

**“AN EXPLORATION OF HOW GRADE ONE ISIZULU
TEACHERS TEACH READING”**

By

Thabisile Maphumulo

**Submitted in partial fulfilment of the requirement for the
Degree of Master of Education at the Faculty of Education,
University of Kwazulu Natal, Durban**

JANUARY 2010

Declaration

I, Thabisile C. Maphumulo, hereby declare that this dissertation, under the supervision of Professor Reshna Sookrajh, at the Faculty of Education, University of KwaZulu-Natal, is my own work and has not been submitted for any degree or diploma at any other University, and all the resources I have used or quoted have been indicated and referenced in the text.

.....
T.C. Maphumulo

.....
Date:

.....
Prof R. Sookrajh

.....
Date

Acknowledgements

I would like to acknowledge the assistance and guidance rendered to me by the following people:

My supervisor, Professor Reshma Sookrajh, for her mentorship, guidance and encouragement.

My wonderful family which consists of my husband, Zwelinjani, my daughters, Phakamile, Philile, Bongiwe, and my son, Khetha, for understanding, tolerance, support and inspiration.

My principal and my colleagues, including the research participants, for their support and encouragement.

Last, but not least, I would like to thank Phumelele, Nolwazi, Mana, Ayanda and Nokulunga for their perseverance, kindness and technical support.

Abstract

This study aims to investigate how Grade One isiZulu teachers teach reading in the Foundation Phase of Schooling.

History of teaching can be traced back as far as the 1800s up until the introduction of the Outcome Based Education (OBE) that came into being after the first South African democratic elections in 1994. Data for this study was collected from the three Grade One isiZulu teachers of my school.

This was a qualitative study and data was collected through semi-structured interviews, observation and document analysis. Interviews were taped, transcribed and analysed, and data was categorized into themes.

The study revealed that there were some social conditions that did hinder the progress of reading in the school. There was a lack of motivation from parents. It was found out from the study that, in spite of all the Department of Education's attempts to provide teachers with handbooks with strategies on how to tackle reading lessons, some teachers still have problems in putting these into practice. It also became clear that reading involves role players which are learners, teachers, parents and the community as well as the Department of Education. The study has also revealed that the best way to teach reading is through a variety of methods.

It is recommended that Grade One classes should not consist of more than fifty learners. Policies implemented by both the Department of Education and various schools should be reinforced.

TABLE OF CONTENTS

Title Page	1
Declaration	2
Acknowledgements	3
Abstract	4
List of figures	8
List of tables	8

Chapter One: Background, Focus and Purpose, Rationale and Overview

1.1. Background	10
1.2. Focus and Purpose	11
1.3. Rationale for this study	12
1.4. Overview of Study	13
1.5. Conclusion	13

Chapter Two: Conceptual Framework and Literature Review

2.1. Introduction	14
2.2. A brief history of reading	14
2.3. Social Factors that influence language teaching.	15
2.4. What is reading?	18
2.5. The Revised National Curriculum Statement and Reading Literature	20
2.6. The National Reading Strategy	21
2.6.1. Teacher competency	22
2.6.2. Libraries	23
2.6.3. Teaching conditions	23
2.6.4. Print environment	23
2.6.5. Language issues	23
2.6.6. Inclusive education	24
2.6.7. Purposes of the National Reading Strategy	25

2.7. Components of teaching reading	25
2.7.1. Phonemic Awareness	25
2.7.2. Word recognition	26
2.7.3. Comprehension	26
2.7.4. Vocabulary	27
2.7.5. Fluency	27
2.8. Stages of reading development	27
2.8.1. The pre-reader stage	28
2.8.2. The emergent reader stage	28
2.8.3. The early reader stage	28
2.8.4. The developing reader stage	28
2.9 Methods of teaching reading	29
2.9.1. Shared reading	30
2.9.2. Reading-aloud	31
2.9.2.1. Pre-reading stage	31
2.9.2.2. During reading stage	32
2.9.2.3. After-reading stage	32
2.9.3. Group guided reading	32
2.9.4. Independent reading	33
2.9.5. The look-and-say method	33
2.9.6. The Phonic Method	33
2.9.7. The bottom-up approach	35
2.9.8. The top-down approach	35
2.10. Conclusion	35

Chapter Three: Research Design and Methodology

3.1. Introduction	36
3.2. Qualitative Approach	36
3.3. Characteristics of qualitative research	37
3.4. Interpretivist Paradigm	37
3.5. Sampling	38
3.6. Stratified purposive sampling	40
3.7. Interviews	40

3.8. Types of interviews	41
3.8.1. Unstructured or open-ended interviews	41
3.8.2. Semi-structured interviews	42
3.8.3. Structured interviews	42
3.9. Advantages of using interviews	42
3.10. Observation	43
3.11. Types of observation	44
3.11.1. Structured observation	44
3.11.2. Unstructured observation	44
3.12. Advantages of observation	45
3.13. Data analysis	45
3.14. Ethical considerations	46
3.15. Limitation for the study	46
3.16 Conclusion	46

Chapter Four: Analysis of data

4.1. Introduction	47
4.2 Themes	47
4.2.1. Teachers’ understanding of the concept ‘reading’	47
4.2.2. The importance of teaching reading in the Foundation Phase	49
4.2.3. What does the policy document say about the teaching of reading in Grade One?	50
4.2.4. Strategies teachers use for teaching reading in Grade One	51
4.2.5. Resources	52
4.2.6. Traditional vs OBE and beyond	53
4.3. Observation	56
4.4. Indicator 1	56
4.4.1. Observing participant 1	57
4.4.2. Observing participant 2	57
4.4.3. Observing participant 3	58
4.5. Indicator 2	59
4.6. Analyzing documents	59
4.7. Document analysis	61

4.8. Conclusion	62
-----------------	----

Chapter Five: Findings and recommendations

5.1. Introduction	63
5.2. Summary of findings	63-64
5.3. Recommendations	65
5.4. Conclusion	66-67
References	68-70
Transcripts	71-76
Appendixes	77-81
Ethical Clearance	83-84

List of figures

Figure 2.1	: Social Interaction Model (adapted from Stern, 1983)	14
Figure 2.2	: Social Interaction Model (adapted from Sookrajh, 1999)	15
Figure 2.3	: Language International Model	16
Figure 3.1	: Map of Umlazi	38

List of tables

Table 4.1	: Participants' responses	55
Table 4.2	: Observation of participant 1	58
Table 4.3	: Observation of participant 2	58
Table 4.4	: Observation of participant 3	58
Table 4.5	: Grade One time table of Phenduka Primary School	82

CHAPTER ONE

Background, Focus and Purpose, Rationale and Overview

1.1. Background

With the first South African democratic elections of 1994 came many changes in education for the majority of South African citizens regardless of race, gender and class. This resulted in an introduction of the South African School's Act of 1996, which made all schools self-governing. Two policies, the Language-in-Education Policy and the Norms and Standards Regarding Language Policy, were announced. According to the Department of Education (DoE, 2002) the Language-in-Education Policy Document should be seen as part of a continuous process by which policy for language-in-education is being developed as part of the national language plan which includes all sectors of society.

The Constitution of the Republic of South Africa has provided the basis for curriculum transformation and development in South Africa (DoE, 2002). It was recommended that, in the foundation Phase, where children learn to read and write, their home language should be used for teaching and learning where possible. The government has adopted a multilingual language policy that gives recognition to eleven languages English: Afrikaans and the nine indigenous languages. This study concentrates on the teaching of reading which is one aspect of language teaching.

Reading is an important aspect in the teaching of any language. Van Staden and Howie (2008) reminded us that PIRLS 2006 (PROGRESS IN INTERNATIONAL READING LITERACY STUDY) is a systemised vehicle to derive nationwide empirical data that can be used to inform decisions on curriculum and language policy. South African researchers have added some questions to the one that the PIRLS study aims to answer. Questions include:

- How are young children taught to read?
- What is needed to improve the reading literacy of young children in South Africa?

The study (PIRLS) is concerned with the implementation of the reading literacy curriculum in the Foundation Phase (Long & Zimmerman, 2008). They further state that, if one considers the poor level of reading literacy development displayed by South African learners in the PIRLS 2006 study, it is necessary to consider reasons for this in order to assist in the development of targeted interventions aimed at addressing the improvement of learners' reading literacy at all levels of the education system. The focus and the purpose of this study will be discussed in the next paragraphs.

1.2. Focus and purpose

This study was conducted at Phenduka Combined Primary School, where the researcher is currently working as a teacher. It focuses on the methods used by the three Grade one isiZulu teachers while teaching reading in their classrooms. The school is located within the Umlazi District about 10 km from Durban. It is surrounded by squatter camps from where most learners who attend this school come. The research study explored the methods used by three Grade one isiZulu teachers while teaching reading lessons in their classrooms. The critical question that this study answers is: How do Grade One isiZulu teachers teach reading in their classrooms?

According to Prinsloo (2008), literacy teaching methods followed by the majority of schools in their day-to-day practises, do not succeed in giving full effect to the good intentions and substantive content of existing curriculum policy, and may have serious negative effects on the majority of children who are from socio-economically disadvantaged communities. These methods often include a loosely-applied whole language approach which emphasises reading whole passages of meaningful and authentic text; they also include more lenient approaches to literacy development in conjunction with communicative approaches to language, which in turn emphasise authentic communication where the purpose of using language is to interpret, express and negotiate meaning. In the context of this study, the focus is on the teaching of reading in the Grade one isiZulu classrooms. Van Staden and Howie (2008) states that, as reading literacy is a major tool for enabling all other learning, it has to be developed in the early stages of schooling in order that learners will not have problems later on.

Prinsloo (2008) further states that evidence is that the gap between middle class children, from previously advantaged-communities and those from more vulnerable communities is increasing. A key challenge is to solve, efficiently and immediately, urgent problems related to literacy and

language teaching. It has been noted that the majority of learners do not live in communities with high levels of literacy and printed materials are not readily available. There is also a concern that the National Curriculum Statement (NCS) documents do not explain the mechanics of literacy teaching which teachers are now expected to follow. None of the current policy, curriculum or curriculum support documents put those communicative and whole language approaches to literacy into practice or explain exactly what it is that teachers need to do in the classroom in order to ensure that learners can read. It is the purpose of this research study to find out what exactly is happening in the three Grade One classrooms during the isiZulu reading lessons. It therefore explored different types of methods teachers used while conducting these reading lessons. The Department of Education (DoE, 2008) has stated very clearly that teachers need to use different types of methods while teaching in their classrooms.

1.3. Rationale for this study

The researcher's experience as an Intermediate Phase isiZulu teacher, personal interest as well as the changes in educational policies, have led to the conducting of this study. As a Grade Four teacher who has been engaged in the teaching of isiZulu for the past thirteen years, the researcher has noticed that the standard of learners' performances (in IsiZulu reading) is declining year after year and it is important to explore whether or not this teaching of isiZulu has an impact on learners' performances.

The second rationale derives from a policy context. After the first Democratic elections in 1994, the Department of Education introduced new changes in education policies. Curriculum 2005 (C2005), which was later revised to Revised National Curriculum Statement (RNCS) and the NCS came into being (Chisolm, 2004). The question is, could these changes in education policies have any effect on a teacher's ways of teaching? The findings from this study could be useful to:

- find out how isiZulu reading is taught in the Foundation Phase.
- improve the teaching of isiZulu reading in Grade One

1.4. Overview of study

Chapter One describes the background to education in South Africa after the 1994 democratic elections that brought about Curriculum 2005 (C2005) under an Outcome-Based Education policy (DoE, 2002). The focus and the purpose for this study is also described. The personal and contextual rationale that motivated the conducting of this research is provided in this chapter while a brief discussion of what is expected in all five chapters of this study is also provided.

In *Chapter Two*, the conceptual framework, within which this study is framed, is described. It also provides the literature review relevant to the study.

Chapter Three deals with the methodology procedures for this study. It focuses on the paradigm and the approach in which the study is located. It also discusses the sampling and the methods used to collect data. The chapter also considers ethical clearance and limitations of this study.

Chapter Four deals with analysis of data collected through interviewing, observation and document analysis. The data is categorized into themes.

Chapter Five provides the findings and the recommendations for the teachers and parents, school and the Department of Education.

1.5. Conclusion

This chapter gives a brief discussion of the background to education in South Africa after the first democratic elections of 1994. It introduces the critical question to be explored, which is: How do Grade One isiZulu teachers teach reading in the Foundation Phase of schooling? The study highlights the area of focus as well as the purpose for the study. It also explains the rationale for this study, literature review, as well as conceptual framework under which this study is framed. It also provides an overview of the whole study. Literature reviews and the conceptual framework are dealt with in Chapter Two.

CHAPTER TWO

Conceptual Framework and Literature Review

2.1. Introduction

This chapter traces the history and origin of reading, explores the conceptual framework within which the study was constructed, defines the concept 'reading' and at the same time discusses the methods and approaches that teachers used while teaching reading in their classrooms.

2.2. A brief history of reading

According to Joubert, Bester and Meyer (2008), at the beginning of the 1800's, the sound or phonic method of reading instruction, which was based on the relationship between sound and symbol, was used. By the mid 1800s, the approach changed from the sound method to the look-and-say method, where the learners were taught to read by memorizing strings of words as a whole without analysing the words according to their sound and meaning. Joubert, Bester and Meyer (2008) further stated that by 1980 reading was regarded as a constructivistic process that gave meaning. By 1990, the phonic approach method was regarded as a critical reading strategy. Since 1994 South Africa has been undergoing radical social, political, economic and cultural changes. Changes on the education front included that of the new curriculum with the introduction of an Outcomes-Based System of Education with a single Department of National Education replacing the 19 different education department of the past era. It has been proven that 16 million South Africans have never attended school and cannot read or write. Potential advantages of PIRLS for South Africa are that it could provide a comparative basis to benchmark progress in reading literacy. PIRLS is a systematic vehicle to derive nationwide empirical data that could be used to inform decisions on curriculum and language policy (Van Staden & Howie, 2008). This study was framed within both Stern's (1983) and Sookrajh's (1999) models. The above conceptual models were chosen because they referred to the teaching of language. This research focuses on the teaching of reading in the Foundation Phase.

2.3. Social Factors that influence language teaching.

In developing his model, Stern (1983) adapted the models of Mackey and Spolsky (in Stern, 1983: 271–274; Spolky, 1974). Mackey’s and Spolky’s models differ in that Mackey put language teaching at the centre of his model whereas Spolky put education at the centre of his model. Stern (1983), like Mackey, centred his model around language teaching. He argued that home, school, region and nation are the four social agencies that are related to the language teaching situation. Like Spolky, Stern (1983) also adapted linguistic, sociological, political, economic, religio-cultural and psychological factors which, according to Spolky, have impact on language teaching.

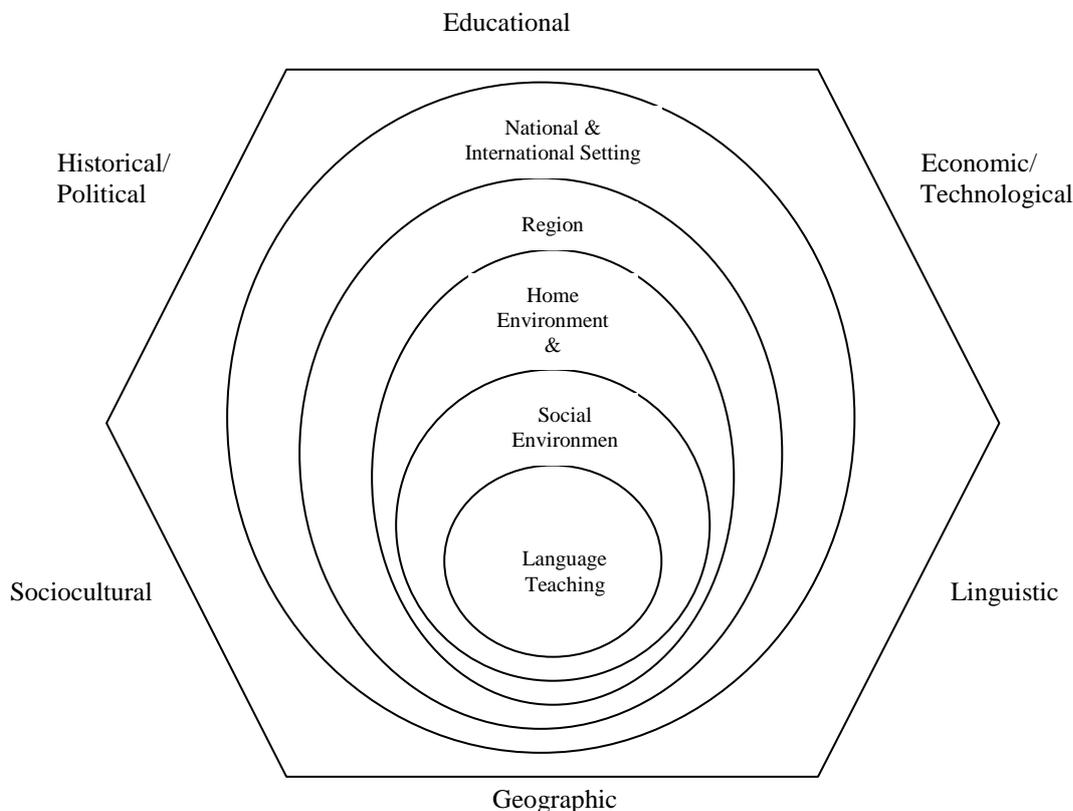


Figure 2.1. Social Interaction Model (adapted from Stern, 1983)

In analyzing Stern’s (1983) model of language teaching one would say that he put the learners within the school environment where language teaching takes place. In the context of this study, the learners from home come into contact with the teacher who teaches them how to read. This study aims at exploring methods used by Grade One teachers while teaching isiZulu reading in their classrooms. The school is located in a neighbourhood which offers a characteristic home

environment to the learner. According to Stern (1983) the neighbourhood influences are the immediate background against which teaching takes place.

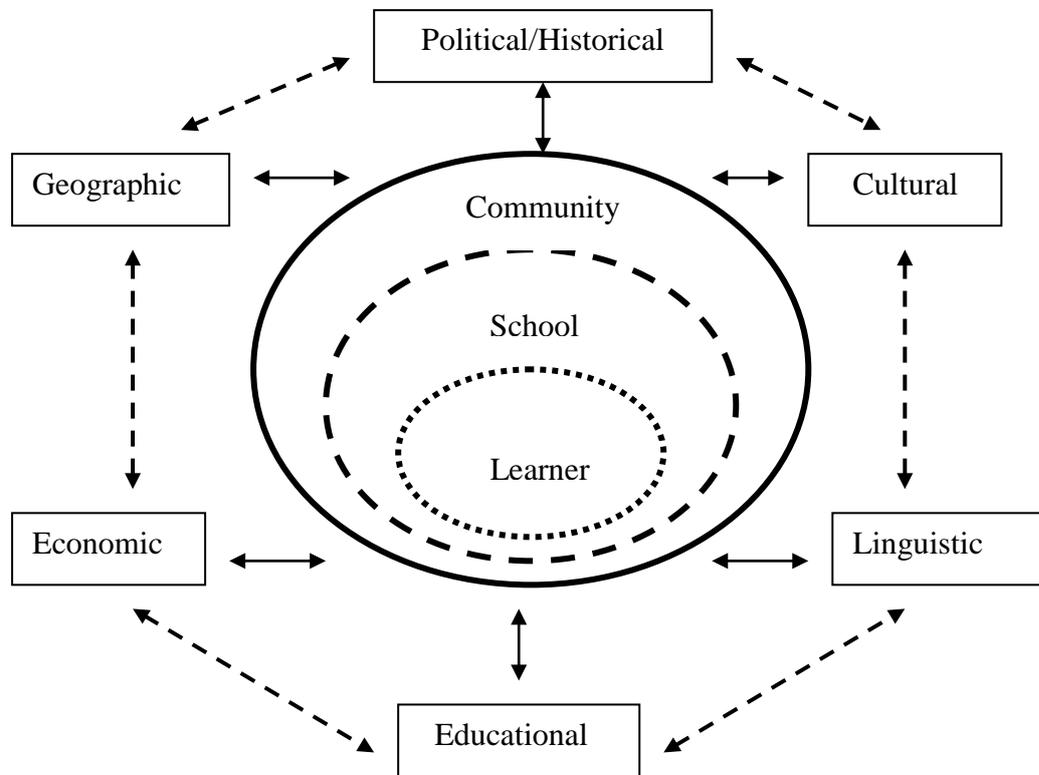


Figure 2.2. Social Interaction Model (adapted from Sookrajh, 1999).

Sookrajh (1999) placed the learners in the middle of her model. She argued that the school and the community have direct impact on the language teaching of the learner. It is within the community that the learner develops some linguistic ability which he/she takes along to school. To support what Sookrajh (1999) said, Gambrell (2004) maintained that children come to school with a great deal of knowledge about language. They have command of their native language but lack the precise connection between oral language and reading achievement. In the context of this study, the school and the community are the immediate background against which reading in isiZulu teaching takes place.

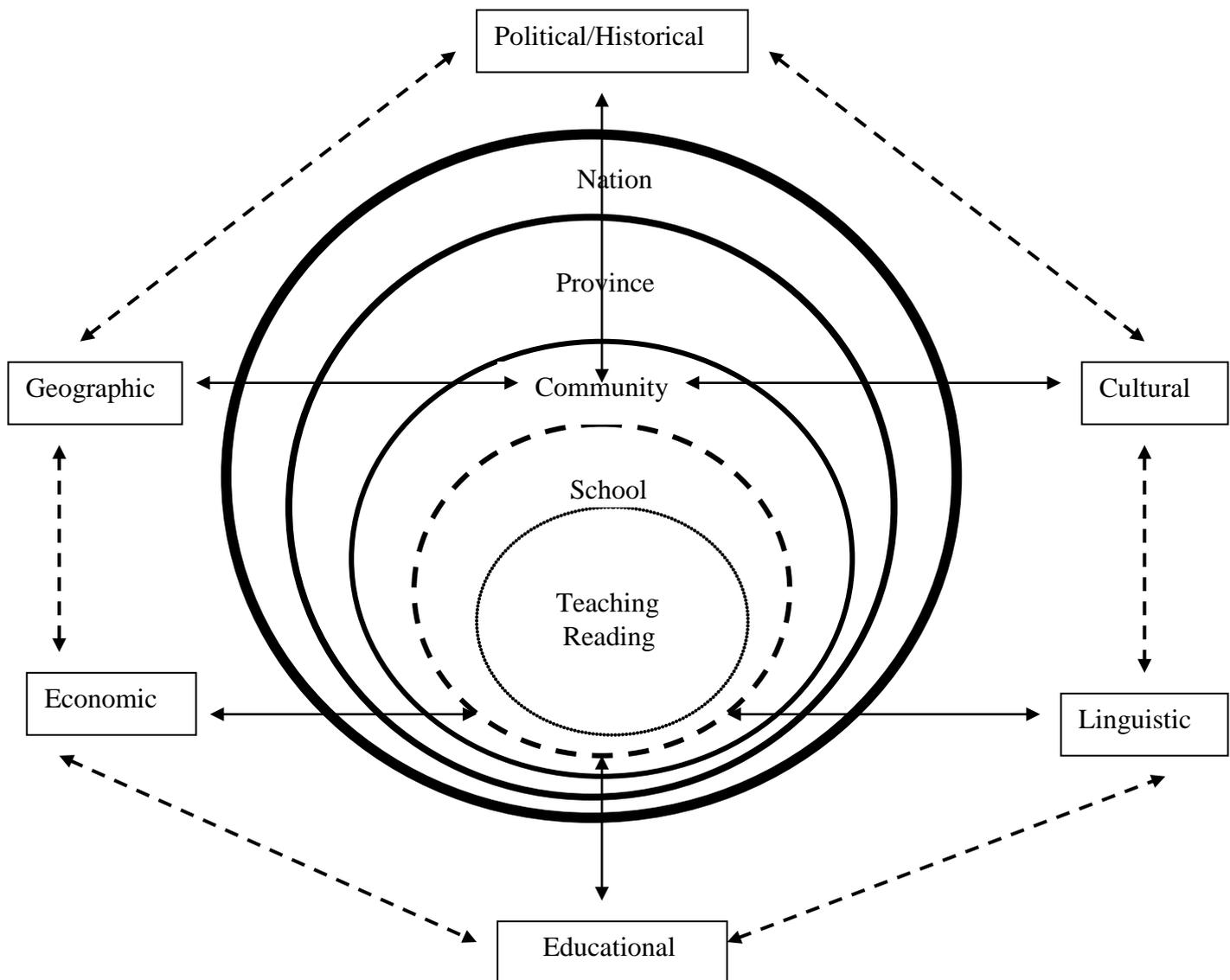


Figure 2.3. Language Interactional Model (adapted from both Stern, 1983 and Sookrajh, 1999)

In adapting Stern's (1983) and Sookrajh's (1999) models, this study has, in keeping with Stern (1983), located the learner within the school environment and placed teaching reading in the middle of the model. At school the learner is introduced to formal education which is a continuation of what the learner gets from home. It is at school that the learner comes across teachers who will use different types of methods and strategies in order to develop in them reading skills. The Department of Education (DoE, 2007) has stated that, in order to read

meaningfully, children need to bring together their knowledge about decoding their knowledge of the language in which they are reading, their general knowledge of the world around them and their recognition of sight words and vocabulary words. The concept 'reading' is defined in the following paragraphs.

2.4. What is reading?

According to the Department of Education (DoE, 2008), reading used to be seen only as an ability to recognize and say each separate word in a text using knowledge of letters and sounds. It further states that reading is the ability to get meaning from the text. It is a complex process that involves many skills. The Revised National Curriculum Statement (DoE, 2002) states that the important task of the Foundation Phase teacher is to ensure that all learners are taught to read. It is recognized that all learners need to be taught strategies that help them to unlock the code of the written task.

According to Van Staden and Howie (2008), a wide variety of projects have been set up around the world to promote literacy on different levels and for different contexts. PIRLS (Progress in International Reading Literacy) aims to provide trends and international comparison on the reading achievement of Grade 4 learners, learners' competencies in relation to goals and standards for reading education, the impact of the home environment and how parents foster reading literacy, the organization, time and reading materials for reading in schools and curriculum and classroom approaches to reading instruction. Although PIRLS 2006 was designed for Grade 4 learners, it is relevant to Grade One learners too, because, if reading skills have been achieved as early as in Grade One, then the learner will not experience any difficulty in Grade 4.

Van Staden and Howie (2008) further state that the processes of comprehension refer to ways in which readers construct meaning from text. Readers focus on and retrieve specific ideas, make inferences, and interpret and integrate information while examining the text features. Purposes for reading refer to two types of reading that account for most reading young learners do, namely reading for enjoyment and reading to acquire and use information. According to Briskley and Kelly (in Van Staden and Howie, 2008:4) reading literacy is a constructive and interactive process. The reader is regarded as actively and constructively acquiring meaning and as knowing effective reading strategies. PIRLS focuses on processes of comprehension, purposes for reading

and reading behaviours and attitude. Hiskey (2008) defines reading as a conversation between a reader and an author. He also refers to reading as a 'remote control' to faraway places. Similarly, Joubert Bester and Meyer (2008) state that reading is one of the most powerful ways of receiving ideas, information and stories. To help learners acquire good reading skills, teachers should use different types of methods.

According to Blair, Rupley and Nichols (2007), it takes a variety of classroom strategies to be an effective teacher of reading. The quality of the instruction students receive is a major factor in their reading success. Long and Zimmerman (2008) highlight the importance of teaching reading, especially in grassroots educational settings. William (2007) reveals that some people look at reading as a straight forward process of recognizing vocabulary and decoding printed text. He further states that reading is strictly the making of meaning from print, with an emphasis on phonemic awareness, vocabulary, phonics, fluency and comprehension. The Department of Education (DoE, 2002) emphasizes that to develop their reading ability, learners should read many books at the right language level.

According to Minskoff (2005), reading cannot be narrowly defined as the ability to identify words or sound out words, rather, reading must be defined as a process for getting meaning from the printed page. She further states that students must be taught many different skills so that they can understand all types of print materials that they have to read. Minskoff (2005) also mentions that, at the third level of the communication system, children are taught to understand language in written form (reading). They associate words that they hear or speak with words that are represented by print symbols.

According to Montgomery, Durant, Fabb, Furniss, and Mills, (2000), reading involves two complementary processes or dimensions; not only making sense of various aspects of language, sounds or images of the text itself, but also continuously constructing possible models of the text's surrounding social and historical context, on the basis of one's own views about the world and understanding of other possible or likely views about the world. To read a text we must decode what the text literally says but at the same time we must bring our knowledge to the text to determine what the text actually means. The knowledge that we bring can be knowledge of history, of the everyday world, of geography, of zoology or botany, of literature, of science – any kind of knowledge can in principle be relevant in making sense of a literacy text. For the context

of this study, the Grade One learners bring this knowledge from their every-day world, (homes and communities).

Williams (2007) argues that some people see reading as the straight forward process of recognizing vocabulary and dividing printed text. Reading is the making of meaning from print, with an emphasis on phonemic awareness, vocabulary, phonics, fluency and comprehension. Moss (2005) expresses her concern about the need for content reading instruction to occur well before the fourth grade so that students are prepared for reading required at the upper elementary level. Although, according to the Department of Education (2007), some vocabulary can be learned incidentally from the context of the text that the learner is reading, there is a need to teach vocabulary in a planned and deliberate way.

2.5. The Revised National Curriculum Statement and Reading Literature

Long and Zimmerman (2008) state that according to the Progress in International Reading Study (PIRLS), 2006, there are concerns about the implementation of the reading literacy curriculum in the Foundation Phase. The South African learners' overall achievement indicates that higher level reading skills are being implemented at a very slow pace. When compared to international data, South Africa lags behind in introducing the higher order skills. Long and Zimmerman (2008) also indicate that the problem lies with the implementation of the curriculum.

Curriculum expresses the aims and intentional authorities, taking these aims and intentions from vision to implementation. Educational experiences are deliberately shaped by the vision of what education should be (Long & Zimmerman, 2008). Teaching curricular which offer plans for teaching can be presented in various forms: The intended curriculum is one which represents the ideal or vision underlying a curriculum as well as the actual formal/written curriculum which outlines curriculum intentions in policy documents and materials (Van den Akker, 2003).

According to Bouwer (2004), in reading programmes that focus on the bottom-up approaches or phonological processing, learners are expected to decode individual letters and words before any focus on comprehension is done. Learners must be taught to decode printed language, to translate print into sounds and be taught to learn alphabetical principles associated with sound-symbol

relationships (Lerner, 2003). The skill in decoding does not automatically mean that skill in reading comprehension has been achieved (Pretorius, 2003)

The Department of Education's Revised National Curriculum Statement (RNCS) (DoE, 2002) introduced learning outcomes to be developed at both the Foundation and the Intermediate Phase levels. Various strategies for the development of a learner's reading comprehension should be employed by all teachers. Long and Zimmerman (2008) emphasize the importance of a teacher in the implementation of a curriculum. They maintain that the curriculum acts as an underlying "skeleton" which shapes and gives direction to instruction in the education system. This study reveals what really happened inside each of the Grade One isiZulu classrooms during the reading lessons. Phenomic awareness, as it was stated by Hiskey (2005) is an ability to hear sounds within a word when it is spoken. It is an auditory skill that can be developed.

2.6. The National Reading Strategy

In an attempt to promote reading in South Africa, the Department of Education (DoE, 2008) developed the National Reading Strategy. Its vision is: every South African learner will be a fluent reader who reads to learn, and reads for enjoyment and achievement.

The Department of Education (DoE, 2008) states that South Africa faces many challenges in promoting literacy. It is rare to find school books in well-used general libraries and many homes do not have any books. Books written in African languages are scarce so children do not have the opportunity to read in their home language. There are classes which do not have books, and the few books that are found in some classes are of an inappropriate standard. Poor matriculation results are in part due to the low levels of students' reading skills (DoE, 2008). University students are not proficient in reading, in terms of international standards. This National Reading Strategy aims to promote a nation of life-long readers and life-long learners. Reading skills need to be developed at an early stage in order to help learners throughout their academic studies. As mentioned earlier, teachers play an important role in developing a learner's good reading skills.

According to research conducted by the Department of Education for learning outcome 'Reading and Viewing', it showed that 51% of learners were able to read at an age-appropriate level. For half of the learners, the learning outcome was not achieved. It became clear that learners'

language competence affected their performance in all subjects, at all grades. Poor language competence limits conceptual development. If reading competence is poor, then the learners' writing competence will be poor, and their comprehension (understanding) will also be poor.

The Department of Education (DoE, 2008) wants teachers to raise their standards of teaching. It is also stated that poor literacy and numeracy are generally related to historical disadvantages and poor socio-economic conditions. In South Africa, there are a number of specific reasons that cause these problems, and these need to be addressed in implementing the National Reading Strategy.

Specific challenges in implementing the National Reading Strategy are:

- teacher competency
- libraries
- teaching conditions
- print environment
- language issues
- inclusive education

2.6.1. Teacher competency

This includes the methods of teaching reading that teachers use in their classrooms. Too often, teachers know only one method of teaching reading which may not suit the learning style of all learners. They are unable to stimulate reading inside and outside the classroom. Furthermore, there has been a misunderstanding about the role of the teacher in teaching in Curriculum 2005 and in the National Curriculum Statement (NCS). For years, many teachers believed that they did not have to 'teach' reading but simply had to 'facilitate' the process. They believed that learners would teach themselves to read. The expectation that teachers had to develop their own teaching material and reading programmes further aggravated the situation for teachers as they had no experience in developing material. The employment of under-qualified teachers, especially in rural schools, and in the Foundation Phase, has been common practice. The employment of such teachers has had a negative impact on the quality of teaching and has contributed to the poor performance of learners.

2.6.2. Libraries

The majority of schools have no access to libraries. This also impacts on the quality of teaching and learning. The Department of Education has recommended that in the absence of school or community libraries, classroom collections of books can promote reading and understanding.

2.6.3. Teaching conditions

As it has been stated by the Department of Education (DoE, 2007), crowded and dilapidated classrooms hinder the implementation of the National Curriculum Statement (NCS). High learner-educator ratios, combined with poor physical conditions and inadequate facilities for teaching and learning, such as inadequate instructional support materials, make it more difficult to deliver quality education.

2.6.4. Print environment

A parent's educational background has a strong influence on his/her child's achievement. Uneducated parents, or parents with little education, find it difficult to help their children if they themselves do not understand the task assigned to the children. About 60% of the parents had either not completed primary school, or had not achieved education levels higher than primary school (DoE, 2008).

2.6.5. Language issues

Foundation Phase teachers have generally not been taught to teach reading in the home language of African learners. There is also the concern that African languages are structured differently from English or Afrikaans.

2.6.6. Inclusive education

Learners who experience barriers to learning often do not receive the support that they need to become fluent readers. This is despite the policies of Inclusive Education that recognized the special needs of learners in all sectors of education. According to the Department of Education

(DoE, 2008), the National Reading Strategy is the response of the Minister and Department of Education to promote reading in schools in South Africa. It is a management tool that states the vision for improving the competence and level of reading of learners. South Africa's education system needs a common approach to promote reading. A common approach does not mean that all children must be taught in the same way at the same time. Good education allows for different contexts – it differentiates between children and does not treat all children in class as a single unit.

2.6.7. Purposes of the National Reading Strategy

The purpose of the National Reading Strategy:

- to put reading firmly on the school agenda
- to clarify and simplify curriculum expectations
- to promote reading across the curriculum
- to affirm and advance the use of all languages
- to encourage reading for enjoyment
- to ensure that not only teachers, learners and parents, but also the broader community understand the role of improving and promoting reading.

The National Reading Strategy requires the involvement of a range of role players who are:

- the learner who is central to improved reading competence. The learner should want to improve so that he/she can read fluently and with comprehension
- the teacher who has to actively teach reading, supported by the principal and the school management team (SMT) who must create an environment that promotes reading and the teaching of reading
- parents and the community who need to value reading and books. They need to read to their children and encourage them to practise reading
- the Department of Education (DoE), which at all levels national, provincial and district – must provide the necessary resources and support required for the National Reading Strategy to succeed

The National Reading Strategy also requires that the teacher has to be trusted by the learners to provide each learner with the competence and skills of reading, and the love for reading. The

best teacher of reading is a teacher who conveys not only the value of reading, but also its joy. Further more reading is a competence that teachers have to actively teach since learners do not simply “pick up” reading skills. The teacher must have a plan for teaching the learners how to read. Teachers need to know exactly what is expected of learners. They need to know precisely how to help learners to achieve satisfactory reading levels.

Teachers are key to the successful teaching of reading. Teacher training development and support are therefore a key pillar of the National Reading Strategy. It takes as its focus that reading failure begins in early grades.

2.7. Components of teaching reading

The Department of Education (DoE, 2007), highlights components of teaching reading which are:

- Phonemic awareness
- Word recognition
- Comprehension
- Vocabulary
- Fluency

2.7.1. Phonemic awareness

According to the Department of Education (DoE, 2007), phonemic awareness is the ability to notice, think about, and work with individual sounds in spoken words. Learners instinctively ‘know’ about phonemes, otherwise they would not be able to speak or understand speech. As school learners become aware that each sound can be written as a letter or group of letters. Teachers can teach their learners to manipulate phonemic awareness using poems, songs and rhymes. To teach phonemic awareness in Grade One, teachers should engage learners in singing and recitation.

2.7.2. Word recognition

Phonemic and sight words are the two main elements involved in word recognition. Phonic means decoding a word by breaking it down into units (DoE, 2007). It is an important building block in the teaching of reading which is making and understanding meaning. The purpose of phonics instruction is to give the learners tools so that they can easily decode the words. According to Morrow (2007), phonics is the connection of sounds and symbols. The use of phonics requires children to be taught letter sounds and combinations of letter sounds or phonemes, associated with their corresponding letter symbols or graphemes. Phonics can be used to introduce learners to the letters of the alphabet. Children in Grade One should be taught phonics. Once a certain letter has been introduced, children may be asked to come out with their own words with the same letter and then draw and paste pictures. It is important that teachers should make word charts using words from the books that begin with the letter in question.

2.7.3. Comprehension

According to Wessels (2007) comprehension is the ability to understand an author's message. Once the concept 'comprehension' has been grasped, readers, even younger readers, will not just read to demonstrate their decoding skills, they will read to understand the text. Teachers need to keep a close check on whether learners are really understanding and interpreting what they are reading. Comprehension skill has to be developed from the very start. It cannot be left until the learners are able to break words down into their components or until they can read a certain number of sight words (DoE, 2007). Comprehension can be developed by activating the learners' prior knowledge whenever they read a new text. Reading aloud to learners can also build their knowledge and understanding of the text. Learners need to decode unfamiliar or difficult words by sounding out just the beginning part of the word to see if a familiar word springs out. Developing learners' fluency and increasing their vocabulary are other ways of developing learners' comprehension. Even Grade R and Grade One learners are capable of developing high-order thinking skills.

Similarly, Center (2005) mentions the importance of comprehension when reading a text. Fluency is also important because of the influence it exerts on comprehension. Children should be introduced to a great deal of reading so that the same common words are encountered repeatedly. Introducing children to reading activities such as Role-play, Shared-reading, Read-

aloud, Paired-reading, Guided-reading and Literature circles help them(children) to increase their comprehension skills.

2.7.4. Vocabulary

Learners need to have knowledge and understanding of a wide range of words. Moore and Cunningham (2003) argue that words are used to communicate ideas. Engaging learners in a good deal of reading materials increases their vocabulary. Similarly, the Department of Education (DoE, 2007) mentions that teachers can teach vocabulary through allowing their learners to read regularly or listening to texts that interest them. Home background also plays a major role in the learners' acquisition of new words. A learner who comes from a home where reading happens often will know many more words than the learner who does not hear reading in the home. New words must be explained during the reading lesson. Teachers need to explain or demonstrate the meaning of the words using charts. They ought to display new words and give them to learners to take home to review as homework. Learners also collect words as their teachers read aloud and draw pictures or write short sentences. Teachers play a major role in teaching their learners to build up a wide vocabulary from the written tasks.

2.7.5. Fluency

According to Wessels (2007), fluent reading does not necessarily mean reading with understanding. A lack of understanding can be the result of inadequate schemata, the result of a writer not expressing thoughts clearly, and the text being incomprehensible. Fluency in reading means the ability to read texts smoothly, accurately and with understanding. Without fluency, there will be no comprehension. Reading one word at a time means that there is a problem in understanding the text (DoE, 2007). Stages of reading development are discussed in the following paragraphs.

2.8. Stages of reading development

According to the Department of Education (2007), there are six stages of development, namely:

- The pre-reader
- The emergent reader
- The early reader
- The developing reader
- The early fluent reader
- The independent reader

For the context of this study, the first four stages of reading development, which are relevant to Grade One learners, are discussed in the following paragraphs.

2.8.1. The pre-reader stage

During this stage the reader holds books and turns pages correctly. He/she recognizes the beginning and the end of the book, listens and responds to stories, interprets pictures, pretends to read, knows some letters and shows interest in print when he/she sees it.

2.8.2. The emergent reader stage

The learner can now use pictures to tell stories. He knows some of the sounds and letters that make the sounds. The learner joins in with the teacher or reader when reading familiar books. At this stage the learner knows that the print for European and African languages runs from left to right and from top to bottom. He/she can recognize some words, read some print in the environment and can also read familiar books with patterns.

2.8.3. The early reader stage

This is the stage during which the reader/ learner knows most letter-sounds and names. He or she can use pictures to make meaning. Readers can read aloud when reading to self. The reader is still not a fluent reader but can read 70% of words correctly in a familiar text at his or her level and can picture books with pattern and repetition and rhyme in home language and additional language.

2.8.4. The developing reader stage

During this stage the reader, as in the early reader stage, uses pictures to make meaning. He/she does not read word for word anymore, but combines words into phrases. He/she also uses knowledge of sentence structure and phonics to decode words. The reader retells the beginning, the middle and the end of the story in some detail. He/she has basic sight word vocabulary of at least 50 words, recognizes the words, knows their meaning, begins to apply punctuation to reading, records silently and reads longer books with large prints.

According to the Department of Education (2002), curriculum assessment standard guidelines for the learning outcome 'Reading and Viewing' in the Foundation Phase (Grade R-3) requires that the learner:

- Is able to use visual clues to make meaning.
- Is able to role-play reading.
- Is able to make meaning of written text.
- Starts recognizing and making meaning of letters and words.
- Begins to develop phonic awareness.
- Consolidates phonic awareness.
- Recognizes letters and words and makes meaning of written text.
- Reads for information and enjoyment.
- Recognizes and makes meaning of words in longer texts.
- Reads texts alone, and uses a variety of strategies to make meaning.

Teachers in the Foundation Phase must help learners achieve this learning Outcome Three, which is Reading and Viewing.

2.9 Methods of teaching reading

Teachers play an important role in teaching learners how to read. According to Fleisch (2008), teachers are the core of the content that is taught and the pedagogy that carries that content, and also the key to successful reading. Before the implementation of the new curriculum, it was

assumed that the major source of school failure was the use of outdated teaching methods. Those methods were referred to as 'rote-learning' or the 'rote-rhythm method' which were ineffective and disempowering. After the introduction of the new curriculum, it was assumed that the new methods would lead to a decisive improvement in achievement. Fleisch (2008) reveals that contrary to expectations, classroom teaching methods have not changed. Forms of rote methods continue to dominate classroom interaction. Other research suggests that fairly dramatic changes have taken place and that the new methods, which are themselves hybrids of the approaches that were advocated by the curriculum planners, may be contributing to the failure.

2.9.1. Shared reading

In response to the critical question: "How do Grade One isiZulu teachers teach reading in their classrooms?" The methods and strategies used by the Grade One teachers while teaching reading in their classrooms have been explored in this study. According to Wessels (2007), if children are fortunate enough to grow up in an environment with caring adults who spend time reading books to them, they experience the intimate bond that grows between reader and child. Both the child and the adult read a book together. Children become aware of the print and the relationship between the print and the story. Children also realize that the pictures illustrate the story. They begin to know books and know that books are read from left to right and from the top to the bottom of the page. Shared reading at home is almost always a very pleasant, warm experience. If learners associate reading with happiness and entertainment, they will want to read more. Shared reading that takes place at home, is very important since it prepares the Grade One learners who come to school for the first time for what will happen when they are engaged in shared reading with their teachers.

During the shared reading activity the teacher reads with the class or group, using a large book that has big, bold print. Learners follow the text and they become highly motivated. They gradually take over the task of reading. Shared reading should take place in a relaxed teaching environment. Reading at school should not be dull and joyless. Learners must look forward to reading time, and this happens when they hear and read interesting stories that can touch their hearts.

Teachers teach shared reading by demonstrating, by showing how to read expressively and reading from left to right. Demonstration is very important especially for Grade One learners who like to imitate. Teachers should also model and teach a variety of reading strategies (DoE, 2008). When teachers share Big Books with a class of learners, they hold the book so that everyone can read the print and see the pictures. A pointer is used so that learners can see which words the learners are reading. Unfamiliar words are discussed while the book is being read. During the shared-reading time teachers set a scene. They make sure that children gather around them while pointing at the word. They talk about the words and pictures or the cover. The following step is to read the story with the children while encouraging predictions. The last step is when learners recall events in sequence.

2.9.2. Reading aloud

Cunningham (2005) argues that teachers' read-aloud has shown to be one of the major motivators for children to read. One of the simplest ways to motivate children to read at all grade levels, is for the teachers to read aloud to their classes. In read-aloud lessons the teacher reads to the whole class or to a small group using material that is at listening comprehension level of the learners. In the context of this study, teachers must choose material or books with letters or sounds that the Grade One learners have studied or with which they are familiar. Reading aloud provides learners with new vocabulary. It develops in learners a love of reading inspires them to read more books. Children like to read books that their teachers read.

A reading-aloud lesson can be divided into three stages. These are:

- Pre-reading stage.
- During reading stage.
- After reading stage.

2.9.2.1. Pre-reading stage

During the pre-reading stage, teachers motivate learners by asking questions about the cover page and the title of the book. They also ask questions about the setting and the characters found

in the story; it is important that teachers help learners predict what the book will be about. Difficult words are explained during pre-reading activity. If there is a song or a rhyme in the story, it must be written on the board so that learners can join in.

2.9.2.2. During reading stage

During this stage teachers show learners the pictures as they read the story. They ask them (learners) what they see in one or two pictures. Teachers should ask learners a few questions to ensure that they follow the logic of the story. To hold the attention of learners, teachers should read with expression and animation and allow learners to join in the refrain.

2.9.2.3. After-reading stage

To check whether learners have understood the story teachers ask questions that will make them talk about the main idea or message, how the story ended, who the main characters were and why the learners liked or disliked them. Asking learners to talk about the sequence of events, the issues in the story as well as pose questions that will help them respond emotionally to the story is important.

2.9.3. Group-guided reading

According to the Department of Education (DoE, 2007), group-guided reading is a teacher-directed activity. It involves using carefully selected books at the learners' instructional level. Learners can be grouped for guided reading by their reading abilities. Group-guided reading gives the teacher the opportunity to observe reading behaviours, identify areas of need and allow learners to develop more independence and confidence as they practise and consolidate reading behaviours and skills. It also provides opportunities to integrate learners' growing knowledge of the conventions of print, letter-sound relationships and other foundational skills in context. Teaching Grade One learners group-guided reading helps teachers identify those learners who need special attention (such as those who might have reading difficulties), and helps learners become independent readers.

Wessels (2007) states that group reading gives learners more opportunities to read aloud to an audience. It must be carefully planned to ensure that every group member has a task and that everyone understands what must be done. In the context of this study, Grade One teachers teach Group-guided reading through the use of pre-reading activities, where learners associate pictures with what will happen and with the help of their teacher, dramatize certain parts of the story, or even the whole story. The Department of Education (DoE, 2007) states that Group-guided reading provides the bridge to independent reading.

2.9.4. Independent Reading

Learners choose their own books according to their interest and ability. Learners should be guided to choose books which they will be able to read. The teacher should always be observing, listening and gathering information about learners' reading behaviour during independent reading sessions. Organizing reading corners helps to develop in learners, especially the Grade One learners, independent reading skills. They page through their books' pages. Independent reading means having structured daily time during which learners associate themselves with books. It is a planned activity. Learners choose their own books. They need to be guided to choose texts they can read with a high degree of success.

2.9.5. The look-and-say method

Joubert, Bester and Meyer (2008) state that the look-and-say method focuses on the whole and not on the part. They further state that a three-pronged approach is used in the look-and-say method – the word, the sentence and the story. The teacher uses flash cards with words, sentence strips and story cards. First, learners read the flash cards as a whole, and then write the words down. Sentence strips are used to read a sentence. The words are cut out, pieced together again and a sentence is built up in different ways. The teacher tells a story. Learners then use the sentence strips to build the story after which they read it. The easiest way to read is to use the look-and-say approach to reading. Children can learn to recognize words printed on large cards so that when a card is held up the child can pronounce the appropriate word. The following paragraph looks at how the phonic method is used.

2.9.6. The phonic method

Joubert, Bester and Meyer (2008) say that when the phonic method is used, sounds are learnt step-by-step. It connects the auditory and visual, pays attention not only to the phonological structure of the spoken word, but also to the meaning and the syntax of the words. In the first step, a vowel or double vowels followed by a consonant is taught. The word is then sounded and read. Pictures of the actual objects can be used. Next, teachers teach learners the vowel-consonant combination. Words learnt in this way are then read in composition. Double vowels, as well as multiconsonant blends, are taught as the learners gradually build up a reading and writing vocabulary by sounding words as shown.

Joubert, Bester and Meyer (2008) mention different strategies that support the phonic method. These are:

- Making different associations to fix the various sounds such as presenting the letter as a snake and making hissing sounds when the 's' is seen.
- Writing the letters of the sounds forming the word in the air or on the ground.
- Tracking/copying the word in different ways while it is sounded out aloud.
- Drawing pictures to illustrate the sound.
- Using flash cards to practice different words.
- Using the words in different contexts.
- Repeating the word.

According to Minskoff (2005), phonics is the most important word identification skill. It is the means to the ultimate goal of reading instruction, which is understanding the meaning of words, sentences and texts. It enables learners to understand the alphabetical principle which explains letter-sound associations. Most phonics programmes present similar, but not exact scopes and sequences of all the sounds to be taught. With some languages such as English, vowels are harder to master than consonants because they have more than one sound associated with them. For the letter 'a', it is possible to say different sounds, such as the short or long sound. In the isiZulu language, the letter 'a' has only one sound. Minskoff (2005) also mentions that teachers must make sure that students know the vowels before teaching consonants' sounds. Phonic education certainly is very important for learners in the Foundation Phase because that is when children learn to read and write.

2.9.7. The bottom-up approach

According to Jourbert, Bester and Meyer (2008), the bottom-up approach, which is also known as the skills acquirement theory, accentuates the development of sub skills which gradually lead to complex reading skills. Reading approaches based on the bottom-up theory can be classified under the synthetic and analytical reading approach. The synthetic approach concentrates on the alphabet and sound method (phonic approach). The analytical approach concentrates on the look-and-say method. The eclectic method combines the phonic and the look-and-say methods. The bottom-up models start with the recognition and decoding of letters, clusters of letters and words, with the reader processing progressively larger units of print up to the sentence, paragraph, page and finally complete text. The assumption is that meaning is obtained in a step-by-step fashion going from the letter to the meaning as a sequence.

2.9.8. The top-down approach

In a top-down approach, Joubert, Bester and Meyer (2008) state that the premise is that reading forms a meaningful whole in which the meaning and sense lie at the foundation. It concentrates mainly on the learners' association with real books and authentic text, and on reading for meaning. In the top-down model, the reading process begins in the mind of the reader who hypothesizes about the meaning of the print to read. The third model of reading which is the combination of both the bottom-up and the top-down models is termed the interactive model.

2.10. Conclusion

This chapter has covered a brief historical beginning of reading before and after the introduction of Outcome-Based Education. Factors that influence language teaching were highlighted. Also discussed was the conceptual Framework within which the study is located. The chapter concluded by discussing some of the methods teachers used while teaching reading in their classrooms. The next chapter will look at the methodology and the research design for this study.

CHAPTER THREE

Research Design and Methodology

3.1. Introduction

The aim of this research study was to explore how Grade One teachers teach isiZulu reading in their classrooms. The chapter focuses on the methodology procedures that were used to elicit answers to the critical question which is, “How do Grade One teachers of isiZulu teach reading in the Foundation Phase?” There is a discussion on the paradigm in which this study was located, the approach, sampling, ethical consideration and the methods used to gather information required. This was a qualitative case study that was located in the interpretivist paradigm.

3.2. Qualitative approach

According to Maree (2007), the qualitative approach is based on the interpretive paradigm. Its emphasis is about understanding how people make meaning of phenomena in their environment. This research study drew meaning from what the participants said as well as from what was happening in the classroom setting. Qualitative methods are concerned with detailed and in-depth analysis (Betram, 2003). Similarly, Henning, Gravett and Van Rensburg (2005) agree that a qualitative approach is used for an in-depth inquiry. This is related to this study since the researcher interacted with the participants during interviewing and observation. This allowed for a deep understanding of what really happens in the classroom.

According to Denzil and Lincoln (2000), qualitative researchers stress the socially-constructed nature of reality, the intimate relationship between the researcher and what is being studied, and the situation constraints that shape the inquiry. It is a systematic attempt to generate and use non-quantitative techniques that facilitate the understanding of socio-cultural contexts of educational processes and institutions. Similarly, Terre Blanche, Durrheim and Painter (2006) argue that qualitative researchers want to make sense of feelings, experiences, social situations or phenomena as they occur in the real world, and they therefore want to study them in their natural setting. McNiell and Chapman (2005) argue that qualitative data takes the form of words rather than numbers. They go on to say that data collected in this way (qualitative way) concentrates on

presenting the quality of the way of life described rather than on presenting statistics. In this study, data was collected from the three Grade One isiZulu teachers.

Qualitative researchers look at human events in a more holistic way and that attempts to locate individual actions in their cultural contexts. Human activities are investigated in terms of meaning – why people say this, do this or act in this or that way – and must be interpreted by linking them to other human events to enable greater understanding. Qualitative research therefore acknowledges an interactive relationship between the researcher and participants as well as between the participants and their own experiences and how they have constructed reality based on those experiences.

3.3. Characteristics of qualitative research

Henning, Gravett and Van Rensburg (2005) argue that in qualitative research, researchers want to look at social reality. They wish to investigate the qualities of phenomena rather than the quantities. Qualitative research also gives a clear and detailed account of action involved and the researcher thus gains a better understanding of the world and tries to use it to bring about social changes. The aim is for depth rather than quantity of understanding. Conducting research using a qualitative approach provided the researcher with clear and detailed data from which findings for this research study were drawn. It also provided better understanding of the classroom situation thus allowing for some recommendations.

3.4. Interpretivist Paradigm

This study was located within the interpretivist paradigm. As it was stated by Henning, Gravett and Van Rensburg (2005), when working with the interpretivist paradigm, the researcher will look at different places and at different aspects in order to understand a phenomenon. Interpretivist research is a communal process, informed by participating practitioners and scrutinised and/or endorsed by others. Phenomena and events are understood through mental processes of interpretation which are influenced by interacting with social contexts. Similarly, Maree (2007) states that interpretation focuses on people's subjective experiences, on how people "construct" the social world by sharing meaning, and how they interact with or relate to each other. The underlying assumption is that by placing people in their social contexts, there is a greater opportunity to understand the perceptions they have of their own activities. The

uniqueness of a particular situation is important to understand and interpret the meaning constructed. Maree (2007) goes on to say that the human mind is the purposive source of origin of meaning. By exploring the richness, depth and complexity of phenomena we can begin to develop a sense of understanding of the meaning imparted by people to phenomena and their social context. To relate this paradigm to this study, and to collect data, The researcher looked at different aspects in the classroom such as learners participating in the study, resources as well as methods used by the teachers.

3.5. Sampling

According to Maree(2007) sampling refers to the process used to select a portion of the population for study. Qualitative research is generally based on purposive sampling; purposive sampling means that participants are selected because of some defining characteristics that make them the holders of the data needed for the study. Maree (2007) goes on to say that sampling decisions are therefore made for the explicit purpose of obtaining the richest possible source of information to answer the research questions. Purposive sampling decisions involve the settings, incidents, events and activities to be included for data collection.

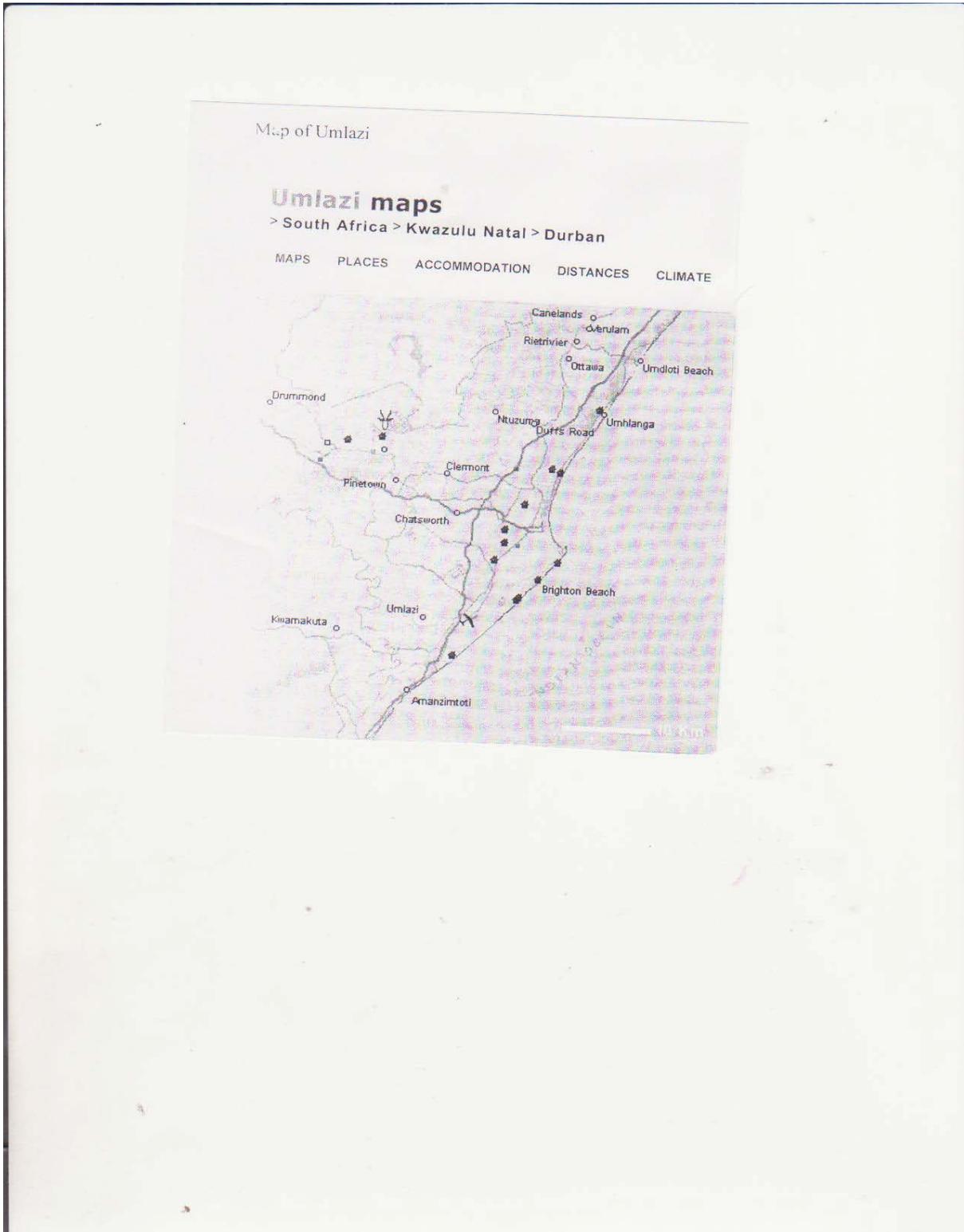


Fig. 3.1. Map of Umlazi

The above diagram shows a map of Umlazi township, in which Phenduka Primary School, surrounded by informal settlements, is situated. The geography of the school has an effect on how learners are being taught. It is difficult for teachers to teach learners under such circumstances where learners do not have the proper nutrition because of the unemployment of

their parents. Parents are also unable to provide their children with the extra support, such as story books.

3.6. Stratified purposive sampling

For the context of this study, stratified purposive sampling was used. Three Grade one teachers were chosen for interviewing and observation. As Henning (2004) has mentioned, sampling decisions are made for the purpose of obtaining the richest possible source of information to answer the research question. Thus Grade One teachers provided data for this study. The aim of the study was to explore methods used by the Grade One isiZulu teachers while teaching reading in their classrooms. The participants were targeted because they were involved in the teaching of isiZulu language teaching. To collect data from the three participants, a variety of resources was used to ensure validity and reliability. Data triangulation such as interviews, lesson observation and document analysis such as time tables, calendars, policies and learners' wordbooks were also sources of information.

3.7. Interviews

According to Cohen, Manion and Morrison (2007), interviews enable participants, be they interviewers or interviewees, to discuss their interpretations of the world in which they live, and express feelings about how they regard situations from their own point of view. They go on to say that an interview is a flexible tool for data collection, enabling multi-sensory channels to be used: verbal, non-verbal, spoken and heard. They further state that an interview is a powerful implement for researchers. It is constructed and is a different form of an everyday conversation. In addition, it has a specific purpose, and is often question-based. Similarly, Henning (2004) argues that a planned interview is not a free, naturally-occurring conversation between partners who are talking as part of their everyday lives, but a contrived social interaction. At school, in a classroom situation, it is where teachers interact with their learners. Using different strategies, teachers help learners to achieve their goals. For the context of this study, the Grade One isiZulu teachers who were interviewed were able to furnish the interviewer with data that were detailed.

Interviews, as stated by Terre Blanche, Durrheim and Painter (2006), are skilled performances. Conducting an interview is a more natural form of interacting with people than making them fill

out questionnaires, do a test, or perform some experimental approach to research. Terre Blanche, Durrheim and Painter (2006) further state that an interview gives researchers an opportunity to get to know people quite intimately so that researchers can really understand how participants think and feel. Interpretive approaches see an interview as a means to an end and will therefore try to create an environment of openness and trust within which the interviewee is able to express himself/herself authentically. Similarly, Maree (2007) defines an interview as a two-way conversation in which the interviewer asks the participants questions in order to collect data and to learn about the ideas, beliefs, views, opinions and behaviours of the participant. Qualitative interviews aim at seeing the world through the eyes of the participants and they too can be a valuable source of information. The aim is always to obtain rich, descriptive data that will help the researcher to understand the participants' construction of knowledge and social reality. Using interviews allows the participants (in this case, teachers interviewed) to trust the interviewer and feel free to answer questions. Conducting interviews helped in allowing interaction with the participants and enabled the interviewer to find out exactly how they felt, what they disliked and what their beliefs and attitudes were.

3.8. Types of Interviews

Maree (2007) uses three types of interviews, namely:

- Unstructured or open-ended interviews
- Semi-structured interviews
- Structured interviews

3.8.1. Unstructured or open-ended interviews

This type of interview often takes the form of a conversation and is undertaken with the intention that the researcher explores, with the participant, his or her views, ideas, beliefs and attitudes about certain events or phenomena. An unstructured or open-ended interview is normally spread over a period of time and consists of a series of interviews. The focus is mainly on the participants' own perceptions of the event or phenomenon being studied (Maree, 2007).

3.8.2. Semi-structured interviews

As far as Maree (2007) is concerned, semi-structured interviews are commonly used in research projects to corroborate data emerging from other data sources. They usually require the participants to answer a set of predetermined questions; semi-structured interviews do allow for the probing and clarification of answers. Cohem, Manion and Morrison (2007) say that probes enable the interviewer to ask respondents to extend, elaborate, add to, provide detail for, clarify or qualify their response, thereby addressing richness, depth of response, comprehensiveness and honesty that are some of the hallmarks of successful interviewing. Maree (2007) further argues that, when researchers use semi-structured interviews, they need to be attentive to the responses of their participants so that they can identify new emerging lines of inquiry. For the context of this study, semi-structured interviews were used to, as Maree (2007) has mentioned, probe and clarify participants' answers. This helped guide participants back to the focus of the interview. Elaboration and clarification probes were important.

3.8.3. Structured interviews

In the structured interview, Maree (2007) advises that, questions be detailed and developed in advance. It is a method frequently used in multiple case studies or large sample groups to ensure consistency. Cohem, Manion and Morrison (2007) agree with Maree (2007) when they say that the structured interview is one in which the content and procedures are organized in advance. This is a case of teachers teaching reading in the Foundation Phase. The structured interview is therefore not suitable for this research study.

3.9 Advantages of using interviews

The advantages of conducting an interview as mentioned by Bertram (2003) are:

- The researcher is present with the respondent and so she or he can clarify the question clear.
- The researcher can ask other questions to find more information if the respondent has not really given sufficient details.
- It is usually easier for the respondent to talk to the interviewer than to write down responses in a questionnaire.

- Much more detailed and descriptive data is collected than through using a questionnaire.
- It is a good method to use for gaining in-depth data from a small number of people.

During the interview process the researcher made sure that it was conducted in a relaxed environment. The purpose of the interview was clearly explained to the participant. They (participant) were also assured that the information collected from the interview was for the research only and that they were the reliable sources to furnish the researcher with such information. That researcher asks for permission to use an audio-tape recorder. Assurance of anonymity and confidentiality was also confirmed.

3.10. Observation

Another method used in order to collect data here was observation. Teachers were observed interacting with their learners during reading lessons. The types of methods they used as well as how they used resources were also observed. Observation schedules with coding and rating (see appendix B & C) were used. According to Maree (2007), an observation is an everyday activity whereby researchers use sense (seeing, hearing, touching, smelling and tasting) to gather bits of data. It is used to enable the researcher to gain a deeper insight and understanding of the phenomenon being observed. Researchers can learn most by participating in and/or being immersed in the research situation being observed. According to Cohen, Manion and Morrison (2007), observation is the systematic process of recording the behavioral patterns of participants, objects and occurrences without necessarily questioning or communicating with them. This distinctive feature of observation as a research process is that it offers an investigator the opportunity to gather 'live' data from a naturally-occurring social situation. This method of gathering data (observation) enabled the researcher to collect 'live' information from three Grade One isiZulu teachers observed. Observation methods are powerful tools for gaining insight into a situation in that the researcher is able to get information that the participant might not have talked about during an interview.

According to Maree (2007), it is important that the researcher, before using observation as a data-gathering technique, should make sure that she or he has defined the purpose and focus of the observation and that she or he knows exactly what she or he wants to observe. During the initial phases of the observation the researcher needs to adopt a relatively passive role. The researcher must never seek data aggressively, but observe events as they occur in the natural

setting. It is important that the researcher remains a researcher and does not become a therapist, and always protects the participants' integrity and anonymity. The researcher explores how participants normally deal with the situation. For the context of this study, The researcher observed participants' interaction with learners, the methods as well as the resources they used during the reading lessons. Three observation schedules were used for this study.

3.11. Types of observation

Cohen, Manion and Morrison (2007) argue that there are two types of observation: "participation observation" and "non-participant observation". They further state that with participant observation, the observers are engaged in the very activities they set out to observe. Their "cover" is complete. As far as the purpose of this study is concerned, participation observation is relevant in that the researcher was part of the research study. Non-participant observers stand aloof from the group activities they are investigating.

3.11.1. Structured observation

According to Bertram (2003) in a structured observation, researchers use structured observation schedules. Researchers have clear ideas of what they are looking for in the classroom. For this study, structured observation was used.

3.11.2. Unstructured observation

Observation can be structured or unstructured (Bertram 2003). Structured observation means that the researcher writes down a description of what he/she sees happening in the classroom, rather than ticking off boxes or allocating numbers to a particular activity which he/she sees occurring in the classroom (Bertram 2003). The researcher observed Grade One teachers teaching isiZulu using different types of methods. At the same time the researcher observed the relationship between teacher and the learners such as how learners respond to instructions and questions.

3.12. Advantages of observation

As far as Cohen, Manion and Morrison (2007) are concerned, observation:

- provides 'live' data
- enables the researcher to understand the context of programmes
- helps researchers to record non-verbal behaviours

- enables the researcher to see what is actually happening in a classroom and
- is powerful for gaining insight into a situation.

3.13. Data analysis

The aim of this study, as it was stated in previous chapters, was to explore methods used by Grade One isiZulu teachers while conducting reading lessons in their classrooms. In an attempt to answer the critical question, data were collected and recorded during interviews, the classroom situation was observed and documents analyzed. Transcription was done during the interviews and lesson observation, and later, while listening to the tape recorder.

Bertram (2003) argues that once data have been collected, it is organized into categories. In this study, data were collected using interview questions which were later generated into themes. Bertram (2003) also mentions steps for organizing and developing data. When organizing data collected in this study, the same steps were followed.

Step1: The researcher starts by recording the data set (interview transcripts, field notes, observation notes) as a whole, to get a sense of what is happening. The researcher writes down the ideas that come to him or her as she/he reads.

Step2: The researcher identifies the topics which emerge from the data. A topic is the descriptive name for the subject matter of a piece of text. The researcher writes down the topics in the margin.

Step3: The researcher writes lists of topics that have emerged from the different data sets and sees if there is any duplication. She/he now has a set of topics with which to classify or categorize live data. Classification means that one puts similar aspects together in the same group.

Step4: The researcher then applies this provisional classification system to all the data sets. He/she may abbreviate the topic to a code next to the appropriate piece of data.

During the first stage the researcher viewed the data collected and transcribed in order to get an insight of what really happens inside the three Grade One classrooms during the reading lesson. In step two, themes emerged from data collected during interview and observation processes were identified. These themes were categorized taking out the similarities and differences.

3.14. Ethical considerations

Permission from the KwaZulu-Natal Department of Education to conduct research at the researcher's school was permitted. Such permission was also granted by the ward manager of the Umlazi district and the principal of Phenduka Primary School. It was also emphasized to the participants that the study was voluntary and that confidentiality and privacy would be maintained at all times.

3.15. Limitation for the study

This study was conducted in one primary school located in Umlazi, KwaZulu-Natal. There are approximately 25 schools at the Umlazi District alone that offer isiZulu in Grade One. Inquiry was limited to one school but it is assumed that the amount of data collected and the findings of this study represent a wide spectrum.

3.16. Conclusion

In this chapter the research design is presented. This includes the paradigm in which this study was located, the sampling and the different methods used to respond to the critical question asked in the study. In the next chapter the findings are presented. These have been categorized into themes using the data to generate such themes.

Chapter Four

Analysis of data

4.1. Introduction

This study explored how Grade One isiZulu teachers teach reading in the Foundation Phase of schooling. The case study allowed some insight into what really happens inside the three Grade One isiZulu classrooms during the reading lessons. The data was collected through interviewing the three Grade One teachers, observing them while conducting their reading lessons and analyzing documents. The data generated was categorized into themes

The observation of the three teachers also helped to compare the data collected through interviewing. Each teacher was observed three times. The generated themes are to be discussed in the following paragraphs. Document analysis, such as time tables, learners' workbooks, calendars, policy and reading records helped in the analysis of data for this chapter.

4.2. Themes

The generated themes were:

- the teachers' understanding of the concept of 'reading'
- the importance of teaching reading in the Foundation Phase
- the policy document and the teaching of reading
- strategies used by teachers when teaching reading in Grade One
- resources
- traditional vs OBE and beyond

4.2.1. Teachers' understanding of the concept 'reading'

In response to the Critical Question, semi-structured interviews were used to collect data from the three chosen Grade One teachers. All three participants pointed out that reading was an activity or the skill of knowing or interpreting the text. They further stated that this skill (reading) needed to be developed from an early age – as early as in Grade One. Similarly,

Stewart (2004) regards reading as the making of meaning from print, with an emphasis on phonemic awareness, vocabulary, phonics, fluency and comprehension. The purpose of this study, as it has been stated in the previous chapters, is to explore how Grade One teachers teach reading, in the Foundation Phase, to isiZulu learners.

Long and Zimmerman (2008) state that learners, to whom the more complex reading strategies were first introduced and emphasized in Grade One, achieved the highest number of points as compared to the learners for whom the skills were only introduced in Grade Four.

For Minskoff (2005), reading cannot be narrowly defined as the ability to identify words or sound out words, rather, reading must be defined as a process for getting meaning from the printed page. Children must be taught many different skills or strategies so that they can understand all types of print materials that they have to read.

The first question was: What is your understanding of the concept “reading?” The first participant responded:

“I think ‘reading’ is being engaged in reading from a passage, a book or whatever. It is a skill that teachers need to develop in learners, using different methods and strategies.

According to the Department of Education (DoE, 2008) if children do not learn to read and write in the first three years at school it is very difficult for them to ever catch up. Children need to master reading skills from the beginning of their schooling if they are not to be severely disadvantaged later at school and beyond.

To the same question, the third participant responded:

“The main purpose of reading is to know the meaning or interpret the text. It is when the teacher and the learners are involved in reading a written article or book.”,

This is similar to what Blair, Rupley and Nicholson (2007) mean when they say that reading is an interactive process, which consists of multiple interactions between variables such as the readers’ background, the classroom context, reading materials, developmental levels, teachers’ instructional style and learning goals. Joubert, Bester and Meyer (2008) argue that reading is an

intergrated process in which the emphasis falls on comprehension and meaning. For the context of this study, teachers play an important role in developing learners' skills through the use of different methods and strategies. The following paragraphs explain the second theme for this study.

4.2.2. The importance of teaching reading in the Foundation Phase

The data collected also revealed that it is the feeling of all the participants interviewed that reading plays an important role in the teaching of IsiZulu language in the Foundation Phase of schooling. According to Moss (2005), there is a need for content reading instruction to occur well before the fourth grade so that students are better prepared for textbook reading. Senior (2005) stated that reading is very important since it improves literacy. It also makes learners gain enjoyment and pleasure from the text. According to Van Staden and Howie (2008) the purpose of reading refers to two types of reading that account for most reading young learners do, namely, reading for enjoyment and reading to acquire and use information. They further state that the context of reading is an important element in how readers create meaning and the skills and strategies they use in order to do so. When asking the third participant the question, "Why do you teach reading in Grade One?" she responded:

"Reading increases the learners' vocabulary. To Grade One learners, reading is like a revision exercise because from the passage read learners recognize words they have learnt earlier on."

Seeking clarity from the third participant the question was asked: "How does reading increase the learners' vocabulary?" She replied,

"From the passage or a book the learner is reading he/she comes across new words which the teacher will explain as reading continues. This will increase the learner's vocabulary since the new words are added on to his/her existing vocabulary."

Senior (2005) mentions that today's literature teaches young people how powerful words are in constructing a view of the world. She mentions the importance of the teacher's role in helping children to become good readers. According to Minskoff (2005), the only solution to developing good reading skills in learners is to use different methods and strategies. Cunningham (2005)

emphasizes the importance of practice in order to become good readers. For the context of this study the process of reading ought to take place thorough planning on the part of a teacher and the engagement of learners in many different reading activities. According to Cunningham (2005), reading to children motivates many of them to want to read – and particularly to want to read the books the teacher has read aloud. The following paragraphs to analyse data on the policy document:

4.2.3. The policy document and the teaching of reading

Two participants indicated that they were familiar with the policy documents. They made it clear that the policy document was there as a policy, but when it came to practicing it, it was a different story. One of the participants pointed out that there had been no proper guidance from the government with regards to the teaching of reading in the Foundation Phase. It was only in 2007 that teachers were provided with a Teachers' Handbooks with guidelines for teaching reading. One participant revealed that nothing had mentioned by the policy document about teaching reading in isiZulu. The question was: "What does the policy document say about the teaching of reading in the Foundation Phase?"

The third participant said,

"The policy document states that reading is essential for language development. It develops phonics awareness and leads to creative writing and thinking."

The first participant responded:

Angifuni ukuqamba amanga (I don't want to lie). I am not familiar with any policy documents. In fact, no policy document talks about reading. I understand there is one guide on teaching of reading. Well, angikaze ngiyibone (I have never seen it).

For the Learning Outcome 3, the Department of Education (DoE, 2002) has stated that at the end of Grade 9 learners will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in the text. To develop their reading ability, learners should read many books at the right language level, as has been mentioned earlier on. It is the purpose of this study to explore methods used by Grade One teachers in order to help learners achieve their reading outcome.

The policy document (DoE, 2002), also reveals that reading develops other language skills. It is through reading a great deal that children learn to write well and this improves the learners' vocabulary.

When asked how reading was taught before the introduction of Outcome-Based Education (OBE) the second participant answered:

“Before the introduction of OBE teachers did a lot of reading themselves not allowing the learners to read. I think OBE is the best because it has come along with many types of reading methods, e.g. shared reading; there is reading aloud, group reading, paired reading and independent reading.”

Seeking clarity the researcher asked: “How do you teach reading aloud? This is how she responded:

“I read from the big book, pointing at each and every word I read. First, I role-play reading aloud to learners. They listen to me reading aloud and as I read the story I come across new words which I explain as the reading goes on, thereafter I allow learners to read in groups, pairs and then individually. For the struggling learners I will first use sentence strips.”

4.2.4. Strategies teachers use for teaching reading in Grade One

The three participants mentioned that while teaching reading in their classes, they used different strategies because learners were not at the same level. Similarly, the Department of Education (DoE, 2008) has indicated that there is no single instructional reading strategy or programme that is efficient for all learners. Participant one and three both agreed that before any reading lesson took place they, as their strategy, involved learners in pre-exercises (reading activities). This they said they did by providing words with the letter-sounds that the learners would come across in the story. For Wessels (2007) pre-reading activities are essential to prevent readers from merely ‘barking at print’, which means reading texts fluently but with no understanding of the text.

The next question was: What strategies do you use to teach your learners to read aloud? In response, the first participant said:

“I first teach or drill ‘imisindo’ (sounds) dominating in the story e.g. ‘p’. We create words using this letter ‘p’ e.g. ipeni, upopo etc. We read the words, create our own sentences using these words, we then read the story demonstrating to the learners how to read and then allow them to read as a class and then as individuals.”

Responding to the above question, the third participant replied:

I use many different types of methods and strategies to teach reading. With all the techniques I use, but my concern is, those learners I taught before OBE was introduced, could read isiZulu fluently as compared to the type of learners I have now. I wonder what went wrong?

Do you think OBE is the cause of learners struggling to read isiZulu fluently? She responded:

I don’t think so. Maybe , it is the type of learners I have. Uyadela owaziyo. (I wish I could Know.)

Joubert, Bester and Meyer (2008) state that the teachers’ personality, the learners’ needs and capabilities, the socio-economic position of the school as well as the community are all factors that influence the teaching strategies used. Grade One teachers will have to use strategies suitable for Grade One learners. According to DoE (2008), teachers are advised to understand the importance of improving their professional knowledge and view themselves as lifelong reflective learners. Using different methods and strategies alone is not enough. What matters is how teachers use these methods and strategies.

4.2.5. Resources

From the data collected from all the participants, it became clear that there were common factors that made it very difficult for the participants to conduct reading lessons in their classrooms; for example there was the lack of resources, large numbers, age-related factors and home background.

From the participants' point of view overcrowding made grouping and class control very difficult for a class of more than 50 learners. Resources became the second factor of concern. Participants revealed that there was a shortage of reading books especially the big books. Fleisch (2008) states that most international studies of achievement can be linked to the family background of school children while Darling and Westberg (2004) mention that parent involvement has a great impact on children's acquisition of reading. Parents are encouraged to listen to their children reading. One participant mentioned that the school was not strict when it came to admitting learners to the Grade One class. This results in some parents admitting their children to school before they (the children) reached the required age, which is six years. Such learners are immature. Another point made was a lack of parental support. Most learners are from poor families and most of them are orphans.

To the question, "What problems, if any do you encounter in the teaching of reading in Grade One isiZulu? The third participant responded:

One of the problems is that learners tend to pretend to be reading when in fact, they are not. They memorise the story and one may think they read from their books but they are not. Sometimes materials are not enough. There is no reading stuff.

Responding to the very same question, the second participant answered:

Sometimes I send parent some materials to use in helping their children to read, but all in vain. Parents do not help their children at home. Some children are orphans and as a result they lack home background. Large numbers are also a problem. Sometimes words used in the texts are above the level of Grade ones.

Darling and Westberg (2004) emphasize the importance of teacher-parent interaction in children's reading acquisition. They say parents play an important role in teaching children to read.

4.2.6. Traditional vs OBE and beyond

A split of difference of opinion emerged when participants were asked how they taught reading before and after the implementation of Outcome-Based Education (OBE). In her response the second participant said:

Before the implementation of OBE learners were taught words first then the sentence strips followed. From the sentence strip actual books were used. It was the teacher who did a lot of reading. After the introduction of OBE teachers now use a variety of methods for teaching reading. Learners have vocabulary lessons and they predict by looking at the picture. To me, OBE is the best. It allows for many skills and strategies to be used by teachers while teaching reading in Grade One

The Revised National Curriculum Statement (DoE, 2002) introduced guidelines that provided teachers with a balanced approach to reading development to be introduced in the Foundation Phase, but as Long and Zimmerman (2008) point out, South Africa, when compared with other countries, is still behind in introducing appropriate reading skills and strategies in different grades.

The first participants answered:

I was not a teacher before OBE was introduced, but I remember how my Grade One teacher used to teach us reading. I think, it was a bit clumsy. I missed OBE when it started. I think I need training like other teachers. With enough training, it will be good. To teach reading I depend much on the “Teacher’s Handbooks” which were only introduced last year.

To the same question the third participant said:

There was no variety of methods used. With the introduction of OBE, teachers use many different methods and strategies to teach reading. But, my concern is, those learners I taught reading before OBE was introduced, almost all of them, could read isiZulu fluently. Only a few can read isiZulu fluently now

From what the first participant said, it is clear that the way teachers teach, has an impact on how one teaches our learners at school. Flesch (2008) point out that the purpose of the implementation of the new curriculum was to do away with the use of outdated teaching methods. But contrary to expectations, classroom teaching methods have not changed. According to The Revised National Curriculum Statement (DoE, 2002) the most important task of the Foundation Phase teacher is to ensure that all learners learn to read. It goes on to say that it is recommended that all learners need to be taught strategies that help them to read with understanding and which help them to unlock the code of written text. It is the aim of this study to find out how Grade One isiZulu teachers teach reading in the Foundation Phase in order to ensure that all learners are taught to become competent readers.

Choosing reading books for the Grade Ones, according to all the participants, needed special attention. They all believed that teachers must choose readers that are at the level of the learners. Moore and Cunningham (2003) agree when they say that teachers provide access to print written at various levels of difficulty so learners can be taught from and experience materials within their range of experience. They go on to say that when using the reading-aloud method, they should take special care to select passages that are within learners' capabilities. The third participant was asked the following question: What criteria do you use when choosing reading books for your Grade One isiZulu learners?

She responded:

"I always choose books/material with simple written material, a book that has the correct shapes of the letters, a book that has pictures that can easily be interpreted.

The second participant's response to the above question was:

"I consider their environment and background information i.e.knowledge. I look for books that are interesting especially for using the reading-aloud method and "shared reading". These books must be colourful and must have a lot of pictures for the learners to match pictures with the story.

Fleisch (2008) indicates that textbooks, readers and other materials have become an essential feature of classrooms worldwide. For many teachers they are the core of the content that is

taught and the key to successful reading. Drawing from what Fleisch (2008) has said, it is important that teachers should choose appropriate books for their children. For all the participants this question of choosing appropriate books for their learners to read from, was problematic since there was not much to choose from. They complained of the lack of resources. As the ringmaster, the teacher, (as referred to by Van der Host and Mc Donald (2003), must make it a point that everything in his/her class is as it should be. The choice of reading books for his/her learners lies on his/her shoulders. Hichman, Pollard-Durodola and Vaughn (2004) stresses that teachers should choose storybooks that are at the learners' level of proficiency.

4.3. Observation

In addition to the three semi-structured interviews, lesson observations were conducted. Each teacher was observed three times. Each lesson observation lasted for about 45 minutes.

According to Cohen, Manion and Morrison (2007) an observation offers an investigator the opportunity to gather 'live' data from a naturally-occurring social situation. The researcher can look directly at what is taking place on site rather than relying on second-hand accounts.

Observation is used to discover things that participants might not freely talk about in an interview situation. For Robson (2002), what people do may differ from what they say they do and observation provides a reality check. The following figures showed how the participants were observed during the reading lessons.

4.4. Indicator: teachers use appropriate methods and resources.

For the following grid Yes or No was used to show participants responses.

4.1. Table

Participants	Question 1	Question 2	Question 3	Question 4
	Vary methods of teaching	Reading words appear on walls	Learners supplied with reading books	Classroom conducive for teaching
1	No	Yes	Yes	Yes
2	Yes	Yes	No	No
3	Yes	Yes	No	No

4.4.1. Observing participant 1.

Indicator: Learner's involvement in the lesson.

Criteria Question: Are the learners actively involved in the lesson?

Questions 1

	1	2	3
1. Were the learners actually involved in the lesson?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Did they follow instructions?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Did they point at the appropriate words while reading?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Could they read from books?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Coding

1 = not at all

2 = some of the times

3 = all the times

Participant struggled to maintain discipline in her class, however, she managed to question those who were making a noise. The class was overcrowded, learners were sitting in threes and they were sharing reading books.

4.4.2. Observing participant 2

Frequency

Questions 1

	1	2	3
1. Were the learners actually involved in the lesson?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Did they follow instructions?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Did they point at the appropriate words while reading?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Could they read from books?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Coding

1 = not at all

2 = some of the times

3 = all the times

When observing participant 2 it became clear that her learners were actively involved throughout the lesson. They were interested in the lesson and followed instructions very well. Almost all the learners were pointing at the words read. They could read from the books.

4.4.3. Observing participant 3

Questions 1

	1	2	3
1. Were the learners actually involved in the lesson?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Did they follow instructions?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Did they point at the appropriate words while reading?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Could they read from books?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Coding

1 = not at all

2 = some of the times

3 = all the times

When observing participant 3 learners were actively involved and could follow instructions. Sometimes they could read and point at the words.

4.5. Indicator: Teachers concentrating on teaching reading.

Question: Did the teachers concentrate on the teaching of vocabulary or reading?

It became clear that all participants concentrated much on teaching vocabulary rather than teaching reading.

4.5. Analysing documents

The following documents were analysed; These were time tables, learners' workbooks and calendars.

Table 4.2

Observing participant 1

Questions	Yes	No
1. Does time allocation correspond with the policy?		N
2. Do learners' workbooks show any homework given each day?		N
3. Does the calendar highlight important reading dates?	Y	

Table 4.3

Observing participant 2

Questions	Yes	No
1. Does time allocation correspond with the policy?		N
2. Do learners' workbooks show any homework given each day?	Y	
3. Does the calendar highlight important reading dates?	Y	

Table 4.4

Observing participant 3

Questions	Yes	No
1. Does time allocation correspond with the policy?		N
2. Do learners' workbooks show any homework given each day?		N
3. Does the calendar highlight important reading dates?	Y	

1. Not all learners speak isiZulu – two speak seSotho and a Malawian
2. Parents complain- they are not used to new style of teaching
3. The environment is not good; vandalism destroys learners' books

There were more than 50 learners in each classroom observed. They were sitting in groups of 10s and 11s and at times it was very difficult for the participants to maintain discipline. Now and again, participants could be heard saying, “Thulani umsindo” (Be quite). Some learners responded quickly to their teacher’s request whereas others took a long time to settle down. In one classroom three learners were sharing one book and some learners struggled to get hold of the book. According to their teachers’ instruction, they were supposed to point at each word they were reading. For some learners this was impossible.

Observation revealed that all participants were fully prepared for their lessons. Learners were first engaged in pre-reading activities before being introduced to any other reading activities. Reference charts with letters which were referred to as “imisindo” (sounds) were displayed on the classroom walls. Some charts contained vowels they called “amakhosi”. Since there was a shortage of books, one participant had made a few copies to cater for those who were without books. Although the classroom environments were not conducive to teaching because of the lack of resources, discipline, floor space and overcrowding, observations were conducted in a relaxed environment.

It was apparent that all three participants had no problems when talking to their learners. Their voices were audible enough to be heard by every learner in the classroom and most learners understood the language taught since it was their mother tongue. The study also showed that two participants were not using only one and the same method when teaching in their classrooms;

they varied the methods used. One participant, however, was still comfortable with using one method of teaching. She saw no problem with that.

The observation also revealed that not all the learners were reading from their books as was expected. Some, especially boys, simply stared at the words and others copied from their classmates. This was best revealed when, towards the end of the lesson, one learner was asked to read. They all seemed to read the first paragraph well, but did not do well with the following paragraphs. The observation also revealed that the shortage of resources (books) did hinder the progress of reading as in one class learners were sharing one book.

From this observation it can be concluded that all the participants concentrated a good deal on the teaching of vocabulary rather than teaching of reading. A lot of time was spent on explaining the meaning of words but not on reading itself. This could not have been discovered had it not been through observation.

4.7. Document analysis

Document analysis was one of the methods used to collect data from the three Grade One teachers. Documents like a class timetable, homework timetable, policies, reading records, notices and calendars were analysed. Timetables helped the researcher to find out whether there was any period stipulated for reading activities in the classrooms. The Department of Education (DoE, 2007) has provided teachers with reading guidelines where reading time has been allocated. From the records that the participants kept, there was proof that reading did take place at least twice a week. This was contrary to what the Department of Education (DoE, 2007) indicated, which is that in the Foundation Phase, time allocated for reading is one hour a day. This gives a total of 5 hours a week. One participant had her records well-organized. She revealed that some of her learners excelled in reading whereas others struggled. It was observed, from all participants' homework timetable, that reading homework was only given to learners to be done during school vacations. It was evident from this study that these participants had calendars where special events like, "Readathon and Library weeks" had been highlighted, but no records showed that the learners had taken part in these events.

4.8. Conclusion

In this chapter, data generated from the five themes were analyzed. It became clear that all the participants regarded reading as an important tool that could increase learners' vocabularies. It also became clear, however, that there were some challenges that faced the teaching of reading in real classroom situations. Findings and recommendations for this research study will be dealt with in the next chapter.

CHAPTER FIVE

Findings and recommendations

5.1. Introduction

The purpose of this chapter is to discuss findings on how the Grade One isiZulu teachers teach reading in their classrooms. The findings in this research study shed light on the summary of some important issues regarding the successful teaching of reading in the early stages.

5.2. Summary of Findings

It was found that, although the Department of Education (DoE, 2002) has provided teachers with policy documents, some teachers do not familiarize themselves with these documents. One participant indicated that the Department of Education had taken a long time to provide teachers with guidelines for teaching of reading in the Foundation Phase. She said that the Teachers' Handbooks with guidelines were only introduced in 2007. There was also an issue regarding the school policy which was not strict about learners being admitted to Grade One to this school. Some learners were under-aged, and this has an impact on them acquiring reading skills.

The study revealed that, according to the Department of Education (DoE, 2007), one hour of the school day should be allocated to reading and writing, but, in this school reading was not done on a daily basis. According to the time table, reading is taught twice a week, contrary to what the Department of Education (2007) says about the teaching of reading in Grade One. Cunningham (2005) believes that if one wants to teach children reading, then one must know the amount of reading children have to do. He mentions that no one has ever become a good athlete without regular practice.

All participants claimed that reading increases vocabulary. They said that involving learners in reading activities was like a revision exercise. It was also stated that children learnt in different ways therefore teachers should vary their methods of teaching reading. The Department of Education (2007) states that children are unique and that they all have different learning styles and individual needs. The best way to teach reading is through a variety of teaching methods. No

one single method will successfully teach all children. The study revealed that learners also have wordbooks where they write new words but they do not take these workbooks home daily (only when they are going on holiday).

One participant mentioned that she remembered the way her teacher used to teach children reading. It was an indication that how teachers were taught, has an impact on how they teach learners at school. This study also found out that no matter what one learnt at school and universities, there still was a gap in the way learners are taught. All participants revealed that the best way to teach reading to Grade One learners was to make use of big books with pictures. Learners associated the words with pictures.

The lack of resources, parental involvement and floor space were also factors that hindered the teaching of reading in the classrooms. Similarly Mahomed (2004) believes that parents do not know how to help their children. Educators do not give them enough explanations about what to do to help. He says the issue is more about finding effective home-school communication vehicles and programmes to accommodate parents so that the desired results of involvement are achieved. One participant mentioned environmental factors that hindered teaching. She complained that there was a lot of vandalism at the school. Her charts and learners' reading books were being destroyed. It also became very clear that the choice of books was very important. All participants believed that Grade One learners needed books with pictures and these books should be within their reading abilities.

The study also revealed that, at times, the teacher and the learners experienced communication problems. One participant mentioned that in her classroom there were two Sotho learners and one Malawian. Those learners struggled in term of understanding isiZulu language and their reading was very poor. The participant could not communicate with these learners because she could not understand their languages. For the Sotho learners she depended on one of her colleagues who understood seSotho. With the Malawian, there was nothing she could do.

Mahomed (2007) states that the changing populations in the classroom makes it a greater challenge to accommodate all the learners' languages. For Obanya (2004) learning is hampered when teaching is done in a language in which neither the teacher nor the learner has an appropriate level of mastery.

One participant mentioned that she was concerned with the type of learners she produced nowadays. She said that, before the implementation of OBE, her learners could read isiZulu fluently. But now, with all the new methods she used, a number of her learners could not read. Mahomed (2004) emphasizes that there are huge difficulties and challenges inherited from our past and presented to us by the demands of the future. He says that there is tremendous energy and excitement about shifting from the mainly authoritarian, racist, dull and irrelevant curriculum of the pre 1994 era, but there is also bitterness, frustration and a fair amount of disappointment experienced between 1995 and the present with the process. The participant further stated that, although the Department of Education had provided teachers with reading guidelines, nothing dealt with how reading in isiZulu should be taught.

5.3. Recommendations

This study revealed that there is a need for the Department of Education's support in order to help teachers become excellent reading teachers. The Department of Education should organize more workshops. Providing learners with libraries where they will be exposed to reading will help. It is recommended that the Department of Education should also involve teachers in issues that affect them directly; for example, the Department of Education should include teachers when taking decisions and should provide teachers with guidelines (reading guidelines). It would have helped if teachers had been consulted in order for their difficulties and concerns to be addressed.

Subject advisors are not doing enough to address reading difficulties. There should have been advisors specifically for reading. Teachers on the other hand should take the initiative to develop themselves. Co-operating with parents will help them (teachers) improve learners' performances in reading. School principals and Heads of Department (HOD) have roles to play to assist learners to become competent readers. There is evidence in this study that the lack of resources hinders the progress of reading for the Grade One learners. The HODs should see to it that there are some majors to reinforce policies. It is recommended that teachers' strategies and methods of teaching should be improved. As it has been indicated by the Department of Education (DoE, 2007), the best way to teach reading is through a variety of teaching methods using stories and books.

It is also recommended that more training is needed for the old as well as the new teachers. It is clear that teachers did not receive enough training in preparation for the new curriculum. When choosing reading books for Grade One learners, teachers should consider their learners' level of ability and the environmental factors.

Class sizes were also a problem, especially in Grade One. It was recommended that there should be at least 30 learners in each class, and certainly not more than 50. Grade One learners needed individual attention. It was impossible to cater for each learner in a class of 52 learners. It is recommended that in principal to be strict when admitting learners to a Grade One classroom in order that effective teaching should take place.

There was also an issue of school readiness of learners. Not only were many under-aged and struggling but many of the learners had not been through Grade R. It is recommended that Grade One learners should have received pre-school education before they are admitted to Grade One. It should have been the Department of Education's policy that every learner should be admitted via pre-school education.

5.4. Conclusion

This chapter provided the findings and the recommendations for this study. It is clear from the data generated in the previous chapter (Chapter four) that there are different opinions about the teaching of reading in Grade One. All participants agreed that reading was essential for developing vocabulary in learners. It was revealed that there was a need for the usage of a variety of methods and strategies while teaching reading. If learners' reading skills could be thoroughly developed in the Foundation Phase, then these would be no problem in the intermediate phase.

According to Long and Zimmerman (2008), there is a lack of continuity between expectations in The Foundation Phase and those of the first grades of the Intermediate Phase. They further state that there may be a lack of interaction between teacher educators involved in training Foundation Phase students and those training Intermediate Phase students. It is also obvious that the curriculum serves only as a guide. It is recommended that the Department Of Education should see to it that education policies are re-enforced.

References

- Akker, J. van den (2003). Curriculum perspectives: an introduction. In Akker, J. van den., Hameyer, U., Kuiper, W. (Eds). *Curriculum landscapes and trends* (pp. 1-10). Dordrecht: Kuwer Academic Publishers.
- Bertram, C. (2003). *Understanding research*. (2nd ed.). Pietermaritzburg: University of KwaZulu Natal.
- Blair, T.R., Rupley, W.H., & Nichols, W.D. (2007). The effective teacher of reading: considering the 'what and how' of instruction. *International Reading Association*, 60(5), 432 – 437.
- Bouwer, C. (2004). Reading and writing. In Eloff, I. And Ebersohn, L. (2004). *Keys to educational psychology* (pp. 83-118). Cape Town: UCT Press.
- Bradley, B.A., & Jones, J. (2007). Sharing alphabet books in early childhood classroom. *International Reading Association* 57, 452-463.
- Center, Y. (2005). *Beginning reading*. London: Continuum.
- Chisholm, L., (Ed). (2004). *Changing class: Education and social change in post-apartheid South Africa*. Pretoria: Human Sciences Research Council.
- Clark, K. F. (2004). What can I say besides "sound it out"? Coaching word recognition in beginning reading: *International Reading Association*, 57 (5), 440-449.
- Cohen, L., Manion, L, & Morrison, K. (2007). *Research Methods in Education*. (6th ed.). New York: Routledge.
- Cunningham, P. (2005). Struggling readers .”If they don’t read ,much,how they ever gonna get good? *International Reading Association* 59 (1), 88-90.
- Darling, S., and Westberg, L. (2004). Parents’ involvement in children’s acquisition of reading. *International Reading Association*, 57 (8), 774.
- Denzin, N.K., and Lincoln, Y.S. (2002). *Handbook of qualitative research* (2nd ed.). Thousand Oaks: Sage Publications.
- Department of Education (DoE) (2008). National reading strategy. Pretoria: (DoE)
- Department of education (DoE). (2002) Revised National Curriculum Statement Grades R-9 (schools). Government Gazette No 23406, Vol. 443. Pretoria: Department of education.
- Department of education (DoE) (2003). Systemic Evolution Foundation Phase Mainstream National Report. Pretoria: DoE.
- Department of education (DoE) (2007). Teaching reading in the early grades. A teacher’s handbook. Pretoria, DoE.

- Fleisch, B. (2007). *Primary education in crisis: why South African school children underachieve in reading and mathematics*. Cape Town: Juta & Co.
- Gambrel, L.B. (2004). Exploring the connection oral language and early reading. *International Reading Association*, 57 (5), 490-493.
- Henning, E. (2004). *Finding your way in qualitative research*. Pretoria: Van Schaik.
- Henning, E., Gravett, S., and van Rensburg, W. (2005). *Finding your way in academic writing*. (2nd ed.). Pretoria: Van Schaik.
- Hiskes, D.G. (2005). *Phonics pathway. Clear steps to early reading and preface the spelling*. San Francisco: Jossey-Bas.
- Joubert, I., Bester, M., & Meyer, E. (2008). Literacy in the foundation phase. Pretoria: Van Schaik.
- Lerner, J.W. (2003). Learning disabilities, diagnosis, and teaching strategies. (9th ed.). Boston: Houghton Mifflin Company.
- Long, C., & Zimmerman, L. (2008). Reading beyond the lines: developing South African foundation phase learners' higher order reading literacy skills (Electronic Version). Retrieved 24:02:09. [http://www.cepd.org.za/files/CEPD-TEP-Conf 2008-LongZimmerman.paf](http://www.cepd.org.za/files/CEPD-TEP-Conf%202008-LongZimmerman.paf).
- Maree, K., (Ed). (2007). First steps in research. Pretoria: Van Schaik.
- Mc Neill, P., & Chapman, S. (2005). *Research methods*. (3rd ed.). New York: Routledge.
- Minskoff, E. (2005). Teaching reading to struggling learners. Baltimore: Paul Brookes.
- Mohamed, H., (2004). Challenges in curriculum transformation in South Africa. Fifth annual educationally speaking conference would conference held in Birchwood Hotel, Boksburg, on 15-18 May 2004. Retrieved on 30 May 2009 from [http://www.thutong doe.gov.za/resource file/research ODE % 20 educationally % 20 speaking % 20 C our % 2...](http://www.thutong.doe.gov.za/resourcefile/research%20educationally%20speaking%20C%20our%20...)
- Montgomery, M., Durant, A., Fabb, N., Furniss, T., & Mills, S. (2000). *Ways of reading*. (2nd ed.). London: Routledge.
- Moore, D.W., Moore, S.A., Cunningham, P.M., and Cunningham, J.W.. (2003). *Developing readers and writers in content areas K-12* (4th ed.). Boston: Pearson.
- Morrow, J.D. (2007). *Developing literacy in pre-school*. New York: The Gullford Place.
- Moss, B. (2005). Making a case and a place for effective content area literacy instruction in the elementary grades. *The Reading Teacher*, 59(1), ... Retrived 29:09:09. from [www.reading.org/literacy/ Retrieve.cfm? D= 10. 1598/RT.62.8.4etc](http://www.reading.org/literacy/Retrieve.cfm?D=10.1598/RT.62.8.4etc).
- Obanya, P. (2004). Leaning in, with, and from the first language. *PRAESA Occasional paper*. No. 19.

- Pretorius, E.J. (2002). Reading ability and academic performance in South Africa: are we fiddling while Rome is burning? *Language Matters* 33, 169-196.
- Prinsloo, C. (2008). Turning 'learning to read into 'reading to learn: conclusion from a Limpopo Literacy Study. Retrieved 4 July, 2009, from <http://www.hsrc.ac.za/HSRC-review-article-122-phtml>.
- Robson, C. (2002). *Real world research*. Oxford: Blackwell.
- Senior, C. (2005). *Getting the buggers to read*. New York: Routledge.
- Stern, H.H. (1983). *Fundamental concepts of language teaching*. London: Oxford University Press.
- Terre Blanche, M., Durrheim, K., Painter, D. (Eds). (2006). *Research in practice: applied methods for social sciences*. Cape Town: UCT Press.
- Van Staden, S., and Howie, S.J. (2008). South African teacher profiles and emerging teacher factors: the picture painted by PIRLS 2006. Retrieved 24:02:09 <http://www.cepd.org.za/files/CEPD-TED-Conf> 2008-Van Staden Howie. pdf.
- Wessels, M. (2007). *Practical guide to facilitating language learning*. Cape Town: Oxford University Press.
- Williams, T.L., (2007). 'Reading' the painting: Exploring visual literacy in the Primary grades. *International Reading Association*, 60 (7), 636-642.

TRANSCRIPTS

Participant 1

1. What do you understand by the concept reading?

Reading is an activity where children and every adult are engaged in interpreting a written piece of work or a book.

2. Why do you have to teach reading in Grade One?

Reading increases vocabulary. Kids become more fluent in the language. When learners read, they revise words that they have learnt before.

3. What does the policy document say about the teaching of reading in Foundation Phase?

Angifuni ukuqamba amanga (I don't want to lie). I'm not familiar with any policy document. In fact no policy document talks about reading. I understand there is one guide on the teaching of reading. Well, angikaze ngiyibone (I've never seen one)

4. How did you teach reading before and after the implementation of OBE?

I was not a teacher then, but do remember how my teacher used to teach us reading. I think it was a bit clumsy. OBE engages learners fully in the reading lesson.

5. What strategies do you use when teaching reading in your class?

I first drill imisindo (sounds) dominating in the story e .g. 'p'. We create words using the letter 'p', like ipeni, upopo. We read words, create our own sentences using these words and then I read the story demonstrating to the learners how it should be read. I then allow learners to read as a class and then individuals.

6. What problems, if any, do you encounter when teaching reading in your class?

Floor space is the biggest problem I encounter. Learners forget letters/sounds they learnt previously; they tend to memorise the story. Another problem is the shortage of books. There is also a lack of parental guidance. Learners are given homework to take home, but parents do not co-operate.

7. What criteria do you use for choosing reading books for your Grade?

I choose big books with large print and that cover the letters and sounds suitable for Grade ones.

Participant 2

1. What do you understand by the concept reading?

I think reading is being engaged in a reading exercise from a passage or a book or whatever. It is a skill that teachers need to develop in learners using different methods and strategies.

2. Why do you have to teach reading in Grade One?

Reading helps learners to increase their vocabulary and recognise words from the written task. It encourages oral communication and promotes fluency. Iyasiza, izingane zifunda ukuqondisisa (It helps learners to read with understanding). It instils in them the love and appreciation of reading books.

3. What does the policy document say about the teaching of reading in Foundation Phase?

It states that reading is essential for language development. It develops phonics awareness and leads to creative writing.

4. How did you teach reading before and after the implementation of OBE?

Before the introduction of OBE teachers themselves did a lot of talking not allowing learners to read. I think OBE is the best because it has come along with it, many types of reading methods e.g. shared reading, read aloud, group reading, paired reading and independent reading

5. What strategies do you use when teaching reading in your class?

Due to the shortage of books I make copies so that each learner has a copy to read from. Before any reading takes place we read from the sentence strips with words found in the story. I show learners how to read, learners follow.

6. What problems, if any, do you encounter when teaching reading in your class?

Sometimes I send parents some material to use in helping their children read, but all in vain. Parents do not help their children at home. Some children are orphans and as a result they lack home background. Large numbers are also a problem. Sometime words used in the text are above the level of grade one children. Another factor is that most

learners are not yet ready for school. They lack pre-schooling. The environment is becoming worse each year. People come to vandalise the school, destroying reading books we have and destroying chairs. I think the school needs to do something to protect us.

7. What criteria do you use for choosing reading books for your Grade?

I like stories where children will learn something from them. They should be interesting and thought-provoking. Books that will lead them to creative thinking and writing.

Participant 3

1. What do you understand by the concept reading?

The main purpose of reading is to know the meaning or interpret. It is when the teacher and the learners are involved in a written article or a book, reading.

2. Why do you have to teach reading in Grade One?

Reading increases vocabulary. To grade one learners reading is like a revision exercise because from the passage read, learners recognise words they learnt earlier on.

How does reading increase vocabulary?

From the passage or a book the learner is reading, he or she comes across new words which the teacher will explain as the reading goes on. This will increase the learner's vocabulary since new words are added on to his or her vocabulary.

3. What does the policy document say about the teaching of reading in The Foundation Phase?

The policy document states that reading is essential for language development. It promotes creative thinking.

4. How did you teach reading before and after the implementation of OBE?

Before the introduction of OBE learners were not as active as they are nowadays. Reading was taught through the use of flash cards with words to be explained. There was no variety of methods used. With the introduction of OBE, I use many different methods. But my concern is, those learners, I taught before OBE was introduced could read isiZulu fluently as compared to the learners I have now. I wonder what went wrong.

Do you think OBE has something to do with learners being unable to read isiZulu fluently?

I don't think so. Maybe it is the type of learners I have. Uyadela owaziyo (I wish I could know). Perhaps, the fact that South Africa is diverse, gives us a problem. In my class, there are two Sotho girls and one Malawian. These children struggle to communicate in isiZulu and I cannot help them. I don't know their language. Parents say they don't know how to help- they are familiar with OBE.

5. What strategies do you use when teaching reading in your class?

I used different types of methods and strategies.

6. What problems, if any, do you encounter when teaching reading in your class?

One of the problems is that learners tend to pretend to be reading when in fact they are not. They memorise the story and one may think they read from the books but they don't. Sometimes material is insufficient.

7. What criteria do you use for choosing reading books for your Grade?

I choose books with big print and pictures because children like pictures. They must be within the level of Grade One learners. I also prefer colourful and interesting books.

Appendix A

Interview Schedule

1. What do you understand by the concept reading?
2. Why do you have to teach reading in Grade One?
3. What does the policy document say about the teaching of reading in The Foundation Phase?
4. How did you teach reading before and after the implementation of OBE?
5. What strategies do you use when teaching reading in your class?
6. What problems, if any, do you encounter when teaching reading in your class?
7. What criteria do you use for choosing reading books for your Grade?

Appendix B

Observation Schedule

Indicator: Learner should be actively involved in the lesson.

Critical Question: Are the learners actively involved in the lesson?

<u>Criteria</u>		<u>Frequency</u>		
Learners actively involved in the lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learners follow instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learners pointing at the correct words read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learners reading from the books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Coding

1 = not at all

2 = some of the times

3 = all the time

Appendix C

Indicator: Teachers use appropriate methods and resources.

Critical Question: Did the teacher use appropriate methods and resources?

<u>Criteria</u>	Yes	No
Did the teacher vary her methods of teaching?	<input type="checkbox"/>	<input type="checkbox"/>
Do reading words appear on the walls?	<input type="checkbox"/>	<input type="checkbox"/>
Were the learners supplied with enough reading books?	<input type="checkbox"/>	<input type="checkbox"/>
Are the classrooms conducive for teaching any reading?	<input type="checkbox"/>	<input type="checkbox"/>

Appendix D

Observation Schedule 1

Questions

1. Did the teacher vary her methods of teaching?
2. Did reading words appear on classroom walls?
3. Were the learners supplied with adequate reading books?
4. Was the classroom conducive for reading?

Appendix E

Observation Schedule 2

Questions

1. Were the learners actively involved in the lesson?
2. Did they follow instructions?
3. Did they point at the appropriate words while reading?
4. Could they read from their books?

Appendix F

Observation Schedule 3

Questions

1. Does time allocated correspond with the policy?
2. Do learners' workbooks show any homework given each day?
3. Does the calendar highlight important reading dates?

PHENDUKA PRIMARY SCHOOL

GRADE 1 TIME TABLE - 2009

	Time Analysis	Literacy 09h30min		Numeracy 07h30min		Life Orient
12h45-13h15	Life Orientation	Life Orientation	Life Orientation	Life Orientation	Life Orientation	Life Orientation
12h15-12h45	Literacy	Literacy	Literacy	Literacy	Literacy	Literacy
11h45-12h15	Life Orientation	Life Orientation	Life Orientation	Life Orientation	Life Orientation	Life Orientation
11h15-11h45	Life Orientation	Life Orientation	Life Orientation	Life Orientation	Life Orientation	Life Orientation
10h45-11h15	Numeracy	Numeracy	Numeracy	Numeracy	Numeracy	Numeracy
10h00-10h45	B	R	M	A	K	
09h30-10h00	Literacy Reading	Literacy	Literacy	Literacy	Literacy Reading	Literacy Reading
09h00-09h30	Literacy Reading	Literacy	Literacy	Literacy	Literacy Reading	Literacy Reading
08h30-09h00	Numeracy	Numeracy	Numeracy	Numeracy	Numeracy	Numeracy
08h00-08h30	Numeracy	Numeracy	Numeracy	Numeracy	Numeracy	Numeracy
	Monday	Tuesday	Wednesday	Thursday	Friday	