

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

Carisma Nel<sup>1</sup>

<sup>1</sup> North West University South Africa

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

The article addresses a very important issue and deserves attention.

I would like to make the following suggestions/comments:

The author refers to the Lesson Plan, but not all provinces use this as it is a NECT document.

There is not a theoretical framework from which the research is being approached.

I would suggest reading research that relates to the Science of Reading as well as the Science of Reading Instruction. There are very clear recommendations that are applicable to learning English as a First Additional Language. Explicit instruction aligned with the Simple View of Reading as well as Scarborough's rope needs to be reviewed. The Simple View of Reading highlights the fact that language comprehension (oral language development) is crucial; in addition to word recognition, which is required for reading comprehension. The use of decodable texts is also emphasised in the structured approach to literacy. In addition, the English medium of instruction research needs to be reviewed more systematically.

The research alluded to is based on the work of one author in selected schools. If an approach is recommended as being scalable, it needs to have solid research evidence to support this. The empirical research aspects do not comply with scientific research requirements.

My personal opinion is that the focus should indeed be shifting to initial teacher education and the way teachers are being prepared to teach both African languages and English as a First Additional Language.