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# Motivating and Engaging Readers

A study of pre-adolescent Namibian primary school  
readers

## Appendixes

PhD Dissertation in Teaching and Teacher Education

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**Appendix 1: READING PREFERENCES QUESTIONNAIRE PART 1 (PHASE 1)**

**UNISA / UNAM / NCBF RESEARCH PROJECT**

**QUESTIONNAIRE**

**PLEASE DO NOT WRITE IN THE GREY BOXES**



**Question 1**

1.1 Name of your school:			
1.2 In which town or village is your school?			
1.3 Are you a boy or a girl? (Mark with an X)	I am a boy		V1
	I am a girl		V0
1.4 What is your mother tongue? <b>ONLY ONE</b>			
1.5 What language (except English) are you taught at school?			

**Question 2**

<b>How do you spend your time after school? Make a list.</b>	
V1	
V0	

### Question 3

What takes up most of your time in the afternoons, evenings or week-ends?

What you never do: Mark it 0.

What you do most: Mark it 1.

What you do second most: Mark it 2.

What you do third most: Mark it 3.

What you do fourth most: Mark it 4.

What you do fifth most: Mark it 5.

What you do sixth most: Mark it 6. (If you don't do it at all, do not give a 6 but an 0)



studying or doing homework		V1	V7
taking part in sports or athletics		V2	V8
playing with friends		V3	
watching TV		V4	
working in the house or outside		V5	
reading		V6	

**Question 4**

**Match the words in Column A to the statements in Column B. Draw a line between the two.**

**Column A**

Storybooks
Fact books (books with information)
Magazines
Comics
Newspapers

V1
V0

**Column B**

The rules of soccer -----
Asterix; Trek Net -----
Red Riding Hood; The talking pot; The Famous Five -----
News about a car accident that happened yesterday -----
Interesting articles, stories, pictures

**Question 5**

**What do you prefer to read? Do you prefer the topics in List 1 or those in List 2? Mark the block you like to read most with an X.**

**List 1**

- Sports
- Cooking
- Cars
- Animals
- Computers
- Hobbies
- Gardening

**List 2**

- Bible stories
- Magic stories
- Adventure stories
- Stories about long ago
- Love stories
- Family stories
- School stories

**Appendix 2: READING PREFERENCES QUESTIONNAIRE PART 2 (PHASE 1)  
(STORY READING)**

**PLEASE DO NOT WRITE IN THE GREY BOXES**

**Question 6**

**We want to know what you think of reading stories.  
Mark Yes or No with an X.**

	Yes	No		
I like to read stories			V1	
I like to read stories but I don't have time			V2	
Stories give me information			V3	
Reading stories is fun			V4	
Reading stories improves my language			V5	
I read when I am bored			V6	

**Question 7**

**Mark with an X the 4 kinds of stories you like to read MOST.**

Bible stories e.g. Noah and the ark; birth of Jesus		V1	
Love stories		V2	
Animal stories e.g. pets; wild animals		V3	
Magic stories e.g. monsters; talking pots		V4	
Family stories		V5	
School stories		V6	
Adventure stories		V7	
Stories about long ago		V8	
Sports stories		V9	
Stories with facts/information		V10	
Fill in any other kind of stories you like to read about		V11	

### Question 8

How many hours per week do you read in your free time after housework, homework, sports, watching TV or play?

V1	V2	V3	V4	V5	V6
V0					

### Question 9

How many hours per week do you play with your friends?

V1	V2	V3	V4	V5	V6
----	----	----	----	----	----

### Question 10

What kind of people do you like to read about? Mark Yes or No with an X.  
Stories about people who ....



	Yes	No
live in Namibia		
look like me		
have the same interests as I have		
live today		
are boys like me		
are girls like me		
are as old as I am		
lived long ago		
live in other countries and have another culture		

V1	
V2	
V3	
V4	
V5	
V6	
V7	
V8	
V9	



**Question 11**

**Mark Yes or No with an X. Would you choose a book to read if...**



	Yes	No
you like the cover of the book		
you like the pictures inside		
you read all the books by this author (writer)		
you like the title		
the letters are big		
the book is not too thick		
the book looks easy to read		
it is in your mother tongue		
the teacher said you have to read it		
somebody said it was good		
Please write down any other reasons why you sometimes choose a storybook to read.		
.....		
.....		
.....		

V1	
V2	
V3	
V4	
V5	
V6	
V7	
V8	
V9	
V10	
V11	

**Question12**

**What kind of jobs must you do in or around the house for your mother, father or relatives after school? Make a list.**

V1	V2	V3	V4	V5	V6
----	----	----	----	----	----

**Question 13**

**Where do YOU get storybooks from? Mark Yes or No with an X**



	Yes	No
From the school library?		
From the library in town?		
From the church library?		
From the classroom collection?		
From friends or family?		
I buy them		

V1	
V2	
V3	
V4	
V5	
V6	

**Question 14**

**If you read newspapers, magazines and picture stories, where do you get them?**

--

V1	V2	V3	V4	V5	V6
V0					

**Question 15**

**Mark with an X the 4 kinds of sports you take part in? You may answer more than one type.**

Soccer
Rugby
Cricket
Swimming
Netball
Hockey
Athletics

V1	
V2	
V3	
V4	
V5	
V6	
V7	

**Question 16**

**Who tells you to read? Mark Yes or No with an X.**



	Yes	No		
I do not need to be told because I love reading			V1	
My parents tell me to read			V2	
My grandparents tell me to read			V3	
Other family (uncle, aunt, cousins) tell me to read			V4	
My friends tell me to read			V5	
My teachers tell me to read			V6	

### Question 17

In which languages do you read after school? Mark Yes or No with an X.

	Yes	No
Do you read stories in <b>English</b> after school?		
Do you read stories in your <b>mother tongue</b> after school?		
Do you read stories in <b>another language</b> after school?		
If yes, which language?		

V1	
V2	
V3	
V4	

### Question 18

If you don't read in English, what is the reason?

V1	V2	V3	V4	V5	V6
----	----	----	----	----	----

### Question 19

If you don't read in your mother tongue, what is the reason?

V1	V2	V3	V4	V5	V6
----	----	----	----	----	----

### Question 20

What are your favourite TV programmes? Make a list.

V1	V2	V3	V4	V5	V6
----	----	----	----	----	----

**Question 21**

**Do you listen to somebody telling stories? Mark Yes or No with an X**

Yes	No
-----	----

V1	V2
----	----

**Question 22**

**IF YES, who tells you stories?**

--

V1	V2	V3	V4	V5	V6
----	----	----	----	----	----

**Question 23**

**Do you listen to stories on the radio? Mark Yes or No with an X**

Yes	No
-----	----

V1	V2
----	----

**Question 24**

**Do you listen to somebody reading stories to you or to a group of children? Mark Yes or No with an X**

Yes	No
-----	----

V1	V2
----	----

**Question 25**

**IF YES, who reads to you?**

--

V1	V2	V3	V4	V5	V6
----	----	----	----	----	----

**THANK YOU VERY MUCH!!**



**Appendix 3: READING PREFERENCES QUESTIONNAIRE PART 2 (PHASE 1)  
(GENERAL READING)**

**PLEASE DO NOT WRITE IN THE GREY BOXES**

**Question 6**

**What do you think of reading. Mark Yes or No with an X**



	Yes	No
I like to read		
I like to read but I don't have time		
Reading gives me information		
Reading is fun		
Reading improves my language		
I read when I am bored		

V1	
V2	
V3	
V4	
V5	
V6	

**Question 7**

**Mark with an X the 4 topics you like to read about MOST.**



Sports	
Machines and how they work	
Cooking	
Animals (pets, wild animals)	
Hobbies	
Other countries	
Cars	
Computers	
Gardening	
Fill in any other topics you like to read about. ..... .....	

V1	
V2	
V3	
V4	
V5	
V6	
V7	
V8	
V9	
V10	

**Question 8**

**How many hours per week do you read in your free time after housework, homework, sports, watching TV or play?**

--

V1	V2	V3	V4	V5	V6
----	----	----	----	----	----

V0

**Question 9**

**How many hours per week do you play with your friends?**

--

V1	V2	V3	V4	V5	V6
----	----	----	----	----	----

**Question 10**

**Do you read the following? Mark Yes or No with an X**



	Yes	No
Books		
Magazines		
Newspapers		
Picture stories		

V1	
V2	
V3	
V4	

**Question 11**

**Mark Yes or No with an X.**

**Would you choose a book to read if...**



	Yes	No
you like the cover of the book		
you like the pictures inside		
somebody said it was good		
the letters are big		
the book is not too thick		
the book looks easy to read		
it is in your mother tongue		
the teacher said you have to read it		
Please write down any other reasons why you sometimes choose a book to read		
.....		
.....		
.....		
.....		

V1	
V2	
V3	
V4	
V5	
V6	
V7	
V8	
V9	

### Question12

What kind of jobs must you do in or around the house for your mother, father or relatives after school? Make a list.

--

V1	V2	V3	V4	V5	V6
----	----	----	----	----	----

### Question 13

Where do YOU get books from? Mark Yes or No with an X

	Yes	No
From the school library?		
From the library in town?		
From the church library?		
From the classroom collection?		
From friends or family?		
I buy them		



V1	
V2	
V3	
V4	
V5	
V6	

### Question 14

If you read newspapers, magazines and picture stories, where do you get them?

--

V1	V2	V3	V4	V5	V6
V0					

### Question 15

Mark with an X the 4 kinds of sports you take part in? You may answer more than one type.

Soccer
Rugby
Cricket
Swimming
Netball
Hockey
Athletics

V1	
V2	
V3	
V4	
V5	
V6	
V7	

### Question 16

Who tells you to read? Mark Yes or No with an X.



	Yes	No		
I do not need to be told because I love reading			V1	
My parents tell me to read			V2	
My grandparents tell me to read			V3	
Other family (uncle, aunt, cousins) tell me to read			V4	
My friends tell me to read			V5	
My teachers tell me to read			V6	

### Question 17

In which languages do you read after school? Mark Yes or No with an X.



	Yes	No
Do you read stories in <b>English</b> after school?		
Do you read stories in your <b>mother tongue</b> after school?		
Do you read stories in <b>another language</b> after school?		
If yes, which language?		

V1	
V2	
V3	
V4	

### Question 18

If you don't read in English, what is the reason?

V1	V2	V3	V4	V5	V6
----	----	----	----	----	----



**Question 19**

**If you don't read in you mother tongue, what is the reason?**

--

V1	V2	V3	V4	V5	V6
----	----	----	----	----	----

**Question 20**

**What are your favourite TV programmes? Make a list.**

--

V1	V2	V3	V4	V5	V6
----	----	----	----	----	----

**Question 21**

**Do you listen to somebody telling stories? Mark Yes or No with an X**

Yes	No
-----	----

V1	V2
----	----

**Question 22**

**IF YES, who tells you stories?**

--

V1	V2	V3	V4	V5	V6
----	----	----	----	----	----

**Question 23**

**Do you listen to stories on the radio? Mark Yes or No with an X**

Yes	No
-----	----

V1	V2
----	----

**Question 24**

**Do you listen to somebody reading stories to you or to a group of children? Mark Yes or No with an X**

Yes	No
-----	----

V1	V2
----	----

**Question 25**

**IF YES, who reads to you?**

V1	V2	V3	V4	V5	V6
----	----	----	----	----	----

**THANK YOU VERY MUCH!!**



## Appendix 4: TEACHERS QUESTIONNAIRE (PHASE 1)

(Extract from original questionnaire)

### Question 1

Where is your school situated? Make an X in one box.



1.1 In a city	
1.2 In a town	
1.3 In a village	
1.4 In a settlement	
1.5 In an informal settlement	

V1	
V2	
V3	
V4	
V5	

### Question 2

Does your school have the following materials, facilities and equipment? Mark Yes with an X but only if the equipment is working and is used, otherwise, No.

	Yes	No
2.1 Running, drinking water		
2.2 Electricity (functioning)		
2.3 Flush toilets for staff and learners		
2.4 School books for all learners for home studying		
2.5 Enough teaching materials		
2.6 Enough class rooms		
2.7 School library with more than 500 books		
2.8 Classroom collection/s with more than 50 books each		
2.9 School hall		
2.10 Office		
2.11 Store room		
2.12 Staff room		
2.13 Specialist room		
2.14 Language centre		
2.15 Telephone		
2.16 Television		

V1	
V2	
V3	
V4	
V5	
V6	
V7	
V8	
V9	
V10	
V11	
V12	
V13	
V14	
V15	
V16	

2.17 Photocopying machine		
2.18 Computers for staff (working)		
2.19 Computers for learners (working)		
2.20 Internet access (functioning)		
2.21 Sports equipment and facilities		
2.22 Library/ies near the school (public/ community/church library/ies, resource centre)		
2.23 Majority of parents help with homework		
2.24 Majority of parents are involved in the school		
2.25 Majority of learners have enough food to eat		

V17	
V18	
V19	
V20	
V21	
V22	
V23	
V24	
V25	

### Question 3

**What materials do you use in the grade 6 language class? For 5.1 - 5.2 please supply the name and author of text books/readers where applicable:**

3.1 Textbook ..... .....
3.2 Reader/s (books with stories for language classes) ..... .....
3.3 Do you make use of copied pages/work sheets? .....
3.4 Do you make use of storybooks or pages with stories? .....

V1	V0
V1	V0
V1	V0
V1	V0

### Question 4

**From where do the learners get storybooks or other books for general reading? Mark with an X. YOU MAY MARK MORE THAN ONE OPTION**

4.1 From the school library	
4.2 From the library in town	
4.3 From the church library	
4.4 From the classroom collection	
4.5 From a nearby resource centre	
4.6 They (or parents or somebody else) buy them	

V1	
V2	
V3	
V4	
V5	
V6	

4.7 Friends or family give to them or they borrow from them	
4.8 They can't get them anywhere	

V7	
V0	

**Question 5**

**How many kilometres away is the nearest library (any of the following: public/community/church library or resource centre) from your school? Make an X in one box.**

5.1 0-5km	
5.2 5-10km	
5.3 10-20 km	
5.4 Further	

V1	
V2	
V3	
V4	

**Question 6**

**Do the learners have storybooks and other reading materials to read at home? Mark with an X.**

Yes	No
-----	----

V1	V0
----	----

**Question 7**

**How many parents help the learners with their homework? Mark with an X in one box.**

7.1 Almost none of the parents	
7.2 Less than half of the parents	
7.3 Half of the parents	
7.4 More than half of the parents	
7.5 Almost all the parents	

V1	
V2	
V3	
V4	
V5	

**Question 8**

**How many parents are involved in your school? Mark with an X in one box.**

8.1 Almost none of the parents	
8.2 Less than half of the parents	
8.3 Half of the parents	
8.4 More than half of the parents	
8.5 Almost all the parents	

V1	
V2	
V3	
V4	
V5	

### Question 9

Do the learners have enough food to eat at home? Mark with an X in one box.

9.1 Almost none of the learners	
9.2 Less than half of the learners	
9.3 Half of the learners	
9.4 More than half of the learners	
9.5 Almost all the learners	
9.6 Does your school have a feeding scheme? <b>Mark with an X if Yes</b>	

V1	
V2	
V3	
V4	
V5	
V6	

### Question 10

How do the learners travel to school?

What they never do: Mark it 0 (You may mark more than one type with an 0)

What they do most: Mark it 1

What they do second most: Mark it 2

What they do third most: Mark it 3

What they do fourth most: Mark it 4

What they do fifth most: Mark it 5

What they do sixth most: Mark it 6 (If they don't do it at all, do not give a 6 but an 0)

10.1 By car	
10.2 By bus	
10.3 By bicycle	
10.4 By donkey-cart	
10.5 By horse or donkey	
10.6 On foot	

V1	
V2	
V3	
V4	
V5	
V6	

### Question 11

If learners walk to school, what is the farthest that the majority of the walkers in your class must walk? Mark with an X in one box.

11.1 Half a km	
11.2 1 km	
11.3 2km	
11.4 3km	

V1	
V2	
V3	
V4	

11.5 4km	
11.6 5km	
11.7 More	

V5	
V6	
V7	

### Question 12

Indicate the type of housing the learners in your class live in.

The type they never live in: Mark it 0 (You may mark more than one type with an 0)

The type they most of them live in: Mark it 1

The type they live in second most: Mark it 2

The type they live in third most: Mark it 3

The type they live in fourth most: Mark it 4

The type they live in fifth most: Mark it 5

The type they live in sixth most: Mark it 6 (If they don't live there, do not give a 6 but an 0)

12.1 House of bricks	
12.2 Flat or townhouse of bricks	
12.3 Hostel of bricks	
10.4 Hut (wood, thatch)	
12.5 Tent	
12.6 Other housing	
If you have chosen <b>Other</b> , please give details	

V1	
V2	
V3	
V4	
V5	
V6	
V7	

### Question 13

Mark with an X in one box. Would you say the majority of the parents whose children are in your school, have .....

13.1 A lot of money	
13.2 Enough money	
13.3 Not enough money	
13.4 Almost no money	
13.5 No money	

V1	
V2	
V3	
V4	
V0	

## **Appendix 5: INTERVIEW GUIDE (PHASE 1)**

### **Introductions and purpose of interview:**

Completing part one in writing – interview commences after ascertaining preference for fiction or non-fiction

### **Why do you like to read:**

Thanks you for completing part 1

I see you prefer to read stories/fact books.

Do you like to read? Why do you like to read? Why do you like to read stories/fact books?

Can you remember the last book you read? Can you tell me a bit about it?

Why did you like this story?

### **Where do you get books to read:**

Where do you get the books you read?

From a library or do you borrow from people or do you buy?

Why there/ in this way?

Where is the library?

When have you last gone there?

How often do you go?

### **How do you choose a book:**

So, if you go into the library or a bookshop, how do you choose a book? What makes you decide?

*(Lay out books.) Let's say you are in a shop. Which book would you buy? (Let him/her choose. One or two.)*

Try to explain why did you choose this/these book(s)

Would you read a book if the teacher says it's good? Why?

### **Kinds of stories, themes:**



About the last book that you read ... did you like it?

Why? What was it about? What kind of story?

Can you mention the 4 topics you like to read about most?

(If they can't answer, give them the list as prompt.) Why these kinds of stories?

**Other reading matter (newspapers, magazines, picture stories)**

Do you read only books or do you also read other reading materials?

What are they?

Where do you get the other reading materials? *(Only ask when applicable)*

**Who tells you to read:**

Do other people tell you to read? If yes, who?

If nobody – not your teacher, not your parents – tell you to read, do you think you would still read? Why?

**Languages read in after school:**

In which languages do you read after school? (Not school books). English, mother tongue, other language?

Tell me about a book you recently read in another language *(Only when applicable)*

**Not English?**

You did not mention English. Why? *(only ask when applicable)*

**Not Mother tongue?**

You did not mention your mother tongue. Why? *(only ask when applicable)*

**Story telling**

Does your language teacher **tell** you stories?

Any other teachers?

What about at home? After school?

Who **tells** you stories?

Can you remember one or two of these stories?

### **Reading stories**

Does your language teacher **read** stories to you?

Any other teachers?

What about at home? After school?

Who **reads** stories to you?

Can you remember one or two of these stories?

### **When reading for pleasure**

When do you read for pleasure?

Prompts: Do you have time over the weekends? During the week? Holidays?

### **Feelings about reading for pleasure**

When you read a book you have chosen for yourself in your free time, how does it feel?

Thank you! 😊

**Appendix 6: MOTIVATION FOR READING QUESTIONNAIRE (PHASE 2)**

Questionnaire number: \_\_\_\_\_

School: \_\_\_\_\_ Date: \_\_\_\_\_

Surname: \_\_\_\_\_ Name: \_\_\_\_\_

Gender: Boy: \_\_\_\_\_ Girl: \_\_\_\_\_ Age: \_\_\_\_\_ years

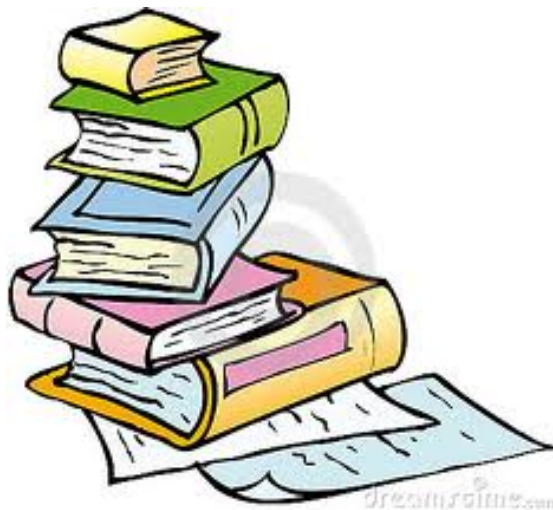
Mother tongue/Home language: \_\_\_\_\_ Class: \_\_\_\_\_

---

I am interested in your reading.

The sentences below tell how some learners feel about reading. Listen to each sentence and decide whether it talks about a person who is like you or different from you. There are no right or wrong answers, and I will not tell anyone your name. I only want to know how you feel about reading.

For many of the statements you should think about the kind of things you read in your class.



Here are some statements to try out before we start on the ones about reading:

I like ice cream.			
Very different	A little different	A little	A lot
from me	from me	like me	like me
1	2	3	4

If the statement is **very different from you**, circle a 1.

If the statement is **a little different from you**, circle a 2.

If the statement is **a little like you**, circle a 3.

If the statement is **a lot like you**, circle a 4.

I like spinach.			
Very different	A little different	A little	A lot
from me	from me	like me	like me
1	2	3	4

Okay, we are ready to start on the questions about reading. Remember, when you give your answers, you should think about the things you are reading in your class. **There are no right or wrong answers.** We are just interested in **YOUR ideas about reading.** **Be as honest as you can! This is not a test.**

To give your answer, **circle ONE number on each line.** The answer lines are right under each statement.

Let's turn the page and start. Please follow along with me while I read each of the statements, and then circle your answer.

<b>1. I often visit the library with family or friends</b>			
Very different	A little different	A little	A lot
from me	from me	like me	like me
1	2	3	4
<b>2. I like to read difficult books</b>			
Very different	A little different	A little	A lot
from me	from me	like me	like me
1	2	3	4
<b>3. I know that I will do well in reading next year</b>			
Very different	A little different	A little	A lot
from me	from me	like me	like me
1	2	3	4
<b>4. I read as little as possible in the language class</b>			
Very different	A little different	A little	A lot
from me	from me	like me	like me
1	2	3	4
<b>5. I like it when we talk about what we read in class</b>			
Very different	A little different	A little	A lot
from me	from me	like me	like me
1	2	3	4
<b>6. I like it when books make me think about life</b>			
Very different	A little different	A little	A lot
from me	from me	like me	like me
1	2	3	4
<b>7. I only read when I really have to</b>			
Very different	A little different	A little	A lot
from me	from me	like me	like me
1	2	3	4

<b>8. I want to receive the prize for “best reader”</b>			
Very different	A little different	A little	A lot
from me	from me	like me	like me
1	2	3	4
<b>9. I am a good reader</b>			
Very different	A little different	A little	A lot
from me	from me	like me	like me
1	2	3	4
<b>10. I read stories about fantasy and make believe</b>			
Very different	A little different	A little	A lot
from me	from me	like me	like me
1	2	3	4
<b>11. I often read to my brother or sister</b>			
Very different	A little different	A little	A lot
from me	from me	like me	like me
1	2	3	4
<b>12. I do not like reading aloud</b>			
Very different	A little different	A little	A lot
from me	from me	like me	like me
1	2	3	4
<b>13. I get good marks for reading</b>			
Very different	A little different	A little	A lot
from me	from me	like me	like me
1	2	3	4

<b>14. My friends sometimes tell me that I am a good reader</b>			
Very different	A little different	A little	A lot
from me	from me	like me	like me
1	2	3	4
<b>15. I read better than most other learners in class</b>			
Very different	A little different	A little	A lot
from me	from me	like me	like me
1	2	3	4
<b>16. I like to read about new things</b>			
Very different	A little different	A little	A lot
from me	from me	like me	like me
1	2	3	4
<b>17. I like it when the teacher says I read well</b>			
Very different	A little different	A little	A lot
from me	from me	like me	like me
1	2	3	4
<b>18. I would like to be the best reader in class</b>			
Very different	A little different	A little	A lot
from me	from me	like me	like me
1	2	3	4
<b>19. I like to hear what my reading grade (mark) is</b>			
Very different	A little different	A little	A lot
from me	from me	like me	like me
1	2	3	4

**20. For me reading is a waste of time**

Very different	A little different	A little	A lot
from me	from me	like me	like me
1	2	3	4

**21. I often read adventure stories**

Very different	A little different	A little	A lot
from me	from me	like me	like me
1	2	3	4

**22. I like to be praised when I read**

Very different	A little different	A little	A lot
from me	from me	like me	like me
1	2	3	4

**23. I don't like to read something when the words are too difficult**

Very different	A little different	A little	A lot
from me	from me	like me	like me
1	2	3	4

**24. I feel happy when I read about interesting topics**

Very different	A little different	A little	A lot
from me	from me	like me	like me
1	2	3	4

**25. I always do my reading tasks just as my teacher wants it**

Very different	A little different	A little	A lot
from me	from me	like me	like me
1	2	3	4



<b>26. I learn a lot by reading</b>			
Very different	A little different	A little	A lot
from me	from me	like me	like me
1	2	3	4
<b>27. I am willing to work hard to read better than the rest of the class</b>			
Very different	A little different	A little	A lot
from me	from me	like me	like me
1	2	3	4
<b>28. Stories should be easy to follow</b>			
Very different	A little different	A little	A lot
from me	from me	like me	like me
1	2	3	4
<b>29. Reading stories improves my language</b>			
Very different	A little different	A little	A lot
from me	from me	like me	like me
1	2	3	4
<b>30. I will read stories that I like over and over again</b>			
Very different	A little different	A little	A lot
from me	from me	like me	like me
1	2	3	4
<b>31. I always try to finish my reading tasks on time</b>			
Very different	A little different	A little	A lot
from me	from me	like me	like me
1	2	3	4

<b>32. I read to know more about topics that interest me</b>			
Very different	A little different	A little	A lot
from me	from me	like me	like me
1	2	3	4
<b>33. I like mystery stories</b>			
Very different	A little different	A little	A lot
from me	from me	like me	like me
1	2	3	4
<b>34. I talk to my friends about what I am reading</b>			
Very different	A little different	A little	A lot
from me	from me	like me	like me
1	2	3	4
<b>35. When I read something interesting I forget about the time</b>			
Very different	A little different	A little	A lot
from me	from me	like me	like me
1	2	3	4
<b>36. I like being the only one who knows an answer in something we read</b>			
Very different	A little different	A little	A lot
from me	from me	like me	like me
1	2	3	4
<b>37. I do well in school because I can read well</b>			
Very different	A little different	A little	A lot
from me	from me	like me	like me
1	2	3	4

<b>38. I like to help my friends with their schoolwork in reading</b>			
Very different	A little different	A little	A lot
from me	from me	like me	like me
1	2	3	4
<b>39. I read to do better in school</b>			
Very different	A little different	A little	A lot
from me	from me	like me	like me
1	2	3	4
<b>40. In comparison with other things I do, being a good reader is important</b>			
Very different	A little different	A little	A lot
from me	from me	like me	like me
1	2	3	4
<b>41. I read to pass tests and exams</b>			
Very different	A little different	A little	A lot
from me	from me	like me	like me
1	2	3	4
<b>42. If a book is interesting I do not care if it is a bit hard to read</b>			
Very different	A little different	A little	A lot
from me	from me	like me	like me
1	2	3	4
<b>43. I try to answer all reading questions correctly</b>			
Very different	A little different	A little	A lot
from me	from me	like me	like me
1	2	3	4

<b>44. I like to read about people from different places</b>			
Very different	A little different	A little	A lot
from me	from me	like me	like me
1	2	3	4
<b>45. It is very important to me to be a good reader</b>			
Very different	A little different	A little	A lot
from me	from me	like me	like me
1	2	3	4

**(This was the last question. Please wait for further instructions)**

**Thank you!**

## Appendix 7: READING ACTIVITY INVENTORY (PHASE 2)

### Directions

We are interested in knowing about your reading activities and in finding out how much you read books and other material. You will circle the answers to some of the questions and write the answers to the others.

### Practice question

Do you have a first name? (Circle only one)

No 1      Yes 2

If yes, write your first name.

First Name: \_\_\_\_\_

How often do you tell another person your first name? (Circle only one)

Almost never    About once a month    About once a week    Almost every day

1                      2                                      3                                      4

---

### Questions about reading

Now think about what you read and how often you read.

There are no right or wrong answers. I will not tell anybody your name.

1. Did you read **a story** last week for your **own interest**? Circle only one.

No 1      Yes 2

If yes, write in the topic, title or author that you read about.

Topic: \_\_\_\_\_

Title: \_\_\_\_\_

Author: \_\_\_\_\_

2. How often do you **read stories for your own interest**? Circle only one.

Almost never    About once a month    About once a week    Almost every day

1                                  2                                  3                                  4

3. Did you read **a story** last week for **school work**? Circle only one.

No 1            Yes 2

If yes, write in the topic, title or author that you read about.

Topic: \_\_\_\_\_

Title: \_\_\_\_\_

Author: \_\_\_\_\_

4. How often do you **read stories for your school work**? Circle only one.

Almost never    About once a month    About once a week    Almost every day

1                                  2                                  3                                  4

5. Did you read an **information (fact) book** last week for your **own interest**?

Circle only one.

No 1            Yes 2

If yes, write in the topic or the title that you read about.

Topic: \_\_\_\_\_

Title: \_\_\_\_\_

6. How often do you read **information or fact books for your own interest**?

Circle only one.

Almost never    About once a month    About once a week    Almost every day

1                                  2                                  3                                  4

7. Did you read an **information (fact) book** last week for **school work**? Circle only one.

No 1            Yes 2

If yes, write in the topic, or the title that you read about.

Topic: \_\_\_\_\_

Title: \_\_\_\_\_

8. How often do you read **information (fact) books for your school work?**

Circle only one.

Almost never    About once a month    About once a week    Almost every day

1                      2                                      3                                      4

9. Did you **read on the internet** (or a computer) last week for your **own interest?** Circle only one.

No 1              Yes 2

If yes, write in the topic that you read about.

Topic: \_\_\_\_\_

10. How often do you **read on the internet** (or a computer) for your **own interest?** Circle only one.

Almost never    About once a month    About once a week    Almost every day

1                      2                                      3                                      4

11. Did you **read on the internet** (or a computer) last week for **school work?**

Circle only one.

No 1              Yes 2

If yes, write in the topic that you read about.

Topic: \_\_\_\_\_

12. How often do you **read on the internet** (or a computer) for **school work?**

Circle only one.

Almost never    About once a month    About once a week    Almost every day

1                      2                                      3                                      4

13. Did you read a **newspaper** last week for your **own interest**? Circle only one.

No 1      Yes 2

If yes, write in the name of the newspaper and the topic that you read about.

Newspaper: \_\_\_\_\_

Topic: \_\_\_\_\_

14. How often do you read **newspapers** for your **own interest**? Circle only one.

Almost never    About once a month    About once a week    Almost every day

1                      2                                      3                                      4

15. Did you read a **newspaper** last week for your **school work**? Circle only one.

No 1      Yes 2

If yes, write in the name of the newspaper and the topic that you read about.

Newspaper: \_\_\_\_\_

Topic: \_\_\_\_\_

16. How often do you read **newspapers** for your **school work**? Circle only one.

Almost never    About once a month    About once a week    Almost every day

1                      2                                      3                                      4

17. Did you read messages or information on your **cell phone** last week for your **own interest**? Circle only one.

No 1      Yes 2

If yes, write down what you read about most:

\_\_\_\_\_



18. How often do you read messages or information on your **cell phone** for your own interest? Circle only one.

Almost never    About once a month    About once a week    Almost every day

1                      2                                      3    4

19. Did you read messages or information on your **cell phone** last week for your **school work**? Circle only one.

No 1              Yes 2

If yes, write down what you read about most: \_\_\_\_\_

20. How often do you read messages or information on your **cell phone** for your **school work**? Circle only one.

Almost never    About once a month    About once a week    Almost every day

1                      2                                      3    4

**Appendix 8: READING PROGRAMME EVALUATION (PHASE 3)**

Questionnaire number: \_\_\_\_

Surname: \_\_\_\_\_ Name: \_\_\_\_\_

Gender: Boy: \_\_\_\_\_ Girl: \_\_\_\_\_ Age: \_\_\_\_\_ years

Mother tongue/Home language: \_\_\_\_\_ Grade 7 \_\_\_\_\_

---

**1. I would like to know what you thought about the reading programme.**

Think back about each activity and give each of the 20 statements a mark out of 4

- 0 - I did not do it or participate (was absent)
- 1 - I did not enjoy it at all
- 2 - I did not like it much
- 3 - I enjoyed it - It was quite ok
- 4 - I really enjoyed it a lot

- 0 1 2 3 4      Reading *When you dance with the crocodile* on my own (1)
- 0 1 2 3 4      Reading other stories and books on my own (2)
- 0 1 2 3 4      Listening to readings of stories in the class (3)
- 0 1 2 3 4      Discussing questions about stories with my friends in the class (4)
- 0 1 2 3 4      Answering questions about stories in writing (5)
- 0 1 2 3 4      Using the Whatsapp groups (reading circles) to read and answer questions about *When you dance with the crocodile* (6)
- 0 1 2 3 4      Reading adventure stories (7)
- 0 1 2 3 4      Reading fact books (8)
- 0 1 2 3 4      Reading on my cell phone (9)

- 0 1 2 3 4      Reading stories with pictures (10)
- 0 1 2 3 4      Watching and discussing a film (11)
- 0 1 2 3 4      Doing other activities (dance, poster) related to *When you dance with the crocodile* (12)
- 0 1 2 3 4      Participating in the treasure hunt (13)
- 0 1 2 3 4      Meeting and listening to the author Erna Muller (14)
- 0 1 2 3 4      Listening to the motivational speaker, Joseph Mukoroli (15)
- 0 1 2 3 4      Interacting with Ms Emma, our reading teacher, for 2 months (16)
- 0 1 2 3 4      Writing in my journal (17)
- 0 1 2 3 4      Reading together and discussing what we read in groups or pairs (18)
- 0 1 2 3 4      Discussing the value of reading (19)
- 0 1 2 3 4      The reading programme in general (20)

Please state in your own words how you felt about the programme and give advice on what you find motivating and enjoyable regarding reading in general (21).

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**2. We would also like to know how you now feel about reading.**

If the statement is **very different from you**, give a 1.

If the statement is **a little different from you**, give a 2.

If the statement is **a little like you**, give a 3.

If the statement is **a lot like you**, give a 4.

- A [ ] I read because I really enjoy it; I do it for the pleasure – I love reading
- B [ ] I read because I learn a lot by reading; it is the right thing to do – it is good for me
- C [ ] I read because I have to pass; even if I do not like it – I know I have to do it
- D [ ] I read because my teacher and my parents expect it from me – I want to please them
- E [ ] I read because I will get into trouble if I don't – and I do not want to get punished!
- F [ ] I do not read – I have no motivation at all to read – reading has no value

**Thank you!**

## **Appendix 9: FOCUS GROUP INTERVIEW GUIDELINE (PHASE 3)**

### *Opening question and introductory questions*

Ensuring that everyone is comfortable

Introducing topic: We are here to discuss our experiences over the past two months...

I am studying your opinions about reading and why you read.

Your opinions are important. There are no right and wrong answers. Just be honest.

### *Transition questions*

Question that moves towards key questions

Let us reflect back on what happened....(list it beforehand?)

(Novel, dance, poster, discussions, activities and questions, author, connections)

(Whatsapp reading circles; a-z books)

(In class reading; discussion, class room collection and introduction to new books)

(Gave time to read in class – different types of texts....)

(You kept a journal...)

### *Key questions*

2 – 5 key questions and closing questions

List a few key questions/ topics – developed from the questions below

#### **1. Stories and texts we read**

Which stories and texts did you enjoy most during the past 2 months. Why?

What was it about? How was it written?

How did you experience the reading and discussion of the novel?

The shorter booklets?

The stories you could choose?

And what did you not like? Why?

Short stories or longer stories (books)

Story books or fact books?

Stories with pictures?

Which topics interested you?

#### **2. Choice and autonomy**

I sometimes gave you also a choice on what you wanted to read more about.

Do you want to be told (instructed) what to read (by the teacher) or do you want to select your own reading material? Why (not)?

#### **3. Reward**

There was no assessment or punishment (force to attend) attached to the programme - was that good or bad?

Should there be some rewards for attending such a programme? (Like a certificate?)

Is it important for you what others think about your reading?

#### **4. Social dimension of reading**

I tried to give you time to read alone, and sometimes in pairs or groups.

I also gave to time to talk to each other about your reading.

How do feel about that? Did you have good discussions?

Where do you like to be when you read a book?

I also sometimes read aloud to you. How do you feel about that? Should a teacher make time to read texts aloud to you?

What about the afternoon programme? How did you feel about it?

What kind of activities would you recommend in promoting reading in school?

#### **5. Digital platform and library use**

How do you feel about the use of the reading circles on the mobile phones as part of the programme?

Did it work? Why (not)? Any advice?

Would you like to read (more) on your cell phones or on the internet? What?

Reading for pleasure or reading for school work?

Where do you mostly get information about topics you want to know more about?

Do you use the (school or public) library? Why (not)?

#### **6. Reading period**

Since the beginning of the year the school has a reading period where everyone is supposed to read for pleasure. How do you feel about that?

What are your recommendations for the use of the extra reading period in school?

What activities would you recommend?

#### **7. Journal writing**

Did the journal writing help you to think about your reading? About the programme and what was valuable for you?

Can you reflect a bit on whether the reading activities influenced how you feel about reading?

#### **8. This programme**

What did you initially expect from this reading programme? Did it turn out as expected?

What was really easy or challenging for you?

Did the activities help you to become a better reader?

Did the activities and discussions change how you feel about reading?

What should we include in future programmes?

At your age – do you think a programme like this can change how you feel about reading?

#### **9. About reading motivation:**

How do you now feel about reading? (What do you like; what don't you like)

Why do you read? (for marks; because you are forced; for the value, for the love of reading, as recreation)

If you are interested in a topic, would you read more about it? Can you give an example?

What motivates you to read? (love of reading; a topic; knowledge gained; a goal; a reward nothing?)

Is it important for you to be a good reader? Why?

*Summary questions*

Moderator summarizes main points and tests – was this more or less what was said?

Asks for additions

What is your opinion: did this programme in any way influence how you feel about reading?

*Final question*

Link to purpose of interview

Did we forget something?

What advice do you have for me? Do you have any recommendations for me regarding the improvement of this programme?

Word of thanks, closing remarks

## Appendix 10: CONSENT LETTER TO PERMANENT SECRETARY (PHASE 1)

☎ (+264 61) 270 3111  
Fax: (+264 61) 212 169  
Website: www.unam.na



Private Bag 13317  
5 Andrew Kloppers Street, Windhoek  
NAMIBIA

Inspiring minds & shaping the future

**OFFICE OF THE DEPUTY DEAN: KHOMASDAL CAMPUS**  
Ms. E Kirchner

1 July 2011

Mr. Alfred Ilukena  
Permanent Secretary  
Ministry of Education

Dear Mr. Ilukena

### **Permission to conduct research amongst grade 6 learners**

The purpose of this communication is to obtain permission from your office to conduct research regarding the reading habits of grade 6 learners in Namibian schools.

### **Background**

A team of researchers received a research grant from UNAM to conduct the following research: *The reading habits/ behaviour and preferences of African children: The Namibian chapter in collaboration with UNISA.*

The intended study will be conducted as part of an African-wide study on the reading behaviour and preferences of children. The Namibian research will be conducted by three Namibian researchers (Emma Kirchner and Susan Alexander from UNAM and members of the Namibian Children's Book Forum, as well as prof A-J Totemeyer retired UNAM professor and chairperson of the Namibian Children's Book Forum). They will work in close cooperation with professors Van der Walt and Nieman as well as their developing researcher of UNISA.

The NCBF has, for the past 23 years worked tirelessly to inculcate a reading culture among Namibian children through various projects.

The aim of the study would be to gather information on the reading behaviour and preferences of African children in the language they feel most comfortable with. Another aim would be to determine whether African children read for pleasure at all or if their reading is limited to school readers and set books. This research will inform schools, libraries and Ministries of education on the acquisition and development of suitable reading material as well as develop a basis for decisions on the development of home languages in education. It will make valuable information available on the impact of language on the reading habits of children.



The main thrust of the study will be conducted through empirical research in schools on the reading behaviour and preferences of Grade 6 learners. Six languages will be included in the research and schools will be selected that offer these languages as a subject in Grade 6. Included will be the language groups for Oshiwambo, Khoekhoegowab, Afrikaans, Rukavango, Otjiherero and Silozi with English only as a possibility if home language writing proficiency is poor.

4 500 questionnaires will be administered with 200 as the minimum number of respondents in the smallest language in order to render scientifically acceptable results.

A total number of about 25 schools, from both rural and urban areas, where the identified mother tongues are offered, will be selected for the study.

It is our intention for conduct a pilot study in July 2011 and to implement the full scale research towards July 2012.

#### Request

We therefore humbly request permission to

\*conduct the study in identified schools.

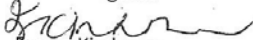
We further request your office to

\*provide us with a letter of introduction addressed to the principals of the selected schools. A draft letter is included for your perusal.

\*inform the regional directors of our intention

We would appreciate a response from your office as soon as possible.

Kindest regards



Emma Kirchner

**Appendix 11: CONSENT LETTER FROM PERMANENT SECRETARY (PHASE 1)**



REPUBLIC OF NAMIBIA  
**MINISTRY OF EDUCATION**  
Private Bag 13186, WINDHOEK

Enquiries: GD Enssle  
Tel: 061 293 3220  
Fax: 061 293 3219  
Email: [genssle@mec.gov.na](mailto:genssle@mec.gov.na)  
Ref: 12/1/10/3

8 July 2011

University of Namibia – Khomasdal Campus  
Office of the Deputy Dean  
Private Bag 13317  
WINDHOEK

Dear Ms Kirchner

**SUBJECT: REQUEST TO CONDUCT RESEARCH AMONGST GRADE 6 LEARNERS**

1. Your letter dated 1 July 2011 is hereby acknowledged and has reference.
2. The Ministry of Education has carefully studied your request and has no objections. Hence, the Office of the Permanent Secretary hereby grants you permission to carry out your research study in schools of the said region.
3. However, you are reminded to take into considerations the following conditions:
  - that the final decision lies with the Regional Directors and should be approached to grant you approval before you visit schools;
  - learning and teaching activities should not be interrupted; and
  - schools and participants must be informed well in advance.
4. By presenting a copy of this letter, the Regional Education Offices is made aware of this request and its blessings from my office.
5. The Ministry would like to wish you all the best in your research study.

Yours sincerely

  
Mr. Alfred M. Ilukena  
**PERMANENT SECRETARY**



12/07/11  
Date

## Appendix 12: CONSENT LETTER TO REGIONAL DIRECTOR (EXAMPLE) (PHASE 1)

(+264 61) 270 3201/206 7000  
Fax: (+264 61) 212 169  
Website: www.unam.na



Private Bag 13317  
5 Andrew Kloppers Street, Windhoek  
NAMIBIA

Inspiring minds & shaping the future

**OFFICE OF THE DIRECTOR: KHOMASDAL CAMPUS**  
Ms. E Kirchner

Regional Director  
Caprivi Region  
Fax: 066 253187  
(attention Mr Mabuku)

2 July 2012

Dear Mr Lupalwezi

### VISITING SCHOOLS FOR RESEARCH ON READING PREFERENCES

As you are aware, we have been granted permission by the Permanent Secretary to conduct research on the reading preferences of grade 6 learners in your region. We want to thank you at this stage for the assistance in the selection of schools.

The purpose of this letter is request permission to visit the selected schools in your region during the week of 16 July. **We would appreciate a short letter to us indicating that you approve of our visit.**

We assure you that we will do our best to minimize the impact of our visit on the normal school programme.

**Attached please find a list of selected schools.** We will make contact with the principals of schools as soon as possible.

Please receive our sincerest thanks for assisting with this task.

Kind regards

  
Emma Kirchner

# Appendix 13: CONSENT LETTER FROM REGIONAL DIRECTOR (PHASE 1)

09-JUL-2012 09:24 From:

To: 061212169

P. 1/1



Republic of Namibia  
Caprivi Regional Council



Directorate of Education  
Private Bag 5006, KATIMA MULILO

ENQUIRIES: R.N. Mabuku

TEL: 066-253002 EXT.120 FAX 066-252163

The Director  
UNAM Khomasdal Campus  
Att: Ms. Kirchner

RE: Reading Research

I do hereby inform you that yourself and your team are hereby granted access to the hereunder listed schools to conduct your research on the reading preferences of grade 6 learners in the hereunder listed schools, during the days of the 18<sup>th</sup> to the 20<sup>th</sup> July 2012.

Chinchimane Circuit 18 July 2012

- Batubaja C.S.
- Chinchimane P.S.

Bukalo Circuit 19 July 2012

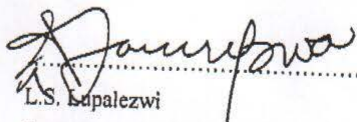
- Sam Nujoma C.S.
- Silumbi C.S.

Sibbinda Circuit

- Sachinga C.S.
- Sesheke C.S.

I sincerely hope the above suffices in informing you as appropriate

I thank you

  
L.S. Lapalezwi  
Regional Director: Education



**Appendix 14: CONSENT LETTER TO REGIONAL DIRECTOR (PHASE 2 & 3)**

Regional Director

Khomas Region

Windhoek

23 November 2015

Dear Mr Vries

**APPLICATION TO CONDUCT RESEARCH AT SCHOOLS WITH GRADE 7 LEARNERS**

I am currently a lecturer from the University of Namibia. As Rector of Windhoek College of Education and, until July 2015, the Director of Khomasdal campus, university of Namibia I have a long history in teacher education and language studies. Together with colleagues, I have recently completed an extensive study on the reading preferences of grade 6 learners in Namibia of which the final report was shared with the Minister of Education in 2014.

I am now enrolled for a PhD study at the Hedmark University College in Norway. With this study I would like to further investigate ways to promote a reading culture in Namibia. My study is financed by the Norwegian Government, and will be conducted from August 2015 until July 2018. For this study it would be important to do data collection in Namibian schools ( [REDACTED] ) in the second term 2016.

I therefore hereby request permission to undertake a study on the reading motivation of grade 7 learners in Namibian schools. I would be grateful if you would grant permission for my research to proceed.

Research has shown that there are relationships between the reading motivation, reading amount, reading for pleasure and reading comprehension. The purpose of the study is to demonstrate ways to improve reading motivation of learners through a programme focusing on reading for pleasure. The study would include administering set of questionnaires to around 300 to grade 7 learners in Khomas (about 7 schools) (mapping phase), followed up by an 8-week intervention study in a selected school (intervention phase). At this stage the following schools are proposed for the intervention study:

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

The mapping phase would entail one visit to a school with the purpose of gathering information via questionnaires.

The intervention part will involve utilising the reading period in school, as well as additional time as negotiated with the principal of the one predetermined school. As part of the intervention, learners will be requested to do some reading and related activities. Discussions will be recorded and learners will respond to texts in a variety of ways, e.g. by keeping a journal. These oral and written materials will be used as data for the study.

The cooperation from teachers will be solicited via the principal.

Regarding ethical issues the following needs to be noted:

- The interests of the learners will be a priority at all times.
- A learner may withdraw from the study at any time.
- The identity of the school and the names of the participants (the learners) will be protected in all publications.
- Permission will be obtained from all parents and learners by the signing of a consent form with an ethics statement (copy included). These will be securely filed and kept in a locked cupboard.

The reading materials and the outcome of the research will be shared with the Ministry and the school.

Please refer to the addendum for more information.

You are welcome to contact the researcher for more information at 0811229037.

Yours sincerely



Name of researcher: Emma Kirchner

Background information:

The study will report on the implementation of an action based intervention programme with grade 7 Namibian learners ascertaining how reading motivation and engagement can be improved. The broad aims are to: review literature on reading motivation on a global, African and Namibian level to develop actions that could enhance the recreational reading motivation; identify appropriate texts and implement an action based strategy; evaluate the influence of reading interventions on reading motivation and engagement; investigate differences in motivation and engagement of learners regarding digital versus traditional or mixed reading environments; gauge learners' perceptions and attitudes with regard to reading intervention strategies.

It is envisaged that this study will assist in identifying internationally accepted strategies and gauge whether these approaches and programmes are workable in the Namibian context, taking issues of multilingualism and culture, as well as economic and social constraints, into account. This study should thus make a contribution towards identifying strategies to enhance the reading motivation and engagement of Namibian learners and thus move marginally towards creating a more positive reading culture. Furthermore this study would provide teachers and the Ministry of Education with a set of reading strategies/ a reading programme that could be used to enhance motivation to read in the primary schools of Namibia.

After obtaining the necessary permission from the Ministry of Education, the selected schools would be contacted and a meeting with the principal and the language teachers will be held. The purpose of the research will be explained. A set of questionnaires will be applied to the grade 7 learners of the school, and followed up with a discussion with the English Second Language teacher. The questionnaires which will form the background for the study should involve at least 300 learners from a selected number of schools (around 7, depending on the enrolment figures). From these schools, one will be recruited for the second part of the study.

Parents will be requested to give consent, especially as the learners might be involved one afternoon per week as well. The possibility of utilising the weekly reading period in conjunction with one additional (afternoon) session per week will be negotiated.

With the questionnaire the motivation level, as well as the reading preferences of learners will be ascertained. The questionnaire will not be anonymous, as the information of the students participating in the intervention will have to be separated from the rest. However, confidentiality will be assured in all written documentation. With the assistance of the school, the willing learners will be informed as to their participation in the 8 week intervention, and their cooperation requested. Informative discussions will be held with these learners prior to the implementation of the intervention.

This programme will be conducted over an 8 week period. The motivation level of participants taking part in the intervention will be gauged at the end of the intervention, using focus group discussions.

The focus group discussions will be conducted with learners/students to explore their views on reading for pleasure and the effect of the intervention on their motivation to read. It will be ascertained whether they would prefer traditional methods or web-assisted reading opportunities, and the reasons for their choice.

A small pilot of the instruments and procedures will have to be conducted with a small group of participants. Instruments and techniques will have to be amended and adapted to ensure greater effectiveness and reliability of the data collection process.

Full ethical clearance will be obtained in Norway and in Namibia through existing channels.



## **Letter 1 (Draft)**

### **Letter to principal**

#### **INFORMATION AND CONSENT FORM: PARTICIPATION IN READING MOTIVATION RESEARCH**

Date:

To: Principal:

Name of School:

Consent form and ethical statement

I have been given permission to undertake a study on the reading motivation of grade 7 learners in Namibian schools (permission letter attached). I would be grateful if you would grant permission for my research to proceed.

The purpose of the study is to demonstrate ways to improve reading motivation of learners through a programme focusing on reading for pleasure. Research has shown that there are relationships between the reading motivation, reading amount and reading comprehension.

Data collection in schools is planned for term 2, 2016 and would be discussed in detail with the principal and the language teacher(s). The study would firstly include administering a questionnaire to grade 7 learners from schools followed up by an 8-week intervention study in one school. The study will involve utilising the reading period in school, as well as additional time as negotiated with the principal of this one predetermined school. As part of the intervention, learners will be requested to do some reading and related activities. Discussions will be recorded and learners will respond to texts in a variety of ways, e.g. by keeping a journal. These oral and written material will be used as data for the study.

Regarding ethical issues the following needs to be noted:

- The interests of the learners will be a priority at all times
- A learner may withdraw from the study at any time.
- The identity of the school and the names of the participants (the learners) will be protected in all publications.
- Permission will be obtained from all parents and learners by the signing of a consent form with an ethics statement (copy included). These will be securely filed and kept in a locked cupboard.

The reading materials and the outcome of the research will be shared with the Ministry and the school.

There are two copies of this letter. Please sign both. Keep one copy for you and return one copy to me. All returned copies will be securely filed and kept in a locked cupboard.

A meeting for all interested parents will be held on a date as negotiated with you as principal. You are welcome to contact the researcher for more information at 0811229037.

Name of researcher: Emma Kirchner                      Signature of researcher:.....

.....

I have read the above and give permission to Emma Kirchner to undertake her research in this institution.

Name of principal:.....                      Signature of principal: .....

## **Letter 2 (Draft)**

### **Letter to parent and learner-participant**

#### **INFORMATION AND CONSENT FORM: PARTICIPATION IN READING MOTIVATION RESEARCH**

Date:

To: Parents and guardians, grade 7 learners

Name of School:

Consent form and ethical statement

I have been given permission to undertake a study on the reading motivation of grade 7 learners in this school. I am hereby requesting consent

- from parents or guardians to allow the grade 7 learner under their care, to participate in the study
- from grade 7 learners to be participants in the study
- to use oral and written data from learners in my proposed study

The purpose of the study is to find ways to improve the motivation to read books for pleasure. After completing a questionnaire, learners from one school will be involved in a reading programme over 8 weeks. This will involve the reading period in school, as well as additional time as negotiated with the principal.

Learners will be requested to do some reading and related activities. Discussions will be recorded and learners will respond to texts in a variety of ways, e.g. by keeping a journal.

- The interests of the learners will be a priority at all times
- A learner may withdraw from the study at any time.
- The identity of the school and the names of the participants (the learners) will be protected in all publications.
- Permission will be obtained from all parents and learners by the signing of a consent form with an ethics statement (copy included). These will be securely filed and kept in a locked cupboard.

The reading materials and the outcome of the research will be shared with the Ministry and the school.

There are two copies of this letter. Please sign both. Keep one copy for you and return one copy to me. All returned copies will be securely filed and kept in a locked cupboard.

A meeting for all interested parents will be held on a date communicated to you by the principal.  
All parents are welcome to contact the researcher for more information at 0811229037.

Name of researcher: Emma Kirchner                      Signature of researcher:.....

.....

I have read the above and freely give my consent for participation.

Name of parent:      Signature of parent:

Name of learner.....                      Signature of learner: .....

Date: .....

**Appendix 15: CONSENT LETTER FROM REGIONAL DIRECTOR (PHASE 2 & 3)**



**REPUBLIC OF NAMIBIA**

**KHOMAS REGIONAL COUNCIL  
DIRECTORATE OF EDUCATION**

Tel: [09 264 61] 293 4356  
Fax: [09 264 61] 231 367/248 251  
Enquiries: Ms T.L. Shivute

Private Bag 13236  
WINDHOEK

File No: 12/3/10/1

Dear Madam

**SEEKING PERMISSION TO CARRY OUT RESEARCH FOR PH.D STUDIES WITH REGARD TO THE INVESTIGAT WAYS TO PROMOTE A READING CULTURE IN NAMIBIA**

Your letter dated 23 November 2015 is hereby acknowledged.

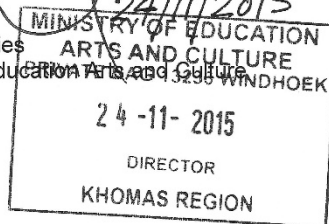
Permission is hereby given for you to conduct a research on the above topic in different schools of your choice in Khomas. Your request is approved with the following conditions:

- ❖ The Principal of the schools to be visited must be contacted before the visit and agreement should be reached between you and the principal.
- ❖ The school programme should not be interrupted
- ❖ Grade 7 learners who will take part in this exercise will do so voluntarily.
- ❖ Khomas Education Directorate should be provided with a copy of your thesis.

Wish you all the best.

Yours sincerely

*Gerard N. Vries*  
Gerard N. Vries  
Director of Education Arts and Culture  
WINDHOEK



## Appendix 16: LETTER FROM UNAM (PHASE 1)

### UNIVERSITY OF NAMIBIA

#### Research & Publications Office

Pro-Vice Chancellor: Academic Affairs & Research

Private Bag 13301, 340 Mandume Ndemufayo Avenue, Pioneerspark, Windhoek, Namibia  
☎ (+264 61) 206 3061, Fax: (+264 61) 206 3120, E-mail: [jmapaure@unam.na](mailto:jmapaure@unam.na); [pclaassen@unam.na](mailto:pclaassen@unam.na)



**INSPIRING** Minds &  
*Shaping* the future...

DATE : May 28, 2011

Dear applicant(s)

**RE: APPLICATION FOR RESEARCH PROJECT FUNDING**

Your application to the UNAM Research & Publications Committee (URPC) for funding for a Research Project *The reading habits, behavior and preferences of African children: The Namibian Chapter in collaboration with UNISA* was APPROVED as follows:

NAMES OF APPLICANTS: E. Kirchner; S. Alexander


AMOUNT APPROVED: NS\$ 44,400 (only)  
RESOLUTION No.: **URPC/2011/37**

1. In evaluating your proposal, the URPC made the following RECOMMENDATIONS and OBSERVATIONS which need your attention:
  - a) The study will be conducted over a period of 4 years, as part of a collaborative project between UNAM and UNISA;
  - b) Year one (1) of the proposal will be funded, however, budget must be revised and re-submitted;
  - c) The amount of NS\$44,400 is APPROVED in principle for the first year and the revised proposal must come through Chairperson's Action;
2. Approval is subject to the following CONDITIONS:
  - a) That you revise the proposal and submit a revised version for Chairperson's action;
  - b) That you commit yourself to submit at least 1 Progress Report during the funding period. Further funding will be subject to a satisfactory Progress Report being submitted to URPC.
  - c) That you will acknowledge UNAM for funding this research in all your publications and presentations that may arise out of this research.
  - d) That all ethical considerations are adhered to in the conduct of this research.
  - e) That you clearly indicate how the project would proceed in the case that the Principal Investigator leaves the employment of UNAM, or for some reason he/she cannot continue.

If you agree to these conditions, please **sign a copy** of this letter and return it to the Research & Publications Office as soon as possible. Funding will not be disbursed before we receive the

signed copy. Please cite the above RESOLUTION number in all your future correspondence on this Project.

Yours sincerely

  
Prof. Isaac Mapaure  
**UNAM RESEARCH COORDINATOR**  
(On behalf of the URPC)

---

**Declaration by Applicant(s)**

I/we agree to the above Conditions.

NAME: E Kirchner SIGNATURE: 30 May 2011  
E Kirchner

## Appendix 17: ETHICAL CLEARANCE: UNAM (PHASE 2 & 3)



### **CENTRE FOR RESEARCH AND PUBLICATIONS**

*Office of the Pro-Vice Chancellor: Research Innovation and Development*

UNIVERSITY OF NAMIBIA, Private Bag, 13301 Windhoek, Namibia

340 Mandume Ndemufayo Avenue, Pioneers Park, Office D090 ☎ +264-61-2064624 ✉ [research@unam.na](mailto:research@unam.na) Fax+264-61-206 4624

9 February, 2016

Dear Emma Kirchner

#### **ETHICAL CLEARANCE PERMISSION CONDUCT RESEARCH ACTIVITIES**

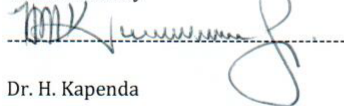
Your application to conduct research entitled : '**MOTIVATING AND ENGAGING READERS- A STUDY OF GRADE 7 NAMIBIAN LEARNERS**', was evaluated . Permission is hereby granted with the following conditions:

1. During the course of your research activities , you will observe the required procedures, norms and ethical conduct in accordance with the relevant Research Policies and Guidelines. If unsure, please consult with *the Centre for Research and Publications* at UNAM for guidance. Any deviations and amendments to the original documents submitted (i.e. research proposal, interview guide, consent forms, etc.) must be submitted again for approval, before the research activities can commence.
2. The results of the findings will be shared with the PVC: Research Innovation and Development, and the Centre of Research and Publications, before they are disseminated or published in the public domain.
3. Upon completion, a copy of the Research Report must be lodged with the UNAM Library for our records.
4. Proper, full acknowledgements of the University of Namibia and all participants /respondents shall be done in the Research Report and any subsequent publications arising from this research.

If you are agreeable to the above conditions, please sign and date a copy of this letter and return it the Centre for Research and Publications. If you have any queries, do not hesitate to contact the Centre for Research and Publications.

Wishing you all the best with your research!

Yours faithfully

  
-----

Dr. H. Kapenda

**I accept and agree to all the conditions**

-----



## Appendix 18: LEGAL ASSESSMENT OF THE PROJECT IN ACCORDANCE WITH THE PERSONAL DATA ACT (NORWEGIAN LAW (PHASE 2 AND 3))

Norsk samfunnsvitenskapelig datatjeneste AS  
NORWEGIAN SOCIAL SCIENCE DATA SERVICES



Harald Hårfages gate 29  
N-5007 Bergen  
Norway  
Tel: +47-55 58 21 17  
Fax: +47-55 58 96 50  
nsd@nsd.uib.no  
www.nsd.uib.no  
Org.nr. 985 321 884

Emmarentia Kirchner  
Institutt for humanistiske fag Høgskolen i Hedmark  
Postboks 4010 Bedriftssenteret  
2306 HAMAR

Vår dato: 04.01.2016

Vår ref: 45839 / 3 / HIT

Deres dato:

Deres ref:

### TILBAKEMELDING PÅ MELDING OM BEHANDLING AV PERSONOPPLYSNINGER

Vi viser til melding om behandling av personopplysninger, mottatt 26.11.2015. Meldingen gjelder prosjektet:

45839	<i>Motivating and engaging Readers - a study of grade 7 Namibian readers</i>
<i>Behandlingsansvarlig</i>	<i>Høgskolen i Hedmark, ved institusjonens øverste leder</i>
<i>Daglig ansvarlig</i>	<i>Emmarentia Kirchner</i>

Personvernombudet har vurdert prosjektet og finner at behandlingen av personopplysninger er meldepliktig i henhold til personopplysningsloven § 31. Behandlingen tilfredsstiller kravene i personopplysningsloven.

Personvernombudets vurdering forutsetter at prosjektet gjennomføres i tråd med opplysningene gitt i melde skjemaet, korrespondanse med ombudet, ombudets kommentarer samt personopplysningsloven og helseregisterloven med forskrifter. Behandlingen av personopplysninger kan settes i gang.

Det gjøres oppmerksom på at det skal gis ny melding dersom behandlingen endres i forhold til de opplysninger som ligger til grunn for personvernombudets vurdering. Endringsmeldinger gis via et eget skjema, <http://www.nsd.uib.no/personvern/meldeplikt/skjema.html>. Det skal også gis melding etter tre år dersom prosjektet fortsatt pågår. Meldinger skal skje skriftlig til ombudet.

Personvernombudet har lagt ut opplysninger om prosjektet i en offentlig database, <http://pvo.nsd.no/prosjekt>.

Personvernombudet vil ved prosjektets avslutning, 31.07.2019, rette en henvendelse angående status for behandlingen av personopplysninger.

Vennlig hilsen

Katrine Utaaker Segadal

Hildur Thorarensen

Kontaktperson: Hildur Thorarensen tlf: 55 58 26 54

Vedlegg: Prosjektvurdering

*Dokumentet er elektronisk produsert og godkjent ved NSDs rutiner for elektronisk godkjenning.*

*Avdelingskontorer / District Offices:*

*OSLO:* NSD, Universitetet i Oslo, Postboks 1055 Blindern, 0316 Oslo. Tel: +47-22 85 52 11. [nsd@uio.no](mailto:nsd@uio.no)  
*TRONDHEIM:* NSD, Norges teknisk-naturvitenskapelige universitet, 7491 Trondheim. Tel: +47-73 59 19 07. [kyrre.svarva@svt.ntnu.no](mailto:kyrre.svarva@svt.ntnu.no)  
*TROMSØ:* NSD, SVF, Universitetet i Tromsø, 9037 Tromsø. Tel: +47-77 64 43 36. [nsdmaa@svt.uib.no](mailto:nsdmaa@svt.uib.no)

## Personvernombudet for forskning



### Prosjektvurdering - Kommentar

---

Prosjektnr: 45839

The sample will receive written and oral information about the project, and give their consent to participate. The letter of information and consent form are somewhat incomplete, and we ask that the following is changed/added:

- that Hedmark University College is the responsible data controller for the project
- that participation is voluntary
- that all data will be made anonymous by the end of the project

We ask that the revised letter of information is sent to [personvernombudet@nsd.no](mailto:personvernombudet@nsd.no) before contact with the sample is established.

Please note that when children actively participate in research, participation is always voluntary, even though parents have given their consent. Children should be given information adapted to their age, and it must be made sure that they understand that their participation is voluntary and that they can withdraw at any time.

We recommend that alternative arrangements are be offered to those who do not wish to participate. This is particularly relevant for instance when children are to fill out a questionnaire during school hours, or when conducting data collection in a school setting.

The Data Protection Official presupposes that the researcher follows internal routines of Hedmark University College regarding data security. If personal data is to be stored on portable storage devices, the information should be adequately encrypted.

Estimated end date of the project is 31.07.2019. According to the notification form all collected data will be made anonymous by this date. Making the data anonymous entails processing it in such a way that no individuals can be recognised. This is done by:

- deleting all direct personal data (such as names/lists of reference numbers)
- deleting/rewriting indirectly identifiable data (i.e. an identifying combination of background variables, such as residence/work place, age and gender)
- deleting digital audio files

## Appendix 19: DECLARATION OF CO-AUTHORSHIP (ARTICLE 1)



### Declaration of co-authorship

This declaration describes the independent research contribution of the candidate and each co-author for every article that makes up this thesis. The co-author fully understands that the work is included as part of the PhD thesis. The articles may not be part of a previously submitted thesis. This declaration follows the recommendations on co-authorship as defined by the International Committee of Medical Journal Editors, referred to as the Vancouver Recommendations. The following three criteria must be met in order to qualify as a co-author:

- 1. My contribution to the conception and research design, or the development and analysis of a theoretical model, or data collection, or analysis and interpretation of data.*
- 2. My contribution to drafting the work or revising it critically for important academic content.*
- 3. Final approval of the version to be published.*

The declaration should describe the contribution of the candidate and co-author for each article. Furthermore, the respective articles must be signed by the candidate and co-author. All authors must sign the last page to confirm that the declaration has been read in full and that the descriptions are correct. Where more space is required, the use of more than one form is permitted.

---

Article no.: One

Title: Reading behaviour and preferences of Namibian children

Candidate: Emmarentia Kirchner

Co-authors: Prof Andree-Jeanne Töttemeyer; Susan Alexander

Candidate's name and contribution: Emmarentia Kirchner

1.) I was appointed as principal researcher by the University of Namibia (who funded the major cost of the research). I was fully involved in all stages of the research, esp. in the design of the research project, the development of the research instruments, gathering of data, analysis of data, as well as the writing of the article. particularly those parts reporting on the empirical research. I made a major contribution towards the analysis of the data by means of the tests of independence, which established in how far findings were significant. I was solely responsible for these tests. I also made a substantial contribution towards the recommendations to the stakeholders responsible for the development of a reading culture among Namibian children. As principal researcher of this UNAM project, URPC/2011/37, I was responsible for the administration and reporting of progress regarding the project, as well as all arrangements for data collection. I also collaborated with the statistician, Dr Marina Muller who did all data typing and assisted with the SPSS analysis.

2.) As a team of researchers we collaborated equally in the final draft and editing of the article for publication.

3.) The final approved version of the article was published in *Mousaion*, South African Journal of Information Studies (Vol 33, Issue 2, 2015).

Co-author's name and contribution: Susan Alexander

1.) I was involved in all stages of the research project, esp. in the design of the research project, the research instruments, the gathering of data, the analysis of data as well as the writing of the article. I also had the responsibility for the arrangements regarding the pilot project. Together with Ms Kirchner, I made a major contribution towards the interviews with young readers through structured techniques to establish the reading preferences of the interviewees and reporting on these findings in the article.

2.) As a team of researchers, we collaborated equally in the final draft and editing of the article for publication.

3.) The final approved version of the article was published in *Mousaion*, South African Journal of Information Studies (Vol 33, Issue 2, 2015).


I have read the declaration of co-authorship in full, and confirm that all descriptions are correct.

  
-----

Candidate's signature

  
-----

Co-author's signature

  
-----

Co-author's signature

## Declaration of co-authorship

This declaration describes the independent research contribution of the candidate and each co-author for every article that makes up this thesis. The co-author fully understands that the work is included as part of the PhD thesis. The articles may not be part of a previously submitted thesis. This declaration follows the recommendations on co-authorship as defined by the International Committee of Medical Journal Editors, referred to as the Vancouver Recommendations. The following three criteria must be met in order to qualify as a co-author:

- 1. My contribution to the conception and research design, or the development and analysis of a theoretical model, or data collection, or analysis and interpretation of data.*
- 2. My contribution to drafting the work or revising it critically for important academic content.*
- 3. Final approval of the version to be published.*

The declaration should describe the contribution of the candidate and co-author for each article. Furthermore, the respective articles must be signed by the candidate and co-author. All authors must sign the last page to confirm that the declaration has been read in full and that the descriptions are correct. Where more space is required, the use of more than one form is permitted.

---

Article no.: One

Title: Reading behaviour and preferences of Namibian children

Candidate: Emmarentia Kirchner

Co-authors: Andree-Jeanne Töttemeyer; Susan Alexander

Candidate's name and contribution: Emmarentia Kirchner

1.) I was appointed as principal researcher by the University of Namibia (who funded the major cost of the research). I was fully involved in all stages of the research, esp. in the design of the research project, the development of the research instruments, gathering of data, analysis of data, as well as the writing of the article, particularly those parts reporting on the empirical research. I made a major contribution towards the analysis of the data by means of the tests of independence, which established in how far findings were significant. I was solely responsible for these tests. I also made a substantial contribution towards the recommendations to the stakeholders responsible for the development of a reading culture among Namibian children. As principal researcher of this UNAM project, URPC/2011/37, I was responsible for the administration and reporting of progress regarding the project, as well as all arrangements for data collection. I also collaborated with the statistician, Dr Marina Muller who did all data typing and assisted with the SPSS analysis.

2.) As a team of researchers we collaborated equally in the final draft and editing of the article for publication.

3.) The final approved version of the article was published in *Mousaion*, South African Journal of Information Studies (Vol 33, Issue 2, 2015).

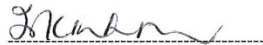
Co-author's name and contribution: Prof Andree-Jeanne Tötemeyer

1.) As chairperson of the Namibian Children's Book Forum (NCBF), I approached my two colleagues (also from the NCBF) to undertake this research. I was involved in all stages of the research project, esp. in the design of the research project, the research instruments, the gathering of data, the analysis and interpretation of data as well as the writing of the article. As most senior researcher and Research Fellow of the Department of Information Science, University of South Africa, I took the main responsibility for the writing of the theoretical part of the article, which included the exposition of the research methods used and the literature review. I also made a substantial contribution towards the recommendations to the Namibian stakeholders

2.) As a team of researchers we collaborated equally in the final draft and editing of the article for publication.

3.) The final approved version of the article was published in *Mousaion*, South African Journal of Information Studies (Vol 33, Issue 2, 2015).

I have read the declaration of co-authorship in full, and confirm that all descriptions are correct.



Candidate's signature



Co-author's signature



Co-author's signature

## Appendix 20: DECLARATION OF CO-AUTORSHIP (ARTICLE 2)



### Declaration of co-authorship

This declaration describes the independent research contribution of the candidate and each co-author for every article that makes up this thesis. The co-author fully understands that the work is included as part of the PhD thesis. The articles may not be part of a previously submitted thesis. This declaration follows the recommendations on co-authorship as defined by the International Committee of Medical Journal Editors, referred to as the Vancouver Recommendations. The following three criteria must be met in order to qualify as a co-author:

1. *My contribution to the conception and research design, or the development and analysis of a theoretical model, or data collection, or analysis and interpretation of data.*
2. *My contribution to drafting the work or revising it critically for important academic content.*
3. *Final approval of the version to be published.*

The declaration should describe the contribution of the candidate and co-author for each article. Furthermore, the respective articles must be signed by the candidate and co-author. All authors must sign the last page to confirm that the declaration has been read in full and that the descriptions are correct. Where more space is required, the use of more than one form is permitted.

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Article no.: 2

Title: Kirchner, E., & Mostert, M. L. (2017). Aspects of the reading motivation and reading activity of Namibian primary school readers. *Cogent Education*, 4 (1).

Candidate: Emmarentia Kirchner

Co-authors: Prof. M. L. Mostert

Candidate's name and contribution: Emmarentia Kirchner

1) The article is based on research conducted for my PhD in Teaching and Teacher Education. As first author, I was primarily responsible for all aspects of the research design and implementation. This entailed doing the literature review and developing the research instruments (of which two were adapted from existing instruments, and the rest newly developed). All data collection was my sole responsibility. During the conceptualisation of the research project, as well as the design of the instruments, I received guidance from my co-author who also is my co-supervisor. The interpretation of data was discussed with my co-author in detail.

2.) As first author, I drafted all sections of the article. I received valuable input from my co-author during the writing of the article, in terms of data presentation and clarity of argumentation.

3.) The final approval for submission was a joint decision. The final approved version of the article was published in Cogent Education (4:1) in 2017.

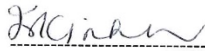
Co-author's name and contribution: Maria Louise Mostert

1.) As co-supervisor of Ms Kirchner, I was available for discussion and advice throughout this phase of her research. We met on various occasions, and also corresponded. I guided her on the formulation of research questions, development of instruments, and tests to be used. I did not participate in the data collection. I further advised on aspects of analysis, interpretation and conclusions.

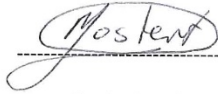
2.) Ms Kirchner drafted the article. We discussed various drafts, and I made suggestions for improvements and revisions, especially in terms of presentation of the data in tables, as well as the logical presentation of the discussion and the findings.

3.) The final approval for submission was a joint decision. The article was published in Cogent Education (4:1) in 2017.

I have read the declaration of co-authorship in full, and confirm that all descriptions are correct.



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Candidate's signature



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Co-author's signature

Date: 1/3/2018