

NATIONAL UNIVERSITY OF SCIENCE AND TECHNOLOGY

FACULTY OF COMMUNICATION AND INFORMATION SCIENCE

DEPARTMENT OF PUBLISHING STUDIES

**READING STRATEGIES USED BY PRIMARY SCHOOLS IN INCULCATING
READING CULTURE IN ZIMBABWE. A CASE OF BULAWAYO.**

BY

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**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS OF THE BACHELOR OF SCIENCE HONOURS DEGREE**

IN

PUBLISHING

BULAWAYO, ZIMBABWE

YEAR: 2012

ABSTRACT

From the observations and experiences during course of her academic life, the researcher was triggered by poor reading habits that are affecting the business of publishing stakeholders such as authors, book publishers, libraries, teachers and booksellers in Zimbabwe. Therefore, the major thrust of the research was to find what and how effective are the reading strategies employed in primary schools in Bulawayo in trying to inculcate sustainable reading habits. The research sought to find out also the factors that affect the attainment of a sustainable reading culture and the roles of other book chain stakeholders in promoting reading habits. The researcher examined related literature available on the study. From the various scholars consulted in the literature review, the researcher established that it is important to make use and teach reading strategies in developing pupils' reading competencies and habits. The researcher did a qualitative research in the form of a survey through the use of questionnaires, interviews and document analysis as data collecting instruments. Information necessary to achieve the objectives of this research was gathered from a sample population of fifty-four respondents. This consisted of thirty teachers and twenty-four pupils from private, government and council primary schools. The findings of the study showed that while teachers were aware of the use of reading strategies, they do not fully utilise them in teaching reading and enhance reading habits. Some strategies are more popular than others. The most popular strategies were questioning, retelling and summarizing, connecting text to life experiences and visualization. The major conclusion was that the frequently used strategies require less effort and are less time consuming, that is why they are highly favoured. The current strategies are doing a fairly good job in trying to improve reading competencies and enhancing reading habits among pupils. However, there is more that need to be done by teachers, pupils and parents. Among the recommendations to address this problem is for teachers to effectively use all the strategies. In addition, the Ministry of Education need to continuously organize workshops for teachers to expose them to activities that can be used to teach reading strategies during reading lessons.