



ENGAGING WITH TEXT: USING DIALOGUE JOURNALS TO PROMOTE READING LITERACY

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Abstract

Encouraging learners to read remains a challenge to teachers the world over, and using innovative practice holds value. This paper provides a discussion of an extensive reading programme implemented at a school in Swaziland, Africa as an attempt to encourage learners to read, as well as to reflect on what they read. The study, through the use of dialogue journals and focus group interviews, explicates a relationship between reading and writing: that learners read and wrote more extensively than they normally did, and that they engaged more critically with the texts by making reflective connections to the self (lived experience), and broader societal issues.

Key Words: Literacy, reading, literacy as social practice, critical pedagogy.