners in your class understand what they read in English, do you believe you can also improve your understanding on what you read in English?

Interviewee: Yes. Because I will go to them and ask, so that I can come at the level where they are.

Interviewer: What are the things they may be did to bring them to that level?

Interviewee: They may be just taking it serious from past years until they make improvements. They were may be reading a lot. May be they had magazines and other materials to help them.

Interviewer: Ok. **Verbal persuasions.** Do you mostly hear negative or positive comments from your teacher about your reading and understanding in English?

Interviewee: Positive.

Interviewer: May you please give me examples of those comments?

Interviewee: Some are saying that I do not have problems on reading; I just need to read more.

Interviewer: Those comments that you get from the teachers, and you aid are positive, how do they make you feel about ability to read and understand English?

Interviewee: They make me aware that I need to look for more materials to read and improve.

Interviewer: That was the last question. Thank you very much that you came so that we have this discussion. Thank you once more.

Interviewee: Thank you Sir.

Interviewer: Good morning?

Interviewee: Good Morning Sir?

Interviewer: How are you doing?

Interviewee: I am well, thank you.

Interviewer: I am well too. We are going to start with our discussion on Reading comprehension Self-efficacy. In our discussion, I will ask you to rate yourself on some of the questions by giving yourself a mark or a rate between 1 and 10 and give a reason or explain why you give yourself such a rating.

If you rate yourself as very capable or good in doing something, you may give yourself a rating of 8, 9 or 10. If you feel you are not good at something but at the same time not too bad, you may give yourself a rating of 5 or 6. If you feel you are not capable at all you give yourself a rating of 3 or lower than 3.

This is not a test and will not affect any of your school marks. Also, please keep in mind that we are not good or bad at all the things we do. We are usually good at doing some of the things and not so good at other things. Therefore, please be honest with your ratings and the reasons you give. May we start with our discussion?

Interviewee: Yes Sir.

Interviewer: Our first couple of questions are about Motivational Engagement. The first one: Do you like reading?

Interviewee: Yes Sir, I like reading.

Interviewer: You like reading... Do you enjoy reading more in your home language than reading in English?

Interviewee: Yes I enjoy much when I am reading my home language.

Interviewer: May you please explain why you enjoy more reading in your home language.

Interviewee: It is just because it is my language and I understand much better than English. In English one has to look for a dictionary when you find difficult words and it is not interesting.

Interviewer: So what makes it so not interesting to read in English?

Interviewee: It is just words.

Interviewer: May you please tell me the words you are referring to?

Interviewee: Bombastic words. Words that will always need one to check them up in a dictionary.

Interviewer: But you read in English as well?

Interviewee: Yes I try.

Interviewer: How often do you read?

Interviewee: Like two days in a week during weekends.

Interviewer: Are you able to motivate yourself to read if there are other more interesting things to do?

Interviewee: Yes, other things cannot waste my time if I want to read. I will always come back to them. They might be very interesting but I do not benefit anything from them.

Interviewer: How well are you able to read if there are other more interesting things to do? Please rate yourself.

Interviewee: I rate myself at 7-8

Interviewer: Why do you rate you rate yourself there?

Interviewee: It is because I cannot go on with something interesting that I cannot get information from it.

Interviewer: So you read to get information?

Interviewee: Yes.

Interviewer: What type of information can one get from reading?

Interviewee: One day I was reading a book about education. It tells me what to do when preparing fro examination.

Interviewer: Do you easily give up when you struggle to understand what you read?

Interviewee: No I don't give up I just o to someone to help me out. First I go to my fellow learners and if they are unable to help me, I go to my teachers to help me.

Interviewer: How well can you read if there are other more interesting things to do?

Interviewee: Just well.

Interviewer: Where do you rate yourself?

Interviewee: Rate 7

Interviewer: Why do you rate yourself at 7?

Interviewee: Just like I said earlier on, almost nothing can disturb me when I am reading.

Interviewer: Do you easily give when you struggle to understand what you read?

Interviewee: I do not give up. I always go to someone to help me. My fellow learners or my teachers.

Interviewer: Why do you think it is not ok to give up?

Interviewee: Because you will never get information if you miss it.

Interviewer: Do you consider reading to be a waste of time?

Interviewee: No.

Interviewer: Why do you say so?

Interviewee: Because in life one has to try to realise their dream, through studying and one has to read to study.

Interviewer: The following questions are on **Cognitive engagement and strategy use**. Before you rate yourself on the next question, I want you to name all the strategies you know that you use and all the things that you know you do when you are reading and you struggle to understand what you read.

Interviewee: The things that i do are like reading with a dictionary aside. If I still do not understand I go to other people to help me.

Interviewer: What else do you do?

Interviewee: Only those, a dictionary and asking from other people.

Interviewer: How do you rate your ability to use a dictionary?

Interviewee: Rate 7-8.

Interviewer: Why do you rate yourself at that rate?

Interviewee: Because it really helps me.

Interviewer: How well does a dictionary help you?

Interviewee: To get meanings of words.

Interviewer: Other people? How do they help you?

Interviewee: At rate 7-8. To explain to me further in case I did not get it well from a dictionary. For example, using the word otherwise, I might not understand how to use it and someone might help me.

Interviewer: Do you do these a lot?

Interviewee: Yes I do this a lot, especially if there are things troubling me. I ask from teachers.

Interviewer: How certain are you that you are able to understand what you read from English school books?

Interviewee: I rate myself at 7-8.

Interviewer: What do you do to show that you are at 7-8?

Interviewee: Oh... I am able to retell what I read from the school books.

Interviewer: How certain are you that you are able to understand what you read from English story books?

Interviewee: At 7-... 8

Interviewer: Why at 7-8?

Interviewee: I am able to retell whatever I read from there.

Interviewer: What about English newspapers?

Interviewee: Aah! I do not really read newspapers.

Interviewer: Why don't you read newspapers?

Interviewee: I do not always get them. Even if I could find them, the English there is very difficult to understand. If I could find Oshiwambo newspapers... The school library does not always have recent newspapers.

Interviewer: What rate do you give yourself in terms of reading newspapers?

Interviewee: Rate 1-2.

Interviewer: Self-efficacy. Please rate yourself how good you think you are good at reading English.

Interviewee: 9-10

Interviewer: Ok. Why do you give yourself such a rate?

Interviewee: Because I am able to tell someone what I read from story books.

Interviewer: How do you tell?

Interviewee: If someone ask me what I was reading from a certain books, I am able to reproduce a story in short.

Interviewer: How do you rate your range of English vocabulary?

Interviewee: I rate myself at six.

Interviewer: Why do you rate yourself at six?

Interviewee: Because I do not use a high vocabulary. My English is simple.

Interviewer: Ok. We move on. The following questions are on **Emotions /physiological factors**. When you first received your English prescribed books this year, did you think that you were capable of reading and understand them?

Interviewee: Yes

Interviewer: Why do you think so?

Interviewee: My marks were very good in April.

Interviewer: But how did you feel?

Interviewee: I felt I was going to make it, and that is what I did.

Interviewer: Do you still have the same feelings?

Interviewee: Yes, I have the same feelings.

Interviewer: Why do you think your feelings did not yet changed?

Interviewee: Is because my English is much better than what I was doing the previuos years. My marks are also improving. The teachers also write very good comments in my exercise book and it motivates me.

Interviewer: Eem.... **Social comparison**. When you compare yourself to other learners in your class, do you think you understand better than what they do in reading?

Interviewee: I am better than them.

Interviewer: Where do you rate yourself in that?

Interviewee: At rate 6. I can tell what I read because they never come forward and tell what they read.

Interviewer: Do you think your reading skills are better than those of others in your class?

Interviewee: No, because I do not really know because we do not really have reading sessions.

Interviewer: **Situation specific of Self-efficacy**. How well do you understand what you read in Maths or Science class?

Interviewee: Just well.

Interviewer: Do you think you understand better than others?

Interviewee: At rate six.

Interviewer: Why at rate six?

Interviewee: Because I am not the only one who understand things in Maths and Science but I am able to help some learners who have problems.

Interviewer: How well you are aware if other learners in your class do not understand what they read?

Interviewee: Yes. Like those who are closer to me always realise that they do not understand.

Interviewer: How well are you aware that they do not understand?

Interviewee: At six.

Interviewer: Why do you rate yourself at six?

Interviewee: Not all the learners in my class I am able to notice them.

Interviewer: **Vicarious experiences.** When you see how well other learners in your class read in English, do you believe that you can also improve your understanding what you read?

Interviewee: Yes.

Interviewer: What do those learners do that would have boosted their understanding?

Interviewee: They read a lot. They ask from teachers. They visit the library and read to improve their English.

Interviewer: **Verbal persuasions.** Do you mostly hear negative or positive statements from your teacher about your English reading and understanding?

Interviewee: Positive comments.

Interviewer: May you please give those examples of positive comments that you hear?

Interviewee: Like the teacher would tell me keep that up, do not give up and so on.

Interviewer: How do those comments make you feel about your ability to read and understand English?

Interviewee: They make me feel better.

Interviewer: Ok. Thank you very much. That was our last question. Thank you once more.

Interviewer: All right Sir.

Interviewer: Good morning?

Interviewee: Good morning Sir?

Interviewer: How are you doing?

Interviewee: I am fine Sir, and how are you?

Interviewer: I am well, thank you. Welcome to this discussion. I really appreciate that you have availed time so that you can share ideas with me. We will be discussing about your beliefs about reading comprehension. Some of the questions I will ask require that you first rate yourself on the scale by giving yourself a mark or a value between 1 and 10 on each of the questions and then explain or give a reason why you give yourself such a rating.

If you rate yourself as very capable or good in doing something, you may give yourself a rating of 8, 9 or 10. If you feel that you are not good at something, but at the same time not too bad, you may give yourself a rating of 5 or 6. If you feel that you are not capable at all, you will give yourself a rating of 3 or lower than 3. Please keep in mind that we are not good or bad at all things that we do. We are usually good at doing some of the things and not so good at other things. Therefore, please be honest with your ratings and the reasons that you give.

Are we together?

Interviewee: Yes Sir.

Interviewer: Should we start with the discussion?

Interviewee: Yes Sir.

Interviewer: Ok. The first couple of questions are on **Motivational engagement**. Do you like reading?

Interviewee: **Yah, I like reading.**

Interviewer: Do you enjoy reading in your home language more than reading in English?

Interviewee: Yah. **I enjoy it very well in my home language.**

Interviewer: Why do enjoy reading more in your home language?

Interviewee: **Because I understand what I read in my home language.** That is why I enjoy it.

Interviewer: But do you also read in English?

Interviewee: Yah! I try to read in English as well.

Interviewer: How often do you read?

Interviewee: Like **three times a week.**

Interviewer: Please rate yourself on your ability to read if there are more other interesting things to do.

Interviewee: **Most of the times I do not have time to read.**

Interviewer: What are those times when you do not have time to read?

Interviewee: Most of the time **I read for tests and assignments so that I can improve my grades.**

Interviewer: Why do you think you do not have time to read?

Interviewee: The times I have tests and assignments to work on.

Interviewer: So you concentrate more on the books to read for marks in your subjects?

Interviewee: Yes Sir.

Interviewer: Do you easily give up when you struggle to understand what you read?

Interviewee: No, I do not give up.

Interviewer: Why don't you give up maybe?

Interviewee: Because if I find things difficult I go to someone close to me for help or I get a dictionary. If one give up you do not get anything.

Interviewer: What do you get from reading?

Interviewee: I get more information that I did not know before.

Interviewer: Ok. Do you consider reading to be a waste of time?

Interviewee: No.

Interviewer: Why not?

Interviewee: It is very important to read books and newspapers. If I read books I find new words, try to check them up and improve my English.

Interviewer: The following questions are about **Cognitive engagement and strategy use**. Before you rate yourself on the next questions, I want you to name all the strategies, the things that you do when you read and do not understand what you read.

Interviewee: Just when I find things difficult, I go to someone or reach for a dictionary.

Interviewer: Anything else?

Interviewee: Just that.

Interviewer: How well do you use those strategies? At what rate?

Interviewee: At rate 5.

Interviewer: May you please tell me why you rate yourself at 5?

Interviewee: I do not really go to people many times because sometimes they also tell me that they do not understand. Dictionaries are kept at school, so when I need it some times I cannot find it, they are somewhere locked.

Interviewer: How certain are you that you understand what you read from English school books?

Interviewee: Yes, most of the time I do, but sometimes I do not.

Interviewer: How do you rate yourself?

Interviewee: At rate 5.

Interviewer: Why do you rate yourself at rate 5?

Interviewee: Because sometimes when I read English, there are always things that I do not understand. Sometime I just do not know what is going on in those books. There are always things that I do not know how to do them.

Interviewer: What about your understanding of English story books?

Interviewer: I rate myself at 5 too because difficult words make my understanding a problem.

Interviewee: How certain are you that you understand what you read from English newspapers?

Interviewee: At the rate of six. Because when I read newspapers some stories have pictures.

Interviewer: How do pictures help you to understand stories in newspapers?

Interviewee: Pictures goes with the stories, I am able to get what the story mean by looking at them when I read.

Interviewer: That sounds interesting... Ok. ... We move on to **Self-efficacy**. Please rate how good do you think you are at reading English.

Interviewee: At rate of six

Interviewer: Why do you rate yourself at six?

Interviewee: Because most of the time there are always things that I do not understand when I read things in English because they use difficult words.

Interviewer: How do you evaluate your English vocabulary?

Interviewee: At the rate of five.

Interviewer: Why do rate yourself at five?

Interviewee: Because those English textbooks I do not always understand them because of difficult words. I only know few words.

Interviewer: **Emotions/Physiological factors**. When you first received your English prescribed books this year, did you think that you were able to read and understand them?

Interviewee: Yah, I had... I felt that I could understand them.

Interviewer: Do you still have the same feelings up to now?

Interviewee: Yes. Because when I read those books, my performance in the tests is not that bad.

Interviewer: **Social comparison**. Compared to other learners in your class, do you think you understand well than what they read?

Interviewee: No. I do not understand better than them.

Interviewer: Where do you rate yourself?

Interviewee: At the rate of 6.

Interviewer: Why do you rate yourself there?

Interviewee: When we write a test, like an English test, I get lower marks than most of the learners.

Interviewer: Do you think your reading skills are better compared to that of other learners in your class?

Interviewee: No.

Interviewer: Why do you say so?

Interviewee: Because when we read in class, most of the people correct me. I do not know how to pronounce some of the words.

Interviewer: Ok. That means that you help one another in your class... Good!

Interviewee: We do correct one another.

Interviewer: Ok... **Situation specific of self-efficacy.** How well do you understand what you read from Maths or Science class?

Interviewee: At the **rate of five.**

Interviewer: Why do you rate yourself at five?

Interviewee: **Because in Mathematics we deal with numbers, we do not need to read more but just do calculations.**

Interviewer: To you it is not a problem?

Interviewee: No.

Interviewer: Ok. How well you are aware when other learners in you class have difficulties in reading?

Interviewee: **At the average of five.**

Interviewer: What does that mean?

Interviewee: **I am not really able to find out that.**

Interviewer: What about finding out if they do not understand what they read?

Interviewee: Yes I am aware. We correct others if they do not understand. I rate myself at 6.

Interviewer: **Vicarious Experiences.** When you see how well other learners understand what they read in English, do you believe that you can also improve your understanding what you read in English?

Interviewee: **Yah, I believe that I can also improve.**

Interviewer: But, what do those learners who do well in reading and they understand, what do they do to come to that level?

Interviewee: Those people they read more to get information.

Interviewer: Do you think you can also do what they do?

Interviewee: **Yes.**

Interviewer: Ok. We move on to our two last questions. **Verbal persuasions.** Do you mostly hear negative or positive comments from your teacher about your English reading and understanding?

Interviewee: **Positive comments.**

Interviewer: May you please give me an example of those comments?

Interviewee: I get comments like: "You are reading well, keep it up!"

Interviewer: And... When you get those comments, how do they make you feel?

Interviewee: **I feel happy because they encourage me to do even further and try to understand what I read.**

Interviewer: Ok. That was our last question. I really appreciate, like I said at the beginning of this discussion. Thank you very much that you came to share these ideas with me. Thank you!

Interviewee: Ok Sir. Pleasure.

Participant 07

G5

Interviewer: Good afternoon?

Interviewee: Good afternoon Sir!

Interviewer: How are you?

Interviewee: I am well and how are you Sir.

Interviewer: I am well, thank you. Welcome to this interview/discussions about self-efficacy beliefs in English reading comprehension. I am doing this as part of My Med study. In our discussion, I will ask you to rate yourself on some of the questions by giving yourself a mark or a rate between 1 and 10 and give a reason or explain why you give yourself such a rating.

If you rate yourself as very capable or good in doing something, you may give yourself a rating of 8, 9 or 10. If you feel you are not good at something but at the same time not too bad, you may give yourself a rating of 5 or 6. If you feel you are not capable at all you give yourself a rating of 3 or lower than 3.

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Interviewee: Yes Sir.

Interviewer: The first couple of questions will be about **Motivational Engagement**. Do you like reading?

Interviewee: Yes I like reading.

Interviewer: You like reading... Ok. ... Do you enjoy reading in your home language than reading in English?

Interviewee: I enjoy reading in my home language in Oshikwanyama.

Interviewer: Why do you enjoy reading in your home language?

Interviewee: It is because every thing that I read I understand and I do not ask anyone.

Interviewer: How often do you read?

Interviewee: Two times per day.

Interviewer: Are you able to motivate yourself to read even if there are other more interesting things to do than reading?

Interviewee: I am able to do so, At rate 6. Reading and not concentrating other things..., I like watching TV, when I read I concentrate and I go and watch later.

Interviewer: Do you easily give up when you struggle to understand what you read?

Interviewee: Yes, I give up especially when I read English whereby I do not understand many words.

Interviewer: Why do you give up?

Interviewee: Because in most cases I think I am wasting my time on things that I do not understand.

Interviewer: Do you consider reading to be a wasting of time?

Interviewee: No, it is not a waste of time. It help me to ... it help me to do my activities that I am given and to find information to do my homework.

Interviewer: The following questions are about **Cognitive engagement and strategy use**. Before you rate yourself on the next question, I want you to name all the strategies you know that you use and the things that you do when you are reading and do not understand what you read.

Interviewee: First if I happen to find out that I do not understand, I look for a dictionary if it does not help me, I go and ask people to help me, but if people do not want to help me, I just give up.

Interviewer: How do you rate yourself in terms of using a dictionary to help you to understand what you read?

Interviewee: At rate five.

Interviewer: Why do say you are at rate 5?

Interviewee: Because they... It makes me to ask people... I do not ask people much. I use a dictionary much, because when I ask people in most cases they tell me that they are busy.

Interviewer: At what rate do you use a dictionary?

Interviewee: At rate 7.

Interviewer: Ok. How certain are you that you understand what you read from English school books?

Interviewee: Only sometimes.

Interviewer: Where do rate yourself?

Interviewee: At three. Sometimes I find myself reading a book but still I find a lot of words that I did not meet before.

Interviewer: Ok. What about English story books?

Interviewee: I also rate myself at three.

Interviewer: Why at three still?

Interviewee: Because of the language that is used and it is very difficult to understand.

Interviewer: How do you rate yourself in terms of understanding what you read from English newspapers?

Interviewee: At rate five.

Interviewer: Why at rate five please?

Interviewee: Newspapers are better to understand than story books. The words they use in newspapers are not that difficult.

Interviewer: Ok.... The next questions will be on **Self-efficacy**. Please rate how good you are in terms of reading English?

Interviewee: At rate three.

Interviewer: Why do you rate yourself at three?

Interviewee: Aah! Sometimes when I read English, I find out that it is not easy to understand all things especially in stories.

Interviewer: Your English vocabulary? How do you evaluate the range of your English vocabulary?

Interviewee: Two.

Interviewer: Why do you rate yourself at two on vocabulary?

Interviewee: Because I feel I do not know many words in English, I only know very few.

Interviewer: Why do you believe that your vocabulary is only at two?

Interviewee: Because I only rely on a dictionary to help me especially when I do homework.

Interviewer: **Emotions/ Physiological factors.** When you first received your English prescribed books this year, did you think that you were able to read and understand them?

Interviewee: Yes I thought so.

Interviewer: Do you still have the same feelings?

Interviewee: Yah.. Yes because when I read I try to understand.

Interviewer: What about your performance?

Interviewee: Yes, I am performing well.

Interviewer: **Social comparison.** Compared to other learners in your class, do you think that you understand better than them in reading?

Interviewee: In English they understand better than me because they perform well than me. I only perform well in some other subjects.

Interviewer: Where do you rate yourself?

Interviewee: At four.

Interviewer: Your reading skills?

Interviewee: I rate myself at four still.

Interviewer: Why maybe?

Interviewee: My colleagues go the library to read magazines, what I do not do.

Interviewer: So what does that show you?

Interviewee: It shows me that I have to improve on my reading skills.

Interviewer: **Situation specific of self-efficacy.** How well do you understand what you read in the Mathematics or Science class?

Interviewee: Eem... I am good.

Interviewer: Are you able to read and understand?

Interviewee: Yes.

Interviewer: At what rate may be?

Interviewee: **At four.**

Interviewer: But you said you perform well, which means you understand. Why do you rate yourself at four?

Interviewee: Yes. **But there are some other learners who perform well than me.**

Interviewer: How well are you aware when another learner in your class has difficulty in reading?

Interviewee: **Aah...still I now I do not really concentrate and try to see who do well and who do not. I have not seen any asking questions to me.**

Interviewer: At what rate do you rate yourself in terms of this?

Interviewee: **Rate five.**

Interviewer: **Vicarious experience.** When you see how well other learners understand what they read in English do you also believe that you can also improve your understanding in what you read in English?

Interviewee: **Yes I believe that I can but only if I try to read more books because this is what they do to improve their English.**

Interviewer: Ok. **Verbal persuasions.** Do you mostly hear negative or positive comments from your teacher about your English reading and understanding?

Interviewee: Yes. I receive **positive comments.** Because the teacher tell us to read books and speak English so that we can improve the language.

Interviewer: Ok... and those comments... How do they make you feel about your ability to read and understand English?

Interviewee: **I feel so good and give me hope and I try to improve my English skills.**

Interviewer: Ok. Thank you so much for taking part in this discussion to share your beliefs with me. I really appreciate it. Thank you.

Interviewee: Ok Sir.

Interviewer: Good afternoon?

Interviewee: Good afternoon Sir?

Interviewer: How are you?

Interviewee: I am well Sir and how are you doing?

Interviewer: I am well, thanks. We are going to start with our interview. In our discussion, I will ask you to rate yourself on some of the questions by giving yourself a mark or a rate between 1 and 10 and give a reason or explain why you give yourself such a rating.

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Interviewee: Yes Sir.

Interviewer: Thank you. The first couple of questions are on **Motivational engagement**. The first one: Do you like reading?

Interviewee: Yes I like reading.

Interviewer: Do you enjoy reading more in your home language than in English?

Interviewee: No I ... In my home language....I enjoy reading in both.

Interviewer: You enjoy reading in both?

Interviewee: Jah...! Yes I enjoy in both.

Interviewer: But which one do you enjoy reading in most?

Interviewee: I enjoy more in English.

Interviewer: Why more in English?

Interviewee: English has nice stories... it can improve my English on reading and writing.

Interviewer: So there are nice stories in English?

Interviewee: Yes there are nice stories.

Interviewer: You also talked about reading helping you with your writing... How does it help you?

Interviewee: If I see how words are written when I read, it will make it easy for me to write them.

Interviewer: Ok. That is very interesting... How often do you read?

Interviewee: Sometimes.

Interviewer: Ok... Eem... Rate yourself. Are you able to read if there are more interesting things to do than reading?

Interviewee: Yes I can.

Interviewer: At what rate do you think you are able to motivate yourself to read?

Interviewee: At... **rate six.**

Interviewer: Why, may be at rate six?

Interviewee: **Because I cannot really motivate myself to read, if there is something interesting I go for it sometimes.**

Interviewer: Do you easily give up when you struggle to understand what you read?

Interviewee: **No, because sometimes if I do not understand what I read I ask my friends if I am at school or my parents if I am at home.**

Interviewer: Ok. Do you consider reading to be a waste of time?

Interviewee: **No!**

Interviewer: Why don't you consider it to be a waste of time?

Interviewee: **Because reading is part of learning.**

Interviewer: Ok. What do you learn from reading?

Interviewee: **It improves my English.**

Interviewer: So, how does reading help you to improve your English?

Interviewee: **It helps me with spelling and pronunciation of words.**

Interviewer: Ok, thank you. We move on. **Cognitive engagement and strategy use.** Before you rate yourself on the next question, I want you to name all the strategies you know you use, and the things that you do when you read and do not understand what you read.

Interviewee: First I struggle, and if... I still do not understand I **go and ask from someone.**

Interviewer: What do you mean by struggling?

Interviewee: It means I continue reading and repeat several times until I find out the meaning.

Interviewer: What else do you do?

Interviewee: Nothing else. **If there is no one to help me I just give up.**

Interviewer: Rate your ability to use those strategies when you read something that is difficult to read?

Interviewee: **At rate 5.**

Interviewer: How do rate your ability to ask support from others when you experience difficulties with understanding what you read in English?

Interviewee: I rate myself **at eight.**

Interviewer: Why do you rate yourself at eight?

Interviewee: **It means I ask people seriously if I do not understand.**

Interviewer: How certain are you that you understand what you read from English school books?

Interviewee: I rate myself **at eight.**

Interviewer: May you please explain why you give yourself such a rate?

Interviewee: It is because some school books are understandable very well, and some are difficult to understand, especially those that contain difficult words.

Interviewer: Ok... How certain are you that you understand what you read from English story books?

Interviewee: Average, which is five.

Interviewer: Why do you rate yourself at average?

Interviewee: I am able to tell my friends what I read from the books, but not all things.

Interviewer: What are the things that you do not always understand?

Interviewee: Sometimes I read, but by the time I leave the book, I already forget what I read.

Interviewer: How certain are you that you understand what you read from English newspapers?

Interviewee: Average.

Interviewer: Why do you rate yourself at average?

Interviewee: Because sometimes in the newspapers there are words that are difficult to understand.

Interviewer: The next is **Self-efficacy**. Please rate how good you believe you are at reading English.

Interviewee: At rate 4.

Interviewer: Why do you give yourself a rate of four?

Interviewee: Because I struggle to understand sometimes. English has a lot of difficult words that I do not always understand.

Interviewer: How do you rate the range of your English vocabulary?

Interviewee: It is at three.

Interviewer: Why do you give yourself three, which is very low?

Interviewee: Because English is just not easy, especially the difficult words, like I said earlier on.

Interviewer: Emotions/Physiological factors. When you first received your English prescribed books this year, did you think you were capable of reading and understanding them?

Interviewee: No, because I thought they were difficult to understand them.

Interviewer: Why did your feelings change?

Interviewee: Now I hope I am going to perform better in them, because when I read them I found that I can make it. I also perform well in the exercises we did so far.

Interviewer: Social comparison. Compared to other learners in your class do you think you understand well than what they read?

Interviewee: At 5, average, because some learners know English better than me and they know more words in English than me. There are few who are below me in terms of knowledge.

Interviewer: Do you think your reading skills are better compared to other learners in your class?

Interviewee: No.

Interviewer: Why do you say so?

Interviewee: It is because I struggle in reading in terms of pronunciation.

Interviewer: **Situation specific of self-efficacy.** How well do you understand what you read in the Maths or Science class?

Interviewee: In Mathematics I am not well because it is very difficult to me. Some chapters in Maths are very difficult to understand, but in Physics it is better.

Interviewer: How do you rate your understanding in Maths or Science?

Interviewee: In Science I am eight and in Maths I am at average.

Interviewer: Please explain your ratings.

Interviewee: I do not know how to do calculations because I do not always understand instructions on how to do them. In Science it is better.

Interviewer: How well are you able to tell if another learner in your class has difficulty in reading?

Interviewee: Yes, because some learners when they are reading one can see them struggling, especially with the pronunciation of words.

Interviewer: At what rate you are aware?

Interviewee: At eight.

Interviewer: What about understanding what they read? Are you aware of some learners?

Interviewee: No.

Interviewer: Ok. We are moving on to the third last question. **Vicarious experiences.** When you see how well other learners understand what they read in English, do you believe that you can also improve your understanding in what you read in English?

Interviewee: Yes, because if I know that some learners are good in English, I go and ask from them on how to improve my English. I believe I can also improve if I ask from them.

Interviewer: **Verbal persuasions.** Do you mostly hear negative or positive comments from your teacher about your English reading and understanding?

Interviewee: Positive.

Interviewer: Ok. May you please give me examples of those positive comments?

Interviewee: The teacher advice me to go to the library to go and improve my English. The teacher said I just need to improve.

Interviewer: How do those comments make you feel about your ability to read and understand English?

Interviewee: I believe the teacher care about me. I feel if I do what the teacher tells me I will improve my English, especially the pronunciation of words.

Interviewer: Thank you for sharing this information with me. I really appreciate.

Interviewee: Ok. you are welcome Sir.

Interviewer: Good morning?

Interviewee: Good morning Sir?

Interviewer: How are you?

Interviewee: I am well and how are you Sir?

Interviewer: I am well too. Thank you very much that you availed time for me to have a discussion with you today. We are going to start with our discussion. In our discussion, I will ask you to rate yourself on some of the questions by giving yourself a mark or a rate between 1 and 10 and give a reason or explain why you give yourself such a rating.

If you rate yourself as very capable or good in doing something, you may give yourself a rating of 8, 9 or 10. If you feel you are not good at something but at the same time not too bad, you may give yourself a rating of 5 or 6. If you feel you are not capable at all you give yourself a rating of 3 or lower than 3.

This is not a test and will not affect any of your school marks. Also, please keep in mind that we are not good or bad at all the things we do. We are usually good at doing some of the things and not so good at other things. Therefore, please be honest with your ratings and the reasons you give. May we start with our discussion?

Interviewee: Yes, we may start Sir.

Interviewer: Thank you. Our first couple of questions are about **Motivational engagement and strategy use**. Do you like reading?

Interviewee: Yes I like reading. Because when I read I get some knowledge.

Interviewer: Do you enjoy reading in your home language more than reading in English?

Interviewee: I enjoy reading in my home language.

Interviewer: Why do you perhaps enjoy reading in your home language?

Interviewee: Because I want to know more of my home language

Interviewer: Don't you think you know your home language already than English?

Interviewee: Yes I know but still I want to learn more.

Interviewer: Why don't you enjoy reading in English?

Interviewee: In English I find a lot of difficult words that I do not understand, that's why I do not enjoy it.

Interviewer: But you also read in English?

Interviewee: Yes Sir.

Interviewer: How often do you read?

Interviewee: I read more than my enjoyment.

Interviewer: Ok, What enjoyment?

Interviewee: Like playing soccer.

Interviewer: Do you play soccer as well?

Interviewee: Yes Sir.

Interviewer: How often do you read then?

Interviewee: Five times a week.

Interviewer: Please rate yourself on your ability to motivate yourself to read when you have other more interesting things to do?

Interviewee: At five to six.

Interviewer: Why do you rate yourself there?

Interviewee: Because when I am reading and find something interesting and enjoyable, I stop and go to do enjoyment.

Interviewer: What do you mean by enjoyment?

Interviewee: I go and enjoy whatever comes enjoyable and come back to reading later.

Interviewer: Do you easily give up when you struggle to understand what you read?

Interviewee: No. I do not give up... I do not give up. I try to get a dictionary and help myself to find meanings of words.

Interviewer: Why don't you give up perhaps?

Interviewee: When I am reading I do not give up, I write down the words that I do not understand and find their meanings later.

Interviewer: So you find their meanings later? Do you really do that later?

Interviewee: Yes I do.

Interviewer: What do you do with them?

Interviewee: I try to get their meanings from a dictionary. If I do not get the meanings clear, I go and ask from friends to help me.

Interviewer: So... You also ask from friends? That is good. How well can you read if there are other more interesting things to do than reading?

Interviewee: No, I do not read well. I rate myself at 3.

Interviewer: Do you consider reading to be a waste of time?

Interviewee: No

Interviewer: Why not may be?

Interviewee: Because when I read I get new information that I did not know before.

Interviewer: Are you able to give me some examples of information that you get from reading?

Interviewee: An example of what I can get from reading is like I learn how to write some words.

Interviewer: Ok. We move on. **Cognitive engagement and strategy use.** Before you rate yourself on the next question, I want you to name all the strategies you know that you use and the things that you do when you read and do not understand what you read.

Interviewee: I take a dictionary to find meanings of words, I also ask from my friends.

Interviewer: That's fine. At what rate do you use those strategies?

Interviewee: At five to six.

Interviewer: Why, maybe, you give yourself that rate?

Interviewee: Because sometimes I do not ask from friends. I look up words that I do not understand from a dictionary.

Interviewer: Rate your ability to ask support from others when you experience difficulties with understanding what you read in English?

Interviewee: I rate my... myself at five to six.

Interviewer: Because sometimes I do not ask from people. Why don't you ask support sometimes?

Interviewee: Because some friends are not trustable and do not always tell me the right things.

Interviewer: Ok. How certain are you that you understand what you read from English school books?

Interviewee: At five to six.

Interviewer: Why do you give yourself such a rate?

Interviewee: Because I always I always ask help from the teachers.

Interviewer: What about English story books? How certain are you that you understand what you read from there?

Interviewee: At three to four.

Interviewer: Why do you think so?

Interviewee: Because not every time I read them, and when I read them I find many words that I do not understand.

Interviewer: How sure are you that you understand what you read from English newspapers?

Interviewee: I rate myself at three to four.

Interviewer: May you please explain why do you give yourself such a rate?

Interviewee: I also find a lot of words that are difficult, words that I do not understand their meanings.

Interviewer: The following questions are on **Self-efficacy**. Please rate yourself as how good you believe you are at reading English?

Interviewee: At five to six.

Interviewer: May you please explain why you give yourself such a rate.

Interviewee: When I read I take a lot of time to understand.

Interviewer: How do evaluate the range of your English vocabulary?

Interviewee: At three to four.

Interviewer: Why do you give yourself such a rate?

Interviewee: Because when I try to find words in a dictionary, I still do not understand their meanings. So I believe I do not know many words in English.

Interviewer: Emotions/ Physiological factors. When you first received your English prescribed books this year, did you think that you were capable of reading and understand them?

Interviewee: Yes Sir.

Interviewer: Do you still have the same feelings or your feelings have changed?

Interviewee: My feelings have changed.

Interviewer: May you please explain why your feelings have changed?

Interviewee: I have realised that I am unable to write answers to the questions because when I write the exercises; I do not always get the marks I thought I will get. I get low marks.

Interviewer: Ok. That is bad. But you should continue to do your best. Eem... **Social comparison.** Compared to other learners in your class, do you think you understand better than them in reading?

Interviewee: Yes.

Interviewer: How do you rate your ability in terms of understanding what you read?

Interviewee: At five to six.

Interviewer: May you please explain why you give yourself a rate of five to six?

Interviewee: Because some learners do not read the ... the ... English books. And they... Some struggle to get the meaning of what they read.

Interviewer: Ok. Your reading skills? Do you think your reading skills are better compared to others in your class?

Interviewee: Yes

Interviewer: May you please explain why you believe this about your reading skills?

Interviewee: Because when I am reading it is better but I sometimes I struggle. But I believe there are still learners who are worse than me.

Interviewer: Ok. **Situation specific of self-efficacy.** How well do you understand what you read in the Maths or Science class?

Interviewee: Not well. Because when I read in Maths or Science, I struggle to understand.

Interviewer: How well are you aware of it if another learner in your class has difficulty in reading?

Interviewee: Yes I may be aware. At seven to eight.

Interviewer: What do you realise from those learners to show you that they have difficulties?

Interviewee: Because when I ask help from them, they also tell me that they do not understand.

Interviewer: How well are you aware of it if other learners in your class do not understand what they read?

Interviewee: I am at rate of five to six.

Interviewer: Why at rate five to six?

Interviewee: Because I see them asking from others about things that we are given to do in English.

Interviewer: **Vicarious Experiences.** When you see how well other learners understand what they read in English, do you believe that you can also improve your English reading and understanding?

Interviewee: Yes.

Interviewer: Those learners who understand what they read in English, what do they do to come to that level of understanding?

Interviewee: They read books and ask or look them up in the dictionaries.

Interviewer: Is that also what you want to do?

Interviewee: Yes Sir.

Interviewer: Verbal persuasions. Do you mostly hear negative or positive comments from your teacher about your English reading and understanding?

Interviewee: **Positive comments.** The teacher writes these comments some positive comments in my book

Interviewer: But, Please give examples of those comments.

Interviewee: The comments say: "Very good!" "Keep it up!"

Interviewer: How do those comments make you feel about your English reading and understanding?

Interviewee: **They make me feel good because they give me some encouragement to continue. I also realise that I know at least something.**

Interviewer: Ok. That was our last question. I really appreciate that at least you made your contributions to this study.

Interviewee: Ok Sir.

Interviewer: Good afternoon?

Interviewee: Good afternoon Sir!

Interviewer: How are you?

Interviewee: I am well Sir, and how are you doing?

Interviewer: I am doing well, thank you. Thank you very much that you availed time for me to have a discussion with you today. We are going to start with our discussion. In our discussion, I will ask you to rate yourself on some of the questions by giving yourself a mark or a rate between 1 and 10 and give a reason or explain why you give yourself such a rating.

If you rate yourself as very capable or good in doing something, you may give yourself a rating of 8, 9 or 10. If you feel you are not good at something but at the same time not too bad, you may give yourself a rating of 5 or 6. If you feel you are not capable at all you give yourself a rating of 3 or lower than 3.

This is not a test and will not affect any of your school marks. Also, please keep in mind that we are not good or bad at all the things we do. We are usually good at doing some of the things and not so good at other things. Therefore, please be honest with your ratings and the reasons you give. May we start with our discussion?

Motivational engagement. Do you like reading?

Interviewee: Yes I like reading.

Interviewer: Do you enjoy more reading in your home language than in English?

Interviewee: Yes I enjoy reading more in my home language than in English.

Interviewer: May you please explain why you enjoy more reading in your home language than in English?

Interviewer: It is because I understand things in my home language better than in English.

Interviewer: What do you enjoy in your home language?

Interviewee: Because I know most of the words than I know in English.

Interviewer: What about in English?

Interviewee: I enjoy English but not like I enjoy reading in my home language.

Interviewer: How often do you read?

Interviewer: Per week I read three days. Newspapers, magazines...

Interviewee: What about books?

Interviewer: Books.... I read books like those we were given at school.

Interviewee: Ok.. May you please rate your ability to read when you have other more interesting things to do?

Interviewer: I think I rate myself at five.

Interviewer: Why do you rate yourself at five?

Interviewee: Some of the staffs are so interesting and I have to read. Sometimes I have to give up on reading and concentrate on the other interesting things.

Interviewer: Are you able to give me examples of those interesting things that distract you from reading?

Interviewee: Yes, things like if there is nice music playing I have to listen to music and stop reading.

Interviewer: Do you easily give up when you struggle to understand what you read?

Interviewee: No.

Interviewer: Why don't you give up?

Interviewee: Because if I happen to give up I will not know any thing or even be able to tell what I am reading. I better ask other people instead of giving up.

Interviewer: Whom do you ask?

Interviewee: Sometimes like at home I ask my father or my elder brother. And then at school I ask my classmates and sometimes the teachers.

Interviewer: How well can you read if there are other interesting things to do than reading?

Interviewee: No I am not able to read well if there is something interesting, especially a TV is on, and there is a nice programme, I will not be able to read. I rather concentrate on that.

Interviewer: Do you consider reading to be a waste of time?

Interviewee: No, I don't consider it to be a waste of time.

Interviewer: Ok. **Cognitive engagement and strategy use.** Before you rate yourself on the following question, I want you to name the strategies, the things you know you use and the things you do when you read and do not understand what you read?

Interviewee: Whenever I come across a situation when I do not understand what I read, let say I am in the library, reading, and I do not understand, I ask the librarian for help and help me with the problem I have.

Interviewer: What else do you do?

Interviewee: Sometimes I look up words in a dictionary.

Interviewer: Ok. At what rate do you use those strategies?

Interviewee: I think is at rate 7

Interviewer: Why at rate 7

Interviewee: Because I do it more.

Interviewer: How well do you rate your ability to ask support from others when you experience difficulties with understanding what you read in English?

Interviewee: I think is at rate 6.

Interviewer: Why six, perhaps?

Interviewee: Because I trust people that I ask to help me. To help me to explain the meaning of what I am reading.

Interviewer: How certain are you that you understand what you read from English school books?

Interviewee: Rate 5.

Interviewer: Why do you give yourself such a rate?

Interviewee: Because I am not 100% sure that I understand what I read in English, because sometimes I come across many words that I do not understand. I go and ask and read again.

Interviewer: How certain are you that you understand what I read from English story books?

Interviewee: I rate myself at six.

Interviewer: And the reason please?

Interviewee: It is because when I read in English, I do not really enjoy it like my home language, because I do not understand well what I read.

Interviewer: How do you rate yourself about your understanding of what you read from English newspapers?

Interviewee: I understand them in most cases.

Interviewer: Where do you rate yourself?

Interviewee: At seven. Newspapers use words that I understand. There are no bombastic words like it is the case of story books. There are bombastic words in story books.

Interviewer: Self-efficacy. Please rate yourself how good you believe you are at reading English and give your reasons.

Interviewee: I rate myself at eight. Because when I read in English I do not ask much. And most of the stories that I read in English I enjoy them.

Interviewer: Are you able to interpret the story to someone?

Interviewee: Yes I am able to do that.

Interviewer: How do you evaluate the range of your English vocabulary?

Interviewee: At rate 7

Interviewer: Ok.

Interviewee: I believe I know a lot of words, my vocabulary is high.

Interviewer: Emotions/Physiological factors. When you first received English prescribed books this year, did you think that you were capable of reading and understand them?

Interviewee: No. The moment I received the books, I check the titles and I thought I will not understand them. I thought I would not understand them.

Interviewer: Do you still have the same feelings or have those feelings changed?

Interviewee: The feelings have changed.

Interviewer: May you please explain why the feelings have changed?

Interviewee: It is because I realised that I was wrong at the beginning. The content is not as I thought. It is easy.

Interviewer: Social comparison. Compared to other learners in your class, do you think you understand well than what they do in reading?

Interviewee: Yes. I rate my ability at number 7.

Interviewee: Whenever we read story books in class, my classmates come to me many times to ask from me. I help them. The teacher also give us some handouts to read and he always point at me to read because he know I am good at reading than other learners

Interviewer: What about your reading skills compared to other learners in your class?

Interviewee: My reading skills are better.

Interviewer: Why do you think like that about your reading skills?

Interviewee: Because whenever I read I do not struggle many times like my classmates who struggle with pronunciation and the use of punctuations. My understanding is also fine.

Interviewer: **Situation specific of self-efficacy.** We are moving on and we are about to finish. How well do you understand what you read in Maths or Science class?

Interviewee: I do not really use to understand in Maths or Science. I am at rate 4.

Interviewer: Why may be?

Interviewee: There are a lot of scientific words that make my understanding difficult.

Interviewer: How well are you aware of it if other learners in your class have difficulty in reading?

Interviewee: At rate 6.

Interviewer: Why do you give yourself such a rating?

Interviewee: Sometimes I am able to find out from the way they read. I see them leaning on tables when they stop reading. They drop the books and that tells me that they have problems with reading.

Interviewer: How well are you aware of it when other learners in your class do not understand what they read?

Interviewee: I get that from the way they handle books. If they do not understand, most of them put the books in bags and stop reading. In most cases when the English teachers come in, these are the people who sleep because they are bored since they do not understand.

Interviewer: **Vicarious experiences.** When you see how well other learners understand what they read in English, do you also believe that you can also improve your understanding of what you read in English?

Interviewee: Yes. Because I can improve by asking my teachers or any other person that I think can help me.

Interviewer: Do you mostly hear negative or positive comments from your teacher about your English reading and understanding?

Interviewee: I hear both.

Interviewer: Please give me example of a positive comment you hear.

Interviewee: "Please work hard so that you perform well in this."

Interviewer: How do the comments make you feel?

Interviewee: They motivate me to work hard in general as well as to improve my English.

Interviewer: Ok. We have come to the end. Thank you very much once more for participating in this study.

Interviewee: You are welcome Sir.

Addendum D. Consent forms for parents or legal guardians



NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT

Ponhofi Secondary School
Teachers' residence

House 8

Ohangwena Township

Helao Nafidi

5 June 2011

Parents of Grade 11 and 12 learners

Ponhofi Secondary School

Private Bag 506

Ohangwena

Dear Sir / Madam

Permission for your children to participate in research

I, Paul P Shikalepoh, am a MEd student enrolled at the School for Continuing Teacher Education, North-West University, Potchefstroom Campus. I intend to collect data for my research study on learning and teaching. The title of my proposed dissertation is: Learners' reading comprehension self-efficacy beliefs in English Second Additional Language at a rural Namibian School.

I hereby humbly request that you grant permission for your children to participate in this research which will comprise the completion of a questionnaire and the participation in an interview concerning learners' reading comprehension self-efficacy beliefs in English Second Additional Language. The questionnaire and the interview will each take approximately an hour to complete.

I pledge to maintain the professional and research ethical codes. This signifies that:

- Your child's participation in this research remains voluntary and you may, at any time, withdraw them from the research
- Their personal information, at all times, will be treated as confidential

- No demands will be made on their academic program
- Should you be interested, the research findings will be made available to you.

Could you please provide me with your written consent by filling in the section on the next page. If you do not wish for your child to participate in this research by not completing the questionnaire or participating in the interview, it will not be held against you or them, as participation is voluntary. Please return the consent form to me. Your child's input and opinions will be greatly appreciated!

Yours sincerely

MEd Candidate, North-West University

Student number:12956473

Cell: 811496207

Email:ppshikalepoh@gmail.com



NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT

Permission to Research Project:

Learners' reading comprehension self-efficacy beliefs in English Second Additional Language at a rural Namibian School.

LETTER OF PERMISSION: RESEARCH PARTICIPANT

I, _____, (name and surname)

parent of _____ (name of child)

hereby give my permission for him/her to participate in the above mentioned research project. I am aware that his/her participation in this study remains voluntary and that I, at any time, may withdraw him/her from the research. I understand that if he/she does not wish to participate in this research by not completing the questionnaire, or participating in the interview, it will not be held against him/her, as participation is voluntary. I also understand that all personal information will be treated as confidential by the researchers.

Name and signature

Date



Private Bag X6001, Potchefstroom
South Africa 2520

Tel: (018) 299-4900
Faks: (018) 299-4910
Web: <http://www.nwu.ac.za>

Ethics Committee

Tel +27 18 299 4850
Fax +27 18 293 5329
Email Ethics@nwu.ac.za

ETHICS APPROVAL OF PROJECT

The North-West University Ethics Committee (NWU-EC) hereby approves your project as indicated below. This implies that the NWU-EC grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the project may be initiated, using the ethics number below.

Project title : Learners' self-efficacy beliefs in reading comprehension in English Second Additional Language in a Namibian rural school																															
Project Leader: Dr. Bernadette Geduld	Student : Shikalepoh PP																														
Ethics number:	<table border="1"> <tr> <td>N</td><td>W</td><td>U</td><td>-</td><td>0</td><td>0</td><td>0</td><td>7</td><td>0</td><td>-</td><td>1</td><td>1</td><td>-</td><td>A</td><td>2</td> </tr> <tr> <td colspan="3">Institution</td> <td colspan="5">Project Number</td> <td colspan="2">Year</td> <td colspan="5">Status</td> </tr> </table>	N	W	U	-	0	0	0	7	0	-	1	1	-	A	2	Institution			Project Number					Year		Status				
N	W	U	-	0	0	0	7	0	-	1	1	-	A	2																	
Institution			Project Number					Year		Status																					
<small>Status: S = Submission; R = Re-Submission; P = Provisional Authorisation; A = Authorisation</small>																															
Approval date: 2011/09/22	Expiry date: 2016/09/21																														

Special conditions of the approval (if any): None

General conditions:

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following:

- The project leader (principle investigator) must report in the prescribed format to the NWU-EC:
 - annually (or as otherwise requested) on the progress of the project,
 - without any delay in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project.
- The approval applies strictly to the protocol as stipulated in the application form. Would any changes to the protocol be deemed necessary during the course of the project, the project leader must apply for approval of these changes at the NWU-EC. Would there be deviation from the project protocol without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited.
- The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date, a new application must be made to the NWU-EC and new approval received before or on the expiry date.
- In the interest of ethical responsibility the NWU-EC retains the right to:
 - request access to any information or data at any time during the course or after completion of the project;
 - withdraw or postpone approval if:
 - any unethical principles or practices of the project are revealed or suspected,
 - it becomes apparent that any relevant information was withheld from the NWU-EC or that information has been false or misrepresented,
 - the required annual report and reporting of adverse events was not done timely and accurately,
 - new institutional rules, national legislation or international conventions deem it necessary.

The Ethics Committee would like to remain at your service as scientist and researcher, and wishes you well with your project. Please do not hesitate to contact the Ethics Committee for any further enquiries or requests for assistance.

Yours sincerely

Prof Amanda Lourens
(chair NWU Ethics Committee)

Addendum C. Letter to principal for permission to conduct research

Ponhofi Secondary School
Teachers' residence

House 8

Ohangwena Township

Helao Nafidi

5 June 2011

The Principal
Ponhofi Secondary School
Private Bag 506
Ohangwena

Dear Sir

Permission to conduct research

I, Paulus Pangeni **Shikalepoh** am a MEd student enrolled at the School for Continuing Teacher Education, North-West University, Potchefstroom Campus. I intend to collect data for my research study relating to learners' reading comprehension self-efficacy beliefs in English Second Additional Language. The title of my proposed dissertation is: Learners' reading comprehension self-efficacy beliefs in English Second Additional Language at a rural Namibian School.

I hereby request your permission for grade 11 and 12 learners of Ponhofi Secondary School in Ohangwena to participate in the research. Learners will complete a questionnaire that will last about an hour. The learners will complete the questionnaire after school hours to prevent any disruption of teaching and learning at the school. I also need to conduct interviews with learners which will also take place after school hours.

I pledge to maintain the professional and research ethical codes. This signifies that:

- Learners' participation in this research remains voluntary and they may, at any time, withdraw from the research
- Their personal information, at all times, will be treated as confidential
- No demands will be made on the academic teaching program
- Should you be interested, the research findings will be made available to you and your school.

I am planning to conduct this research from 0DUFK WR \$SULO . Could you please provide me with your written consent by filling-in the sections on the next page? Please return the consent form to me. Your input and opinions are greatly appreciated!

Your permission will be highly appreciated.

Yours sincerely

Mr. Paulus Pangeni **Shikalepoh**
MEd Candidate, North-West University
Student number:12956473
Cell: 811496207
Email:ppshikalepoh@gmail.com



NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT

Permission to Research Project:

Learners' reading comprehension self-efficacy beliefs in English Second Additional Language at a rural Namibian School.

LETTER OF PERMISSION: Principal

I, _____, (name and surname)

Principal/SGB Chairperson of _____
(name of school)

hereby give my permission to conduct the above mentioned research project at . I am aware that learners' participation in this study remains voluntary and that they, at any time, may withdraw from the research. I also understand that all personal information will be treated as confidential by the researcher.

Name and signature

Date

Addendum 3.7 Informed consent and permission from learners

Dear Learner

I, Paulus Pangeni **Shikalepoh** am a MEd student enrolled at the School for Continuing Teacher Education, North-West University, Potchefstroom Campus. I intend to collect data for my research study relating to learners' reading comprehension self-efficacy beliefs in English Second Additional Language. The title of my proposed dissertation is: Learners' reading comprehension self-efficacy beliefs in English Second Additional Language at a rural Namibian School

I hereby request your permission to participate in the research. You will complete a questionnaire that will last about an hour. You will complete the questionnaire after school hours to prevent any disruption of teaching and learning at the school. I also need to conduct interviews with you which will also take place after school hours.

I pledge to maintain the professional and research ethical codes. This signifies that:

- Your participation in this research remains voluntary and that you may, at any time, withdraw from the research
- Your personal information, at all times, will be treated as confidential
- No demands will be made on the academic teaching program

Yours sincerely
Paul Shikalepoh

By completing the questionnaire I give permission that the data may be used in the research project on condition that the data will be treated confidentially and I will never be identified.

Addendum A: Request from School Director to Namibian National Department of Education

**School of Continuing
Teacher Education**

P.O. Box 6001

Potchefstroom

2520

27 May 2011

The Permanent Secretary

Mr A Ilukena

Ministry of Education

Government Office Park (Luther Street)

Private Bag 13186

Windhoek

Dear Mr Alfred Ilukena

Request: Formal Permission for Research

Three Namibian students who graduated through the Baccalaureus Educationis Honneurs (BEd Hons) programme at the School of Teacher Education, North West University (NWU), South Africa have continued to enrol for a Masters in Education (MEd) qualification at NWU, Potchefstroom Campus. Their research projects relate to educational problems specific to the Namibian situation and their findings will be applicable to the region where they teach. The students and their dissertation titles are:

- *Ms Ainna Kapango Moses:* Namibian Teachers' and Learners' attitude towards the New Mathematics Promotion Requirements for Grade 5-9: A Qualitative Case Study
- *Mr Paulus Pangeni Shikalepoh:* Learners' Self-efficacy Beliefs in Reading Comprehension in English Second Additional Language in a Namibian Rural School
- *Mr Pontianus Musenge Kamunina:* Teachers' Self-efficacy in Teaching English Second Additional Language at Namibian Rural Schools.

These students aim to conduct interviews with and submit surveys to teachers, and learners from schools in Namibia. The students are planning to conduct these interviews during June and July 2011 with participants identified in their research approved by the NWU. Separate permission will

also be obtained from the teachers and parents of learners (as applicable to their respective studies) from the relevant schools following permission from your Department.

I hereby request your favourable consideration of the request for the conducting of research by these three MEd students that relate to SCTE and my auspices (letters attached). Four senior researchers, Prof Seugnet Blignaut, Dr Illasha Kok, Dr Bernadette Geduld and Dr Molly van Niekerk will oversee this process to ensure that data collection will take place according to the highest ethical and academic standards. Participation of research participants will be completely voluntary, and may withdraw at any time during the research process. The Ministry of Education's involvement and permission for this study will be greatly appreciated to contribute towards the understanding of problematic issues in your school district.

Sincerely

A handwritten signature in black ink, appearing to read 'Manie Spamer', written in a cursive style.

Prof Manie Spamer (PhD)

Director: School of Continuing Teacher Education

North West University

Potchefstroom Campus

Tel: 018 299 4557

Fax: 018 299 4558

eMail Manie.Spamer@nwu.ac.za

Curriculum Vitae

A. Personal Information

SURNAME	Shikalepoh
NAME	Paulus Pangeni
DATE OF BIRTH	17 January 1975
AGE	38 Years
IDENTITYNUMBER	75011700348
GENDER	Male
DISSABILITIES	None
NASIONALITY	Namibian
MARITAL STATUS	Married
CHILDREN	Three
CRIMINAL RECORD	None
ADDRESS	Post Box 15117 OSHAKATI NAMIBIA
<i>E-MAIL</i>	ppshikalepoh@gmail.com

B Qualifications

BEd
1996 -1999

BEd Hons
2007-2008

University of Namibia

North-West University

OCCUPATIONAL BACKGROUND

Current position:

School Principal
Ongolo Combined School
Omusati Region
Northern Namibia

Previous position:

Educator
Orumano Combined School
Kunene Region
2000 – 2003

Niitaylitula Junior Secondary School
2004 -2007

Etalaleko Senior Secondary School
2007

Head of English Department
Ponhofi Senior Secondary School
Ohangwena Region
2007 -2012



Private Bag X6001, Potchefstroom
South Africa 2520

Tel: (018) 299-4900
Faks: (018) 299-4910
Web: <http://www.nwu.ac.za>

Ethics Committee

Tel +27 18 299 4850
Fax +27 18 293 5329
Email Ethics@nwu.ac.za

ETHICS APPROVAL OF PROJECT

The North-West University Ethics Committee (NWU-EC) hereby approves your project as indicated below. This implies that the NWU-EC grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the project may be initiated, using the ethics number below.

Project title : Learners' self-efficacy beliefs in reading comprehension in English Second Additional Language in a Namibian rural school																															
Project Leader: Dr. Bernadette Geduld	Student : Shikalepoh PP																														
Ethics number:	<table border="1"> <tr> <td>N</td><td>W</td><td>U</td><td>-</td><td>0</td><td>0</td><td>0</td><td>7</td><td>0</td><td>-</td><td>1</td><td>1</td><td>-</td><td>A</td><td>2</td> </tr> <tr> <td colspan="3">Institution</td> <td colspan="5">Project Number</td> <td colspan="2">Year</td> <td colspan="5">Status</td> </tr> </table>	N	W	U	-	0	0	0	7	0	-	1	1	-	A	2	Institution			Project Number					Year		Status				
N	W	U	-	0	0	0	7	0	-	1	1	-	A	2																	
Institution			Project Number					Year		Status																					
<small>Status: S = Submission; R = Re-Submission; P = Provisional Authorisation; A = Authorisation</small>																															
Approval date: 2011/09/22	Expiry date: 2016/09/21																														

Special conditions of the approval (if any): None

General conditions:

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following:

- The project leader (principle investigator) must report in the prescribed format to the NWU-EC:
 - annually (or as otherwise requested) on the progress of the project,
 - without any delay in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project.
- The approval applies strictly to the protocol as stipulated in the application form. Would any changes to the protocol be deemed necessary during the course of the project, the project leader must apply for approval of these changes at the NWU-EC. Would there be deviation from the project protocol without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited.
- The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date, a new application must be made to the NWU-EC and new approval received before or on the expiry date.
- In the interest of ethical responsibility the NWU-EC retains the right to:
 - request access to any information or data at any time during the course or after completion of the project;
 - withdraw or postpone approval if:
 - any unethical principles or practices of the project are revealed or suspected,
 - it becomes apparent that any relevant information was withheld from the NWU-EC or that information has been false or misrepresented,
 - the required annual report and reporting of adverse events was not done timely and accurately,
 - new institutional rules, national legislation or international conventions deem it necessary.

The Ethics Committee would like to remain at your service as scientist and researcher, and wishes you well with your project. Please do not hesitate to contact the Ethics Committee for any further enquiries or requests for assistance.

Yours sincerely

Prof Amanda Lourens
(chair NWU Ethics Committee)

Interview questions

Learners' self-efficacy beliefs in reading comprehension in English Second Additional Language

Consider the following scale:

Very poor		Poor		Average	Fair		Very good		Excellent
1	2	3	4	5	6	7	8	9	10

Some of the questions I will ask require that you first rate yourself on the scale by giving yourself a mark or value between 1 and 10 on each of the questions and then explain or give a reason why you give yourself such a rating.

Example:

If you rate yourself as very capable or good in doing something, you may give yourself a rating of 8, 9 or 10. If you feel you are not good at something, but at the same time that you are not too bad, you may give yourself a rating of 5 or 6. If you feel you are capable at all you will give yourself a rating of 3 or lower than 3.

Note

Kindly keep in mind that we are not good or bad at all the things we do. We usually are good at doing some things and not so good at other things. Therefore please be honest with your ratings and the reasons you give.

Questions

Motivational engagement

1. Do you like reading?
2. Do you enjoy reading in your home language more than reading in English? Explain your answer.
3. How often do you read?
4. Rate yourself on your ability to motivate yourself to read when you have other more interesting things to do. Give a reason for your rating.
5. Do you easily give up when you struggle to understand what you read? Why/ why not?
6. How well can you read when there are other more interesting things to do than reading?
7. Do you consider reading to be a waste of time?

Cognitive engagement and strategy use

Before you rate yourself on the next question, I want you to name all the strategies you know that you use and the things you do, when you read and do not understand what you read.

8. Rate your ability to use these strategies when you read something that is difficult to read. Give a reason for your rating
9. How do you rate your ability to ask support (help) from others when you experience difficulties with understanding what you read in English? Explain why you give yourself such a rating.
10. How certain are you that you understand what you read in English schoolbooks. Rate yourself. Explain why you give yourself such a rating.
11. How certain are you that you understand what you read in English storybooks newspapers. Rate yourself. Explain why you give yourself such a rating.
12. How certain are you that you understand what you read in English newspapers. Rate yourself. Explain why you give yourself such a rating.

Self-efficacy

13. Rate how good you believe you are at reading English. Give a reason for your rating. Explain why you give yourself such a rating.
14. How do you rate or evaluate the range of your English vocabulary? Explain why you give yourself such a rating.

Emotions/ Physiological factors

15. When you first received your English prescribed books this year did you think you were capable of reading and understanding them?
16. Do you still feel the same or have those feelings change? Explain why your feelings have changed or not.

Social comparison

17. Compared to the other learners in your class do you think you understand better than they what you read. How do you rate your ability to understand in comparison to other learners in class. Explain why you give yourself such a rating.
18. Do you think your reading skills are better compared to others in your class? Explain why you believe this about your reading skills.

Situation specific of self efficacy

19. How well do you understand what you read in the Maths or Science class? Give a reason for your rating. Explain why you give yourself such a rating.
20. How well are you aware of it when another learners in your class has difficulty in reading? Give a reason for your rating. Explain why you give yourself such a rating.

21. How well are you aware of it when other students in your class don't understand what they read?
Give a reason for your rating. Explain why you give yourself such a rating.

Vicarious experiences

22. When you see how well other learners understand what they read in English do you believe you can also improve your understanding what you read English?

Verbal persuasions

23. Do you mostly hear negative or positive comments from your teacher about your English reading and understanding?
24. How do those comments make you feel about your ability to read and understand English?



Analysis of quotations identified by Turn-It-In



NORTH-WEST UNIVERSITY
YUNIBESITHI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
VAAL TRIANGLE CAMPUS.

Name of student Paulus Pangei Shikalepoh
Student number 12956473
Title of document Learners' self-efficacy beliefs in reading comprehension in English Second Additional Language in a Namibian rural school

Study co-study leader		Dr Bernadette Geduld	
Type of Turn-it-In identification	% impression	Action required by student	
A) Similarities	13%	No action necessary	
B) DIRECT longer quotations without " " but with source reference	< 1%	No action necessary	
C) Appropriate brief quotations	< 1%	No action necessary	
D) "Coined" phrases related to description of research methodology / statistics reporting.	< 1%	No action necessary	
E) Everyday use - no unique ideas related to phrase used / names of places / name of policy / law etc.	< 1%	No action necessary	
F) Direct matches to previous versions of dissertation	< 1%	No action necessary	

Report by co-supervisor

This report should be written after the diagnostic analysis of the Turn-it-in report above was completed. It should indicate what the problematic issues with the writing were and how it was addressed in the revised versions of the dissertation / thesis.

Report done on behalf of the student: P Shikalepoh

P.P. Shikalepoh Date: 10 November 2015

Digitally signed by Seugnet Blignaut
DN: cn=Seugnet Blignaut, o=North-West University, Vaal Triangle Campus, ou=School of Information Technology, email=Seugnet.Blignaut@nwu.ac.za, c=ZA
Date: 2015.11.10 09:17:29 +02'00'

Prof Dr A. Seugnet Blignaut Date: 10 November 2015

Report by entity director

This report should reflect on the report by the student and co-supervisor and include a description of the verification conducted of the report by the student and co-supervisor. The main aim of the report is to indicate that potential risks related to plagiarism were taken care of.

Prof Dr Elsa Mentz Date: 11 November 2015

Short Biography

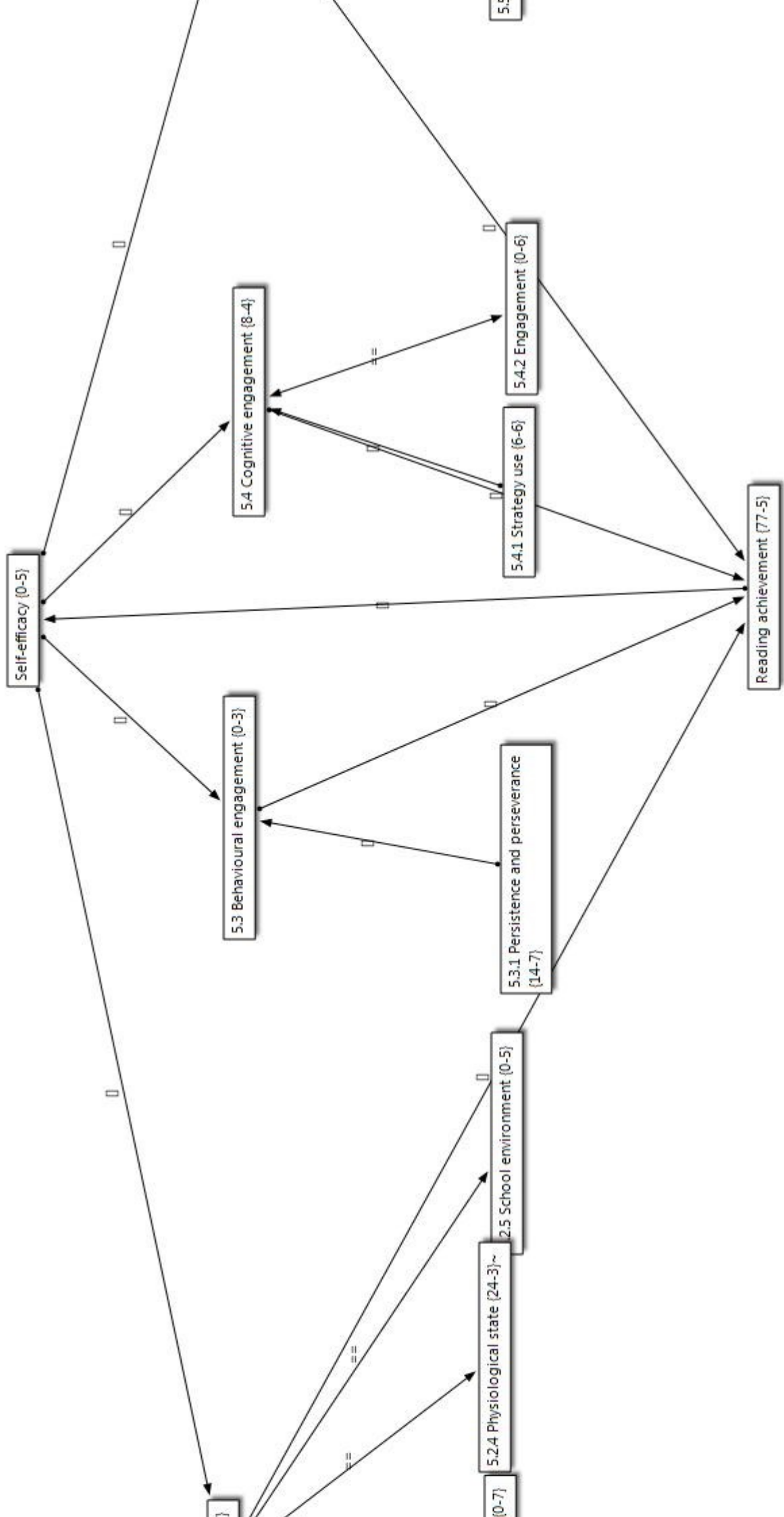
I am Paulus Shikalepoh. I was born in Onandjila in the Omusati Region in Namibia. My deceased father was Johannes Shikalepoh and my mother is Laimi Shikalepoh and is still living in the Omusati Region in Namibia. I am a husband to Josephina Shikalepoh and a father to Tangi Omuwa, Johannes Junior and Tuvoye. My children are six, four and two years respectively. My family means the world to me. My hobbies are listening to gospel music as well as watching and partaking in cultural dances in the region where I stay.

I completed my BEd degree at the University of Namibia where I majored in English. In 2008, I completed my BEd Honours degree at the North-West University (Potchefstroom Campus).

My academic career started in 2000 at Orumana Combined School. In 2004 I started at Niitaylitula Junior Secondary School until 2007. At all the schools I taught English Second language for various grades. In 2007 I taught at Etalaleko Senior Secondary school .I was promoted to Head of Languages at Pönhofi Senior Secondary School in the Ohangwena region. I am currently a school principal at Ongolo Combined School in the Omusati region in Northern Namibia.

In 2011, I registered for the MEd degree at the same university. My dissertation is near completion and will be ready for submission on 25 October 2013.

Teaching, specifically teaching English is a life-calling and career for me. I believe that acquiring English as a second language in the classroom is best fostered in conditions that promote positive affective experiences, where learning is facilitated in an atmosphere that is nurturing, yet challenging and motivating. A classroom must ultimately provide opportunities that acknowledge our role in the environment and emphasise the kind of input we have on other people's lives. In turn, this input should be meaningful and come from a variety of sources, including the habits, beliefs and understanding of their influences in the aim of teaching and learning.



self-efficacy 15-05-13

Generator: [ATLAS.ti WIN 7.1 \(Build 5\)](#)

Date: 2013/10/23 11:50:30 AM

Original ATLAS.ti project: [self-efficacy_15-05-13.atlb](#)

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-

General

⌵ **Author(s): Super**

Created: 2012/04/13 08:06:13 AM. Modified: 2013/10/23 08:56:11 AM.

Statistics:

- Co-Authors: 0
- Primary Texts: 9
- Quotations: 1713
- Codes: 61
- Codings: 1989
- Memos: 0
- Primary Document Families: 0
- Code Families: 0
- Memo Families: 0
- Network Views: 13
- Code-Code Links: 64
- Hyper-Links: 0

Primary Documents

:

[P 1: Interview 01.pdf](#)

File origin: Interview 01.pdf - **media type:** pdf
172 quotations

Codes (37)! Effort and commitment, ! Experience in Teaching ESL, ! Failures and successes, ! Learning experiences, ! Performing, ! Qualifications, # Communication, # Persuasion, # Support, % Challenges in classroom envirmnt, % Policy,) Evidence and improvement,) Methods of teaching reading,) Planning and initiating,) Remedial teaching, ? Capability ability and knowledge, ? English Language proficiency, ? Focus and undertanding, ? Learners' reading experiences, ? Monitoring, @ Modelling, ^ Characteristics and attitudes, ^ Confidence, ^ Instrumental help-seeking, ^ Opportunities to read, ^ Teacher's responsibilities, ^ Teachers'self efficacy beliefs, ~ Affect, < Involving learners, < Learner's interest, < Motivation, < Outcome expectations, >Learners' interest, 5.2.4 Physiological state, 5.3.1 Persistence and perseverance, 5.5.2 Value, Reading achievement

Memos (0)

[P 2: Interview 02.pdf](#)

File origin: Interview 02.pdf - **media type:** pdf

Comment: @_!

229 quotations

Codes (39)! Effective teacher, ! Effort and commitment, ! Experience in Teaching ESL, ! Failures and successes, ! Learning experiences, ! Qualifications, # Peer learning, # Persuasion, # Solutions, # Support, % Challenges in classroom envirmnt, % Environmental influences, % Lack of pre-reading skills, % Policy,) Evidence and improvement,) Methods of teaching reading,) Planning and initiating,) Remedial teaching,) Revision, ? Capability ability and knowledge, ? English Language proficiency, ? Focus and undertanding, ? Learners' reading experiences, @ Modelling, ^ Characteristics and attitudes, ^ Confidence, ^ Opportunities to read, ^ Teacher's responsibilities, ^ Teachers'self efficacy beliefs, ~ Affect, < Involving learners, < Learner's interest, < Motivation, < Outcome expectations, >Learners' interest, 5.2.4 Physiological state, 5.3.1 Persistence and perseverance, 5.5.2 Value, Reading achievement

Memos (0)

[P 3: Interview 03.pdf](#)

File origin: Interview 03.pdf - media type: pdf
157 quotations

Codes (40)! Effective teacher, ! Effort and commitment, ! Experience in Teaching ESL, ! Failures and successes, ! Learning experiences, ! Performing, ! Qualifications, # Peer learning, # Persuasion, # Sollutions, # Support, % Challenges in classroom envirnment, % Environmental influences,) Evidence and improvement,) Methods of teaching reading,) Planning and initiating,) Remedial teaching,) Revision, ? Capability ability and knowledge, ? English Language proficiency, ? Focus and undertanding, ? Learners' reading experiences, @ Discouragement, ^ Characteristics and attitudes, ^ Confidence, ^ Instrumental help-seeking, ^ Opportunities to read, ^ Teacher's responsibilities, ^ Teachers'self efficacy beliefs, ~ Affect, ~ Emotionans experiences, < Involving learners, < Outcome expectations, >Learners' interest, 5.2.4 Physiological state, 5.3.1 Persistence and perseverance, 5.4 Cognitive engagement, 5.4.1 Strategy use, 5.5.2 Value, Reading achievement

Memos (0)

[P 4: Interview 04.pdf](#)

File origin: Interview 04.pdf - media type: pdf
181 quotations

Codes (37)! Effort and commitment, ! Experience in Teaching ESL, ! Performing, ! Qualifications, # Home language, # Peer learning, # Persuasion, # Sollutions, # Support, % Challenges in classroom envirnment, % Environmental influences, % Lack of pre-reading skills, % Policy,) Evidence and improvement,) Methods of teaching reading,) Planning and initiating,) Remedial teaching, * Learner's improvement, ? Capability ability and knowledge, ? English Language proficiency, ? Learners' reading experiences, @ Inspiration, @ Modelling, ^ Characteristics and attitudes, ^ Confidence, ^ Teacher's responsibilities, ^ Teachers'self efficacy beliefs, < Involving learners, < Learner's interest, < Motivation, < Outcome expectations, < Significance of reading, >Learners' interest, 5.2.4 Physiological state, 5.3.1 Persistence and perseverance, 5.5.2 Value, Reading achievement

Memos (0)

[P 5: Interview 05.pdf](#)

File origin: Interview 05.pdf - media type: pdf
201 quotations

Codes (39)! Effective teacher, ! Effort and commitment, ! Experience in Teaching ESL, ! Failures and successes, ! Learning experiences, ! Performing, ! Qualifications, # Home language, # Peer learning, # Persuasion, # Sollutions, # Support, % Challenges in classroom envirnment, % Environmental influences,) Evidence and improvement,) Methods of teaching reading,) Planning and initiating,) Remedial teaching, ? Capability ability and knowledge, ? English Language proficiency, ? Focus and undertanding, ? Learners' reading experiences, @ Discouragement, @ Modelling, ^ Characteristics and attitudes, ^ Confidence, ^ Opportunities to read, ^ Teacher's responsibilities, ^ Teachers'self efficacy beliefs, < Learner's interest, < Motivation, < Outcome expectations, < Significance of reading, >Learners' interest, 5.2.2 Vicarious experience, 5.2.4 Physiological state, 5.3.1 Persistence and perseverance, 5.5.2 Value, Reading achievement

Memos (0)

[P 6: Interview 06.pdf](#)

File origin: Interview 06.pdf - media type: pdf
269 quotations

Codes (45)! Effective teacher, ! Effort and commitment, ! Experience in Teaching ESL, ! Failures and successes, ! Learning experiences, ! Performing, ! Qualifications, # Communication, # Home language, # Persuasion, # Sollutions, # Support, % Challenges in classroom envirnment, % Environmental influences, % Lack of pre-reading skills, % Policy,) Evidence and improvement,) Methods of teaching reading,) Planning and initiating,) Remedial teaching,) Revision, * Learner's improvement, ? Capability ability and knowledge, ? English Language proficiency, ? Focus and undertanding, ? Learners' reading experiences, ? Monitoring, @ Modelling, ^ Characteristics and attitudes, ^ Confidence, ^ Instrumental help-seeking, ^ Opportunities to read, ^ Teacher's responsibilities, ^ Teachers'self efficacy beliefs, ~ Affect, < Involving learners, < Learner's interest, < Outcome expectations, < Significance of reading, >Learners' interest, 5.2.1 Mastery experience, 5.2.2 Vicarious experience, 5.2.4 Physiological state, 5.4 Cognitive engagement, 5.5.2 Value, Reading achievement

Memos (0)

[P 7: Interview 07.pdf](#)

File origin: Interview 07.pdf - media type: pdf
197 quotations

Codes (47)! Effective teacher, ! Effort and commitment, ! Experience in Teaching ESL, ! Failures and successes, ! Learning experiences, ! Performing, ! Qualifications, # Communication, # Peer learning, # Persuasion, # Sollutions, # Support, % Challenges in classroom envirnment, % Environmental influences, % Lack of pre-reading skills, % Policy,) Evidence and improvement,) Methods of teaching reading,) Planning and initiating,) Remedial teaching,) Revision, * Learner's improvement, ? Capability ability and knowledge, ? English Language proficiency, ? Focus and undertanding, ? Learners' reading experiences, ? Monitoring, @ Discouragement, @ Modelling, ^ Characteristics and attitudes, ^ Confidence, ^ Instrumental help-seeking, ^ Opportunities to read, ^ Teacher's responsibilities, ^ Teachers'self efficacy beliefs, ~ Affect, ~ Emotionans experiences, < Learner's interest, < Motivation, < Outcome expectations, < Significance of reading, >Learners' interest, 5.2.4 Physiological state, 5.3.1 Persistence and perseverance, 5.4 Cognitive engagement, 5.4.1 Strategy use, 5.5.2 Value, Reading achievement

Memos (0)

[P 8: Interview 08.pdf](#)

File origin: Interview 08.pdf - media type: pdf
307 quotations

Codes (48)! Effective teacher, ! Effort and commitment, ! Experience in Teaching ESL, ! Failures and successes, ! Learning experiences, ! Performing, ! Qualifications, # Peer learning, # Persuasion, # Sollutions, # Support, % Challenges in classroom envirnment, % Environmental influences, % Lack of pre-reading skills, % Policy,) Evidence and improvement,) Methods of teaching reading,) Planning and initiating,) Remedial teaching,) Revision, * Learner's improvement, ? Capability ability and knowledge, ? English Language proficiency, ? Focus and undertanding, ? Learners' reading experiences, ? Monitoring, @ Discouragement, @ Inspiration, @ Modelling, ^ Characteristics and attitudes, ^ Confidence, ^ Opportunities to read, ^ Teacher's responsibilities, ^ Teachers'self efficacy beliefs, ~ Affect, ~ Emotionans experiences, < Involving learners, < Learner's interest, < Motivation, < Outcome expectations, < Significance of reading, >Learners' interest, 5.2.4 Physiological state, 5.3.1 Persistence and perseverance, 5.4 Cognitive engagement, 5.4.1 Strategy use, 5.5.2 Value, Reading achievement

Memos (0)

[P 9: Interview 04.pdf](#)

Codes Summary

(Commented codes are clickable)

All codes used: ! Effective teacher {13-1} , ! Effort and commitment {125-1} , ! Experience in Teaching ESL {37-1} , ! Failures and successes {27-1} , ! Learning experiences {25-1}~, ! Performing {14-1} , ! Qualifications {16-1} , # Communication {6-1} , # Home language {6-1} , # Peer learning {20-1} , # Persuasion {21-1}~, # Sollutions {28-1} , # Support {132-1} , % Challenges in classroom envirmnt {151-1} , % Environmental influences {33-1} , % Lack of pre-reading skills {11-1} , % Policy {12-1} ,) Evidence and improvement {67-1} ,) Methods of teaching reading {213-1} ,) Planning and initiating {47-1} ,) Remedial teaching {14-1} ,) Revision {12-1} , * Learner's improvement {7-1} , ? Capability ability and knowledge {117-1} , ? English Language proficiency {26-1} , ? Focus and undertanding {41-1} , ? Learners' reading experiences {37-1} , ? Monitoring {9-1} , @ Discouragement {7-1} , @ Inspiration {3-1} , @ Modelling {9-1} , ^ Characteristics and attitudes {84-2} , ^ Confidence {34-1} , ^ Instrumental help-seeking {4-2} , ^ Opportunities to read {18-1} , ^ Teacher's responsibilities {19-1} , ^ Teachers'self efficacy beliefs {162-1} , ~ Affect {24-1} , ~ Emotionans experiences {3-1} , < Involving learners {18-1} , < Learner's interest {29-1} , < Motivation {14-1} , < Outcome expectations {52-1} , < Significance of reading {30-1} , >Learners' interest {51-1} , 5.2 Sources {0-7} , 5.2.1 Mastery experience {4-8}~, 5.2.2 Vicarious experience {2-4}~, 5.2.3 Persuasion {0-7} , 5.2.4 Physiological state {24-3}~, 5.2.5 School environment {0-5} , 5.3 Behavioural engagement {0-3} , 5.3.1 Persistence and perseverance {14-7} , 5.4 Cognitive engagement {8-4} , 5.4.1 Strategy use {6-6} , 5.4.2 Engagement {0-6} , 5.5 Motivational engagement {0-3} , 5.5.1 Interest {0-7} , 5.5.2 Value {26-1} , Reading achievement {77-5} , Self-efficacy {0-5}

Codes sorted by Alphabet:

! Effective teacher {13-1}
! Effort and commitment {125-1}
! Experience in Teaching ESL {37-1}
! Failures and successes {27-1}
! Learning experiences {25-1}~
! Performing {14-1}
! Qualifications {16-1}
Communication {6-1}

Codes sorted by Groundedness:

) Methods of teaching reading {213-1}
^ Teachers'self efficacy beliefs {162-1}
% Challenges in classroom envirmnt {151-1}
Support {132-1}
! Effort and commitment {125-1}
? Capability ability and knowledge {117-1}
^ Characteristics and attitudes {84-2}
Reading achievement {77-5}

Codes sorted by Density:

5.2.1 Mastery experience {4-8}~
5.3.1 Persistence and perseverance {14-7}
5.2.3 Persuasion {0-7}
5.5.1 Interest {0-7}
5.2 Sources {0-7}
5.4.2 Engagement {0-6}
5.4.1 Strategy use {6-6}
Self-efficacy {0-5}

Commented Codes only:

! Learning experiences {25-1}~

@_3

Persuasion {21-1}~

@_2

5.2.1 Mastery experience {4-8}~

=Mastery experience (interpreting reult of once's purposive performance/performance acomplishment)

5.2.2 Vicarious experience {2-4}~

=Vicarious experience (effect produced by the action of others)

5.2.4 Physiological state {24-3}~

@_4

Primary Document Families

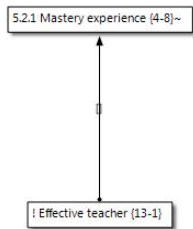
Code Families

Memo Families

Network Views

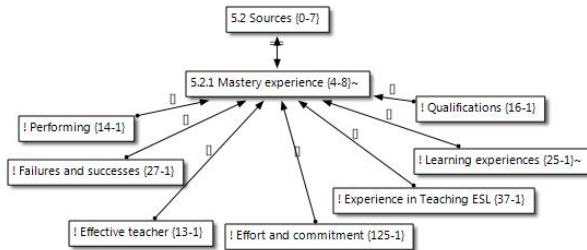
Nodes are prefixed with a single letter denoting its type: C = Code, M = Memo, Q = Quotation, P = Primary Document

! Effective teacher.jpg



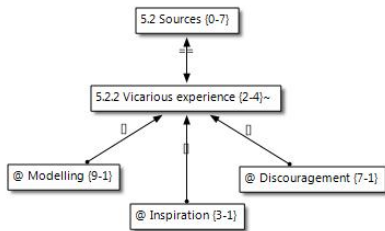
Nodes (2): CO:! Effective teacher {13-1}, CO:5.2.1 Mastery experience {4-8}~

5.2.1 Mastery experiences.jpg



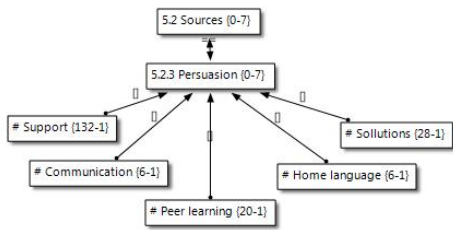
Nodes (9): CO:5.2.1 Mastery experience {4-8}~, CO:5.2 Sources {0-7}, CO:! Performing {14-1}, CO:! Effort and commitment {125-1}, CO:! Qualifications {16-1}, CO:! Experience in Teaching ESL {37-1}, CO:! Effective teacher {13-1}, CO:! Learning experiences {25-1}~, CO:! Failures and successes {27-1}

5.2.2 Vacarious experiences.jpg



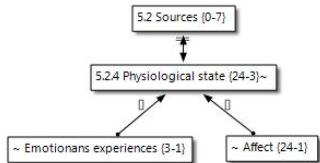
Nodes (5): CO:@ Modelling {9-1}, CO:5.2 Sources {0-7}, CO:@ Inspiration {3-1}, CO:5.2.2 Vicarious experience {2-4}~, CO:@ Discouragement {7-1}

5.2.3 Persuasion.jpg



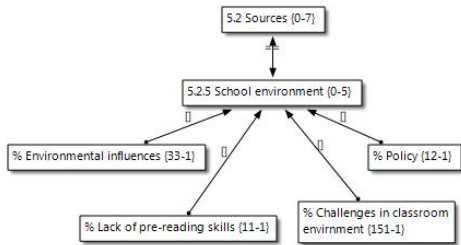
Nodes (7): CO:# Support {132-1}, CO:5.2.3 Persuasion {0-7}, CO:5.2 Sources {0-7}, CO:# Solutions {28-1}, CO:# Communication {6-1}, CO:# Home language {6-1}, CO:# Peer learning {20-1}

5.2.4 Physiological state.jpg



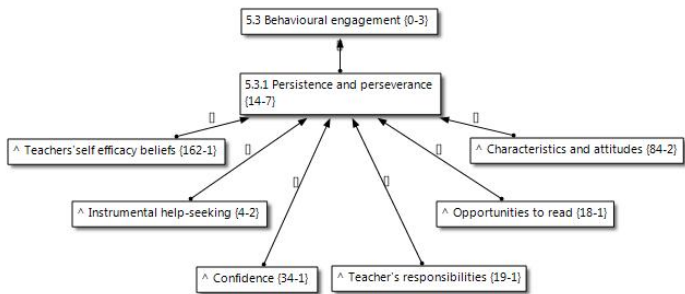
Nodes (4): CO:~ Affect {24-1}, CO:~ Emotionans experiences {3-1}, CO:5.2.4 Physiological state {24-3}~, CO:5.2 Sources {0-7}

5.2.5 School environment.jpg



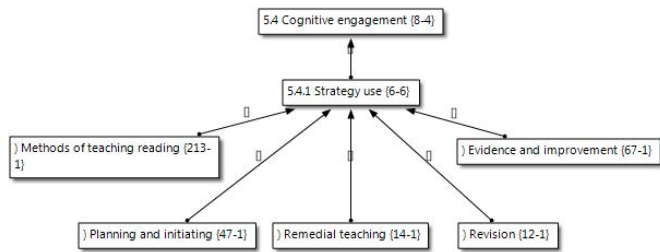
Nodes (6): CO:% Policy {12-1}, CO:5.2.5 School environment {0-5}, CO:5.2 Sources {0-7}, CO:% Challenges in classroom envirmnt {151-1}, CO:% Lack of pre-reading skills {11-1}, CO:% Environmental influences {33-1}

5.3.1 Persistence and perseverance.jpg



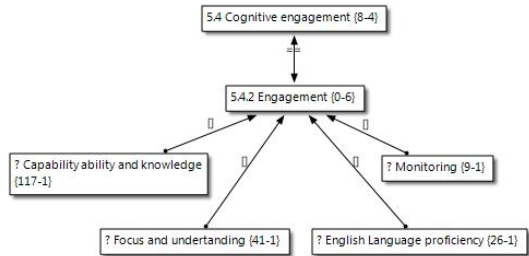
Nodes (8): CO:5.3 Behavioural engagement {0-3}, CO:^ Characteristics and attitudes {84-2}, CO:^ Instrumental help-seeking {4-2}, CO:^ Confidence {34-1}, CO:^ Teachers'self efficacy beliefs {162-1}, CO:5.3.1 Persistence and perseverance {14-7}, CO:^ Opportunities to read {18-1}, CO:^ Teacher's responsibilities {19-1}

5.4.1 Strategy use.jpg



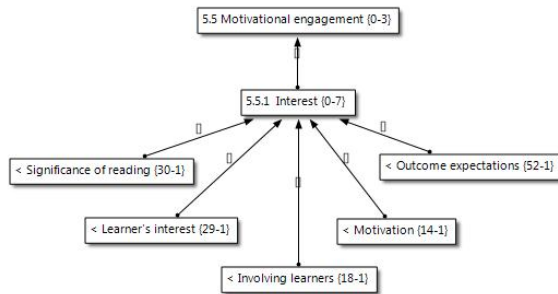
Nodes (7): CO:) Methods of teaching reading {213-1}, CO:) Evidence and improvement {67-1}, CO:5.4 Cognitive engagement {8-4}, CO:) Revision {12-1}, CO:5.4.1 Strategy use {6-6}, CO:) Planning and initiating {47-1}, CO:) Remedial teaching {14-1}

[5.4.2 Engagement.jpg](#)



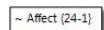
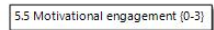
Nodes (6): CO:? English Language proficiency {26-1}, CO:? Monitoring {9-1}, CO:5.4 Cognitive engagement {8-4}, CO:5.4.2 Engagement {0-6}, CO:? Capability ability and knowledge {117-1}, CO:? Focus and understanding {41-1}

[5.5.1 Interest.jpg](#)



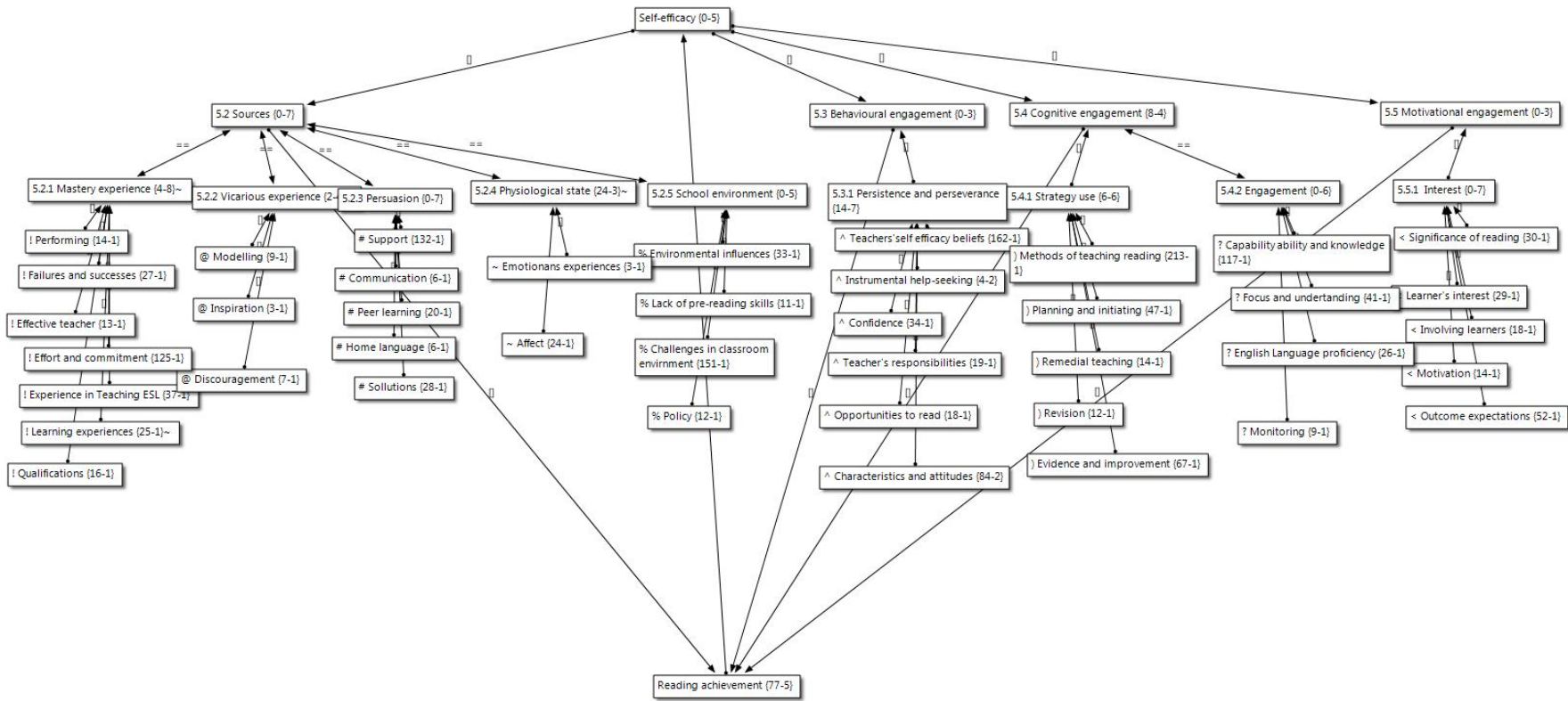
Nodes (7): CO:5.5 Motivational engagement {0-3}, CO:< Learner's interest {29-1}, CO:< Significance of reading {30-1}, CO:5.5.1 Interest {0-7}, CO:< Involving learners {18-1}, CO:< Motivation {14-1}, CO:< Outcome expectations {52-1}

[5.5.2. Value.jpg](#)



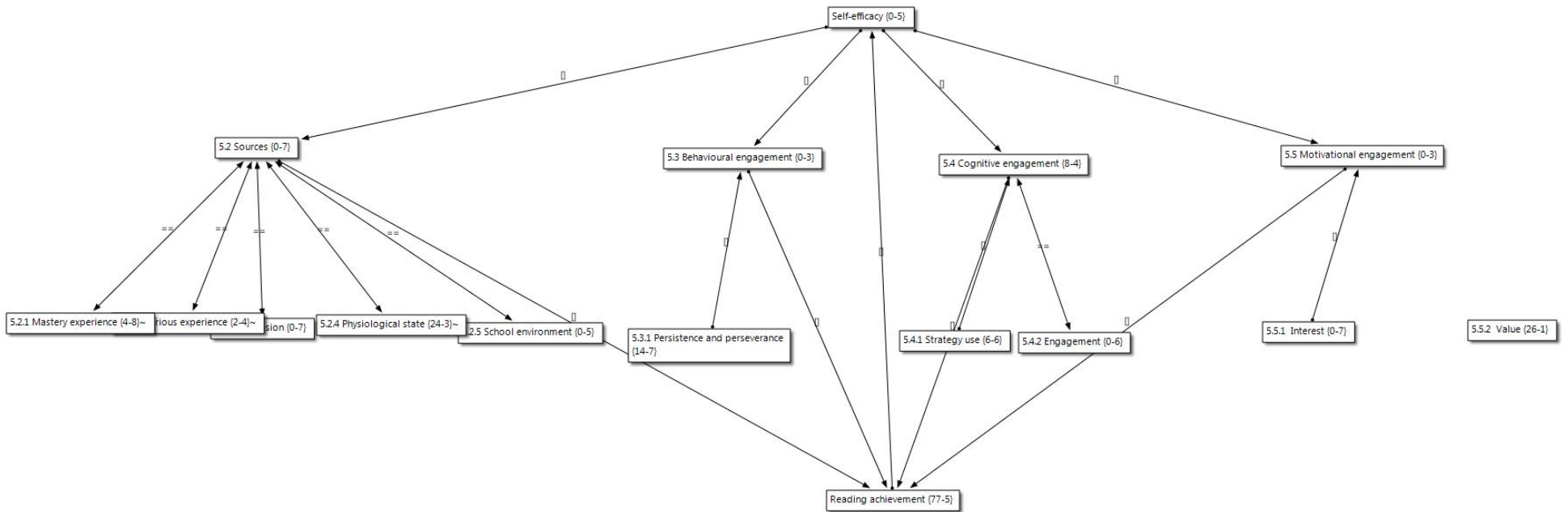
Nodes (3): CO:5.5 Motivational engagement {0-3}, CO:5.5.2 Value {26-1}, CO::~ Affect {24-1}

[New framework for self-efficacy.jpg](#)



Nodes (56): CO:! Effort and commitment {125-1}, CO:^ Confidence {34-1}, CO:^ Opportunities to read {18-1}, CO:! Performing {14-1}, CO:) Remedial teaching {14-1}, CO:) Methods of teaching reading {213-1}, CO:< Significance of reading {30-1}, CO:% Lack of pre-reading skills {11-1}, CO:% Policy {12-1}, CO:% Environmental influences {33-1}, CO:% Challenges in classroom environment {151-1}, CO:^ Teacher's responsibilities {19-1}, CO:^ Characteristics and attitudes {84-2}, CO:^ Teachers' self efficacy beliefs {162-1}, CO:< Motivation {14-1}, CO:? Capability ability and knowledge {117-1}, CO:? Monitoring {9-1}, CO:< Involving learners {18-1}, CO:~ Emotions experiences {3-1}, CO:? English Language proficiency {26-1}, CO:Reading achievement {77-5}, CO:) Planning and initiating {47-1}, CO:) Evidence and improvement {67-1}, CO:< Learner's interest {29-1}, CO:) Revision {12-1}, CO:? Focus and understanding {41-1}, CO:5.4.2 Engagement {0-6}, CO:< Outcome expectations {52-1}, CO:~ Affect {24-1}, CO:5.5.1 Interest {0-7}, CO:5.4.1 Strategy use {6-6}, CO:5.2.1 Mastery experience {4-8}~, CO:5.2.4 Physiological state {24-3}~, CO:5.2.3 Persuasion {0-7}, CO:5.2.2 Vicarious experience {2-4}~, CO:5.2 Sources {0-7}, CO:5.3 Behavioural engagement {0-3}, CO:Self-efficacy {0-5}, CO:5.4 Cognitive engagement {8-4}, CO:^ Instrumental help-seeking {4-2}, CO:@ Discouragement {7-1}, CO:@ Inspiration {3-1}, CO:# Support {132-1}, CO:# Peer learning {20-1}, CO:# Solutions {28-1}, CO:# Home language {6-1}, CO:! Learning experiences {25-1}~, CO:! Experience in Teaching ESL {37-1}, CO:5.2.5 School environment {0-5}, CO:! Effective teacher {13-1}, CO:@ Modelling {9-1}, CO:! Qualifications {16-1}, CO:! Failures and successes {27-1}

[Theoretical framework.jpg](#)



Nodes (16): CO:5.3.1 Persistence and perseverance {14-7}, CO:5.2.5 School environment {0-5}, CO:5.4.2 Engagement {0-6}, CO:5.4.1 Strategy use {6-6}, CO:5.2.2 Vicarious experience {2-4}~, CO:5.2.1 Mastery experience {4-8}~, CO:5.2.4 Physiological state {24-3}~, CO:5.2.3 Persuasion {0-7}, CO:5.2 Sources {0-7}, CO:5.3 Behavioural engagement {0-3}, CO:Reading achievement {77-5}, CO:Self-efficacy {0-5}, CO:5.5.2 Value {26-1}, CO:5.5.1 Interest {0-7}, CO:5.4 Cognitive engagement {8-4}, CO:5.5 Motivational engagement {0-3}

Code Neighbors List (Thesaurus)

The following is a thesaurus-style alphabetic list of all codes with their relations to other codes.

Each code-code relations is displayed in text form as a simple two argument proposition:

CODE_A < relation > CODE_B.

! Effective teacher
 <is part of> 5.2.1 Mastery experience
! Effort and commitment
 <is part of> 5.2.1 Mastery experience
! Experience in Teaching ESL
 <is part of> 5.2.1 Mastery experience
! Failures and successes
 <is part of> 5.2.1 Mastery experience
! Learning experiences
 <is part of> 5.2.1 Mastery experience
! Performing
 <is part of> 5.2.1 Mastery experience
! Qualifications
 <is part of> 5.2.1 Mastery experience
Communication
 <is part of> 5.2.3 Persuasion
Home language
 <is part of> 5.2.3 Persuasion
Peer learning
 <is part of> 5.2.3 Persuasion
Persuasion
 <is part of> 5.2.3 Persuasion
Sollutions
 <is part of> 5.2.3 Persuasion
Support
 <is part of> 5.2.3 Persuasion
% Challenges in classroom environment
 <is part of> 5.2.5 School environment
% Environmental influences
 <is part of> 5.2.5 School environment
% Lack of pre-reading skills
 <is part of> 5.2.5 School environment
% Policy

- <is part of> 5.2.5 School environment
-) Evidence and improvement
 - <is part of> 5.4.1 Strategy use
-) Methods of teaching reading
 - <is part of> 5.4.1 Strategy use
-) Planning and initiating
 - <is part of> 5.4.1 Strategy use
-) Remedial teaching
 - <is part of> 5.4.1 Strategy use
-) Revision
 - <is part of> 5.4.1 Strategy use
- * Learner's improvement
 - <is associated with> ^ Instrumental help-seeking
- ? Capability ability and knowledge
 - <is part of> 5.4.2 Engagement
- ? English Language proficiency
 - <is part of> 5.4.2 Engagement
- ? Focus and understanding
 - <is part of> 5.4.2 Engagement
- ? Learners' reading experiences
 - <is part of> 5.4.2 Engagement
- ? Monitoring
 - <is part of> 5.4.2 Engagement
- @ Discouragement
 - <is part of> 5.2.2 Vicarious experience
- @ Inspiration
 - <is part of> 5.2.2 Vicarious experience
- @ Modelling
 - <is part of> 5.2.2 Vicarious experience
- ^ Characteristics and attitudes
 - <is part of> 5.3.1 Persistence and perseverance
 - <is part of> 5.5.2 Value
- ^ Confidence
 - <is part of> 5.3.1 Persistence and perseverance
- ^ Instrumental help-seeking
 - <is part of> 5.3.1 Persistence and perseverance
 - * Learner's improvement <is associated with> ^ Instrumental help-seeking
- ^ Opportunities to read
 - <is part of> 5.3.1 Persistence and perseverance
- ^ Teacher's responsibilities
 - <is part of> 5.3.1 Persistence and perseverance
- ^ Teachers' self efficacy beliefs
 - <is part of> 5.3.1 Persistence and perseverance
- ~ Affect
 - <is part of> 5.2.4 Physiological state
- ~ Emotions experiences
 - <is part of> 5.2.4 Physiological state
- < Involving learners
 - <is part of> 5.5.1 Interest
- < Learner's interest
 - <is part of> 5.5.1 Interest
- < Motivation
 - <is part of> 5.5.1 Interest
- < Outcome expectations
 - <is part of> 5.5.1 Interest
- < Significance of reading
 - <is part of> 5.5.1 Interest
- > Learners' interest
 - <is cause of> 5.5.1 Interest
- 5.2 Sources
 - <is part of> Reading achievement
 - 5.2.1 Mastery experience <is associated with> 5.2 Sources
 - 5.2.2 Vicarious experience <is associated with> 5.2 Sources
 - 5.2.3 Persuasion <is associated with> 5.2 Sources
 - 5.2.4 Physiological state <is associated with> 5.2 Sources
 - 5.2.5 School environment <is associated with> 5.2 Sources
 - Self-efficacy <is part of> 5.2 Sources
- 5.2.1 Mastery experience
 - <is associated with> 5.2 Sources
 - ! Effective teacher <is part of> 5.2.1 Mastery experience
 - ! Effort and commitment <is part of> 5.2.1 Mastery experience
 - ! Experience in Teaching ESL <is part of> 5.2.1 Mastery experience
 - ! Failures and successes <is part of> 5.2.1 Mastery experience
 - ! Learning experiences <is part of> 5.2.1 Mastery experience
 - ! Performing <is part of> 5.2.1 Mastery experience
 - ! Qualifications <is part of> 5.2.1 Mastery experience
- 5.2.2 Vicarious experience
 - <is associated with> 5.2 Sources
 - @ Discouragement <is part of> 5.2.2 Vicarious experience
 - @ Inspiration <is part of> 5.2.2 Vicarious experience

- @ Modelling *<is part of>* 5.2.2 Vicarious experience
- 5.2.3 Persuasion
 - <is associated with>* 5.2 Sources
 - # Communication *<is part of>* 5.2.3 Persuasion
 - # Home language *<is part of>* 5.2.3 Persuasion
 - # Peer learning *<is part of>* 5.2.3 Persuasion
 - # Persuasion *<is part of>* 5.2.3 Persuasion
 - # Sollutions *<is part of>* 5.2.3 Persuasion
 - # Support *<is part of>* 5.2.3 Persuasion
- 5.2.4 Physiological state
 - <is associated with>* 5.2 Sources
 - ~ Affect *<is part of>* 5.2.4 Physiological state
 - ~ Emotionans experiences *<is part of>* 5.2.4 Physiological state
- 5.2.5 School environment
 - <is associated with>* 5.2 Sources
 - % Challenges in classroom envriment *<is part of>* 5.2.5 School environment
 - % Environmental influences *<is part of>* 5.2.5 School environment
 - % Lack of pre-reading skills *<is part of>* 5.2.5 School environment
 - % Policy *<is part of>* 5.2.5 School environment
- 5.3 Behavioural engagement
 - <is part of>* Reading achievement
 - 5.3.1 Persistence and perseverance *<is part of>* 5.3 Behavioural engagement
 - Self-efficacy *<is part of>* 5.3 Behavioural engagement
- 5.3.1 Persistence and perseverance
 - <is part of>* 5.3 Behavioural engagement
 - ^ Characteristics and attitudes *<is part of>* 5.3.1 Persistence and perseverance
 - ^ Confidence *<is part of>* 5.3.1 Persistence and perseverance
 - ^ Instrumental help-seeking *<is part of>* 5.3.1 Persistence and perseverance
 - ^ Opportunities to read *<is part of>* 5.3.1 Persistence and perseverance
 - ^ Teacher's responsibilities *<is part of>* 5.3.1 Persistence and perseverance
 - ^ Teachers' self efficacy beliefs *<is part of>* 5.3.1 Persistence and perseverance
- 5.4 Cognitive engagement
 - <is part of>* Reading achievement
 - 5.4.1 Strategy use *<is part of>* 5.4 Cognitive engagement
 - 5.4.2 Engagement *<is associated with>* 5.4 Cognitive engagement
 - Self-efficacy *<is part of>* 5.4 Cognitive engagement
- 5.4.1 Strategy use
 - <is part of>* 5.4 Cognitive engagement
 -) Evidence and improvement *<is part of>* 5.4.1 Strategy use
 -) Methods of teaching reading *<is part of>* 5.4.1 Strategy use
 -) Planning and initiating *<is part of>* 5.4.1 Strategy use
 -) Remedial teaching *<is part of>* 5.4.1 Strategy use
 -) Revision *<is part of>* 5.4.1 Strategy use
- 5.4.2 Engagement
 - <is associated with>* 5.4 Cognitive engagement
 - ? Capability ability and knowledge *<is part of>* 5.4.2 Engagement
 - ? English Language proficiency *<is part of>* 5.4.2 Engagement
 - ? Focus and undertanding *<is part of>* 5.4.2 Engagement
 - ? Learners' reading experiences *<is part of>* 5.4.2 Engagement
 - ? Monitoring *<is part of>* 5.4.2 Engagement
- 5.5 Motivational engagement
 - <is part of>* Reading achievement
 - 5.5.1 Interest *<is part of>* 5.5 Motivational engagement
 - Self-efficacy *<is part of>* 5.5 Motivational engagement
- 5.5.1 Interest
 - <is part of>* 5.5 Motivational engagement
 - < Involving learners *<is part of>* 5.5.1 Interest
 - < Learner's interest *<is part of>* 5.5.1 Interest
 - < Motivation *<is part of>* 5.5.1 Interest
 - < Outcome expectations *<is part of>* 5.5.1 Interest
 - < Significance of reading *<is part of>* 5.5.1 Interest
 - >Learners' interest *<is cause of>* 5.5.1 Interest
- 5.5.2 Value
 - ^ Characteristics and attitudes *<is part of>* 5.5.2 Value
- Reading achievement
 - <is part of>* Self-efficacy
 - 5.2 Sources *<is part of>* Reading achievement
 - 5.3 Behavioural engagement *<is part of>* Reading achievement
 - 5.4 Cognitive engagement *<is part of>* Reading achievement
 - 5.5 Motivational engagement *<is part of>* Reading achievement
- Self-efficacy
 - <is part of>* 5.2 Sources
 - <is part of>* 5.3 Behavioural engagement
 - <is part of>* 5.4 Cognitive engagement
 - <is part of>* 5.5 Motivational engagement
 - Reading achievement *<is part of>* Self-efficacy

! Effective teacher <is> Root
 ! Effort and commitment <is> Root
 ! Experience in Teaching ESL <is> Root
 ! Failures and successes <is> Root
 ! Learning experiences <is> Root
 ! Performing <is> Root
 ! Qualifications <is> Root
 # Communication <is> Root
 # Home language <is> Root
 # Peer learning <is> Root
 # Persuasion <is> Root
 # Solutions <is> Root
 # Support <is> Root
 % Challenges in classroom environment <is> Root
 % Environmental influences <is> Root
 % Lack of pre-reading skills <is> Root
 % Policy <is> Root
) Evidence and improvement <is> Root
) Methods of teaching reading <is> Root
) Planning and initiating <is> Root
) Remedial teaching <is> Root
) Revision <is> Root
 * Learner's improvement <is> Root
 ? Capability ability and knowledge <is> Root
 ? English Language proficiency <is> Root
 ? Focus and understanding <is> Root
 ? Learners' reading experiences <is> Root
 ? Monitoring <is> Root
 @ Discouragement <is> Root
 @ Inspiration <is> Root
 @ Modelling <is> Root
 ^ Characteristics and attitudes <is> Root
 ^ Confidence <is> Root
 ^ Instrumental help-seeking <is> Root
 * Learner's improvement <is associated with> ^ Instrumental help-seeking
 ^ Opportunities to read <is> Root
 ^ Teacher's responsibilities <is> Root
 ^ Teachers' self efficacy beliefs <is> Root
 ~ Affect <is> Root
 ~ Emotions experiences <is> Root
 < Involving learners <is> Root
 < Learner's interest <is> Root
 < Motivation <is> Root
 < Outcome expectations <is> Root
 < Significance of reading <is> Root
 >Learners' interest <is> Root
 5.2 Sources <is> Root
 5.2.1 Mastery experience <is associated with> 5.2 Sources
 ! Effective teacher <is part of> 5.2.1 Mastery experience
 5.2.1 Mastery experience <is> Root
 ! Effective teacher <is part of> 5.2.1 Mastery experience
 5.2.2 Vicarious experience <is> Root
 @ Discouragement <is part of> 5.2.2 Vicarious experience
 5.2.3 Persuasion <is> Root
 # Communication <is part of> 5.2.3 Persuasion
 5.2.4 Physiological state <is> Root
 ~ Affect <is part of> 5.2.4 Physiological state
 5.2.5 School environment <is> Root
 % Challenges in classroom environment <is part of> 5.2.5 School environment
 5.3 Behavioural engagement <is> Root
 5.3.1 Persistence and perseverance <is part of> 5.3 Behavioural engagement
 ^ Characteristics and attitudes <is part of> 5.3.1 Persistence and perseverance
 5.3.1 Persistence and perseverance <is> Root
 ^ Characteristics and attitudes <is part of> 5.3.1 Persistence and perseverance
 5.4 Cognitive engagement <is> Root
 5.4.1 Strategy use <is part of> 5.4 Cognitive engagement
) Evidence and improvement <is part of> 5.4.1 Strategy use
 5.4.1 Strategy use <is> Root
) Evidence and improvement <is part of> 5.4.1 Strategy use
 5.4.2 Engagement <is> Root
 ? Capability ability and knowledge <is part of> 5.4.2 Engagement
 5.5 Motivational engagement <is> Root
 5.5.1 Interest <is part of> 5.5 Motivational engagement
 < Involving learners <is part of> 5.5.1 Interest
 5.5.1 Interest <is> Root
 < Involving learners <is part of> 5.5.1 Interest
 5.5.2 Value <is> Root
 ^ Characteristics and attitudes <is part of> 5.5.2 Value
 Reading achievement <is> Root
 5.2 Sources <is part of> Reading achievement

5.2.1 Mastery experience <is associated with> 5.2 Sources
! Effective teacher <is part of> 5.2.1 Mastery experience
Self-efficacy <is> Root
Reading achievement <is part of> Self-efficacy
5.2 Sources <is part of> Reading achievement
5.2.1 Mastery experience <is associated with> 5.2 Sources
! Effective teacher <is part of> 5.2.1 Mastery experience