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Scaffolding academic literacy using the reading-to-learn methodology: an evaluative study

A literacy development programme developed in Australia to support the educational success of marginalised learners was introduced to grade 11 learners in two Western Cape schools over a period of six months. Relying on recent work which confirms a correlation between literacy performance at school, social conditions and educational practices, this study checked for measurable outcomes in selected academic writing conventions. From a cross-sectional perspective (across schools) the greatest overall improvement was among the weaker cohort of students from the school in a low socioeconomic area. Similar greater overall gains of initially weaker students were also evidenced from a time series (within school) perspective. This indicates a possible convergence (or 'catch-up') effect for learners who showed a lag in pre intervention testing.

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