

ABSTRACT

A Book Flood Approach To Literacy Acquisition And Development

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The exploratory research investigated whether a Book Flood Reading/Writing programme would be successful in helping children to acquire literacy. The intention was to establish an approach or programme that primary school teachers could utilise to help the many children who are leaving primary schools illiterate.

Data were obtained from a sample of twenty teachers from ten schools, twenty children and ten parents. The research preferences used were observation, interviews and a reading programme.

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The observation of the teaching of reading revealed that none of the teachers observed, used the Book Flood Approach and that most classrooms had very few books if any. At the same time, the teachers' interview indicated that it was the general belief among teachers that children learned best by way of the analytic or phonetic approach.

The children's interview on perception of themselves as readers placed them in groups ranging from consistent readers and non-consistent readers to unsure readers. However, by the end of the programme the results revealed that many of these children had changed their perception of themselves and had already taken up the challenge to make themselves literate through interaction with books. At the end of the programme the children showed marked improvement in their performance.

Many children in the programme believed that the programme helped them to learn how to go about acquiring literacy. There were those who entered the programme and could only transcribe from the books they read but at end were able to interpret and express their feelings. They had now realized that they could talk freely about the books they read and respond through writing.

The implications of these results are discussed and recommendations made.