

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

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- This article explores the improvement of understanding through the improvement of English reading skills. The main research question is "How can reading be improved, and learners also be helped to understand written English Second Language (ESL)?" These questions are answered focusing on main issues of English reading classes and include the following dimensions: 1) The suitability of the phonics approach to initial reading, prescribed now, compared to the syllabic approach used formerly for reading African languages. 2) The suitability of using an untested Lesson Plan for ESL, a document which contradicts the Government's instructions by prescribing much written English in Grade 1, confusing African children with two writing codes. 3) The different results of two conflicting approaches to ESL teaching: form-focused teaching and communicative language teaching (CLT). This comparison indicates that the Lesson Plan hinders the acquisition of sufficient ESL, though ESL is needed as an education medium from Grade 4 onwards.
- The organization of the research is well-organized and systematic in line with the research questions.
- Findings are correctly presented in line with the research questions.
- Discussion section should be enhanced in relation to the findings; each finding should be discussed in relation to the problem handled.
- In the introduction section, some more theoretical foundations of reading skills, approaches to language learning, etc., can be added.
- Overall, this article can be published after my recommendations are added.