

# Review of: "Is the Reading Crisis in South Africa Sustained on Purpose?"

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**Potential competing interests:** No potential competing interests to declare.

The author sought to provide insights into the problems faced by learners in their cultivation of English reading skills in South African elementary schools. While the matter under discussion has been widely investigated by different scholars in different contexts, it remains crucial and relevant to present-day South Africa and the global South.

This is a fairly good article but needs some improvement.

1. The author makes several references to works s/he has done before, rather than call on other voices on the same subject to support his or her research.
2. There is more subjectivity than empirical evidence with regard to some of the claims s/he makes. For instance, the reference to the lack of political will and the idea that most learners are deliberately "kept ignorant" and semi-literate for future manipulation has no proof from empirical research.
3. The author refers to two codes but does not provide clarity on each of the codes.
4. Paragraph two makes a statement that lacks support. The author could have discussed the HL skills that could be transferred to ESL.
5. Based on the research questions, the title of the paper could be changed to focus on approaches to reading in African languages and ESL in the early years.
6. The methodology used is not clear enough. The author refers to: a) informal investigation, b) quasi-experiment, and c) causal comparative investigation. I suggest that s/he provides a detailed explanation of the actual methodology used in the study.
7. Referencing is very inconsistent. The author is urged to follow and adhere to the conventions of either APA or MLA (the most common referencing styles).