

**TEACHERS' EXPERIENCES OF TEACHING FIRST ADDITIONAL LANGUAGE
READING IN THE FOUNDATION PHASE: A CASE STUDY OF FOUR
RURAL PRIMARY SCHOOLS**

By

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DECLARATION

I, Cynthia Zanele Zama, hereby declare that THE TEACHERS’ EXPERIENCES OF TEACHING FIRST ADDITIONAL LANGUAGE READING: A CASE STUDY OF FOUR PRIMARY SCHOOLS is my own work and all the sources I have used have been acknowledged by means of references. This work has not been submitted for the degree at any University.

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Dedication

This dissertation is dedicated to my late parents Helen and Joseph and to my late mother in-law Priscilla; I know that they were going to be very proud of this effort. Hard work is dedicated to all the mothers of Africa, who are always passionate about transformation and development in their lives, in their families and in their communities. My deepest thankfulness goes to my loving family and friends for the support and inspiration throughout all the difficulties I encountered in the process of writing. It was not easy but the man above, brought me this far.

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ABSTRACT

Exploring the teachers' experiences of teaching first additional language (FAL) reading in the Grade three classes of the rural schools was the focus of this study. The FAL of all the schools involved in the study is English. The data was collected from the four teachers of Molweni in the Pinetown District. Phenomenology as an approach was adopted while qualitative data was collected through semi-structured interviews, lesson observations, field notes and documents analysis. The study is informed by the concepts that were linked to the teaching of reading in the foundation phase.

FAL was introduced as the new subject for the first time from the Grade one classes of South African schools in 2011 when Curriculum and Assessment Policy Statement (CAPS) was announced as the new curriculum. It has been observed that most of the South African learners were struggling to read. This was evident in 2011 when Annual National Assessment (ANA) results were publicized by the Department of Basic Education (DBE). The results were poor and the highlighted reason for that high failure rate was the high number of learners who were struggling to read (DBE, 2011).

The research study discovered many issues of concern as teachers teach learners to read. Although all the teachers in the study regarded reading as important in the foundation phase, many challenges were highlighted. Number of teachers were teaching reading without the reading books to the learners that does not get the opportunity to read when they are at home. This necessitates more reading time to make learners read in the rural schools. It was also found that teachers were using code-switching (CS) to teach FAL reading as many learners were struggling to read and to understand what they were reading. The issue of support was also another important issue that was discovered as the teachers mentioned that they were not getting enough support from the parents as well as from the DBE.

It is recommended by this study that teachers should be provided with extra support that will help them to teach learners to read. More in-service training, workshops and monitoring will be much appreciated by teachers, as that was found to be lacking in the rural schools. Rural schools should also be afforded with reading books and libraries and if need be, mobile libraries should be offered to schools. Teachers are recommended to use Balanced Reading Approach (BRA) together with CS as a teaching strategy when teaching reading to the foundation phase learners of the rural schools.

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List of Abbreviations and Acronyms

ABET	Adults Basic Education and Training
ANA	Annual National Assessment
ACE	Advanced Certificate in Education
CAPS	Curriculum and Assessment Policy Statement
CS	Code-switching
DBE	Department of Basic Education
DoE	Department of Education
DP	Deputy Principal
EFAL	English first additional language

EMIS	Education Management Information System
FAL	first additional language
FDE	Further Diploma in Education
FFL	Foundations for Learning
HOD	Head of Department
KZN	KwaZulu Natal
LANGTAG	Language Plan Task Group
LiEP	Language in Education Policy
LTH	Language Threshold Hypothesis
LTSM	Learner Teacher Support Material
LOLT	Language of learning and teaching
L1	First language
L2	Second language
NLPF	National Language Policy Framework
NCF	National Curriculum Framework
NCS	National Curriculum statement
NGO	Non-Governmental organisation
PGCE	Post Graduate Certificate in education
PIRLS	Progress in International reading
PTC	Primary Teachers Certificate
QLTC	Quality Learning and Teaching Campaign

SA	South Africa
SACMEQ	South African Consortium for Monitoring
SAES	South African Education System
SASA	South African Schools Act
SGB	School Governing Bodies
SLP	School Language Policy
SRP	School Reading Policy
UK	United Kingdom

CHAPTER ONE

ORIENTATION OF THE STUDY

INTRODUCTION

1.1 Background and context of the study

The 2011 Annual National Assessment (ANA) demonstrated that the majority of South African learners are struggling to read. The Grade 3 results disclosed 35 % score on ANA Literacy and the highlighted reason was the learners' poor reading skills (DBE, 2011). It was anticipated by the DBE that all learners were expected to read extremely well in English by the time they are in Grade 3 (DBE, 2011). This is necessary because English is respected as an international language and it is the language of learning and teaching (LOLT) in the higher grades of all South African schools (Graddol, 2010). Mqgwashu (2008) also highlighted English as an important subject that has been appreciated by lots of parents.

The poor reading in South Africa (SA) was also apparent in 2002 in the South African Consortium for Monitoring Educational Quality (SACMEQ) report. This was the project designed to monitor quality education among schools in Africa. Furthermore, the Progress in International Reading Literacy Study (PIRLS) assessments also emphasized the poor reading among South African learners when compared to International countries (Prinsloo, 2009).

Most of the studies conducted on reading in SA are revealing poor reading skills of learners and the denunciation is shifted to the teachers. Maswanganye (2010) explored the teaching of FAL reading in South African schools and divulged the lack of teaching skills and approaches that can make learners read. He exposed that teachers displayed lack of approaches that can make learners read. Lawrence (2011) discovered that while other teachers were using various methods on literacy teaching, socio-cultural approach that could develop learners' literacy was lacking.

The same sentiment was also shared by Jonakie (2003) who mentioned that the approach that the teachers need to use, should be the one that recognises learners' home language as well as the

environment around the learner in English first additional language learning (EFAL). Pretorius and Machet (2004) agreed with the above statement and further exposed that learners can accomplish better reading if teachers use two languages in the teaching first additional language in their classrooms.

Nehal (2013) who also conducted a study on reading cited that most of the teachers were aware of the methods of teaching reading however, most of them were not putting that into practice. Maswanyane (2010) divulged that the teachers are using methods that do not teach learners to read. The teachers' poor teaching reading skills were exposed by different researchers. Nevertheless, Mather (2012) asserted that glitches may be related to the insufficient training and inadequate knowledge of teaching reading of many South African teachers.

The Department of Education (DoE, 2008) responded to the reading crisis and different campaigns were initiated. The two that were highlighted and considered as important for this study were the Foundations for Learning (FFL) and the National Reading Strategy (NRS).

In 2008 the FFL was launched with an aim of advancing Literacy and Numeracy in the early years. A Handbook for the teaching of reading in early grades was initiated. It is where all the essential elements of teaching of reading were accentuated and 30 minutes reading for contentment was added to the usual reading time. Each teacher was expected to endeavour to teach and demonstrate all the skills and provides a productive and diverse literacy background to the learners (DoE, 2008).

The NRS as another campaign initiated in 2008 was also another response to the reading crisis. The activities and approaches to develop reading skills were also afforded (DoE, 2008). The DoE also highlighted most of the challenges that were affecting the teaching of reading for the teachers to be conscious about them. Mhlongo (2012) asserted that NRS aimed at recuperating and encouraging reading to all that are involved in learners' education. She added that it was also the inspiration to advance and encourage reading for teachers, learners and the communities (Mhlongo, 2012).

In 2009 the National Curriculum Statement (NCS) was refined and the Curriculum and Assessment Policy Statement (CAPS) was initiated. CAPS was presented as a new curriculum in 2011 with conspicuous changes and improvements. The highlighted progresses in the CAPS Foundation Phase document were the teachers' guidelines on the practice of first additional language (FAL) teaching approaches, content, conceptions and proficiencies to be taught per each term (DBE, 2011). All the guidelines for time allocation were stipulated, as well as the listings of the suggested resources per each grade. Many individuals expected the progress and advancement in reading. However, the recent study done by Nehal (2013) exposed the numbers of South African schools were having problems of producing learners that can read.

Many studies conducted have exposed that despite all the effort executed and the initiation of numerous projects by the Department of Education (DoE) literacy and reading level is still regarded as low in South Africa (Govender, 2009; Ganasi, 2010; Mitasha, 2013). Learners are still struggling to read both their home language and the first additional language (Mzimela, 2012). Hence, it was disclosed that the hindrance caused by the learners' inability to read have reflective influence on the complete schooling system, as reading is regarded as imperative for every single subject taught at school (Msimango, 2012).

The reading crisis is highlighted in South Africa and the blame is pushed on us as teachers (Maswanyane, 2010). That made the researcher to concentrate on teachers and explore their experiences as they teach learners to read EFAL. Teachers will be given an opportunity to tell what affects the reading development. Among the opinions, this intended to include challenges and may be opportunities in FAL reading teaching.

1.2 Focus and purpose of the study

The study aimed at exploring teachers' experiences of teaching FAL reading in the rural schools as it is elucidated in the topic. All the schools in the study were situated in the rural area of Molweni in the Pinetown District in the Province of KwaZulu-Natal. Most of the learners that attend those schools live in the area and large numbers of them are regarded as poor and some are orphans. That information became evident in that all the schools in the study were under

Quintile three. Quintile three schools are viewed as semi-developed schools. They do not pay school fees as parents were freed from paying and the government took accountability for the costs of all the necessary inputs. According to the Department of Education (DoE, 2008), quintile three schools are those schools which were clarified as poor, however, some have electricity and water.

The schools were destitute and the medium of instruction in the Foundation Phase was isiZulu and English being the FAL from the time when Curriculum and Assessment Policy Statement (CAPS) was introduced. The study focuses on the teachers teaching English FAL among Grade 3 learners. That is mainly on what the teachers experience as they teach shared reading as well as group guided reading as the important concepts of the Foundation Phase reading curriculum.

1.3 Rationale

The study emanates from the interest in reading development in the early years of school. The interest made the researcher to be concerned about reading and always encouraged the learners to read stories and written posters all and around their environment. Reading was also considered because it was the main skill for languages and one of the important learning outcomes for Literacy. Reading is also viewed as imperative as it plays a very significant role in all the subjects taught at school. Moreover because, Taylor (2007) found that those learners who cannot read can have processing complications. In addition, Van Hook (2002) contended that if the learner cannot read and understand the curriculum content, he or she will eventually perform poorly in all school subjects.

As a Head of Department (HOD) and a rural school Foundation Phase teacher, have noticed that many learners in the grade 3 classes were struggling to read and to do so with understanding. Learners were finding it hard to pronounce words correctly and that was common when reading English in the rural schools and particularly in the grade 3 classes of Molweni where the researcher was teaching. Poor reading raised the interest of conducting the study and therefore decided to explore teachers' experiences. While exploring the experiences, the interest is also on the methods and the approaches that the teachers use when teaching EFAL reading to learners.

That happened as Prinsloo (2009) asserted that it was an unquestionable statement that many children cannot read confidently while they are still in the lower grades.

Rural schools are regarded as very poor and there were no books for the learners to read (DoE, 2008). That was the case as most of the schools and homes are poor and cannot afford to buy books for learners to read. Learners in rural schools and rural communities have less opportunity to read at school as well as at home. Marsden (2006) argues that rural schools are experiencing many challenges which include assistance as well as the culture of reading. Most of the rural parents were also noticed to be illiterate while some do not know their role in helping their children to read (Verbeek, 2010). The researcher also experienced that there are also more child headed families where parents died of HIV/AIDS and children do not have time to read and also there is no motivation from adults to read. Learners only get the opportunity to read when they are at school.

1.4 Literature Review

The poor reading in South Africa was also highlighted by other researchers both locally and internationally. A study conducted by Lawrence (2011) revealed that learners are struggling to read as they were taught by the teachers who lack the skill of teaching them to read. Moreover, Singh (2010) argued that in the South African context, additional language acquirement is affected with many complications. Thus, large number of learners is not reading (Prinsloo, 2009).

The local study conducted by Mather (2012) also highlighted that teachers face many challenges as they teach learners to read. Although teachers in her study were excited about the new curriculum, they themselves were struggling to pronounce words from certain texts, understand language structure and to use correct methods of teaching learners to read. Teachers also exposed that they were lacking the in-depth skill of teaching learners to understand what they were reading.

Another local study conducted by Govender (2009) on reading, also demonstrated that South Africa was regarded last in the classification for learners approaches towards reading. The study focused on the reading choices of Grade four learners at a public primary school in Chartsworth region in KwaZulu-Natal. It was conducted in reaction to the reading challenges that were

identified in South Africa. The focus groups were learners and parents and the findings exposed that learners become more interested in reading their choice of books together with their parent's choices. However, most of the learners were not getting proper support from their parents. It was recommended that reading should be provoked, imparted and supported.

The poor reading was also highlighted by another local researcher. Ganasi (2010) emphasized that the reading level of learners was in crisis. She concentrated on reading experiences of Grade four learners and was concerned about the poor reading at home, the lack of reading emphasis and motivation at schools as well as poor performance of South African learners on the International studies. The learners were interviewed and their experiences were explored. The findings revealed that children preferred to read loudly as compared to reading silently. Learners also showed a positive attitude towards reading material that was based on their culture.

One of the international studies conducted on the teaching of reading exposed reading crisis in other countries as well. Krashen (2005) found that there was also a decline in reading in America, and poverty and access to books were found to be the main reason for the decline. The learners were also interviewed and the findings divulged that the poor learners are poor readers.

Poor reading was the main reason that created the researcher's desire of conducting the study. Moreover, other studies were conducted on reading in the early years of the South African context (Govender, 2009; Ganasi, 2010; Mather, 2012). It was also imperative for this study to consider what the teachers experience as they guide learners to read since there was no noticeable improvement in reading in South Africa. That was also done as the acquisition of reading in the Foundation Phase of the South African schools was still under-researched (Verbeek, 2010). Teachers will be given an opportunity to reveal what they experience as they teach the grade 3 classes of the rural schools.

1.5 Study problem

South Africa is facing some challenges regarding reading in schools (Prinsloo, 2006). Those challenges that were highlighted reveal the poor level of reading in South African schools. The poor reading was also exposed on the 2011 ANA results which showed that learners were failing and the highlighted reason was the poor reading skills of many learners (DBE, 2011). The PIRLS

results also exposed the poor reading skill of many South African learners when compared to other countries. However, Msimango (2012) asserted that being unable to read in the foundation phase has a negative influence in learning of all the subjects in the advanced grades. That was the case as some teachers were teaching learners without effective teaching methods and teaching reading skills (Maswanyane, 2010). Enlightening what teachers experience as they teach learners to read was imperative in addressing the problem for this study. The study also aims at providing the data on approaches and strategies that were utilized by other teachers and that stand to benefit the foundation phase teachers.

1.6 Key research questions

The following two research questions were used to explore teachers' experiences of teaching first additional language reading of the foundation phase of the rural schools.

- What are the teachers' experiences of teaching English first additional language reading?
- How is English first additional language reading taught in the foundation phase?

1.7 Methodology

This study is a qualitative interpretive case study which adopted phenomenology as an approach for the data collection. Phenomenological approach was considered since "it seeks to explore, describe, and analyze the meaning of individual lived experience: how they perceive it, feel about it, judge it, remember it, make sense of it, and talk about it with others" (Patton, 2002, p.104).

Qualitative method was used as it suited an in depth analysis of the data. MacMillan and Schumacher (2006) argued that the research work that pursues to understand participants' views, attitudes, opinions and actions depends on qualitative techniques.

In relation to a qualitative practice, interpretive paradigm was appropriate for this study. Interpretive paradigm was used as it was found to be effective in probing daily experiences (Henning, 2004). The participants were awarded an opportunity to relate their experiences using their own expressions to ensure effective representation of the data. That allowed the researcher

to obtain the vision and understanding of what the foundation phase teachers experience when teaching reading. Hence, Cohen, Manion and Morrison (2011) exposed that the fundamental attempt in the perspective of the interpretive paradigm is to understand the personal world of human experiences.

The case study was used as it clearly apprehends the valuable information about the teachers' actual experiences in the teaching of reading using a variety of evidence. The case study's unique strength is its competency in dealing with a full assortment of evidence-document, articles, interviews and observations, (Yin, 2003).

Data was collected through interviews, observations, field notes and document analysis. These methods were conducted with the four Foundation Phase teachers of the rural schools. Purposive sampling was used as a strategy of participant selection which assisted in obtaining the four participants for this study. This was the case as Cohen, Manion and Morrison (2011) argued that purposive sampling is the researchers specially selected cases to be included in the sample on the basis of certain features.

1.8 Definition of key concepts

For the common understanding of terms, definitions of the key terms were useful for this study.

Rural

Defining the concept rural was found not easy since it was identified differently by different authors. Some authors defined the concept based on historical and traditional meanings while others look at it as a complex term. However, the definition of rural is still mainly considered as the non-urban setting with limitations (Porteus and Nadubere, 2006). Porteus and Nadubere (2006) looked at different definitions and concluded that 'rural' is an area which includes low standard of living and a more direct association to the land. However, that explanation was limited to South Africa due its geographical description of rural.

Rural tends to emphasise a particular aspect of rurality which includes the demographic patterns, environment features, economic issues as well as issues of the past (Joshua, 2007). The term was also defined in relation to the size of human populace and environmentalism where rural is

associated with agronomy (Moore, 1984). However, he added that the term rural has different meanings.

In the Nelson Mandela Foundation (Emerging Voices, 2005), rural is defined in terms of its environmental outlook, as an area that is meagerly populated, without appropriate tarred roads and well-built bridges and with no access to electricity, running water and proper hygiene. The term is also defined as being poor and isolated from development (Kozol, 1991). Moreover, Marsden (2006) suggests rural as being proficient in changing for the better and being affected with motivation by the relevant stakeholder.

Research from the Rural Teacher Education Project in South Africa demonstrated that rural serves both to inform and to delimit the effectiveness of the intervention programmes with the best intentions in mind for education, health care, job creation, and poverty alleviation (Balfour, Mitchell and Moletsane, 2008).

Rural is the term related to insufficient job and money, the land that is being inconsiderate and demanding, schools, which include the old rural practices with schools that are under resourced and also scantily staffed (Emerging Voices, 2005). In addition, rural schools are found to be poor and have been the most neglected in the provision of resources. That is the case as there are very few rural schools and rural communities with libraries (DoE, 2008). Understanding what constitutes rural was important for the study as it was conducted in the rural schools. However, understanding the concept reading and what reading entails was also important.

Reading

Although there was an argument about the definition of the concept reading, it has been defined differently by different authors (Grabe, 2009). Reading is regarded by Lyster (2003) as an important process which involves perceptive, emotional and societal issues. That includes the mind, senses as well as the community around the person who is reading and developing. Montgomery, Durant, Fabb, Furnis and Mills (2000) supported the involvement of societal context and added the historical context around the person involved in the process of reading. They further added that reading involves making sense of what you are reading, the basis of one's view about the world and also understanding other possible views were also taken into consideration. Bettelheim and Zelan (2001), Mackie (2007) divulged that learners enjoy reading

the text when they are involved. Mackie (2007) added that this will happen when the teacher is proficient and reassures conversations and when the society around the learners is also involved.

Weaver (1994) defined reading as a socio-psycholinguistic process as it takes place within a societal and situational context. Learners were found to read better when surrounded by the society that can read. Moreover, getting meaning from what you are reading was also regarded as important (Weaver, 1994). Msimang (2012) who regarded reading as important, defined the concept as the ability to approach the text while understanding print information as an individual who is reading and it is where the confidence of reading is gained. She added that reading with understanding allows one to gain information from the text. Perfetti and Marron (1998) also agree with the researchers above as they argued that the education goal of achieving literacy is conception of what you are reading.

Additionally, reading involves not only understanding the text that you are reading but also involves the elucidation of the language that you are reading (Nehal, 2013). Alyousef (2005) and Wessels (2011) added that even if the writer of the text is not available, reading provides the support for the collaboration between the reader and a text and also a discussion between the writer and the reader. Elucidation of the skills to make sense of the author's objective and the understanding of language used are involved in reading (Mitasha, 2013). Without the knowledge of the language that you are reading, your reading will be inconsequential. A reader needs to know the letters and sounds in order to acquire and grasp information from the text being read (Graves, Juel and Graves 1998).

Understanding letters and sound can never be possible without the presence of the teacher who is in good position to impart skills and knowledge of reading to the learner. When the learner does not understand what he or she is reading, that has also no value (Joubert, Bester and Meyer, 2008). They added that proper value can be rewarded when each learner is able to form a picture of a concept in his or her mind and it is considered as important.

Reading has been regarded as a very important skill by many researchers and authors (Pretorius, 2000; Ganasi, 2009; Maphumulo, 2010; Msimango, 2012; Mitasha, 2013). Pretorius (2000)

pointed out reading as an important skill that allows the reader to retrieve information. He also found that it is a contrivance for constructing practical knowledge structures which includes the awareness of language. Meanwhile, Ganasi (2009) articulated it as a skill that influences a person's life. On the other side, Maphumulo (2010) asserts that reading is an important feature of teaching and learning all the languages. Alsamanadi (2008) also found reading to be the skill that develops all the other language skills and added that it is necessary for all learner academic development.

Teaching

Teaching is regarded by Hornby (2000) as an activity of instruction that transfers information and skills. It includes the strategies, methodologies and procedures that are used when conveying knowledge to the learners. In support of Hornby, Morrow (2007) divulged teaching as a skill that combines techniques that are elucidated by teachers when organizing or planning their teaching. It mainly includes certain ways of preparation of methods and strategies to be used. Teachers are the ones that are involved in the teaching of learners in schools and have their own experiences which make them to teach the way they teach.

Experiences

Rice (2010) argued that teaching experience is possibly the crucial factor in the working place and it is related to teacher production. However, experiences include all the challenges and opportunities that the teachers encounter in the classroom. How they overcome those challenges as well as the development of their opportunities is also considered as important. Teachers also use their experiences when teaching. Goodman (1986) mentioned that when learning and teaching to read, experiences assist in making sense from the text that you are reading. Thus, experiences of teachers are important when they teach learners to read.

Kortjas (2012) mentioned that Foundation Phase teachers used to obtain their teaching experience from the colleges of education. However, Universities are now offering teachers with the experience of teaching young learners. Experience of a teacher is regarded as the best teacher since it is the experience that assists the teacher to teach in a way that will make learners read.

Moreover, Joshua (2007) reveals that teachers' experiences and the methods that they use when teaching reading are not making learners to read.

First additional language (FAL)

FAL refers to a language that is not a mother tongue to the learner nevertheless; it is used for communicative purposes in a society. Thuzini (2011) insinuates FAL as any language that one attains after the first-language attainment. Learners learn FAL as well as their home language in the foundation phase of South African schools. CAPS introduced FAL as a new subject in the Grade one of all the schools in South Africa (DBE, 2011). Teachers are expected to combine methods of teaching FAL that consider diversity to benefit all the learners in the classroom (Singh, 2009).

Foundation Phase

Foundation Phase is regarded as the early years of schooling which includes Grade R up to Grade 3 (DoE, 2008). This phase is taken as a critical stage of school which requires more guidance as the majority of learners are coming from home. Teachers are expected to lay good foundation of learning for the learners at this phase so as to build a strong learning foundation. Four subjects are taught at this level and these are: Languages (first language and first additional language), Mathematics and Life Skills (DBE, 2011).

1.9 Overview of the study

Chapter one: Orientation of the problem

The chapter provides the background to the study. The problem statement of the study is also outlined and the research questions are identified. The rationale, the purpose as well as the significance of the study are discussed. The research methods, the research design and the limitations of the study are also presented. The important concepts for the study were also discussed. The last section of the chapter provided the layout of all the chapters.

Chapter two: Conceptual Framework

The chapter constitutes the Conceptual Framework within which this study is framed. It highlights the concepts that link reading to development in the foundation phase. It begins by providing the clarification and the importance of reading and thereafter teaching reading perspectives are discussed. The chapter further highlights the models of reading that guide the teaching of FAL reading. The teaching of reading approaches, teaching reading activities as well as the components of teaching reading were also discussed. The chapter also provided essential clarification between literacy and the rurality. The aim was to highlight all the challenges that affect teachers as they teach language and especially reading in the rural context. The chapter ends by discussing the aspects of rurality and the engaged pedagogy in rural teaching.

Chapter three: Literature Review

The chapter contains the literature review that is relevant in providing what is important about the teaching of reading in South African schools. International, national and local trends of teaching reading are viewed and discussed. The chapter commences by providing an overview of the policy context in the teaching of reading. This includes the National Language Policy Framework, Language in Education Policy, School Language Policy and the School Reading Policy.

The chapter also discusses literature that is related to first additional language reading teaching. The International countries that were considered comprised of China and India. These were found to be doing well in reading when compared to other countries. Literature also includes experiences of countries that use English as a first additional language in schools. The African countries that are discussed are Tanzania, Kenya and South Africa. It is a reality that learners are different and learn differently. The issue of diversity and the background knowledge of South African context was provided. Local studies that were conducted on the teaching of reading were discussed with emphasis on what teachers experience in foundation phase teaching. Local studies revealed some challenges as the teachers teach reading and some of the challenges are discussed in the chapter. The highlighted challenges included reading resources, language, teacher training, supportive environment as well as assessment. The chapter also looked at the campaigns that were conducted by the Department of Education in relation to the reading crisis.

Chapter four: Research Methodology

The chapter provided the basis of phenomenology as the approach that supports what is being experienced. The research questions for the study are also presented in this chapter. The detailed discussion of the paradigm as well as the research design for the study is also discussed. It also gives the details of the methods for the data collection as well as the justification for the inclusion. The use of semi-structured interviews, classroom observations, field notes and document analysis are also discussed. The issues of sampling, ethical considerations as well as the limitations that guided the study are also highlighted.

Chapter five: Data Analysis

This chapter answers the two research questions that are discussed in chapter one and chapter four of this study. It deals with the analysis of the data collected through interviewing, classroom observation, field notes and analysis of documents. The findings that are related to what the teachers experience as they teach FAL reading to the foundation phase of the rural schools are discussed in relation to the literature that was reviewed in chapter three. The chapter commences by providing of bio-data of all the participants with the inclusion of the lessons observed. The principal themes that emerged were thereafter specified.

Chapter six: Findings and Recommendations

The final chapter provides the main findings of the study. It reconsiders the collected data and thereafter, draws some conclusions. The whole study will be discussed and summarised in order to draw conclusions. Recommendations towards the improvement of reading in the Foundation Phase of the rural schools will be suggested.

1.10 Conclusion

The first chapter highlighted the problem and also identified the research questions for the study. It is where the background and the rationale for conducting the study are discussed. The chapter also provided more clarity on the significance of the study. The important concepts that shape

the study are also discussed. Thereafter, an overview of the layout of the study was offered. The next section of the study provides the conceptual framework that is related to the study.

CHAPTER TWO

CONCEPTUAL FRAMEWORK

2.1 INTRODUCTION

The research study is influenced by the concepts that are linked to the teaching of reading in the early years. In this chapter I dwell on the conceptual framework based on understanding educational discourses that are related with what the teachers experience as they teach learners to read in their first additional language. The concepts are based on the accomplishments of the reading lessons and also aim at understanding the teaching process as well as problem areas facing teachers, rural schools and learners as they learn to read. Marshall and Rossman (2011) argued that the conceptual framework is what is presented by the researcher in relation to the problem and making new relations and generating the argument around that problem. On the other side, Henning (2004) revealed that a conceptual framework is also a theoretical framework providing the thought, authority and foundation within and for the study.

In positioning this study, the key concepts that reflect to the data that has been collected are discussed. First, the clarification and the importance of reading were discussed. Second, the approaches that are related to the teaching of reading as well as components of teaching early reading were elucidated. Thirdly, the three models of teaching reading that were used as pedagogy of making improvement in reading are discussed. Fourthly, those activities that are involved in teaching reading are highlighted. Lastly, the aspects of rurality as well as the engaged pedagogy in the rural teaching is provided.

2.2 Clarification and the importance of reading

The then minister of Education, Naledi Pandor (DoE, 2008, p.1) pointed out that “to comprehend what you have been reading enhances opportunity to succeed when pursuing learning beyond the first phase of schooling”. That gives an idea that reading skills obtained in early years are likely

to develop in higher grades. The importance of early reading is emphasized. Reading has been identified as important by the DoE (2008) and it was exposed that:

- Reading promotes self-confidence to any individual person as well as to all community members.
- Reading encourages creativity and critical thinking skills as there are many challenges in our world.
- Being able to read will assist in accessing new information and develop life-long learning opportunities.

Reading is an important skill that advances other skills and the significance of reading with understanding is emphasized. Many researchers found that through reading one can easily access information, develop confidence and become creative at it. Perfetti and Marron (1998) mentioned that reading researchers tend to define literacy acquisition as reading attainment and its definition brings important perspectives to some aspects of reading. Reading perspectives will be discussed below.

2.3 Teaching reading perspectives

Teachers require different views that can assist them in the improvement of reading in schools. Teaching reading perspectives provides teachers with skills and ideas that can assist in the improvement of reading. Hall (2003) together with other well-known reading scholars used different perspectives on reading to clarify reading. Moreover, they were found to be useful to other researchers and the teachers of reading. Four reading perspectives are discussed in this chapter and those are: cognitive-psychological perspective, psycho-linguistic perspective, socio-political perspective and socio-cultural perspective.

Cognitive-psychological perspective relates to the traditional phonetic approach, whereby children are taught to interpret words by building awareness of the part structure of language (Hall, 2003). This perspective involves the systematic teaching of word recognition when learning to read (Levy, 2011). He added that one specific postulation for this perspective is that children learn to read in stages. The first important stage of this approach was discovered by

Gough and Hillinger (1980) as the paired-associated learning where learners learn to read in their environment. They added that learners at this stage begin reading from the environmental print. Moreover, Stanovich and Stanovich (1999) regard the stage as normal and when it was achieved the learner advance to the next stage.

Berkowitz (2008) discovered that cognitive-psychological perspective contemplate the importance of being able to comprehend the text that you are reading. In addition, the approach focuses on the development of metacognition strategies that can improve reading comprehension and improve writing abilities. The notion of comprehending the text was also highlighted by other researchers who considered the importance of reading and understanding what you are reading (Joubert, Bester, Meyer, 2008). Providing the title of the text being read is important in recalling what was read (Sternberg, 2000).

Unlike the cognitive-psychological perspective, in the psycho-linguistic perspective attention is not on comprehending the text but it is based on the importance of language when reading (Hall, 2003). Its emphasis is on the pronunciation of language words in the text that you are reading. Goodman (1976) asserts that the focus of psycho-linguistic perspective is on word identification. Language needs to be pronounced in the correct way, for the learners to be able to read.

This perspective contemplates that the real reading should be from the real book and it is asserted as the real book approach (Waterland, 1985). The real book approach is regarded as “an idea of teaching and learning that centres on the book, child, teacher and the whole interaction with the book, to ensure that the task is meaningful for the child” (Levy, 2011, p.12). Learners are also provided with the opportunity to guess and thereafter after corrected when reading the book (Levy, 2011). This encourages thinking when reading.

The socio-political perspective regards reading as being implanted within the discourses of power (Levy, 2011, p.13). However, Luke and Freebody (2000) argued that teaching to read included cultural, political and social practice. Similarly, Openshaw, Soler, Wearmouth and Paige-Smith (2002) found the reading programmes were being protected within the political and cultural context. Moreover, Hall (2003) mentioned that society, masculinity, social class and

disability were important. This involved the issue of support and the connection between the learner, parents and school was also considered.

This perspective is normally found to be used in countries with high standards of reading among their children population (Openshaw, Soler, Wearmouth and Paige-Smith, 2002). That is where the importance of context within the construction of meaning in texts was also receiving attention (Hall, 2003). The relationship between gender and reading was also observed to be useful in the reading development. Understanding gender differences in the school have been recognized (Millard, 1997).

The socio-cultural perspective involves social and cultural contexts in making learners read. That means that the environment around the learner was considered as essential in the improvement of reading. Heath (1983) asserts that children's language development depends on the cultural context and is extremely inclined by the community discourse within which the child belongs. The reading improvement may be affected by the community that is not considering reading as its culture. Moreover, when the community does not speak the language being read, it becomes very difficult to develop. Hadi-Tabassum (2005) argued that learners learn the language more when surrounded by people speaking that language. Although the way that the child interacts with the text at home differs from what is done at school, Marsh (2003) argues that it is the home literacy that is recognized when the learner is learning to read at school. The models of teaching learners to read are also discussed in the next section of the chapter.

2.4 Models of teaching reading

Wilson and Peterson (2006) argue that education has always been saturated with new ideas about learning and teaching reading. Moreover, teachers have their own pedagogies that they use in the acquisition of reading. The models that are included in this study were identified as the pedagogy used by teachers in the teaching of reading. They were found assisting in the improvement of reading. However, it was those models that were identified as theories by other researchers (Perfetti and Marron (1998). Understanding how the models were used might assist in teaching development as well as in reading development. Perfetti and Marron (1998) found models of teaching reading very supportive in the acquisition of reading as well as in development for

learners' ability to read. The models that were identified as useful are Gough's model, Era's model and Perfetti Restricted-Interactive model.

The model of teaching reading that was identified by Gough considers the two important stages of reading and those are initial graphical association stage as well as translation-based learning stage (Perfetti and Marron, 1998). The knowledge of interpreting or translation is inattentive in the first stage and the learner uses several possible source of information provided by the teacher to discriminate one word from another and by doing this, the visually accessible vocabulary is developed. Gough adopts that all the letters that are available in the text have to be administered separately before the reader can give meaning to any group of letters (Redondo and Mancha, 1998). Although the learner is not making sense from what he or she is reading in the first place, accessible vocabulary words are advanced. That leads to the development of phonological awareness and thereafter to letters of the words and later to the identification of words (Perfetti and Marron 1998).

Reading is taking place in the progressive process because it is based on the effect that it is the processing of information that creates several intellectual developments (Gough, 1972). Readers translate the parts of letters into speech and then part of the sounds together in order to form individual words and thereafter that word assist in understanding the message from the text. Reading produces different intellectual development for the learner and that is based on the alphabetic principle and for the learner it is obligatory to adopt a procedure until he reaches the limits of learning associations.

This makes it clear that reading skills were not just acquired by the learner but they were taught. Gough considers that reading needs to be taught step by step until the learner understands what he or she is reading. Teaching reading for this model requires alphabetic principles and knowledge of phonological structure. However, making meaning from what the learner is reading was regarded as important.

Beech (2005) provided a concise analysis of Ehri's influential four phases of reading development which are pre-alphabetic, partial alphabetic, full alphabetic and consolidated alphabetic reading. The learner in his first stage of reading only articulates the words that are part

of all the logos around him (Beech, 2005). Learning to read was expected to start from the known to the unknown. That happens as they do not have a clear understanding of what they are reading.

This model regards stages of reading as very important in learners' development to read. In the second stage, partial alphabetic stage learners are expected to learn letters of alphabet and are expected to combine those letters in the word and try to pronounce the word (Beech, 2005). Learners need to be taught those words that are alphabetically similar so that they will be able to read well (Ehri and Wilce, 1985). The example of that is teaching part letters of words as in the word donkey, DKY is learnt for the learner to be able to recognize the word. In the full alphabetic stage, a reader can be assisted in the development of the phonemes of those words that have been read before (Beech, 2005). Teachers need to expose the learners to more sight words that were seen in the second stage as that will make it easy to read. This highlights that those learners with full alphabetic skills recognize more words than those who were not (Beech, 2005). That means that they are able to learn to read new words by combining the produced articulations. The consolidated stage involves learning by consolidating repeated letter patterns of words. The "word 'chest' can be learned by two units 'ch' '-est' compared with 'ch, e, s, t'" (Beech, 2005, p. 52).

The knowledge of letters of alphabet is indispensable in Ehri's model. Teachers were expected to teach letters of the alphabet for the learners to be able to read and thereafter make meaning from what they are reading. Without the knowledge of the letters of alphabet, it can be difficult to read. Perfetti and Marron (1998, p.11) assert that learning the alphabet, is the key that moves a child into the first stage of reading, resulting in a stage called "phonetic cure reading". Learners' first chance towards reading was to use the names of sounds of letters as encouragement to word identification. Although it was letters of alphabet that provided reading opportunity, letter names do not generally appear as they have enough phonetic connection to be used. For example, the learner may use letters D and G to remember the word dog.

Perfetti Restricted-Interactive model of teaching reading accepts that the illustrations for regular and irregular words are not qualitatively different. That is found to be divergent to the models

that accept that only regular words contain valuable phonological information (Perfetti and Marron, 1998). They referred to it as a way of signifying knowledge that the learning reader acquires to that he can later consider in an adult learner. Their study revealed learning to read as the acquisition of developing numbers of words that the learner can be able to read. It is recommended that learners be taught the correct pronunciation of words in connection to the individual letters to read. In establishing those connections, phonemic awareness and then increasing context-sensitive decoding knowledge is required. That assists in moving from the practical lexicon which allows reading, to the independent lexicon of reading (Perfetti and Marron, 1998).

There was a need for understanding all the models of teaching reading as all the learners were different and therefore, learn to read differently. Gough' model considers the importance of translating what the learners were reading. Ehri looked at the reading levels while Perfetti considers the information obtained from the text. The three models can be used together in reading development as they all highlight the important aspects of reading.

Although the three theories presented in this chapter share an essential assumption that moving into a true stage of reading necessitates some use of the alphabetic principle, some knowledge of phonological structure is also involved (Perfetti and Marron, 1998). The acquisition of reading skills differs from one learner to another learner and that requires different models in teaching reading. This will mean understanding the kind of learners that you are teaching. However, more approaches and guidelines are essential in the teaching of reading. Different approaches in the teaching of reading will be discussed in the section below.

2.5 Teaching reading approaches

Approaches are regarded as the methods that the teachers use when teaching reading. Effective teachers have always been varied, choosing purposefully from the collection of accessible approaches to certify their learners have pre-eminent possible learning experience and effects (Ferreira 2009). Children whose mother tongue is not English have more phases to go through when they are learning to read in English. In response to the question: How is English first additional language reading is taught? Different approaches in the teaching of reading were discovered. Various approaches may be important in introducing the learners to foreign language

reading, due to the teachers' practical philosophies around the teaching of reading which they have advanced while they were at their training and also because of their experiences in the teaching of reading. Variety of approaches needed to be discussed in this chapter since all learners are found to be different and different approaches needed to be used.

Many researchers assert reading as a very important skill that needed to be attained to learn new information (Alsamanadi, 2008; Ganasi, 2009; Maphumulo, 2010; Msimango, 2012; Mitasha, 2013). Reading is taken as an essential that every individual needs to fully develop and to explore the world. Alsamanadi (2008) looked at reading as a skill that develops all other skills and it is vital for learners' academic success. He further explained that, no matter which approach is used for reading, it is considered as important and all approaches are a way to reading. Ferreira (2009) avers that different approaches can be used for teaching learners to read. However, different experiences can make teachers to prefer the approaches that they use when teaching reading. Approaches that will be discussed in the following section are genre-based approach, phonic approach and language experience approach.

Firkins, Frey and Sengupte, (2007) divulged that genre-based approach offered teaching methodology that enables teachers to present clear instructions in a highly proficient and reasonable manner. The conviction is that, learners' cognitive association of information will be advanced. Firkins, Forey, and Sengupta (2007) added that genre-based approach is based on a teaching-learning cycle where approaches such as modeling texts and combined structure are supported. This suggests that the learners are directed to deconstruct the organization and language features of model texts, and thereafter build new texts in the same genre. Rose (2012) found that to be done by using the text organization and language features identified in the deconstruction. The teacher and the learner share the reading.

During the shared reading sessions, the teacher may find it suitable and convenient to model a range of reading strategies for the learners. This will show the learners what to do and how to pronounce some words in a text. The teacher assists in decoding unfamiliar words and gradually the learner is given the opportunity to take over the task of reading.

Rose (2012) argue that genre-based approach endeavours to address and recognize the social and cultural diversity in a classroom. Moreover, Painter (1986) asserts that it is an approach based on

learning through assistance. He added that learners learn better when they are assisted by both their teachers as well any member of the community. This highlights that teachers and parents needed to intervene and work together in learners attempt to read.

This approach considered the importance of modeling the text that you are reading to the learners. This will help the learners to follow and copy the adult that is demonstrating the text. That was done until the learner can be able to read on his own. Based on the research, it becomes easy to read after text was modeled. Phonic approach is discussed in the next section.

Phonic approach relies on the appreciation that written language is directed to the spoken language. The approach focuses on phonetics, which is the way of articulating speech sounds (Joubert, Bester and Meyer, 2008). Sound values of letters as well as letter combinations which build the word according to the rules are included. Learners are taught the letters of alphabet, and the combination of letters, phonically as they are actually pronounced. Phonic approach explains the correlation between the letters of written language and the individual sounds of spoken language (DoE, 2008). Although this approach can become complicated as all the pronunciation rules are introduced, it can be a very useful way into reading for those learners who are not familiar with the language.

Phonic approach seems to work well with most learners, but it depends on the extent to which each learner receives individual instruction in pronouncing and reading the words (Joubert, Bester and Meyer, 2008). Teachers who adopted this approach discovered that there is a strong connection between phonemic awareness, the ability to process words automatically, fast and reading attainment (Wallace, 1992). Moreover, clear instructions needed to be given to the learners to learn through this approach.

Hugo (2010), Joubert, Bester and Meyer (2008) divulged that the phonic approach regards reading as a 'bottom-up' approach, which requires the reader to learn individual letters and letter features first before the single words are read. It considers the relation between sounds and symbols in a text. Bottom-up approach accentuates the improvement of sub-skills which later lead to intricate reading skills (Joubert, Bester and Meyer, 2008). Bottom-up approaches to

reading are based on the view that readers learn to read by decoding, and that reading difficulties can be relieved through the advance of phonic skills Tindale, (2003); Reitzel and Cooter, (2000). Flanagan (1997) states reading is considered as a translating process and the teaching of reading should concentrate on the translation of the units of written language to units of spoken language. Pretorius (2002) contends that phonic approach is not necessary to the teaching of reading since it is not adequate for learner development to read. She further explained that learners who are able to translate might be able to read with confidence and correct pronunciation, but have no idea what they are reading. Reading is about understanding what you are reading.

Tindale (2003) disagrees with the above idea as he considers bottom-up approaches generally as the reading skills evolving at the level of word recognition. He added that, there was a little connection to the text and to the readers' background information. Moreover, Pretorius (2002) agrees that the learner's background knowledge is important in this approach. The support from the other approaches is highlighted as rote learning is also encouraged in this approach.

Language-experience approach is based on the child's verbal language (Flanagan, 1997)). Once the learners are able to read and express their thoughts in writing, their teachers can introduce them to the language-experience approach. Learners write about what they see and hear and also learn to write about their experiences (Wessels, 2011). In this approach, learners are encouraged to write their own stories and thereafter assisted to read what they wrote. Flanagan (1997) found that it sometimes happens that the teacher writes down a sentence which is based on what the learner has said and the learner should be given the opportunity to read. Learners may find it very motivating to read what they composed and what was familiar to them. Wessels (2011) asserted that teachers who use this approach work together with their learners and write stories with them so that they can read the books they wrote together. This familiarizes the reading to the learners.

Language-experience approach is similar to the whole language approach in a way that both involve language. It is suggested that reading should be taught in a holistic approach rather than as a set of single and sequestered skills in the Language-experienced approach (Savage, 1994). Flanagan (1997) added that for this approach to be operational, teachers' attitudes towards the

learners and their attitudes are important. Teachers need to communicate their interest with the learners so that they will be able to perceive what they have to say. Through this approach, a range of important strategies which include creativity and others can be learnt. Approaches worked well with other strategies for teaching reading.

Jourbert, Bester and Meyer (2008) asserted that no single approach can be successfully used in teaching reading to young learners. They recommend the use of different approaches as well as the importance of the teachers who are teaching learners to read. However, knowing the kind of learners in your classroom is of vital importance in choosing the approach that can be helpful to your learners.

The DBE (2011) recommended other the activities of teaching reading that can be used for reading development. Those are: exposure to environmental print, shared reading, group- guided reading, paired and independent reading, phonics, word recognition and comprehension.

2.6 Teaching reading activities

Environmental print is the first activity that the teachers can use to introduce learners to reading (DBE, 2011). The learner come to school with the home experience and it is where the teacher should begin with the teaching of reading. Environmental print was regarded as the first experience of reading and that implies the importance of reading even before the school going age. That includes reading advertisement logos from home. Research into the nature of early literacy development has shown the importance of experiences before school, and that is what is regarded as the roots of literacy (Goodman, 1980).

Development of knowledge about the print is implanted in the environmental background and it is where reading should begin. From their earliest years, South African children are exposed to abundant deal of environmental print like traffic signs and shop signs in English and that is used as a starting point for children's developing literacy in their additional language (DBE, 2011). Children draw meaning from familiar symbols around them. Smith (1976) mentions that reading begins the moment young children become aware of environmental print. Nutbrown and Hannon (2011) found that environmental print has a place in early literacy development and as children are absorbed in this kind of reading material from birth that is actually astonishing.

Van Wyk (2006) argues that although this kind of reading is not given enough time, it supports supplementary learning. Bringing familiar signs and adverts provides the opportunity to read to the learner. This involves observing if those adverts can be recognized and remembered. Learners start reading from known to the unknown and this strategy can assist in teaching and learning first additional language reading with the learners. Learners read well in a language rich environment. According to Wessels (2011) in a language-rich environment learners learn to try to read symbols and comic books in passing. After the learner is exposed to the environmental print, he would then be able to share reading with the teacher.

Shared reading was another teaching reading activity that can be used by the teachers to develop learners reading skills. During shared reading, the teacher and the learner are expected to share the reading task. Wessels (2011); Maphumulo (2010) revealed that during the shared reading, an adult and a child look at a book together as they read. Goodwin (2005) disclosed that children's participation in shared reading involves learners in those activities which they could not do alone, but from which they can learn more with the assistance of others. The teacher is expected to read the story many times while using the pointer to enable learners to follow the progress through the text and slowly involve the learners in reading the story. Msimango (2012) mentioned that through shared reading, learners become highly motivated as they learn more words with pictures with greater comprehension and are better able to repeat particular language structures.

The purpose of shared reading was to introduce the learners to their additional language in a meaningful, considerate context (DBE, 2011). The teacher should choose a very simple enlarged book which is normally called a Big Book, which all the learners can see, with a limited amount of text and plenty of good illustration. The teacher needs to point to each word as he or she reads but keeps the normal pace of the story. Moreover, some published big books have print which are difficult to read at a distance (Goodwin, 2005).

A text with pictures can be recommended during early years of reading. The DBE (2011) in the CAPS document suggested that talking about pictures to the learners to be helpful in making them to understand vocabulary and thereafter to be able to contribute to the text. This can also help the learners to link the story with their own lives. When children experience shared reading, they become responsive to the print and the relationship between the print and the story and also

realize that the pictures clarify the story (Wessels, 2011). After the first reading it is important for the teacher to initiate a discussion about the story and allow the learners to share their reactions, ask questions and also talk about the pictures and the story (Goodwin, 2005).

It was also emphasized that as learners move into Grade 3, the text should be more challenging and the teacher models confident reading and uses the text to advance learners vocabulary, understanding, translating skills, text structure, sentence structure and punctuation (DBE,2011). After sharing the text with the teacher, learners can also be given opportunity to read in groups under the teachers' supervision.

Group Guided Reading is another activity that can be used by the teachers to give responsiveness to the group of learners when reading. In this activity, the teacher guides the learners when they read the text and a particular skill is being learnt and accentuated (Joubert, Bester and Meyer, 2008). Group guided reading can be used to develop learners understanding and word attack skills in their additional language. Blachowicz and Olge (2001), discovered that group guided reading involves working with learners as they read a text, modeling good strategies, relating them in unfathomable critical thinking, executing cross-textual work, perceiving their reading performance, and assisting them to improve. However, Maphumulo (2010) revealed that group guided reading provides the teacher with the opportunity to observe reading behaviours, identify areas of need and allow learners to develop more individuality and self-reliance as they practice and consolidate reading behaviours and skills.

Although dividing learners into their ability groups was sometimes discouraging, in this activity learners needed to be grouped according to their abilities and the readings set according to their level of difficulty. The text to be read should be on the level of the group. Learners are usually divided into groups where everyone in a specific group needs instruction in the same skill or strategy (Joubert, Bester and Meyer, 2008). It is important for the teacher to know all the learners so that they can be placed in the groups that are relevant to their abilities.

Witherell (2007) assert that group guided reading can progress if:

- The teacher can group the learners and work with the specific group while others are busy in other meaningful reading activity.

- The teacher and learners should each have a copy of the same story book and make sure that it is on learners' level.
- The teacher introduces the text and points out certain aspects on which the learners should concentrate.
- The teacher can invite all the learners to read the same text several times, with the teacher playing a role each time.

Tyner (2003) mentioned that learners get more attention while they are in small groups. Moreover, it is also important to read individualistically in order to improve reading skills. The activity that involves independent reading will be discussed in the next section of the study.

Independent Reading is the activity where each learner is given an opportunity to read alone. This activity means having organized daily reading time during which learners attach with books (Joubert, Bester and Meyer, 2008). Learners can be given the opportunity to read the text of interest while being assisted by the teacher on the reading rules. Maphumulo (2010) argued that during independent reading sessions, the teacher should always be observing, listening and collecting information about learners' reading behaviour. Learners get preparations and encouragement of reading for enjoyment while developing fluency. Learners should re-read the text from the Group Guided Reading Session until they can read it confidently and also read for pleasure from books in the reading corner before they read independently (DoE,2011). Once the learner can read independently, phonetic knowledge develops.

Phonics is the reading activity that required the teacher to know learners basic phonic knowledge and build on from what the learners know. Minskoff (2005) looked at phonics as the most important word recognition skill. Joubert, Bester and Meyer (2008) argued that when the phonic method is used, somas are learnt step-by-step. Phonics activity connects the additive 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 (Maphumulo, 2010).

Teaching reading starts from what the learners already know. That indicated the importance of learners' previous knowledge in learning to read. Goodwin (2005) divulged the importance for acknowledgement and building on what children already know, comprehend and can do in

relation to literacy. The skills that the learners gained while learning their mother tongue are the same skills that can be used in learning the new language. When children begin to read and write in their additional language, they already know how to translate in their home language (DBE, 2011). The DBE further states that, this happens as they already understand concepts of print and have extensive prior knowledge of sound-spelling relationships. Teachers need to give learners more practice in the application of phonic knowledge as well as in decoding texts in English.

Joubert, Bester and Meyer (2008) revealed that phonic method is supported by different strategies such as:

- Making different associations to fix the various letter sounds, such as presenting the letter “s” 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 wet sand.
- Copying the word in different ways while it is sounded out aloud.
- Using pictures to illustrate the words.
- Using flash cards to practice different words.
- Repeating the words.

Teachers were expected to teach learners in the way that they will understand what they are reading (Joubert, Bester and Meyer, 2008). When reading with understanding, the words are recognized. The components of teaching reading were also required for the learners’ improved reading. Two components of teaching reading to be discussed in this chapter are word recognition and comprehension.

2.7 Components of teaching reading

Phonemic and sight words are the two main elements involved in word recognition (Maphumulo, 2010). She further explained word recognition is an important building block in the teaching of reading which is construction and understanding meaning. Word recognition needs to be developed for the learner to be able to read with understanding (Nkosi, 2011). However, it is very difficult for the learners to learn and understand those words that are not spelt as they sound. Learners needed to learn sight words as well as high frequency words by seeing them

repeatedly. The more children read in their additional language, the more sight words they will acquire (DBE, 2011).

Comprehension is regarded by Nkosi (2011), as the important skill that needed to be developed for the learners to be able to understand what they are reading. Wessels (2007) found comprehension as the ability to understand the message from the author. However, it has been discovered that there are several children who often read without making sense of what they are reading. The DoE (2008) asserted that the reason for being unable to comprehend the text is being weak in language. That can also specify the lack of vocabulary and grammar to make sense of what they are reading. Moreover, Van Wyk, 2001 asserts it as having low level of reading approach, knowledge and lack of intellectual control to the learners.

It is imperative for the teachers to encourage learners to build vocabulary and grammar by exposing them to plenty of English at the right level (DBE, 2011). Learners should be involved in more English text to be able to comprehend what they are reading. Comprehension teaches learners to monitor their own understanding of a text. Asking questions to the learners can show if the text was understood. Goodwin (2005) argued that presenting children with a passage and asking them some questions will indeed tell something about their ability as readers. He further revealed that verbal and printed response work meant reflecting on what children have read and is far more likely to produce those learners that can think and comprehend what they read.

Fecteau (1999) discovered that cultural knowledge and previous literacy instructions are very important in comprehending literary text. Fecteau added that opportunities for collaboration between professionals in literary, cultural studies, language acquisition and reading, may eventually contribute to the development of learners' literary competence and improve the teaching and learning experience. Introducing learners to a great deal of prior literacy instructions and the learners' environment play an important role in comprehending the text especially in foreign language learning. An underlying assumption of Foreign Language Literature courses was that students who have achieved a progressive level of reading acquire essential second language (L2) skills to understand the text done in their first language (L1) (Fecteau,1999). Thus, those learners that enter the L2 literature classroom are equipped not only with L2 phonological knowledge and cultural knowledge, but also with previous literacy reading experiences and opportunities of what correct literacy studies entail.

Fluency was also regarded by Maphumulo (2010) as important in developing learners' comprehension skills because of the impact it exerts on comprehension. Without fluency there will be no comprehension. Teachers need to teach learners in a way that they will understand what they are reading, to become fluent and literacy competent. Literary competence is defined as a set of conventions for reading literary texts, including the expectation of a significant message about human condition, the search for recurring themes and images, and the recognition of stereotypes (Culler, 2001). Teaching learners to comprehend the text was relevant in all the components of teaching reading to young learners.

Teachers follow different methods of teaching reading in their classrooms since they consider different learners in their classrooms (Joubert, Bester and Meyer, 2008). Some learners may find it simple to understand some methods, while other methods are difficult to be followed. Approaches, activities, components as well as the strategies of teaching reading are guided by the Department of Education in the policy of teaching first additional language reading in the foundation phase. Teachers are provided with guidelines on how to use these strategies and guidelines when teaching reading. Literacy and rurality is discussed in the next section.

2.8 Literacy and rurality

Research conducted in South Africa discovered that it has been nineteen years after the first democratic elections but rural schools are still facing challenges when it comes to literacy development. Nkambule, et al (2011, p.342) assert that "it is well known that since the end of apartheid in South Africa in 1994, rural development and rural education have remained on the margins of progress made in improving people's lives". The study conducted by Mather (2012) also discovered that the teaching of reading in the rural schools is still in not improving and literacy levels in rural schools of South Africa are a reason for great concern. Department of Education (2008) also publicized that South Africa experiences many challenges in developing literacy and it is infrequent to find schools with good libraries and many families have no books to facilitate literacy development.

While the DBE was aware of some crisis within the rural schools, the issue of support came out as a challenge for many rural schools. Gardiner (2008) explored the findings in the report of the Ministerial Committee on Rural Education and states that rural schools are experiencing the

challenges of not being frequently visited by the Department's personnel for evaluation and monitoring curriculum delivery. That happens as the school's officials were regularly unprepared to travel long distances on gravel roads.

2.8.1 Aspects of rurality

Rurality is not a uniform structure but comprises of a number of various contexts and theorisations (Langa, 2013). Rurality also focuses on the notion that there are many challenges facing rural areas. That is the case as rurality is regarded as settings that are inadequately populated and where agriculture is the main means of economic activity. Moreover, Mahlomaholo (2012) revealed that rurality could also be those areas that consist of many ethnic lands controlled by traditional leaders. Hlalele (2012) argued that rurality can also be understood by exploring the historical settlement on land ownership of rural areas which were directly connected to apartheid and the imposing policies of insufficiency.

2.8.2 Pedagogy in rural teaching

Although rural schools were regarded as poor, it was important for the study to look at other teachers' efforts in making learners to learn. That happens as the development was about learning to use resources around the environment with energies and one of these energy resources of humankind being intellect (Porteus and Nadubere, 2006). The importance of utilizing the available resources to teach in rural schools is recommended. It is highlighted in this pedagogy that teachers were expected to put more effort into their work even without resources.

Despite some challenges and rural conditions, there are teachers who struggle to improve education in rural schools (Saloojee, 2009). Those kinds of teachers who work very hard even under difficult conditions seem to adopt the Engaged pedagogy in the rural teaching. Rural schools teachers cultivate this type of pedagogy through the constant consideration and by engaging in practices within the formal teaching time, during lunch break and beyond the formal teaching time (Saloojee, 2009). Emerging Voices (2005) discovered that there are teachers who are well-qualified and work hard and co-operatively to provide high-quality education, including voluntary extra lessons for learners who have difficulties. Those teachers always strive to make excellent changes when teaching in rural or urban schools.

2.9 Conclusion

The chapter began by providing the clarification as well as the importance of reading in different contexts. This was because being able to read contributes to learning development. The then Minister of Education, Pandor divulged that reading is the skill that enhances opportunity to succeed and that make its clarification to be relevant for discussion in the study (DoE, 2008). The teaching reading perspectives are also discussed. The chapter also provided the models, approaches, activities as well as the components that are related to the teaching of reading. The chapter concludes by providing discussion on literacy issues that are related to the rurality, the aspects as well as the pedagogy on rural teaching. The next chapter unpacks literature that was reviewed in relation to the topic and to the research questions for the study.

CHAPTER THREE

LITERATURE REVIEW

3.1. INTRODUCTION

The previous chapter discussed the concepts that were relevant to the teaching of reading in the foundation phase. At first, the clarification and the importance of reading was provided. Secondly, the approaches, models as well as activities that were involved in the teaching of reading were clarified. Lastly, the aspects of rurality and the pedagogy on rural teaching was discussed.

This chapter focuses on reviewing literature related to this study from the international, national and local perspectives, in order to summarise findings on the teaching of reading. International literature was reviewed to understand the approaches that are used in the international countries and specifically to those that are doing well in reading. Moreover, local perspectives were relevant in understanding what others experience as they teach reading as well as the strategies and approaches that are used to teach reading. That is related to the topic as it was stated in Chapter one that the purpose of the study was to explore teachers' experiences of teaching FAL reading in the foundation phase of the rural schools.

The literature selected was relevant in considering the concepts of the study that relate to the teaching of reading. It was also pertinent to the broad critical question that underpins the study, which is: What are the teachers' experiences of teaching reading in the Foundation Phase? It intended to explore the teachers' experiences of FAL reading in the Foundation Phase of the rural schools and look at the challenges or maybe the opportunities as they teach learners to read. Teachers' experiences also include methods, approaches and strategies that the teachers use in their classrooms. Moreover, the literature review also aimed at providing an overview of other research conducted on the topic. It also assisted in identifying knowledge gaps that existed among teachers and learners, and what conclusions were drawn from other research that was conducted (Bailey, 2007).

Firstly, the chapter begins by providing an overview of the policy context in the teaching of languages in the foundation phase. This is important to understand reading and to relate what the teachers are doing to what is expected to be done. The policies that were reviewed included:

- the National Language Policy Framework (NLPF),
- the Language in Education Policy (LiEP),
- School Language Policy (SLP)
- School Reading Policy (SRP).

Policies draw attention to the regulations and principles of languages which included reading as the main skill of languages. The policies that were related to the foundation phase, as the term was clarified in chapter one. It was the policies that were essential in providing guidance on language teaching. They also inform foundation phase teachers on the official languages as well as the main skills for languages to be taught.

Secondly, this chapter is influenced by the international, national and local literature that was relevant to the teaching of second language reading and to the teaching of reading in general. It starts by reviewing literature that was related to the teaching of reading in general and thereafter, relates to the teaching of first additional language reading. Those countries that consider English as the first additional language were considered.

Lastly, literature that was appropriate to rural teaching was reviewed. It included methods and approaches used when teaching and also challenges or maybe opportunities in the rural teaching. Rural teaching was mainly included since many challenges were highlighted in the teaching of English as a first additional language in the rural schools (Maswanyane, 2010).

3.2 Language Policies

Language policies were discussed as Koopman (2012) argued that it was through policies that the practices and requirements were attained. Ifeanyi (2010) supported the argument and asserted that from the policy, it is where one acquires conversions and actualities that need to be considered when teaching. Moreover, in the South African situation, the changing policies highlight the importance and a strong motive for inclusion in the study.

3.2.1 National Language Policy Framework (NLPF)

The issue around the Language Policy (LP) had become more delicate in South Africa than in other countries and its experience was pertinent to understanding languages (Howie, 2002). It is the NLPF that provided the background knowledge of the official languages of South Africa. The then minister of Arts, Culture, Science and Technology Dr Ben Ngubane, announced that a framework for language policy for South Africa was the final process of work that started in 1995 when Language Plan Task group (LANGTAG) was appointed for the enunciation of language policy and plan (DoE, 2003). It was also explained that NLPF was an important step towards understanding deficiency of acceptance for language diversity, and it was aiming at solving the problem of the recognition of one language in South Africa. That was also supported by Kaschula (2004, p.10) who added that “NLPF encouraged the concept of what Bishop Tutu refers to as ‘unity in diversity’ and has created an awareness of respect for fellow individual South Africans”.

The NLPF encouraged the application of the instinctive languages as official languages in order to approve and support national unity in South Africa (Howie, 2002). This sets out an authorising framework for the recognition of more than one languages within the limitation of the Constitution. The NLPF also supported democracy and the significance of all official languages (Joshua, 2007).

It was after the dawn of 1994, when South Africa entered its full democracy that eleven languages were granted official status and their rights were incorporated in the South African Constitution. These languages included Sepedi, Sesotho, Setswana, SiSwati, Tshivenda, Xitsonga, Afrikaans, English, isiNdebele, isiXhosa and isiZulu. Section 6 of the Constitution of the Republic of South Africa (Act 108 of 1996) highlights the principal legal framework for multilingualism, the development of the official languages and the promotion of respect and tolerance for South Africa’s linguistic diversity. However, Section 6(3) and (4) of the South African Constitution contained language-related provisions for National and Provincial

Governments, whereby Government Departments were permitted to use at least two of the official languages that are listed above.

All the languages were incorporated in the NLPF and that resulted in the development of the Language in Education Policy (LiEP, 1997). The next section discusses the LiEP.

3.2.2 Language in Education Policy (LiEP)

The LiEP was published in 1997 and was incorporated in the Revised National Curriculum Statement of 2002 (DoE, 2002). It aimed at providing guidance on how the official languages have to be imparted in schools (LiEP, 1997). Joshua (2007) asserted that LiEP aimed at providing the foundation of articulating school language policies that substantiate the new curriculum development which aimed at maintaining Home Language (HL) while Additional Language was advanced.

The importance of LiEP was also shared by Mda (2000) who commended LiEP for its determinations in considering equivalency, independency and contribution to the nation. The LiEP was the continuation and the development of the NLPF which aimed at the recognition of all official languages in South Africa. LiEP also aimed at promoting multilingualism and the development of all official languages (LiEP, 1997).

The Minister of Basic Education Angie Motshekga reported that “From the start of democracy the Department of Education has built curriculum on the values that inspired the Constitution” (DBE, 2011, p.1). The National language Policy which is subjected to the Constitution of South Africa envisaged that all learners should be exposed to at least two official languages (South African Schools Act (SASA) 84 of 1996). The one language ought to be offered as a First Language (L1) while the other as FAL. This was done while L1 was considered as the home language of the learner. This clarifies the importance of home language while additional languages were considered. Learners’ home language was expected to lay foundations for the FAL learning acquisition (LiEP, 1997).

Joshua (2007) found that schools needed to promote education that allows learners to use their home language while providing access to quality English language acquisition. This supports the development and the recognition of more than one language. Schools governing bodies were provided with the opportunity to choose languages of choice for their schools (LiEP, 1997). It was after choosing the languages of choice that schools were expected to design their School language policies. School language policy is discussed in the next section.

3.2.3 School Language Policy (SLP)

SLP was directed by the principles that are consequential to the Constitution of the Republic of South Africa as well as the South African Schools Act (SASA, 1996). This commended the importance of LiEP as well as the recognition of Curriculum and Assessment Policy Statement (CAPS) in teaching languages. However, schools were expected to draw their own policies based on their needs.

Most of the schools that accommodate learners who speak IsiZulu as their mother tongue use English as the second language. This means that isiZulu is used as a first language while English is used as a second language in those schools. Teachers were guided by the Curriculum and Assessment Policy Statement (CAPS, 2011) on all the skills to be taught in all subjects. Moreover, reading was regarded as one of the main skills for languages and it was envisioned that a learner should be capable of reading English well by the time he or she is in grade 3 (DBE, 2011). Reading as an important skill for languages necessitates development in the learners early years (Singh, 2009). The importance of being able to read English First Additional Language (EFAL) is discussed in the next section.

3.3 Reading English as a First Additional Language (EFAL)

FAL is the second language that the learners learn after their home language. When CAPS was introduced, the grade in which learners start learning FAL was lowered. The South African Education System (SAES) requires that the FAL be introduced at grade 1 level of the foundation phase (DBE, 2011). English is regarded as the first additional language of most rural schools in South Africa. Therefore, starting to learn and to read in English in the early years suggests that

by the time learner reaches the Intermediate phase, she would have attained more English words that will help her to cope with the Language of Learning and Teaching (LOLT) of the next phase. Foundation phase teachers were expected to lay the English reading foundation early in the learners first year of school (Department of Basic Education (DBE, 2011).

English was regarded as important by Balfour (2000); Sarinjeive and Balfour (2001) and it was advocated as a subject that all learners need to know. It was realised as an essential language with major role in the learners' lives. The same sentiment was also shared by Graddol (2010), who considered English as a global language. He further gave explanation that a global language is a language that is acknowledged as an International language. Therefore, learners need to know this language. Moreover, the DBE (2011) revealed that those learners who are learning English as an additional language need to get more exposure to it.

Ntuli (2007) asserted that most learners who practice English as the FAL in rural schools receive very poor experience on it in their environments and that hinders effective reading development. Learners have no contact to quality English in their communities, as it is not widely used (Joshua, 2007). Singh (2010) added that English is not the mother tongue of learners in rural communities, therefore large numbers of learners are not familiar with the language. Ntuli (2007) added that most learners who use English as the first additional language are absolutely poor in reading the language. This was also supported by Mgqwashu (2007) and other researchers (Balfour, 2000; Sarinjeive and Balfour, 2001) who revealed that English is still a challenge in Black schools in South Africa. Alexander (2003, p.16) argued that "if only all people of the country could quickly acquire knowledge of the English language, all communication problems and therefore, inter-group tensions will disappear." He highlighted that the issue of language is important and is still debated.

The purpose of the inclusion of international countries was to provide their experiences in the teaching of lower grades reading. The intention was also to provide strategies and approaches used to teach young learners. China and India were included to comprehend why they excel in reading while other countries were struggling. What other countries consider as important when teaching reading was relevant for the study. The next section looks at the teachers experiences while teaching reading in general.

3.4 International trends of teaching reading

Goodwin (2005) divulged that literacy learning is still under debate since teachers around the world were found to teach reading differently. That was the case as teachers use different styles and approaches when teaching reading. Moreover, reading is considered as important by many researchers in learning development. Young, Walsh and Macdonald (2012), exposed that many researchers and education specialists acknowledge the great necessity for young learners to become literate in the early years of schooling.

The importance of understanding the text you are reading was considered as vital in Australia. Dickinson and Tabors (2001) mentioned that obtaining meaning through vocabulary development and comprehension was suggested as important in the early reading. Teachers were expected to use theories and approaches that can assist in meaning making.

Another study conducted in Australia on the teaching of reading revealed the importance of exposing learners to books even before they reach the school going age (Freebody and Freiberg 2001; Young, Walsh and Macdonald, 2012). Children's earliest experiences with books have huge effect on their later attitudes to books and on their development as readers. Young, Walsh and Macdonald (2012) found that when families and societies were involved in making reading possible it was likely for the learners reading skills to develop.

Young, Walsh and Macdonald (2012) argue that teaching learners to read at home involve good supervision towards the text response, applying reading knowledge and also inquiring principles and attitudes about what is being read. Social connections between parents and children were seen as important for the development of early reading. Rayner, Foorman, Perfetti, Pesetsky, & Seidenberg (2002) found that children who come from homes where they were exposed to books early and who read on a regular basis and where there are lots of books around them tend to learn to read better, regardless of the approaches used by their teachers when they are at school. Biemiller and Boote (2006) concur with Rayner, Foorman, Perfetti, Pesetsky, & Seidenberg (2002) and state that those children who were not introduced to books and who do not read in their homes become poor in reading and have little vocabulary and this impact on their reading when they are at school.

The importance of introducing learners to books in early years was not found to be relevant in the United Kingdom (UK). The study conducted in UK conflicted with what was important in Australia. Cunningham and Carroll (2011) revealed that reading before school age was meaningless to the learners in the UK. UK children were not exposed to books before going to school. They found that they have evidence that learners who were taught to read at the age of seven make faster progress in reading than those who start reading at the age of four (Cunningham and Carroll, 2011). Good related reading skills were achieved at the age of seven in the UK. Countries that experience English as a first additional language were included in the study. Literature from the studies conducted in China and India will be discussed in the next section of the study. Those were found to be successful in reading when compared to other countries (Prinsloo, 2006).

3.4.1 Teaching English reading in China

Involving China as the country that use English as the FAL was recognized as imperative in the study. That was done to relate experiences of China to that of the South African context to identify other necessities that were lacking. The idea of comprehending the text was important and encouraged in China. A study conducted by Hu, 2007 divulged that when teaching learners to read in China, more emphasis is placed on reading for understanding. Similarly, Bao (2004) and Hu (2000) declared that teaching learners in a way that they will understand, develops other skills and it is important. Learning to comprehend the text is important as it can assist in writing and communicating about the text (Bao, 2004).

Hu (2007, p.100) highlighted the importance of six objectives that were considered when teaching learners to read and to understand. In China learners were expected to be able to:

- Recognise all the words that they have learned.
- Be able to read simple words based in the guidelines of the spelling.
- Read and comprehend simple information from the greetings cards.
- Read and comprehend simple directions on the text books.
- Be able to read and understand easy stories.
- Read aloud stories with fluency.

In spite of the challenges facing China, their learners were competent in English reading (Valencia, Place, Martin and Grossman, 2006). China was regarded as one of the top reading countries that were identified in the PIRLS report on reading assessment (PIRLS, 2006). Shortage of resources was found to be a huge challenge in teaching China learners to read in English as a FAL. The unavailability of resources included teaching material as well as teachers (Valencia, Place, Martin and Grossman, 2006). The next section discusses experiences of teaching reading in India.

3.4.2 Teaching English reading in India

India is one of the countries that consider English as a first additional language. The study conducted by Pal (2005) divulged the three language formulas that were considered and authorized by the National Curriculum Framework 2005 in India. The first language was the medium of instruction in the school while the second language was English and the third language being Hindi. English was also viewed as the library language and not used for daily interpersonal communication (Pal, 2005).

Ramanathan (2008); Bhakta, Hackett and Hackett (2002) exposed that English was measured as an official language and serves as linking force in the multilingual country of India. The teaching of English in K-12 schools focuses on the skills of reading and writing while listening and speaking skills were not awarded much time.

Parental support was found to be essential in the learners reading development in India (Ramanathan, 2008). Teaching children to read before the school age was considered as significant in India as in the case in Australia. Moreover, those learners from poor families where parents were illiterate were found to struggle with reading. That happened as parents were struggling to support their children in reading as they themselves cannot read and also because they don't manage to buy books for their children to read when they are at home (Ramanathan, 2008).

Although there are number of learners who can read in India, Ramanathan (2008) highlighted some challenges in the teaching of reading in India. Indian teachers were found to teach reading

while proper teaching methods were lacking. Teachers were found teaching without proper knowledge and they used different methods that were suitable for them. Some teachers were found to teach only what they know about the teaching of reading (Ramanathan, 2008). He added that, it was because the India Department failed to provide proper support in the form of training for teachers. It was found that the problem of large class sizes was also an important matter in the Indian classrooms and it was found to affect the teaching of reading (Yeats, 2011). Teachers find it difficult to assist poor readers as there were many learners in the classroom. However, India was not regarded as poor in reading English.

The next section of the study will look at the African countries that use English as a FAL. Literature was reviewed from Tanzania and Kenya.

3.5 Reading in African countries

My discussion will mainly focus on those countries that consider English as a first additional language and those are: Tanzania and Kenya.

3.5.1 Teaching English reading in Tanzania

English was also considered as a first additional language in Tanzania. The research conducted by Carter (2004) found that teaching learners to read before going to school was encouraged in Tanzania. This was considered to be of great help when the learners are at school. That recognises the importance of the home in learning to read.

Teachers were expected to develop from where the parents have started by using teaching methods that will guide good reading. Carter (2004) asserts that teachers' emphasize methodologies that can assist them with functional reading guidelines for the beginners. He identified the three models of teaching reading that can assist in reading and understanding what you are reading. Those models are top-down model, bottom-up model and interactive model.

Top-down model was identified as the addition of language acquisition process where the views of reading were mainly based on comprehending the text being read. While the bottom-up model was considered to accentuate recognition of words, comprehension was obtained from the text. Carter (2004) described that the two methods were sometimes used together to make learners

read. When the two methods were used together for the process of reading comprehension it was called interactive model of teaching reading (Carter, 2004).

The study conducted by Mulkeen and Chen (2008) in four African countries revealed that the rural schools of Tanzania were also affected with many challenges that affect reading development. They found that amongst those challenges, the issue of support was of great concern for teachers. Teachers were also teaching without proper support from the Department. However, the issue of support was regarded as important. The next section will review Kenya literature.

3.5.2 Teaching English reading in Kenya

Kenya was one of the African countries that use English as first additional language in schools. It was important for their learners to learn to read while they are in the lower primary schools as that can assist them when in higher grades (Yeats, 2011). Bunyi, Wangia, Magoma and Limboro (2011) state that when teaching English reading in lower grades of Kenya, teachers concentrate on two methods and those are look and say and phonic methods. The two methods of teaching reading were used while their aim of teaching learners to read was on making them understand and make meaning from what they are reading (Bunyi, Wangia, Magoma and Limboro, 2011).

Another research conducted by Crouch, Medina and Mumo (2009) in Kenya mentioned that reading in English was improving progressively in the early years of poorest schools in Kenya. This was found to be the case as the teachers were getting support from the supervisors who visit schools and assist them with reading as well as methods to be used when teaching reading (Crouch, Medina and Mumo, 2009); Bunyi, Wangia, Magoma and Limboro, 2011). Crouch, Medina and Mumo (2009) also highlighted that while teachers were assisted with teaching, those that were new in the field of teaching were not afforded with orientation programmes since it was predicted that they were proficient in teaching.

Gradual improvement was evident in English reading in Kenya, however, some challenges were highlighted. Crouch, Medina and Mumo (2009) found some challenges that affect teachers as they teach reading which include:

- Large number of learners in the classrooms.

- Poor reading background as a result of poor instruction in pre-schools.
- Lack of resources which include reading books.
- Less use of English than Home language
- High rates of absenteeism.

Understanding reading in the Foundation phase of the South African context was relevant for the study to be discussed in the next section. The next section will start by discussing diversity issues and thereafter background knowledge of the South African context.

3.6 Towards understanding reading in the Foundation Phase of South Africa

South Africa is regarded as a diverse country, thus it was important to discuss the issue of diversity as the introduction of the South African context. That was done to recognize the importance of inclusion and accommodation of all learners in the classroom.

3.6.1 Diversity

The South African government adopted a multilingual language policy which provided recognition of eleven official languages as it was discussed in the Chapter two of the study. That was done in favour of the South African Constitution (Act 108 of 1996) which aimed at promoting the values of human dignity, human rights and freedom in schools. This was a necessary departure from the state-driven language policy of the apartheid government to a policy that recognized cultural diversity and encouraged all eleven official languages to the system and all individuals were offered the right to choose the language of choice (DoE, 1997). South Africa as a diverse country accommodated and made provision for different languages and different cultures in one classroom.

Changes in the social and cultural make-up of communities necessitated increased appreciation of the place of diversity in learning and development (Annan and Priestley, 2011). Cunningham (2007) believed that the teaching profession needed to capitalise on the diversity and notice if it is not restricted by the specified concepts of practice in its efforts of accomplishing effectively in

the environment. The skill of accommodating different learners in the classroom was of necessity among all teachers.

Skerrett (2011) mentions that teachers required more professional development that was specifically related to meeting the needs of diverse learners. This is supported by Ball (2009) who revealed that teachers must develop the ability to add to their understanding of how to meet their learners' educational needs by linking their personal and professional knowledge to their learners' knowledge in the ways that allow them to produce new knowledge that is useful to the planning and educational problem solving.

Thus, Gindis (1999) acknowledged that as our nation becomes diverse and the issue of inclusive education becomes critical. Foundation Phase teachers have a responsibility to understand how they can meet their learners' needs to their best of the ability and how to afford effective foundation phase education to all the learners. Monsen and Frederickson (2004) argue that inclusion was related to the unpretentious aspiration on the part of those teachers who always work to improve their learners learning skills. Annan and Priestly (2011) also found diversity to be the key feature in the increasing of the social world. Inclusion is therefore taken as a skill and an approach that aims at transforming education system (Naidu, 2007).

Ball (2009) invented the term cultural and linguistically complex classrooms to describe classrooms that serve learners from two or more cultural and linguistic groups. Skerrett (2011) revealed that culturally and linguistically classrooms necessitate teachers and learners to accomplish multiple cultures and languages as they learn the English Language. The statement is also supported by An (2011) who mentioned that, though cultural studies added to language programmes, foreign language teachers endeavour to equip learners with the necessary knowledge about the foreign culture.

Skerratt (2011) found that other research demonstrated the importance of engaging students in reading and discussing about language. Where learners do not understand, the language code-switch was found as a solution to include all the learners during the lesson. According to Hill

(2009) code-switching pedagogies align with standards developed by the International Reading Association and National Council of Teachers of English for the respect of language diversity.

Diversity suggests the need for working together as teachers in support and guidance towards cultural and linguistic diverse classrooms. According to Richeson (2009) inclusion was effective when all staff members in a school system assent the challenges of working together and to share education to all children. Looking at inclusion as a school-wide challenge, there was a belief that when teachers were trained and supported in an inclusive setting, the success rate of the school-wide inclusion rises (Richeson, 2009).

Burstein et al. (2004) argued that if implemented correctly, inclusion improves learning for both special education learners and non-special education students and helps children learn to accept individual differences. All learners needed to be included in the classroom regardless of their differences.

3.6.2 Background knowledge of reading in South African context

Many learners are struggling to read in the foundation phase of South African schools (Prinsloo, 2006). Poor reading was also evident in the 2011 ANA results which revealed 35% literacy results in South African schools. The poor reading was also exposed in the PIRLS assessment. The assessment showed that the reading level of the Grade 4 learners of South Africa was below the level of other countries. Nevertheless, the studies conducted after 2011 proved reading to continue to be the problem even after the new curriculum (CAPS) was introduced.

Curriculum and Assessment Policy Statement (CAPS) is the Policy that guides the teaching of reading in South African schools. This Policy was introduced in 2011 after the Revised National Curriculum Statement (RNCS) was reviewed. This Policy was gradually implemented beginning with the Foundation Phase (Grades R–3) in 2012 (DoE, 2011). It was envisaged by CAPS that the foundation phase teachers should consider all the main skills for teaching languages. The main skills in Languages included listening and speaking, reading and phonics, and writing and handwriting. Reading was one of the main skills of languages that is explored in this study. The

minimum of 1 hour and a maximum of 1 hour and 30 minutes are devoted to the teaching of FAL reading in the Grade 3 classes of South African schools.

Schools were offered opportunity to choose between having more time in Home language or in the First additional language in the FP. SASA (Act 84 of 1996) confers school Governing Bodies (SGB) the power to determine languages to be used in each schools. Schools needs were considered, as the languages were chosen.

3.7 Local studies conducted in the teaching of reading English as a FAL

Mather (2012) found that language learning was of great concern in South Africa. Many studies conducted highlighted the importance of reading as the main skill of languages in the early years of school (Gounden, 2003; Maswanyane, 2010; Singh, 2010; Mitasha, 2013). Moreover, teachers have different experiences as they teach learners to read.

3.7.1 Experiences of teaching reading in the early years of school

Weaver (1994) exposed the three systems that were relevant in making Foundation Phase learners to read and those are semantic, syntactic and phonological- graphonic systems. He further explained that the three systems were considered as important as the semantic system highlights the importance of reading with understanding, the text being read while syntactic system involves the appreciation of grammatical structures and phonological graphonic involves pronunciation and the recognition of words when reading. Thus, learners need to be able to pronounce the words correctly for them to comprehend what they are reading.

Moreover, a study conducted by Gounden (2003) in a multi-cultural context of South Africa revealed that teachers goal of making learners read can be achieved when a balanced reading approach (BRA) can be used in teaching reading. Her purpose of the study was to understand approaches, methodologies and resources that can be used to make learners read. BRA approach recognises learners' mother tongue language while FAL was being developed. Zygouris (2001)

who studied the approach also discovered that BRA approach was an idea of using mother tongue instruction in the development of English as an additional language.

Moreover, Maphumulo (2010) argued that there was no particular method that can make learners read. The study was conducted in KwaZulu Natal with an aim of exploring how grade one teachers teach reading. Maswanyane (2010) who investigated the methods used in teaching FAL reading, argued that some teachers use methods that were not assisting learners to read. The study was conducted in the grade 4 classes of the South African context.

Although methods and approaches were essential when teaching reading, the importance of using reading books was also highlighted. Pretorius (2002) who also conducted a study in South Africa asserted that learners need to be exposed to books and providing plenty of opportunities to practice reading. He added that this should be done in the learners early years of school. However, those schools that were poor find it difficult to provide learners with reading books. This is common in rural schools where many challenges were highlighted in the teaching of reading.

3.8 Challenges related to the rural teaching

A study done by Mqgqashu (2007), and other studies done, some of which were conducted in the University of KwaZulu Natal by (Balfour, 2000, Sarinjeive and Balfour, 2001, Ifeanyi, 2012) revealed that the teaching of English in African schools is still a challenge for the existing and future governments. Mather, 2012; Singh, 2010 and other studies conducted in the rural schools contended that there are some challenges that are particularly related to the rural teaching. This was found to be the case in spite of the approaches that the teachers use to make learners read (Singh, 2010). The challenges in rural teaching include: reading resources, language, teacher training and support.

3.8.1 Reading resources

Many studies conducted in the rural schools of South Africa highlighted lack of resources as a huge challenge that affects reading development (Maphumulo, 2010; Maswanyane, 2010;

Ngubane, 2011; Thunzini, 2011). Maphumulo (2010) in her local study exposed that lack of teaching and learning resources affects reading development. That was also found by (Thunzini, 2011) who conducted a study in the rural schools of Lesotho. Thunzini (2011) states that it become very difficult to teach where the resources were not available. Ngubane (2011), also found that rural schools were lacking resources which affect teachers as they teach learners to read (Ngubane, 2011). Teaching and learning resources were taken as the material that was important in supporting the process of learning and teaching to read, however, that was lacking in many rural schools (Maphumulo, 2010). Reading books were found to be the teaching and learning resources that were important but were not available in many poor schools (Singh, 2010; Maswanyane, 2010).

Emerging Voices (2005) a project conducted in rural schools highlighted libraries as the important resources that were lacking in the rural schools. Many schools in the rural environments had no libraries while they were also lacking in their communities (DoE, 2008). Taylor (2007) also argued that if there are no libraries in schools and no books, it become difficult for the learners to develop in their reading skills. The scarcity of libraries had some negative effects in reading and in learners' lives. Language was also another challenge that was related to rural teaching.

3.8.2 English FAL: reading with understanding

Learners and teachers that were found to struggle with language find it difficult to read that language. A study conducted by Singh (2010) on the teaching of EFAL reading revealed that learners find it challenging to read and to understand the language. This was found to be the case as English was not their home language and they were not acquainted with language skills (Mgqwashu, 2007). Mhlongo (2012) argued that learning the new language where the language is not the learners' home language was problematic.

Ifeanyi (2012) who conducted a study in the foundation phase of the mainstream schools of KwaZulu Natal asserted that learners in the grade 4 classes had very little English grammatical knowledge and vocabulary which affected their reading development. He argued that the

problem of language and reading was a huge challenge as the teachers and learners negotiate transition from IsiZulu as LoLT to English as LoLT in the grade 4 classes of the mainstream schools. This suggests the switch to the learners' home language when teaching them to read in English. The strategy of switching to the language that the learners can understand is called code-switching. Brice (2000) defines code-switching as the use of more than one language in the classroom. That was done to contextualize communication between the teacher and the learner. Learners learn better when provided the opportunity to re-tell their stories in their home language (Gounden, 2003).

Mackie (2007); Maswanyane (2010); Ifeanyi (2012) and Mather (2012) conducted studies in the South African context and exposed that teachers change languages while they also lack other skills that can make learners read and understand what they are reading. This was the case as some teachers were found to use methods that were not assisting learners to develop their comprehension skills (Lenyai, 2011). Mackie (2007) divulged that some teachers do not understand learners' literature and cannot use their knowledge to develop their curiosity in reading texts.

Maswanyane (2010) investigated teachers' methods of teaching FAL reading and found that it was the skill of teaching FAL that was lacking for teachers. The above argument was supported by Mather (2012) who was involved in the KwaZulu Natal project on reading development and accentuated that methods of teaching can be available but good teaching skills are required by the teachers for the learners to comprehend and find meaning from what they are reading, and that was lacking from many teachers.

Although according to (Ngubane, 2011), a study done in KwaZulu Natal, there were short courses and certificates to improve teaching skills for rural teachers. This was offered by the University of Peninsula in Cape Town, however, not all the teachers were aware of that support. Moreover, different Provinces have their own rural areas which make it difficult for all rural teachers to be supported by that project. Teacher training was also challenging in rural schools.

3.8.3 Teacher Training

Klaassen (2002) highlighted the significance of teacher training and affirmed that where a second language is the medium of instruction, teachers not only require proficiency in the medium of instruction but also training in specific strategies and techniques is essential. Maswanyane (2010) and Mhlongo (2012) exposed that teaching skills were lacking as the teachers were not assisted with enough training to teach reading.

Maswanyane (2010) also argued that teachers were not getting support in the form of training and guidance from the Department of Education as they teach learners to read. Singh (2010) agreed with Mhlongo (2012) and Maswanyane (2010) and emphasized the need for further training for the teaching of reading for the Foundation Phase teachers. Additionally, Theron and Nel (2005) assert that where teachers teach FAL reading without proper training and knowledge of making learners to read, reading development will be difficult to be attained.

Some teachers were found to apply skills and methods of teaching that they attained while they were trained for teaching (Mather, 2012). However, they were expected to learn new skills to teach since the South African curriculum has been changing. Mather (2012) found that poor reading can be caused by the inadequate training for the foundation phase teachers. Ngubane (2011) also highlighted that teachers were lacking support in the form of teacher training from the Department of Education. Moreover, where the support was offered, teachers were using appropriate approaches to make learners read (Ngubane, 2011).

Mitasha (2013) conducted a study on English reading assessment among Grade 4 learners at a rural primary school. The aim of the study was to explore the methods and techniques that the teachers use when assessing learners' reading levels. Mitasha (2013) contends that teachers are aware of the importance of teaching and assessment, however that was not properly done in some of the classrooms. Teachers were teaching but mainly assessment was not done as they were teachers who were not aware of those learners that cannot read.

Moreover, assessment was the necessity by the Department of Education (DoE, 2008). Identifying gaps when teaching can help in changing methods and strategies that can be used to improve reading. The supportive environment was also important in early teaching.

3.8.4 Supportive environment

Gounden (2003) highlighted the importance of a supportive environment in the teaching of reading. Supportive learning environment enhance good learning while developing self-concepts and academic growth of English as a FAL for young learners (Gounden, 2003). However, where environmental support was lacking, problems may occur.

A study conducted by Lawrence (2011) in South Africa divulged that learners struggle to read in the absence of socio-cultural approach to learning. Socio-cultural approach involves learning through relationships with the knowledgeable person around the learner (Hall, 2003). That highlights the support of culture and social interactions where learners are learning to read. Thus, where the community around the learner is reading, it was likely that the learner can read. Lawrence (2011) argues that learners were found to read better when surrounded by and have social interactions with people around them. Social interaction was an approach that was invented by Vygotsky who was concerned with the significance of other people in learning and teaching (Lawrence, 2011).

Ngubane (2011) also contends that the community contributes in reading development and it became very difficult where it not favourable to effective teaching and learning. Singh (2010) added that in learning English as an additional language where the community does not speak that language, more adversity may occur. This mostly happened in the rural communities where English is not extensively used and for that reason, learners have no practice to it outside the school (Joshua, 2007).

Maphumulo (2010) who investigated how Grade 1 isiZulu teachers teach reading in the foundation phase also asserted that socio-economic position of the community of the learner was also essential in reading development. Where the environment is poor, reading development is

very difficult as they cannot afford to obtain essentials for reading. The environment of the learner includes parents as well, where parents are not involved, reading development turns out to be impracticable.

3.8.5 Parental involvement

Parents were highlighted as very important in learners' reading development. Parents need to inspire their children to read at home to avoid the predicament when the learners are at school and are unable to read (Maphumulo, 2010). Hugo (2010) who conducted a study in Gauteng, also underscored the importance of parents as they were expected to help the learner in practising the difficult task of learning to read.

Moreover, Singh (2010, p.125) highlighted some issues that involve parents and the development of reading:

- Poor parents that cannot afford to buy books for their children to read when they are at home.
- Parents lack the time or do not make an effort to assist their children with reading.
- Parents do not understand the written language themselves, so they cannot help their children to read.
- Children live with their illiterate grannies that are unable to assist them to read.

Domestic background of the learners was found to be the reason for the lack of involvement of learners' parents in their reading when they are at home (Hugo, 2010). The Department of Education also conducted some campaigns in responses to the rationale for the study.

3.9 Reading campaigns in South Africa

Literacy and mainly reading was found to be very low in South African schools. Large numbers of South African learners were found struggling to read. The DoE had undertaken different Campaigns in response to reading challenges in South Africa. After 2001 and 2004, two national

systemic evaluations by the Department of Education were conducted to establish literacy levels in primary schools. Campaigns that were conducted identify many challenges that affect teachers as they teach reading. Campaigns conducted included:

- Readathon
- National Reading Strategy (NRS)
- Foundations for Learning (FFL)
- Quality Learning and Teaching Campaign (QLTC)

Readathon was a campaign that was introduced by the Department of Education with the intention of improving reading. The Department of Education subscribed to the impression that literacy, particularly reading was significant at all levels of education (DoE, 2008). Thus, learners were expected to be involved in different reading activities while guided by their teachers. The aim was to build on the theme of liberation through reading. Schools were given a podium to read, dramatise, and perform choral verses and many other activities to involve learners in reading. As they read and participate in front of others, they learn and improve the reading skills. The learners were expected to focus on the idea that the more people read, the more they know. However, the reading crisis persisted in South African schools (Mitasha, 2013).

Taylor (2002) states that National Reading Strategy (NRS) was launched by the Department of Education in 2004 in order to overcome the problem of reading in South African schools. He added that its aim was to develop different reading activities that can make learners read, enjoy and develop. The documents which highlighted different challenges and solutions were compiled and distributed to schools (DoE, 2008).

The activities and approaches to promote and develop reading skills to the learners were also highlighted with an aim of improving reading in schools. This was the motivation for teachers, learners and the communities in the promotion and development of reading (Mhlongo, 2012). The NRS gave guidance on using balanced approach when teaching reading (Mhlongo, 2013). This suggests the activities of teaching learners to read which include: phonemic awareness,

phonics, comprehension, vocabulary and fluency. The importance of using different methods when teaching reading was highlighted (Mhlongo, 2013).

Foundations for Learning Campaign (FFL) was another campaign launched towards improving reading in South African schools (DoE, 2008). The teaching reading time as well as the core elements of the campaign were given more thought. This suggested more time for reading in the early years. It was suggested that 30 minutes reading for pleasure to be added on the normal reading time-table. It aimed at raising awareness and the importance of being able to read in all the schools (DoE, 2008).

As part of the FFL, primary school learners were annually assessed using standardised tests which worked as the baseline assessment to identify those learners who were struggling to read (DoE, 2008). During the FFL campaign, Annual National Assessment (ANA) was also introduced. These were tests set by the Department in order to assess different skills from the learners (Sumita, 2012).

A handbook for the teaching of reading in early grades was introduced with all the strategies and the guidelines for the teaching of reading highlighted to improve reading. A handbook was introduced for the teachers to develop methods, approaches and activities that will improve the teaching of reading (DoE, 2008). This was done to improve reading in the near future.

In the State of the Nation Address, presented to the joint sitting of Parliament in Cape Town on 3 June 2009, the President of the Republic of South Africa, Mr JG Zuma, stated that: “Education will be a key priority for the next five years. He further explained that they wanted teachers, learners and parents to work together with government to turn schools into thriving centres of excellence. This suggested more campaigns to improve schools. In 2011 another campaign, QLTC was introduced. Although the Quality learning and teaching campaign (QLTC) was not specifically to the teaching of reading, it was relevant to this study on the basis that together we can do more. This was another initiative by the Department of Education to improve teaching in South African schools by calling on all individuals and organisations to assume responsibility for improving the quality of education (DBE, 2011, p.4).

The education elements of the campaign were to:

- To inform citizens about the importance of education and their roles and responsibilities towards education;
- To mobilise communities in monitoring and supporting schools, teachers and learners;
- To improve the quality of education for all learners even for the poor children.

Parents acquired an opportunity of being addressed about how to help their children with their school work and also to be fully involved in all the schools (DBE, 2011).

It was highlighted that most of the campaigns were meant to improve the reading proficiency levels and literacy skills of South African learners since our level was regarded as very low (DoE, 2008). However, it has not improved as it was highlighted by (Mitasha, 2013).

3.10 Conclusion

The chapter presented the review of literature regarding to the early years of teaching reading. It started by discussing the Policy context in teaching languages, particularly reading. International, national and local trends of teaching reading were also considered and included in the chapter. What other countries experience as they teach reading was exposed as well as the methods and approaches used to develop reading. Different challenges that teachers and learners experience in reading development are discussed. Those challenges included the lack of support, language, culture of reading and also those challenges that are related to the rural context. The chapter also provided background knowledge of reading in the South African context and the issue of diversity was regarded as important.

CHAPTER 4

RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

The previous chapter focused on the literature that was relevant to the research questions as well as knowledge presented by other researchers on the teaching of reading. Research design as well as methods used in collecting data is presented in this chapter. The research design and methods were regarded as the outcomes of the decisions taken based on the information obtained from the literature as well as previous studies conducted (Marshall and Rossman, 2011). This was a case study of four schools with an aim of exploring teachers' experiences of teaching FAL reading in the grade 3 classes in rural primary schools. The intention was to understand the experiences of those teachers teaching in rural schools where many schools are characterised with poverty and poor that can lead to many challenges that can affect the teaching of reading.

First, phenomenology as an approach adopted in the study is discussed. Then, the description of the design that positions the study as it is a qualitative interpretive case study. Thirdly, the presentation and description of sampling is discussed. The chapter thereafter explains the four instruments that were used in collecting data which are interviews, observations, field notes and document analysis. Fourth, the analysis of the study is discussed. Then, the ethical considerations that were taken by the study are also discussed. Thereafter, limitations for the study and the issue of trustworthiness are deliberated upon.

4.2 Phenomenology as an approach

In order to achieve my objective of exploring teacher's experiences in the teaching of reading, phenomenology as an approach was found to be functional in the study. It became necessary to use this approach because "it seek to explore, describe, and analyze the meaning of individual lived experience: "how they perceive it, feel about it, judge it, remember it, make sense of it, and talk about it with others" (Patton, 2002, p.104). These include challenges, opportunities as well as what the teachers are aware of as they teach reading. De Vos (2011) also exposed the

importance of phenomenology as an approach in probing and understanding people's perceptions of a particular situation. Furthermore, Lichtman (2010) and Marshall and Rossman (2011) assert the purpose of phenomenology is to depict and appreciate the principle of lived experiences of individuals who have experienced a particular phenomenon. The phenomenon is described by Cohen, Morrison and Manion (2011) as a thought being explored by the researcher. It was the reason why phenomenology was relevant as it respects people's experiences.

Although lived experiences were regarded by Edmund Husserl (1970) as those experiences that involve all of us, the researcher as a Foundation Phase teacher and a head of department in the rural context, had her own experiences in the teaching of reading. However, for the preeminent data collection, the researchers' experiences were suspended to have no judgment and also for her not to be biased about the teachers and their experiences. That was called bracketing. Bracketing is found to 'involve placing one's own thoughts about the topic in suspense or out of question' (Lichtman, 2010, p.80). The researcher's intention of taking what was being presented by the participants as the real truth was going to be achieved when phenomenology was used as an approach of collecting data.

Interviews, observations, field notes as well as document analysis was used as the methods of data collection. Moreover, teachers were considered as the essential participants in the study. This was because of their knowledge about the phenomenon that was explored. Research questions guided them in sharing their experiences. However, phenomenology is an approach that assisted the researcher in gathering what the teachers experience as they teach reading while guided by the research questions (Lichtman, 2010). The research questions that directed the study are discussed below.

4.3 Research questions

This case study attempted to answer the following critical questions:

- What are the teachers' experiences of teaching first additional language reading?
- How is English first additional language reading taught in the Foundation Phase?

4.4 Research Methodology

4.4.1 Research Paradigm

The study is a qualitative case study which is allocated in the interpretive paradigm. The interpretive paradigm was used to position the study within its conceptual framework. A paradigm can be viewed as a way of seeing the world. Chalmers (1982, p.90) defines a paradigm as “made up of the general theoretical assumptions and laws, and techniques for their application that the members of a particular scientific community adopt”. However, Nieuwenhuis (2007, p.47) defines a paradigm as “a set of beliefs about a phenomenon. Punch (2000, p.112) also clarified the research paradigm as the “basic plan for executing the research project and includes four main ideas; which are the strategy, the conceptual framework, the question of who or what will be studied and the tools and procedures to be used in analysing the data”.

Cohen, Morrison and Manion (2007) divulged interpretive as one of the paradigms that influence the research. Therefore, interpretive paradigm was adopted in the study as it also intended to understand teachers’ experiences and behaviour about the teaching of first additional language reading. Henning (2004) found that the data collection methods fall under two broad paradigms, which are qualitative and quantitative approach. This study adopted qualitative approach in order to make meaning out of what teachers’ experience in teaching reading in rural schools. The next section will discuss interpretive paradigm and thereafter qualitative research study is discussed.

4.4.2 Interpretive paradigm

Interpretive paradigm was used to explore teacher’s experiences, their approaches as well as strategies used in the teaching of first additional language reading in a Grade 3 class of the rural schools. That paradigm was suitable for this study since it allowed the researcher to gain insight and understand of what teachers’ experience. The research questions were prepared to probe what the participants consider as their experiences. Thereafter, the participants were afforded an opportunity to communicate their experiences to the researcher while being directed by the prepared questions. Henning (2004) asserts that the interpretive paradigm is effective in probing daily experiences. Interpretive paradigm assisted in finding the truth about what the teachers experience in their classrooms.

What influences teachers as well as their consciousness in teaching reading in the rural schools was recognised. Prasad (2005) highlighted that knowledge is influenced by social position and created by social attention since it is socially created. This indicated high chances of influence by the context where they were teaching. This was the case as it can be different to teach in the rural context than in different backgrounds.

According to Cohen, Morrison and Manion (2007) interpretive paradigm is based on human performance, approach, thinking and insight. In addition, Bertram, Fotheringham and Harley (2003) highlight that interpretivists believe that the world is unpredictable and people define the meaning of a particular situation in the way they experience. Moreover, Maree (2010:102) found interpretive paradigm as a “social science that involves an empathetic, detailed study of peoples’ everyday lived experiences in their specific, natural settings in order to elicit understandings and interpretations of how they create and maintain their social worlds”. The approach used assisted the researcher in understanding the participant’s perceptions as well as their lived experiences.

Foundation Phase teachers of the rural schools provided and interpreted their experiences in relation to the context around the school. That happens while the context of each school impacted in the way the particular teacher teaches reading. Henning (2004) exposed that the approach used by the interpretivist depends heavily on usual methods that consist of interviews as well as observations when collecting data. Interpretive paradigm gathers verbal information while qualitative methodology was used. Qualitative research study is discussed in the next section of the study.

4.4.3 Qualitative research study

In this study the researcher wanted to answer the two research questions and qualitative research was adopted in that regard. Participants were interviewed to obtain the data in words and teachers’ were the relevant participants for the study since they experience the teaching of reading and have all the information required in the study. Creswell (2007) indicates that qualitative research is a type of educational research that relies on participants’ vision, gathers data consisting of words from the participants and thereafter expresses and considers these words for themes. Thorne (2000) also argues that qualitative research focuses on the explanation, understanding and considering the meaning people attach to their world, their feelings and

thoughts about the circumstances around them in the environment they are engaged in at a particular time. Qualitative research was relevant as MacMillan and Schumacher (2001) revealed it as a form of data collection in the form of words and provides detailed description and the interpretation of the phenomenon.

Moreover, Nazarana (2012, p.8) articulated that verbal descriptions portray the richness and complexities of events that occur in natural settings from the participants' perspectives are provided. Lichtman (2010, p.39) also supported Nazarana as he divulged that qualitative research involves looking at things in their natural settings or talking to individuals who have experienced a particular phenomenon. Henning (2004, p.3) concurs with the ideas above and exposed that qualitative research is aiming at capturing the autonomy and the natural development of action that was presented. The participants were awarded the opportunity to be free when relating to their experiences which is the first research question for the study.

Teachers were interviewed in the environment that was familiar to them. This provides the in-depth analysis of the research question. Henning (2004, p.3) revealed that a qualitative study aim for depth rather than "quantity of understanding".

As the data was associated with words, information was obtained from the voices of the four teachers from the four rural schools for the reason that qualitative research often focuses on smaller numbers of people. Four participants were sufficient for this qualitative research study. Information was obtained by interviewing teachers and observing them while teaching reading, taking some field notes and analysing documents that they use when teaching reading. This was done in obtaining the nuance of a problem. This happens as the qualitative study aimed at obtaining rich data (Cohen, Manion and Morrison 2011; Denzin and Lincon, 2005). The voices of the participants were recorded during interviews for the accuracy of the data collected and the observation lessons were videotaped. Qualitative research aimed at making sense of the data that was collected. Teachers' views were heard and taken as factual as they were explored from the relevant participants in their natural settings. This was the case study of four primary schools and the discussion about the case study is provided in the next section.

4.5 Research design

4.5.1 Coding the participants and sites

In the presentation of the data, pseudonyms pertaining to the schools and the participants were used. The pseudonyms were used to hide the schools as well as the participants' identity. The participants chose the dates on which they wished to be visited. The table below clarifies the interview and the observation schedule of all the participants in the study. The lessons, dates and the duration of the lessons were also provided on the table. More details of the lessons observed are provided later in the chapter.

4.5.1.1 Schedule for Interviews and lesson observations

Table 4.1

School	Participant	Observation	Interview	Focus Area	Date	Duration	Time
Siyanda	Miss Mkhize	√		Shared reading	05.06.2012	30 minutes	9:00-9:30
		√		Group-guided reading	05.06.2012	15 minutes	10:00-10:15
			√		25.06.2012	1 hour	
Sisonke	Mrs Zondi	√		Shared reading	06.062012	30 minutes	09:00-09:30
		√		Group-guided reading	06.06.2012	15 minutes	10:00-10:15
			√		26.06.2012	1 hour	
Siphethu	Miss Mtolo	√		Shared reading	19.07.2012	30 minutes	09:00-09:30
		√		Group-guided reading	19.07.2012	30 minutes	10:00-10:30

			√		22.07.2012	1 hour	
Sizamele	Mrs Khubisa	√		Shared reading	20.07.2012	30 minutes	09:00-09:30
		√		Group-guided reading	20.07.2012	30 minutes	10:00-10:30
			√		29.07.2012	1 hour	

4.5.1.2 The research site

It was necessary to have first-hand information pertaining to the sites of research. The researcher chose four schools from the area. These sites were chosen through purposive sampling since she wanted to explore how teachers were engaged in the pedagogical functions of reading while exploring the experiences in Foundation Phase and rural teaching. The map below is showing Molweni Area where the study was conducted. The school population consist of black learners who speak IsiZulu as their home language.



Figure 1:Map of Molweni Area.

Molweni is an area which is affected by so many challenges when it comes to the education system. Having prior knowledge of the rural area motivated the researcher to conduct the study in the area. The knowledge was attained while the researcher was teaching in one of the schools in the area. Molweni area is classified as a rural area which is located near Pinetown, off Durban's Western suburbs. The 2012 Statistics South Africa gave the information that the Molweni area has a population of 12,971 within 11,4 km square area in 1,137.8 INH. / Km square density [2001]. The Area is affected by adverse conditions that are prevalent in other rural areas in South Africa. These conditions include poverty and deprivation as well as lack of access to a strong education system.

In 2008 the area was struck by a major tornado which left approximately 50% of the residents' homes significantly damaged. This is why the eThekweni Municipality declared the area as a storm-hit and the disaster area (Independent online South Africa by Padayachee, 2008). The disaster had a noticeable impact on all the schools in the Area. Children were left homeless and they were unable to go to schools as they had to move to their relatives. Others were affected by the fact that it caused deaths in their families (Brewer, 2007). Some families were forced by circumstances to relocate to their relatives. This caused inconveniences to the learners as well as schools where they were attending.

The situation existed that even before the storm hit the area of Molweni, most of the children were orphans. They lived in the shacks that they had inherited from parents who perished as a result of HIV/AIDS. Brewer (2007) found that in some of these shacks there were children between the ages of 11 and 12 years who were heads of the household and they were taking care of 2-3 younger siblings. Some learners stay with their grandparents that were illiterate and also cannot afford to assist them with their school work since some of them cannot read and also because some do not perceive the necessity of doing so.

4.6 Case study

The study focused on those teachers that teach in the foundation phase of Molweni schools in the Pinetown District. According to Maree (2007), a case study assisted the researcher to obtain deeper understanding of the dynamics of the situation. Four cases were involved to collect data in this study and those are: Siyanda, Sisonke, Siphethu and Sizamele Primary schools.

Pseudonyms were used to hide the real school name and to safe guard the situation of each school.

Creswell (2007, p.73) found that a case study involves an exploration of a “bounded system” or a single or multiple sources of information. Its unique strength is its ability to deal with different documents, artefacts, interviews and observation, (Yin, 2003). Likewise, Cohen, Manion and Morrison (2011) argue that a case study takes place through comprehensive, in-depth data-collection methods, concerning various source of information that is opulent in context. Moreover, according to Nieuwenhuis (2007), case study is considered as a systematic inquiry into an event with an aim of describing and explaining the phenomenon of interest. Rule and John (2011, p.4) argue that a case study is a “systematic and in-depth investigation of a particular instance in its context in order to generate knowledge”. Four instruments were used to generate data and those are interviews, observations, field notes and document analysis. Interview and observation schedules were prepared before going to the field.

The dynamics of this study provides teachers lived experiences, the consciousness and perceptions about the teaching of reading. The next section will highlight how the participants were chosen for the study.

4.7 Sampling

Sampling is considered by de Vos (2011) as taking a section of units of a population as representative of the total population. The researcher targeted those schools that offered the basic classes to the learners. The researcher visited all the schools where foundation phase classes were offered to explain the reasons for conducting this study and also to request teachers to participate in the study. For the research to be conducted at a school or any institution, permission and approval for conducting the research should be obtained before any data are collected (McMillan & Shumacher 1997). The researcher therefore, drafted the letter (Appendix C) to Molweni schools in order to ask for permission to conduct the research. The researcher revisited schools with the letter of approval from the Department of Education (Appendix A).

Originally, seven primary schools of different developmental background and the availability of resources were allocated for the purpose of exploring teachers experiences and finding out how teachers strive to reach the optimal goal of ensuring that the results of teaching reading in the

lower grades was attained. Due to different teachers' reasons, the number of schools was reduced to four schools which I could be able to manage and it was where I have solicited access to the sites. Only four schools agreed to be part of the study and one teacher participated from each site.

Preliminary interviews with the principals of the four schools provided the indispensable information about each school. One from the four schools that form part of the study had an acting principal. All the information provided was helpful in understanding the situation of each school and was helpful in the description of all the cases. The concentration was on teachers who teach grade 3 because it is where the policy emphasizes high level of competence in English by the end of the grade and the learners need to be able to read and write well in English, (CAPS, 2011). The study therefore adopted purposive sampling.

4.7.1 Purposive sampling

Purposive sampling is a strategy of selecting participants that are referred to be representative of the population under investigation (Cohen, Manion and Morrison, 2011). Creswell (2008) contends that purposeful sampling involves the researcher purposefully selected entities or researchers select cases to be incorporated in the sample on basis of their judgement. However, Datallo (2010) pointed out that purposive sampling can be used to achieve the following goals:

- To study a separate population
- To collect primary data that is suitable for the study;
- To collect secondary data, which entails selecting a sample from an existing set of data; and
- To select a small sample and closely observe typical and unusual or extreme elements.

Ball, 1990 exposed that purposive sampling is used to obtain people with in-depth knowledge about the particular issue or may have experience about what is being investigated. Therefore, the grade three teachers of the foundations phase of the rural schools were chosen as the participants for the study. A total of four grade 3 rural school teachers were purposively selected to participate in the study. The participants volunteered to be included on the basis of their experience and knowledge about the phenomenon that was being explored. These are the

teachers with the foundation phase experience and the bio data of each participant if provided in the next chapter. However, the description of each site was essential in the next section.

4.7.1.1 Description of the first site

Siyanda Primary is situated in the centre of Molweni. It is a primary school beginning from Grade R to Grade 4. There are two classes of each grade and the enrolment is high with plus minus 45 learners in each grade 3 class. The school has an enrolment of plus minus 450 and there are ten teachers, one principal and two Heads of Department (HODs). The medium of instruction is isiZulu for Grade R to Grade 3 and English is used as a Language of Learning and Teaching (LOLT) for the Grade 4s. English has also been used as an additional language from Grade 1 to Grade 3.

The school starts at 7:45 for all the learners, ends at 12:30 for Grade R and Grade 1, at 13:00 for Grade 2 and Grade 3 and at 14:00 for Grade 4s. All the teachers leave after 14:30 every day.



Photo: Siyanda Primary School

Although the school is not in a very good condition, there are buildings and classrooms. There are very few prints and charts in the classroom. Learners have limited opportunities to read around the classroom. The school has electricity but electric wires were striped in the classrooms since there was no security guard and the school was vandalized by the community members.

The learners still use pit system toilets while flushing toilets are only used by the teachers. Observing sanitation was important since Shangwa and Morgan (2009) found that the hygiene programs have strong influence in education.

The parents of the learners in the school are poor. Therefore, the school fees are not paid as the school is situated in a poor environment. The school is a quintile three school. There are not enough resources for the teaching of reading and there are no fundraising programs available for the school to raise funds.

When the participant interacted with the school, she found that although the school was in the rural area, the teacher created a reading corner in the classroom. There were no books that learners used, but the teacher wrote some stories on A3 papers for the learners to read in their reading corner. As there were no books, the copies of the text were used for reading. When teaching reading, the teacher motivated the learners and they showed the excitement in their reading.

4.7.1.2 Description of the second site

Sisonke Primary is situated in the lower Molweni Area. It is a primary school starting from Grade R to Grade 4. There are two classes of each grade and the enrolment is very low. There are two grade 3 classes with plus minus 21 learners in each class. The school has an enrolment of plus minus 275 and there are 9 teachers including the principal.

The school had a Deputy Principal (DP) and two HODS' in the past years however when the enrolment decreased the posts were lost. This happened as the new school opened in the area. It now qualifies for only one HOD, one Principal but no DP. The medium of instruction and LOLT is isiZulu in Grade R to Grade 3 and English is used as LOLT in Grade 4. English has also been added as a first additional language (FAL) from Grade 1 to Grade 3 as per CAPS.

The school starts at 7:45 for all the learners, ends at 12:30 for Grade R and Grade 1, at 13:00 for Grade 2 and Grade 3 and at 14:00 for the Grade 4s. All the teachers leave after 14:30 from Monday to Thursday and leave after 13:30 on Fridays.



Photo: Sisonke Primary School

In the above school there are more classes than the learners in the school as some classrooms were empty. The school is poor and they cannot afford some renovations at the moment. There is no electricity in the classrooms and the only place with electricity was the administration block. However, the cable was stolen and the school depended on the neighboring high school for all matters that need electricity. The principal explained that they reported to the Municipality and the response was that the pole needed to be transferred to a much safer side of the school since it was too far from the houses where the community can take care of it. The community was unable to see it and it was easy to be stolen since the school does not have a security officer. Cable theft has a noticeable impact not on the school alone but also on the South African economy. Honorine (14 of February 2013) on News Africa reported that cable theft was estimated to cost more than half billion dollars, to the South African economy every year. Parents of the learners were poor and cannot afford school fees. The principal reported that a number of them receive social grant.

There was no reading corner in the classroom and no charts that were hanged on the walls. The teacher explained that the few books that they have were kept in the cupboard. That was done as the learners destroy the books when displayed in the classroom. Charts usually remind learners of the previous work done as they are normally used to introduce the new lesson.

4.7.1.3 Description of the third site

Siphethu Primary is not far from school Sisonke Primary. Both schools are in the lower Molweni Area. It is a beautiful new primary school starting from Grade R to Grade 7. The school is very big but the enrolment is low and some of the classrooms are empty. It also has a library with proper shelves, however, there are no reading books. There are plus minus 30 learners in each class. The school has an enrolment of plus minus 500 learners and 15 teachers. The school is new, and there is an acting Principal, acting DP's and two permanent HOD's.

The school was opened before the official time. It had no Education Management Information System (EMIS) number. EMIS is the system used to develop and maintain an integrated education information system for management of education (DBE, 2013). The principal needs to apply for the school EMIS number in order for the school to be on the database of the DBE and for it to get its own needs and allocation.

The two schools share Learner Teacher Support Material (LTSM) with the High School as they were together before. This was one school from Grade R to Grade 12 and the Department separated it into a Primary and a High school. LTSM is the school allocation for all the needs of the school (DoE, 2008). The two schools were sharing the allocations for all the school's needs.

The LOLT of the school is isiZulu for Grade R to Grade 3 and they use English as LOLT from Grade 4 to Grade 7. English has been added as an additional language from Grade 1 to Grade 3. The school starts from 7:30 for all the learners, ends at 12:00 for Grade R and Grade 1, at 12:30 for Grade 2, at 13:00 for Grade 3 and at 14:00 for all other Grades. All the teachers leave after 14:30 except on Friday where they leave after 13:30.



Photo: Siphethu Primary School

The school is new and has electricity however, it is poor. It is the only school with a library however; there are no books in that library. The classrooms are print-rich environment and the teachers gave the information that they collected all the prints that they had been using in their old school, and since they laminated them they were still looking good. The reading corner with few books was available in the classroom. There was no security guard during the day. However, teachers told the researcher that there was a night guard who is paid from the little they had from the last year's budget. There are proper toilets for both teachers and learners.

The parents of the learners were poor and the school fees are not paid. The school has a fundraising program which they hoped will be used to pay for the security guard in future.

4.7.1.4 Description of the fourth site

Sizamele Primary was located in the far corner of the lower Molweni. It is a primary school starting from Grade R to Grade 7. There is only one Grade 3 class with 30 learners and other classes have two sections each. There are plus minus 34 learners in each of the classes. The enrolment is 383 and the school has and two HOD's and one Principal and eight teachers. The LOLT of the school is isiZulu for Grade R to Grade 3 and English has been added as an additional language from Grade 1 to grade 3. English is also used as a LOLT from Grade 4 to Grade 7.

The school starts from 7:45 for all the learners, ends at 12:30 for Grade R and Grade 1, at 13:00 for Grade 2 and Grade 3 and at 14:00 for Grade 4 up to Grade 7. All the teachers leave after 14:30 every day except on Fridays where they leave after 14:00.



Photo: Sizamele Primary School

The school looks very poor and older than all the other schools; however there are reading books in the school. Different sets of books are available which include Big books. There are some charts all around the classroom and there was a reading corner with books and newspapers. The teacher provided the information that the books were sponsored by the Non-profit Governmental Organisation (NGO) in the area. More renovations needed to be done to make the school better but there is electricity and the teachers afford to have many resources that they need for teaching. The school was assisted by the project in the area with some resources for teaching and learning and had also appealed for renovations from the same project since the Department takes too long to respond to the schools grievances.

It was observed that all the schools that were chosen were conducive to teaching and learning to taking place. The classrooms were available for teaching and learning. Although the schools were identified poor, electricity and water was available.

Four instruments were used to generate data and those are interviews, observation, field notes and document analysis. Interview and observation schedules were prepared before going to the field. Field notes were taken in the field and the lessons were analysed during the observations. The four instruments used are discussed in the next section.

4.8 Instruments

Instruments used for data collection refer to the apparatus of research. Four instruments were considered as appropriate in data collection for this study were interviews, observations, field notes and documents analysis. Interviews were used to obtain the information from the participants about what they experience when teaching first additional language reading in their schools. This answers the first critical question for the study while observations were relevant in answering the second critical question for the study. Observations allow the researcher to watch participants' actions and connections directly on the field. They also allow the researcher "to take notes of the specific substantiation of what happened in its normal context and also enhance other data collection methods and they are powerful tools for gaining insight into situations (Cohen, Manion and Morrison, 2011, p.456).

Field notes were taken during observations to record important information which include non-verbal in the field (Cohen, Manion and Morrison, 2011). However, the documents were analysed to be acquainted with what the curriculum enunciates about the teaching of languages and reading. While phenomenologists regarded interviews and field notes as the best ways of collecting data, observations and documents analysis were also important (Koopman, 2012). Interviews are discussed in the next section.

4.8.1 Interviews

Data was collected by interviewing four foundation phase teachers teaching in different rural schools of Molweni under Pinetown District. In order to identify possible participants for the study, seven primary schools were visited in the Area at the beginning of year 2012. At first the appointment was made with the school principals to speak to the foundation phase head of department (HOD) as well as grade 3 teachers. However, clarification about the research was quantified to the principal. The next appointment was with the relevant individuals which were the grade 3 teachers and their HOD. The research study was explained. From the seven schools that I visited, four schools volunteered to be the part of the study. Thereafter, the decision was made to involve one participant from each site.

Those four participants became part of the study and they were interviewed. Clarifications about the interviews were provided. Interviews were prearranged and an interview schedule was prepared.

The researcher and the participants worked together in identifying the suitable and quiet place where they will be free to talk to each other and importantly about the teaching of reading. The researcher considered interviews as applicable because they are regarded as the predominant mode of data collection in qualitative research (De Vos, 2011). Nevertheless, it is regarded by Lichtman (2010) as the most common form of data collection in qualitative research. He further mentions that the interview is a social connection planned to argue information between the participants and the researcher. Similarly, Cohen, Manion and Morrison (2011, p.411) assert that research interviews allow both the researcher and the participants to argue their elucidations of

the world in which they live, and express feelings about how they regard situations from their own point of view.

Participants were interviewed on different dates that were suitable for both the researcher and the participants as it was clarified on Table 4.1. During interviews, participants were free to talk about what they experience in the teaching of reading. The researcher asked questions and thereafter listened to the response. Interviews provided opportunities for the researcher to understand the lived experiences of the participants and have the option to produce rich data (Henning, 2004). It is in this context that interviews allow the researcher to clarify the questions and probe the interviewee for the explicit meaning of answer, or investigate aspects of a response that one could not have found from the questions (Lowe, 2007). Interviews are found by (Nijhof, 1997) to be used as a looking glass through which the researchers enter the world of the research participants with the aim of capturing their lived experiences. Different types of interviews are conducted in qualitative research study.

Face to face semi-structured interviews were used due to the researcher's interest to directly meet with the participants and to encourage the response. Interviews were arranged for one hour for each participant.

The participants were informed about all the conditions of the interviews. The interviews were arranged in different venues that were suitable for both the participants and the researcher. Pre-planned and well-constructed questions were prepared. The questions to be used during interviews were organised in print beforehand. The participants' voices were recorded for the accuracy of the data and thereafter transcribed for data analysis. The interviews were only restricted to the grade 3 teachers of the rural schools of Molweni in the Pinetown District. Those were the first additional language reading teachers of the four schools in the study.

Semi-structured interviews are frequently used in qualitative methods and they allow suppleness to the participants. According to Hockey, Robinson and Mear (2003) semi-structured interviews are more bendable than consistent approaches such as the controlled interview or survey. Similarly, Neieuwenhuis (2007) revealed that semi-structured interviews allowed flexibility to

probe, elucidate answers and follow up on any unforeseen issues that arose during the interview. Thus, Cohen, Manion and Morrison, 2011 found semi-structured interviews to be used in order to gain a detailed picture of participants' opinions about or insights of accounts about a particular topic.

Lankshear and Knobel (2004) argue that semi-structured interviews consist of prepared questions, as a guide only, and follow up on relevant comments made by the interviewee. This type of interview was used to gather the information about the phenomenon being explored.

The following suggestions by Leedy and Ormrod (2005) were taken into consideration when semi-structured interviews were conducted:

- Questions were prepared in advance.
- A suitable site that can enable both researcher and the participant to be free was found.
- Written permission to conduct interviews was sought and granted.
- Rapport was established and maintained.
- The focus was on the real life situation and difficulties were avoided.
- The researcher did not put words into participants' mouths.
- Responses were recorded exact.
- The researcher kept his reactions to himself and avoided being biased.
- The researcher accepted that he was not getting facts and treated explanations as perceptions.

In this study the researcher hopes to properly plan the interview questions and find a suitable venue for the interviews. The interview schedule with the interview questions to be given to the participants prior to the interview date to prepare the interview timeously. The interview schedule is attached (Appendix E).

4.8.2 Observations

Participants that were observed were those that volunteered to be the part of the study. Observations were used to capture teachers' experiences of teaching first additional language

reading in the field. Shared reading as well as group guided reading lessons was observed. The researcher observed the language used by the teachers when teaching English FAL since it was the language that was not familiar to the learners. The kind of books and texts that the teachers used when teaching first additional language reading were also observed. Henning (2004); Cohen, Manion and Morrison (2011) state that during observations the researcher observes the language and books used in the setting.

Appropriate planning was done prior to the observations and observation schedules were prepared. This assisted in preparing and arranging all that was pertinent to the researcher and to the study. Observations were undertaken and the observation schedule is included (Appendix F).

The observation scheduled was completed and thereafter discussed with the participants. How the participants introduced the lessons and linked it to the aim of the lesson was important. The methods that the teachers used when teaching reading in the rural context was important for the researcher since poor reading was highlighted in South African schools. The observer also noted the participants and learners behaviour during the reading lesson. This included non-verbal behaviour that might be ignored or disregarded if not observed. Cohen, Manion and Morrison (2011, p.456) maintain that observational data enables the researcher to understand the context of the programmes and to see things that might be unconsciously be missed and to discover things that participants might not freely talk about in interview situations.

The classroom as well as the kinds of learners that were taught was important to the observer. The researcher also obtained the opportunity of counting the number of learners that were in the classroom as well as noticing their sitting arrangement. Everything that attracted the researcher was noted since there are some things that are difficult to mention during interviews but contribute to the teaching of reading. Simpson and Tuson (2003, p.2) asserted that “observation is looking and noting systematically people, events, behaviours, settings, routines and all other important things that might contribute to the behaviour”.

All the observations were videotaped and field notes were taken. After the observations, the researcher watched the video and also read the field notes while noting all that was relevant to

the study. Henning (2004, p.82) agreed that the researcher observe through her notes as well as other documented data such as videos.

4.8.3 Field notes

During interviews and during observations, some notes of all that was observed and heard were written down by the researcher. This was done in order to be accurate with the data that was collected. The notes were thereafter analysed by the researcher. The researcher read all the notes after the interviews and after the observations while the information was still fresh in her mind so that she remembered all the important points about the data. Lichtman (2010) defined field notes as often informal notes, made by the researcher during and after observations. Moreover, Koopman (2012) states that field notes can be used as part of data structure procedure and also as part of the enquiry section, because they involve the researcher's clarification based on observations. Field notes were taken during observations.

4.8.4 Document Analysis

Documents were also regarded as important instruments in data collection to establish the specific items of reading. Documents were analysed in order to ensure a set of content which should be used when teaching languages and reading in particular. After the interviews, observations and filed notes, documents were analysed. The teachers' lesson plans were compared with the work schedule for the grade as per policies. In this study, documents consist of policies which include: National Language Policy Framework, Language in Education Policy as well as the Curriculum and Assessment Policy Statement (CAPS) document on languages and on the teaching of reading. These were viewed as part of the teaching documents that are used as reference for every day teaching. That was done in order to understand what the curriculum says about languages and specifically about the teaching of reading. Moreover, understanding the interaction between Policies and practice was important.

4.9 Data Analysis

Stake (2005) indicated that the way of analysing data is by organising it into categories based on themes. Moreover, data analysis was defined by De Vos et al., (2005, p.333) as the process of

bringing directive, structure and insinuation to the means of collected data. The researcher read through all the written interpretations of observations, field notes and the semi-structured interviews reactions and were transcribed and analyzed after repeatedly read and re-read to see the outlines, the categories and the relationships that were present. The experiences were obtained and thereafter organised to form themes.

4.10 Ethical considerations

Participants were informed about all aspects of research that were going to be undertaken. Prior to obtaining the consent, full acknowledgment that requires additional safeguards to protect the welfare and dignity of the research participants was made. All the details of the research were explained to the participants. MacMillan and Schumacher (2006) assert that ethical issues are studied and published by many professionals and government groups for planning and conducting research in a way to guard the rights and welfare of the subjects.

Permission to conduct the interviews was formally requested from the Department of Education via the University research office and ethical considerations are attached (Appendix B). The School Governing Bodies (SGB), school principals and participants were informed about the nature of the interviews in writing. Clear explanations were given and it was emphasized that the participation in study was voluntarily. Confidentiality and privacy was maintained at all times. The dignity and the worth of all the participants involved were respected. The participants were also informed beforehand about the face-to-face semi-structured interviews as well as classroom observations. They were also made aware of the field notes that were going to be taken and about the analyses of documents that they use when teaching reading. It was also made clear to the participants that, their names and those of the school will by no means be disclosed anywhere in the report. Pseudonyms were used for both the participants and for their schools to protect them as well as their schools for being exposed by this study. The consent forms were signed by all the participants concerned. Cohen, Manion and Morrison (2011) agree that the nature of research including all the details of aspects shared with the public and those kept confidential are discussed with participants. All the ethical procedures were followed ensuring the trustworthiness of the study.

4.11 Trustworthiness

Participants were offered enough time to articulate their experiences as well as their views about the problem statement. The interviews and observations schedules that were made available to the participants beforehand were the ones that were used to collect data. Phenomenology as an approach assisted in considering all participants' experiences as being true and the researcher avoided being biased. Lincoln and Guba (1985) divulged that the truth is based on research questions, in the reality of the findings and the setting in which the study was undertaken. Moreover, Bertram (2003) asserted that most of the data that a researcher collects are the result of observations of some kind. The verification of data was done repeatedly making sure that the information received was not changing.

4.12 Challenges in data collection

Some challenges were highlighted in conducting the study. It was really not an easy task to access participants for this study. Some of the schools that were visited refused to be the part of this project. Out of seven primary schools in the area, four participated. At first some schools agreed to be involved and they thereafter withdrew claiming that it was going to be the assessment week for their schools. However, assessment is continuous in the Foundation Phase. Those participants were given an opportunity to change the dates and thereafter exposed that they were not ready to be observed and to be interviewed.

Other participants explained that to be part of the project was going to be extra work to them as they were going to do more when preparing the lessons to be observed. Teachers had no clear understanding of what the research was and most of them thought that it was the assessment by the Department of Education that might have negative effect on their side.

The study aimed at exploring challenges, opportunities as well as lived experiences in the teaching of reading. The researcher aimed at observing what the participants' normally practise in their classrooms. However, some teachers can impress by practising what was not normally done during everyday teaching. Some participants repeated the reading lessons that were done before also to impress and provided an image of large number of fluent readers to the researcher.

4.13 Conclusion

The research design and methodology chapter presented the methods and approaches of data collection used in producing the data. Phenomenology as an approach of collecting data was explained in relation to the study and thereafter the research questions were clarified. The research paradigm for the study was discussed beginning with the presentation of the interview and observation schedule and thereafter the description of the Area where the research was conducted. The location of all the sites was discussed and the pictures were provided. The selection of participants, data gathering instruments and the issues of trustworthiness were also discussed. The challenges of the study were also included. In the next chapter the presentation and the interpretation of findings will be provided.

CHAPTER 5

DATA ANALYSIS

5.1. INTRODUCTION

The study intended to explore teachers' experiences of teaching first additional language (FAL) reading in the Foundation Phase. The chapter therefore presents, discusses and interprets the findings that the researcher gathered in the field. Phenomenological approach and the qualitative methods were pertinent for data collection. Through the adoption of the interpretive paradigm, the participants were afforded an opportunity to interpret their experiences in the teaching of reading in the Foundation Phase of the rural schools. The teachers' experiences included the methods that they use when teaching reading. Semi-structured interviews were adopted as the data collection tool, observations and field notes were also used during classroom observations and the documents were also analysed.

The chapter begins by providing the research questions that guided the study, bio-data of each participant, descriptions of the scenarios that were observed, field notes taken and thereafter the themes that emerged from the data collection are presented. Shared and group guided lessons were observed from each participant and one hour interview permitted the researcher to relate the collected data. The data gathered in the study is analyzed and discussed in the light of the following research questions.

5.2 Research Questions

- (a) What are the teachers' experiences in teaching English first additional language reading?
- (b) How is English first additional language reading taught in the foundation phase?

In response to the first critical question, the four purposefully selected participants were interviewed and the data was analysed. However, in addressing the second critical question, participants were observed teaching English first additional language in their sites, the field notes were taken and the documents were analysed. The methods that the teachers used were also taken into consideration.

The FP Grade 3 teachers were chosen to be the participants and the main concern was on the lower reading level that was highlighted in South Africa. Grade 3 was chosen because it is the exit grade from the Foundation Phase to the Intermediate Phase. This reflected an important shift from IsiZulu LOLT to English as the study is exploring the teaching of English FAL reading. Motivation and inspiration of conducting the study was stipulated in Chapter 4. The next section provides the bio data of all the participants.

5.3 The Bio data of each participant

The information was provided to capture the details of the four participants while attention was drawn from their experiences in the Foundation Phase teaching. Each participant's qualifications were precise while the institutions were not exhaustive. That was done to keep some information confidential and to protect the participants from being exposed. The participants were Mrs Mkhize of Siyanda primary, Mrs Zondi of Sisonke primary, Miss Mtolo of Siphethu primary and Mrs Khubisa of Sizamele primary. Pseudonyms were also used for the schools and the participants' names.

5.3.1 Participants' qualifications and teaching experience

Miss Mkhize is a qualified teacher with a Bachelor of Commerce (B. Com) degree which she obtained from a university in South Africa. She also studied for a FP Post Graduate Certificate in Education (PGCE) at another university in South Africa. She started teaching in 2006 and she has 6 years experience in Foundation Phase teaching.

Miss Mkhize started teaching in the rural area of Manguze and taught in two schools in the same area and thereafter in 2010 relocated to another rural area of Emabomvini in Greytown. In 2011 she started teaching at Molweni where she is currently teaching.

Mrs Zondi is also a qualified primary school teacher with a Primary Teachers Certificate (P.T.C.), Further Diploma in Education (F.D.E) from a former teacher collage of education in KZN. She then studied for an Adult Basic Education (ABET) certificate at a university in South Africa and she is currently studying B. Ed. Honours in one of the universities in South Africa.

The teacher started teaching in 1978 and she has 30 years' experience in the Foundation Phase teaching since she resigned and came back after some years. She started teaching in a rural school and she has all her experience in the rural teaching. Mrs Zondi is a Head of Department

(HOD) of Sisonke primary School and a developed teacher who always works with her colleagues as a team.

Miss Mtolo is also a qualified foundation phase teacher with Junior Primary Teachers Diploma (JPTD) from a former college in KwaZulu-Natal (KZN). She thereafter studied Advance Certificate in Education (ACE) Life Orientation in one of the Universities in South Africa.

Miss Mtolo started teaching in 1995 and has 12 years' experience in the foundation teaching. She started teaching in a certain rural area at Empangeni, and later moved to Molweni where she is teaching now. Rural teaching was familiar to the participant. The number of years in her teaching shows adequate experience in the FP teaching. However, her academic development was static.

Mrs Khubisa is also a qualified teacher with Primary Teachers Certificate (P.T.C) from a former college of education in KZN. She furthered her studies and obtained Further Diploma in Education (F.D.E) in one of the Universities. She is currently doing ACE (Inclusive Education) at another university in South Africa.

The teacher started teaching in 1980 and she has 32 years' experience in the FP teaching. She is a Head of Department (H.O.D) in her school. She likes her work as a teacher and as a HOD and always encourages other teachers to do the same. Working according to the Management plan was evident in all the information provided and she confirmed leading by example.

Although Mrs Khubisa has taught in township schools, she has also taught in rural context. The information provided evidence of good management skills and also a good teacher who always refers to the management plan.

All the participants were qualified Foundation Phase teachers with more than five years teaching experience. That made them to be the appropriate respondents for the study. The participant who studied B. Com, later studied PGCE and thereafter became a qualified teacher. However, she revealed that her interest in teaching was developed by the shortage of relevant positions but she now enjoys teaching. It was also highlighted that two participants were upgrading themselves and the two with many years teaching experience were HOD's in their schools. The participants were observed teaching both shared and group guided reading in the classroom and the description of each lesson observed was provided.

5.4 Observation lessons

Miss Mkhize was observed teaching shared reading lesson on the 5th of June 2012 and thereafter on the same day, the same story was used for the group guided reading lesson as it was illustrated in Table 4.1. The second participant Mrs Zondi was also observed teaching the shared reading lesson on the 6th of June 2012 and on the same day the second lesson which was the group-guided reading. The third participant Miss Mtolo was observed teaching her shared reading lesson on the 19th of July 2012 and thereafter observed for a group-guided lesson on the same day. The fourth participant Mrs Khubisa was observed teaching shared reading lesson on the 20th of July 2012 and on the same day teaching a group guided lesson.

5.4.1 Scenario 1: Miss Mkhize of Siyanda Primary

The title of the story was Big bad Brad. It was taken from Unit 2 of Shutter & Shooters' Top Class English FAL 3 for CAPS (2011). The authors for the book were Mottram , Fakir and Reid. The copy of the text is provided.

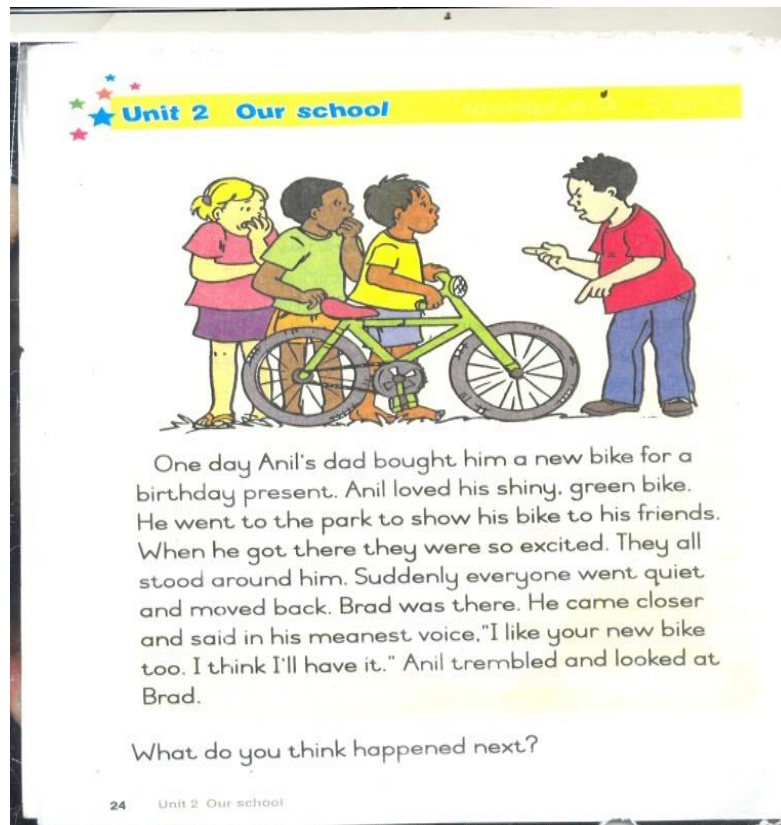


Figure 5.1 Copy of a text read (Taken from: Mottram, Fakir, and Reid (2011))

Mrs Mkhize was observed teaching her first lesson which was the shared reading lesson which took 30 minutes. The aim of the lesson was clarified to be able to pronounce words correctly from the story, to read with understanding and to be able to be fluent readers that can read with enthusiasm.

The teacher was teaching with confidence and she modeled the story to the learners and they were thereafter given the opportunity to read. The teacher changed her voice while she was reading. In achieving her lesson aim, code-switching was used. The learners were attracted to the story and they participated as some of the words were translated to the language that they understand. All the learners seemed to enjoy the story. The teacher used isiZulu when asking some questions as well as for the classroom flow. The teacher asked the questions such as:

Teacher: What else do they say about Brad/ Yini okunye abakushoyo Ngo Brat?

Learner: uBrad wayemkhulu.

All the learners were observed and the field notes were taken as all the hands were up showing enthusiasm in providing the answer. Although the books were not available, the material presented to the learners served the purpose for reading. The text above showed that the learners' levels were taken into consideration when choosing the text. This was observed and noted as the text was colourful with pictures and large font for learners to be attracted and concentrate on what they were reading. Moreover, it was taken from the ordinary story book and not from the Big book. Mzimela (2012) found that the main aim of large font was to enable the learners to see the words that they were reading. However, Wessels (2010) argue that the text with pictures reveal the story. The teacher ended the lesson by asking questions.

The aim of the group guided reading was to develop learners' confidence while they were reading in groups. The same story that was shared was read for the group guided reading. The learners were seated in groups and the teacher asked each group to read while she was listening and correcting pronunciation. All the learners were included during the lesson as they all obtained the opportunity to read while teacher asked some questions based on the story. The group-guided reading lesson took 15 minutes. Maphumulo (2010) states that group guided

reading allow the development of independency and confidence as the learners practice reading. According to the Department of Basic Education (DBE) 2011, group-guided reading is a teacher's focused activity which involves using carefully selected books at the learner's instructional level and the teacher supports a small group of learners as they read the text.

5.4.2 Scenario 2: Mrs Zondi of Sisonke Primary

During the first lesson shared reading, the participant gave learners the copies of the text from an old storybook Benny and Betty. The title of the story was "Benny and the hens".

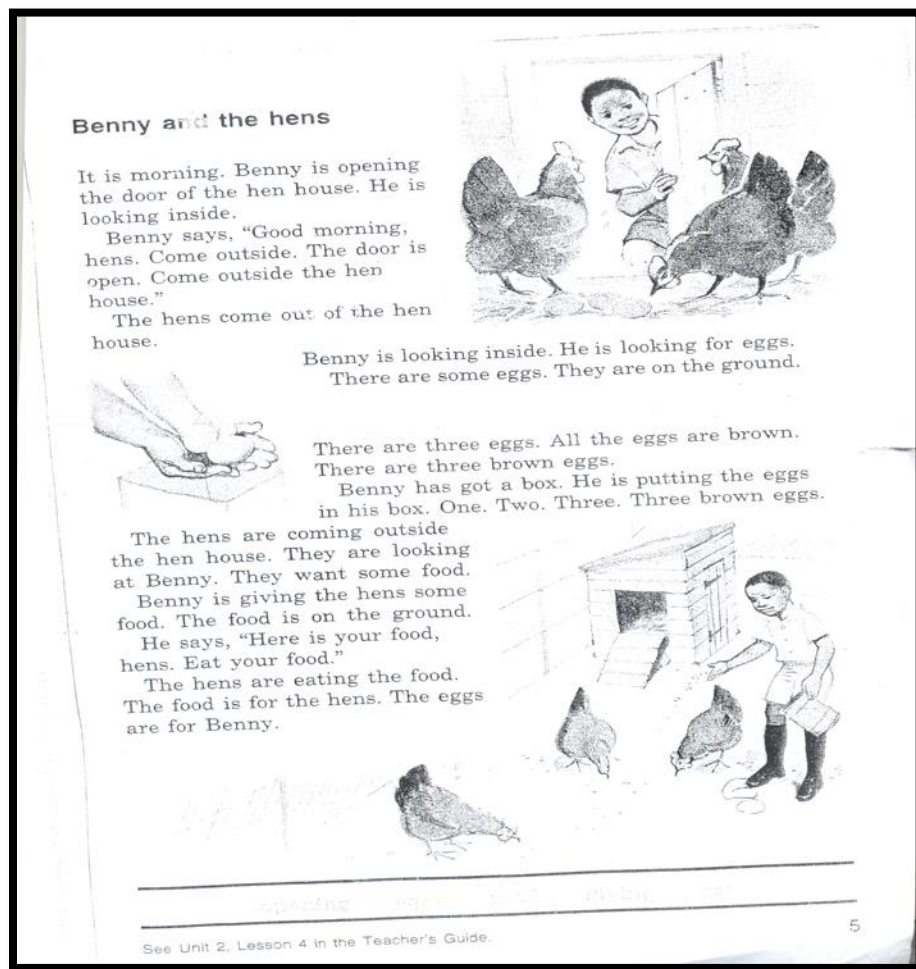


Figure 5.2 Copy of the text read taken from Ben and Betty: Shooter and shutter

It was observed that Mrs Zondi used the text that was very old and she explained that it was from the book Ben and Betty that was published by Shooter and Shuter. The participant mentioned that the text was copied a long time ago and was kept in the cupboard for reading. This was the case as the teacher was unable to make some new copies as the electricity cable was stolen. They

were unable to connect electricity in the neighbouring school. The story was about a boy whose name was Benny. The boy pretended as if the hens can speak and can also listen to him. He wanted the hens to come out of their house so that he will be able to take their eggs.

The aim of the story was to be able to read with understanding, find meaning from the text and to extend learners vocabulary. The learners were seated in groups and were given copies of the text to be read. When introducing the shared reading lesson, the teacher asked learners to carefully look at their copies, as she was modeling the text. The teacher thereafter read the whole story alone and thereafter the learners were given the opportunity to read in groups. After reading the story, the teacher then explained each and every sentence from the story in isiZulu which made the learners to understand the story. The shared reading lesson took 30 minutes.

It was observed that the text was not colourful enough to attract the learners to participate fully during the lesson. Although there were some pictures, they were in black and white. It was also noticeable that the learners were passive during the lesson. The teacher did not put much effort in choosing the text that would motivate the learners since she mentioned during interviews that there were few books in the cupboard. However, she explained the problem of electricity.

It was also noticeable that the learners were uncomfortable during the lesson. From the observations it was also evident that there was lack of communication between the teacher and the learners.

The teacher looked at the learners and said:

“Others are not reading hear/ Abanye abafundi nje! Look at your books and read/ Asibuke izincwadi zethu sifunde sonke bo!”

They learners felt uneasy to read with their teacher. The teacher struggled to involve all the learners during the lesson. This happened as some of the learners were looking at the researcher and the video team that were not familiar to them. The teacher asked the learners to give some new words which were later copied on the board. The teachers thereafter asked the learners to copy all the new words on their exercise books.

On a group guided lesson the teacher aimed at assisting the learners in building confidence when reading and to be able to pronounce words correctly. The teacher asked the question and motivated the learners to answer as she said:

Teacher: The door is opened (read next group)

(learners looked at the teacher and couldn't read)

Teacher: What happened: read. Sike safunda, nguyazi ningakwazi ukufunda lana/ we read this, I know you can read here.

Thereafter the whole group read.

Learner: Umnyango uvuliwe.

Teacher: Yes. Nginitshelile ukuthi niyakwazi ukufunda/ I told you that you can read.

Maphumulo (2010) divulged that group guided reading provides the teacher with the opportunity to observe reading behaviours, identify areas of need and allow learners to develop more individuality and self-reliance as they practice and strengthen reading skills. Learners were asked to stand up and move to the front of the classroom for reading. The teacher arranged them into groups and the first group was instructed to start reading while the teacher was listening. One group after another read until the whole class got the opportunity to read. There were no new words explained as they were reading the text that was read during shared reading task. The group-guided reading lesson took 15 minutes.

5.4.3 Scenario 3: Miss Mtolo of Siphethu Primary

The title of the text was Twinkle! Twinkle! Little star. It was a poem which was not at the grade 3 level. It was observed as it was a poem taken from the stage 1 of pack 3 Nursery rhymes that was published by Read education trust in 1998 with the second edition published in 2010 here in South Africa.

Twinkle, twinkle, little star

How I wonder what you are!

Up above the world so high,

Like a diamond in the sky

Twinkle, twinkle, little star

How I wonder what you are!

The poem was about what happens at night and it gives the information about the stars that give light to the whole world. A Big book and a chart were used for the shared reading lesson. A Big book is described as a large book with large print that can be seen from far (DoE,2008). The teacher provided the chart for all the learners to see words from the places where they were seated. Charts can be used where Big books were not available (DoE, 2008). That also happened as some Big books have prints which were difficult to read from a distance (Goodwin, 2005). Although there were no pictures on the Big book, there were some pictures on the chart. The learners were seated on the carpet around the teacher as they were sharing the reading.

On the shared reading lesson the teacher aimed at allowing active participation, extending learners vocabulary, helping learners to read with understanding and to share the knowledge on reading with them (Hugo, 2010). In the introduction, the teacher started the lesson with enthusiasm and asked the learners to recite a familiar poem. After the poem, the teacher started to read the new poem with the learners. The teacher modeled confident reading and used the text to advance learners vocabulary, understanding, translating skills, text structure, sentence structure and punctuation (DBE, 2011). The teacher explained the words: star, wonder, diamond and sky. More English words were used when explaining some new words.

Although it was emphasized that as learners move into Grade 3, the text should be more challenging (DBE, 2011), the teacher managed to achieve her aim of the lesson. It was noticeable that there were many learners who were able to read the text provided by the teacher. Some of the learners were leading and reading very well.

In a group-guided reading the teacher used the story books with the same story that was on the Big book. The learners were seated in groups and the teacher distributed the reading books to them. Full guidance was given to the learners and they took turns to read in groups. The lesson group guided reading took 15 minutes.

The teacher aimed at extending the learners vocabulary, making them independent readers and also on improving their reading skills. After the line read, the teacher asked the learners to explain the new words that were explained during the shared reading lesson.

Teacher: What is a star?

Learner: inkanyezi

Teacher: Very good here is your sweet. Ja! When do we see the stars?

Learner: At night

Teacher: Excellent! Take your sweet. Let us continue reading.

Although the story was not on the learners' level, the teacher managed to pick some vocabulary words that were on learners' level. The learners were very excited and they were motivated to read. It was observed and field notes were taken while the teacher rewarded the learners as they were reading and for answering the questions correctly. The teacher looked well prepared as she planned the resources that could assist and motivate learners to read. The chart with pictures abetted the teacher to achieve her aims of the two lessons taught. That was prepared and evident before the lesson starts. The learners enjoyed the story that was read as they managed to engage the questions inquired by the teacher.

5.4.4 Scenario 4: Mrs Khubisa of Sizamele Primary

The title of the first lesson was 'Animals at the water hole'. The story was taken from the English in action Class Reader by OLSET Open learning systems Education Trust. The author of the book is Olivetti House and it was published in Braamfontein here in South Africa in 2008. The story was about the animals that were thirsty. There was once drought in the animals' world and all the animals were thirsty and tried to find some water. All the animals decided to dig into the sand in order to get water, except one animal, the hare. The animals dug until they got water. They did not allow hare to drink because he was not helping. The hare tried to drink while he thought they were all asleep but the tortoise shouted loudly until all the animals woke up. All the animals chased the hare away and he ran away thirsty. The book had no pictures but the teacher provided the chart with all the animals in the story.

The aim of the lesson was for the learners to be able to pronounce words correctly and to read the text with understanding. The learners were seated in rows on a shared reading lesson. The teacher introduced the shared reading lesson by asking learners to look at their books as she was reading alone. The teacher modeled the story while the learners were listening and thereafter

gave them the opportunity to read as a class. The story above was explained by the teacher in isiZulu.

Indaba yethu isetshela ngezilwane ezazomiwe (thirsty). Amanzi ayengekho endaweni. Ukuze izilwane zithole amanzi kwadingeka ukuba zimbe umgodi zize zifike lapho kukhona amanzi. Unogwaja yena wayengafuni ukumba. Lokho kwadala ukuthi uma seziwatholile amanzi zingamuvumeli ukuthi aphuze.

The lesson took 30 minutes. Although there were no Big books in the school, Mrs Khubisa was the only teacher who used two different sets of books; one for shared reading and another one for the group guided reading.

5.4.5 Scenario 5: Mrs Khubisa of Sizamele Primary

The title of the second story was, a place called home. It was taken from the Grade 3 Learners' book, Literacy for the nation. The authors were Beal and Atcheson and it was an RNCS copy published by Vivlia in Florida Hills in 2003. The story was about building the house and the important things that were necessary in construction. The teacher linked the scenario to the learners' daily life activities which makes the learners to be involved during the lesson.

On a group-guided lesson the teacher organized the learners to sit in groups in order to prepare the reading. The story books were distributed and the teacher started by reading the story and thereafter identified the new words together with the learners and the teacher wrote them on the board. The teacher modeled the text while explaining some new words and also engaged the learners with questions. All the new words were written on the board and the learners copied them in their exercise books at the end of the lesson. The lesson took 30 minutes as well.

From the observations, it was noticed that the learners enjoyed the story as they read it with understanding. Moreover, all the new words were explained. The story was also explained in isiZulu. This was observed as they answered questions probed by the teacher. All the learners were involved during the lesson.

Although the two stories had no pictures, the teacher managed to include all the learners during the lessons. As the teacher linked the lesson to the learners' life situation, they turned to enjoy the story and became interested. The teacher provided some examples that assisted the learners to enjoy and participate.

The approach that was observed used by all the teachers was that one of code-switching. The learners were showing understanding while the language used was familiar to them. The learners participated by answering questions asked by their teachers. However, many learners were passive in Mrs Zondi's class. Although the teachers taught her learners to read using the old text, that was not viewed to be the reason for their behavior. It was noticeable that the learners were attracted to the visitors and the cameras inside their classroom. Thus, it was difficult to listen to their teacher.

5.5 Field notes

All the participants were observed while the field notes were taken. The observer looked at the participant's behaviour and they were all noted.

It was noted that Miss Mkhize had a very good relationship with her learners. The learners were reading with smiles on their faces and the teacher often praised them for the good behaviour. It was also noted that the learners understood the story that was read.

Mrs Zondi was noted trying to include all the learners during the lessons however, that was not achieved. The teacher had forgotten to praise her learners for the correct responses in the lesson. The teacher was also puzzled and showed unfamiliarity of her learners' behaviour.

Teacher: Kwenzenjani namuhla? anithandi ukufunda?/

What happened today? You don't want to read?

(the learners just kept quiet after the question was posed to them)

Miss Mtolo was noted as a very active teacher who was able to include all her learners during the lesson. She brought incentives to give her learners and praised them for the correct responses in the lesson. She provided teaching aids for the learners to understand and see what the teacher was talking about.

Mrs Khubisa was also noted to be a very active teacher who was able to provide charts for her learners to see the kind of animals that they were learning about. The learners were praised for their good response and the aim of the lesson was achieved.

5.6 Improvisation of text

Although there were so many suggestions on the teaching of reading, according to the Department of Education (DOE) 2008, the suggestions for the shared reading lessons is to set the learners so that they can all see the text and also to ask them questions on what they already know about the topic or context of the story. It was established that out of the four participants that were teaching only one teacher Miss Mtolo succeeded in obtaining the Big book. Big book is a print with bold print that can be seen by all the learners in the classroom (DoE, 2008). The same teacher with the Big book also copied the text on the chart for all the learners to be able to see what she was reading. While introducing the lesson she also asked the learners to recite the poem: Humpty dumpty which was familiar to the learners and it was recited:

Humpty Dumpty sat on a wall

Humpty Dumpty had a great fall.

All the King's horses

And all the King's men

Couldn't put Humpty

Together again.

The poem was also taken from the stage 1 of pack 3 Nursery rhymes that was published by Read education trust in 1998 with the second edition published in 2010 here in South Africa. All other teachers who were observed teaching shared reading without Big books. They were also not able to copy the text on the chart where learners will be able to see what they were reading. Three teachers managed to achieve their aims of teaching shared reading as described in each scenario. However, Mrs Zondi from Sisonke struggled to teach learners in a way that they understand and enjoy the text that they were reading.

On the group guided reading lesson, learners needed to be guided in groups as they read the text. Department of Education (2008) emphasized that the teacher supports a small group of learners as they talk, read and ruminate their way through the text. It was important that the selected book with the text to be read is on the learners' level. Nevertheless, two participants from the study had no choice on the selection of books since there were no story books in their schools. Those were Miss Mkhize of Siyanda Primary and Mrs Zondi from Sisonke Primary. From the

researchers observations it was clear that the two teachers had limited choice of books as they copied the texts from the books for their learners to read. Looking at the two copies that were used, the first text had colourful pictures while the second one was dark and not attractive to the learners. It was also found that Miss Mkhize succeeded to obtain the print with colourful pictures that motivated her learners to read while Mrs Zondi struggled. Learners who read the text that was colourful enjoyed themselves while they were reading while learners in Mrs Zondi's class became passive throughout the lesson.

5.7 Themes emerged from the data collected

The data was obtained after the observations, field notes were taken, documents were analysed and the interview questions were posed to the participants. The following themes bear relevance: the use of story books, importance of teaching reading in early years, experience improved reading skills, choice of text, teaching reading time, code-switching, rurality as a context, innovating a reading culture, support received.

The research questions for the study guided the researcher in obtaining teachers' experience of teaching FAL reading in the foundation phase. The first critical question was answered by interviewing teachers about what they experience as they teach learners to read. Thereafter, the second critical question was answered by observing reading lessons inside the classroom, taking field notes and analysing the documents for the teaching of reading. Teachers' opportunities and challenges as they teach English FAL were explored. The information obtained was categorized into themes. Some of the themes emerged from the observation and some from the interviews, while others emerged from both observations and interviews. The themes that emerged mainly from the interviews were the importance of early reading, the choice of texts, experience contributes to improve reading, support received, rurality as a context and innovating a reading culture. The two themes: the use of story books and the use of code-switching mainly emerged from observations, however, they were also revealed by the participants during interviews. Teaching reading time came out as the documents were analysed and after the interviews. The first theme was the use of story books.

5.7.1 Use of Story books

Maphumulo (2010) asserted that teachers need to use reading books in a relaxed setting when teaching learners to read. The data collected through interviews, observations and field notes revealed that teachers were teaching reading without the use of story books. That was found to be common in rural schools where they were poor and could not afford to buy reading books for the learners to read (Maphumulo, 2010; Maswanyane, 2010; Ngubane, 2011; Thunzini, 2011). The issue of reading resources, which include story books, was a big issue in all the schools. From the four participants, Miss Mkhize and Mrs Zondi were found to teach reading without the use of story books. The two participants prepared copies of the texts to be read in their classroom. Miss Mtolo was able to afford using a Big book when teaching shared reading. Moreover, she highlighted that they were sharing the books with other grade 3 classes and for that reason, reading was not done in the same periods. Teachers had to wait until the other class finished using the books and thereafter get the opportunity to read. Although the story books were a huge problem, all the participants managed to provide texts for to their learners to read. Being involved in teaching even where the teaching resources were not available is defined as the engaged pedagogy in teaching (Saloojee, 2009).

Mrs Khubisa was the only participant who used different story books for shared and group guided reading. However, those books were not given out as loan to their learners as they always destroy the books. She explained that they were sponsored some reading books by the communities Non-Governmental Organisation (NGO) in the area. She also clarified that it was her principal who was active and always asked for sponsorship from different organisations. Mrs Khubisa also provided the information that they have a fundraising plan and they use the money to buy the reading books since the school allocation was too little for all the school's needs. They sit down as staff and brainstorm all the needs and thereafter raise funds for the identified project. Mrs Khubisa, who was looking happy and excited, provided information that the fundraising project assists them for different school needs.

Although the issue of reading books was a huge problem in most of the schools, all the teachers considered the teaching of reading as important in the early years.

5.7.2 Importance of early years reading

The above theme emerged after the following question was posed to the participants during interviews and it was stated as follows.

Why is reading important in the early years of schooling?

This above question emanated from the fact that literacy was a problem in the Foundation Phase as a large percentage of learners were struggling to read in the early grades (Prinsloo, 2006). The researcher wanted to explore if all the participants were engaged in teaching learners to read in this early years of schooling. When the above question was asked, all the participants agreed that teaching learners to read in the early years empowers them with the skills that they will use in future. Moss (2005) highlighted that there was a need for gratified reading instruction to occur well before the learners are in grade four so that they are well prepared for textbook reading in higher grades. Reading was also considered as an important skill that everyone needs to fully develop as it affects life (Mitasha, 2013). Teachers were observed teaching learners to read while field notes were taken and they were also interviewed in this regard. In response of the question above this is what the teachers had to say:

Reading is very important in learners early year because if the learner can be able to read now, he will not struggle later since words do not change but may develop the reading skills. The learners can improve a lot when they can worry themselves at their earliest. [22.07.2013-Miss Mtolo]

To the same question Mrs Zondi shared that:

Reading is very important in the Foundation Phase because once the learner can read early; he or she will not struggle later. If the learners that we teach can work very hard and put more effort in what we instill into them, they will flow with reading in the higher grades. Once the child can be able to read early, he or she will be able to use those skills for all other subjects [26.06.2013-Mrs Zondi].

Reading in early years was found to be imperative in early years as it eliminates the problems when learners are in higher grades (Msimango, 2012). It was essential for the teachers to teach that skill as it was found that those learners that were struggling to read in early grades continue struggling in higher grades as well. Mackie (2007) who conducted a study in the ILembe District

of KwaZulu Natal, argued that those learners who were poor readers in the early years continue to struggle in the higher grades. Therefore, learners need to read and through reading learners enjoy and develop the love for the book. Van Staden and Howie (2008), South African researchers concur with Mackie and highlighted that the purpose of reading refers to two types of reading that account for most reading young learners, which are reading for pleasure and reading to use information. The participants exposed that their experiences has been the only skill that has assisted them in teaching learners how to read, since they were not properly trained to teach reading. Moreover, the issue of support came out as an important theme that is going to be discussed later in the study.

5.7.3: Experience contributes to improved reading

Participants were asked:

What assists them to teach reading to their learners since lack of training was highlighted?

All the participants explained that their past experiences assisted them to teach learners to read. The participants also appreciated the assistance from the publishers who visit their schools and provide information on how to use the books from their companies. The issue will be discussed as the support from the publishers in the theme below. The participants also explained that they also learn from each other inside the schools.

5.7.3.1 Past experience

Borg (2008) contends that teachers' past experiences contribute to their behaviour when they are in the classroom. He further revealed that different experiences in the teachers' lives are usually prominent in the improvement of teaching styles. Experiences were also considered important by Nazarana (2012) who conducted a study in the rural outskirts of KwaZulu Natal. The participants in this study were interviewed and all highlighted the importance of their experiences as they teach reading.

Mrs Zondi from Sisonke Primary School emphasized that her past experiences contributes to the way she teaches learners to read in the Foundation Phase. This information was revealed as she was asked the question above. Mrs Zondi mentioned that Foundation Phase teachers used to attend trainings that developed them with their reading skills and that assisted them when teaching their learners to read. Their teaching skills were natured and they were equipped with

more knowledge in the teaching of reading. It was where they learnt about all the important components of teaching reading and how to teach their learners in a way that they will find meaning and understand what they were reading.

Miss Zondi was interviewed and said:

Long time ago when I started teaching, we used to be assisted a lot and it is where I was taught to teach reading. We used to be out of the school for a period of one week attending in-service training. We received workshops on how to teach reading and on how to use books that we had ordered for reading [26.06.2013-Mrs Zondi].

Mrs Khubisa also divulged that she was assisted by her past experiences in teaching her learners to read. Mrs Khubisa said:

I received training a long time ago, such that I cannot remember all we did in our training about the teaching of reading since the curriculum has been changing. The little that I remember is what I use in the classroom. What I can also say is that I am learning on the way. I also learn from other teachers when we talk about the teaching of reading, here at school and also outside the school, even though I need more teaching reading skills [29.07.2013-Mrs Khubisa].

From the above utterances it was found that a long time ago the Department of Education was concerned about the welfare of learners and the development of teachers. The workshops and training were organized for the teachers to improve their teaching. Teachers were equipped with the skills that can help them to teach. This was very helpful to the teachers, since it was their opportunity to be acquainted with information on how reading should be done.

All the participants identified experiences as a contributory factor to the way they teach reading to learners. However their past experiences were different. Participants were observed introducing the reading lessons differently. This happens as they have different experiences. Other teachers introduced the lesson by asking their learners to read with them while Miss Mtolo started from what the learners know to the unknown as she asked them to recite the poem they know.

Mrs Zondi and Miss Mtolo pointed out that during in-service training it was where they were informed about all the components of reading and about introducing reading in a way that the learners will enjoy. However, that was not observed being done in Mrs Zondi's class as she distributed the copy of the text and they started reading. In-service training was relevant in the sense that teachers were directly taught content rich knowledge about the components of teaching reading. However, recent reports indicated that the teachers have incomplete knowledge of the art of reading to young learners. A study conducted by Ifeanyi (2012) in the mainstream schools of KwaZulu Natal indicated that teachers lack knowledge of policy content of developing learners' skills in reading. Teachers indicated that they use their own knowledge as well as the information from other colleagues to teach learners to read. It was highlighted in the theme above that reading was taught in all the schools. Teachers were struggling to find the reading books but it was important to know their choice of text.

5.7.4 The Choice of text

The teachers were asked:

How do you choose the text to be read by learners in your class?

The participants in the study were observed teaching English FAL reading using story books as well as copied text to their learners. It was found that three from the four participants were able to choose texts that were on their learners' level. Miss Mtolo from Siphethu Primary used the text that was below the level of her learners. However, she managed to bring new vocabulary to the learners. All the participants expressed that the knowledge of learners that they teach assist them in choosing the text that will be read by their learners. Participants ensured that they chose books with large attractive print and that can be enjoyable to the learners. All the participants mentioned that making use of books with pictures created a positive atmosphere in the class and this also made the lesson interesting. Moreover, they try to provide charts with pictures that might help the learners to read and enjoy the story. This was prepared as it was highlighted that learners were attracted to large prints with pictures when teaching young learners to read (DBE, 2011). This was even done at schools that were poor and had no reading books for the learners to read. Lack of textbooks was supplemented by copied texts and that eliminated the vacuum of resources. Therefore, the participants informed that even the stories from the newspapers are always on the learners' level.

In Figure 5.1 above, it was observed that in Siyanda Primary School, Miss Mkhize read the copy of the text which had attractive pictures and bold words that could be easily read by her grade 3 learners. It was evident that participants considered learners in the forefront in order to make a good choice of books. This is what the participant said:

I make sure that what my learners read is on their level since we read anything that we come across. We even read stories from the newspapers which are in their level. I also look at what will interest my learners since I understand them and know what they like.
[25.06.2013-Miss Mkhize].

It was observed that the above utterance was not expressed by Mrs Zondi at Sisonke Primary. This was the case as the text read was on the learners' level however, she did not consider colourful pictures that could attract her learners. Learners from Sisonke could not engage properly in the reading lesson. Unlike Siyanda Primary School the text used were not colourful enough even though the content was to the learners' level. Van Renen (2008) also explores the use of picture books in reading. The utterance of Mrs Zondi could be challenged and she said:

I choose the books that are on my learners' level. Those are ones with pictures, writing that is clear and attractive to the learners [26.06.2013Mrs Zondi].

Mrs Zondi insisted that the learners' levels were considered, although the text was not attractive enough to the grade 3 learners (Figure 5.2) above. It was not clear what the participant meant by the clarity of the writing in the book when comparing her utterance with the copies of texts she gave to the learners during the reading lesson. Nevertheless, it was good to learn that all the participants were conscious of the fact that learner based choice of texts was paramount so that the learners would be able to read with confidence. They were aware of the fact that learners were impressed by reading books with pictures and in which words are easy, whilst they were still in the lower grades. Mrs Zondi also expressed that the copy of the text that was used, was made long time ago and kept in the cupboard. She also explained that electricity was a challenge that affected her to make some new copies to be read.

The participants also revealed that as they were teaching English FAL to their learners, time was not enough for them to motivate and give sufficient time for all the learners to read. The next theme came out when the participants were interviewed, observed, after the field notes were

taken and the documents were analysed. The teaching reading document stipulated English FAL teaching time.

5.7.5 Teaching reading time

The participants were asked:

How easy or difficult it is to teach learners reading within the allocation time?

Teachers who teach reading in the foundation phase experience a number of extenuating circumstances in the teaching of reading. This includes limited time they have to impart their knowledge to the learners. The limited time makes the teachers to contest against time. This utterance refers to the fact that Language in Education Policy (LiEP) and the Department of Education prescribed reading time which is one hour and thirty minutes of the school day to the reading of FAL. Three out of four participants, Miss Mkhize, Mrs Zondi and Mrs Khubisa expressed that the teaching time does not accommodate all skills that have to be taught within a particular time since they teach learners that were not exposed to the language in their environment.

It emerged that most of the learners that were in the Foundation Phase of the rural schools were struggling to read and that made the teachers to delay in the process of improving the reading within the time allocated. During observations it was evident that although the teachers managed to teach reading however, most learners were not clear about what they were reading by the end of the teaching period. A number of learners were reading without understanding what they were reading until the teachers changed the language. Therefore, teachers needed more time to teach those learners to read and to understand. Teachers were teaching learners who were not reading in their homes. Moreover, learners who read at home are different from those who can also read outside the classroom (Gunning, 2005). If the learner can only read during the reading period, he or she is therefore not given a chance to practice reading and that makes teachers to struggle to develop the learners reading skills within the allocated time.

This is what Mrs Mkhize from Siyanda Primary has to say after the above question was asked:

It is very difficult to follow the time table when teaching reading and to be fair to you; I do not follow the time table since our learners are still very slow when reading. This is because they

still struggle with the language as it is not familiar to them. We also want all our learners to get the opportunity to read. However, they are not used to the language [25.06.2013-Mrs Mkhize].

In response to the same question, Mrs Zondi said:

I teach reading whenever I see the need but it is very difficult to follow the time table. Most of our learners do not successfully follow and understand English text. That makes it to be difficult to read within that time allocated for reading [26.06.2013-Mrs Zondi].

Miss Mtolo was the only participant who was satisfied with the time allocated for the teaching of reading. She gave the information that time was enough for her to teach learners to read. She mentioned that this happened as she always follows the guidelines of the teaching of reading. The understanding of Policy on the teaching of reading was evident in Miss Mtolo's teaching. She added that although she opened the Policy document when referring to her teaching, however, she is also assisted by the booklet from the Publishers with all the information about the teaching of reading. She provided the information that her booklet had all the information that she needed and it was easy to carry. Most of the learners in Miss Mtolo's class understood the language.

Moreover, all the participants changed to the language that was familiar to the learners as they were struggling to understand.

5.7.6 Code-switching in teaching reading

The above theme addresses the second critical question for the study. It was revealed when the participants were asked:

In my observation of your teaching, I noticed that you used isiZulu and English to interact with learners. Can you tell why that was the case?

In the data it emerged that all the teachers used both isiZulu and English when teaching reading in order to achieve their different goals of their reading lessons. It was therefore important to bring this to their attention that they were using code-switching. Code-switching is the use of two or more languages in a sentence. The copy of transcript from the shared reading lesson was an

example of the lesson taught during classroom observations. It was a lesson demonstrated by Miss Mkhize from Siyanda Primary.

Teacher: Okay endabeni sitshelwa ngo Brad. They explain to us ukuthi u Brad wayengumuntu onjani. Bathini? Kuthiwa wayengumuntu onjani u Brad/ what kind of a person was Brad.

Learner: Brad was a bully.

Teacher: Yes very good. Umuntu onjani o bully?

Learner: Umuntu obully umuntu othanda uku chukuluza abanye.

Teacher: Yes! Ungabe into enhle yini ukuba bully/ is it the right thing to be a bully?

Learner: No.

Hoffman (1991) found that ‘code-switching’ refers to the alternate use of two or more languages within similar expression or during the similar discussion. Furthermore, Hughes et al. (2006) revealed that code-switching becomes a common, traditional, and language tool that allows learners to assimilate their understandings of two languages and two cultures into a unified whole.

The new and difficult words were explained in isiZulu in assisting the learners to read with understanding and in order to achieve the goals of the lessons they teach. Teachers aimed learners to read with understanding and with enthusiasm. Probyn’s (2009) report on classroom practice in rural and township schools, states that code-switching is used by teachers for intellectual causes due to learners’ limited English proficiency, and that teachers choose to code switch to achieve emotional goals.

Brice (2000, p.103) also found that “largely out of linguistic and syntactic consideration, code-switching has been divided into two levels which are inter-sentential and intra-sentential; inter-sentential as to refer to the language switch across sentence boundaries while intra-sentential occurs when the language alternation is produced within a sentence”. Teachers allow IsiZulu to be used in the reading classroom for the learners to enjoy the stories when reading. In my view, this was the better way of teaching English reading since both the teacher and the learners understood each other while the familiar language was used.

All the participants had equivalent reasons for using code-switching in second language teaching. It was apparent that teachers find it hard to teach English First additional Language reading to the learners that are second language speakers without the use of code-switching. Learners struggled to read and understand English as a language of instruction, which I consider as being caused by the lack of resources as well as different challenges in the rural schools. Thus, code-switching was used as a solution and strategy to make learners follow what they were reading.

Uys and van Dulm (2011 p. 3) found that code-switching is used in “explaining and clarifying subject content, in assisting learners in understanding and interpreting material, as a tool of teaching in confirming understanding and encouraging participation, in classroom management, such as maintaining learners’ attention and reprimanding disruptive behaviour and for social functions, such as humour and as a marker of bilingual identity”. They added that it was used to accomplish academic and social functions. Moreover, Setati, (2001) found it useful in clarifying meaning and developing English language competence, to reiterate a point and for effective purposes such as to accommodate learners language needs by narrowing the gap between teachers and learners.

During all classroom observations, it was so interesting to see learners participating in the lesson with full understanding because they were expressing themselves in their mother tongue. Their idea was also supported by Probyn, (2009) who discovered that code-switching occurs as teachers, while aware that their learners need English proficiency to access subject materials and participate in assessments, are constrained by learners lack of English proficiency and so resort to code-switching to adequately communicate content.

When talking to the participants, this is what they said:

Our learners are still struggling with English; they don't understand the story when it is taught in English only. Because I want them to read the story with understanding and that is the reason I use both IsiZulu and English all the time [25.06.2013-Miss Mkhize].

The same sentiment was shared by Mrs Zondi who responded as follows:

Although our learners understand some of the English words, it is still tough for most of the learners. Our learners don't understand English [26.06.2013-Mrs Zondi].

Mrs Khubisa had this to say:

Our learners find it very hard to understand English and I use code-switching to assist those that cannot understand [29.07.2013-Mrs Khubisa].

It emerged in observations as well as interview sessions with the participants that both inter-sentential and intra-sentential code switching was a quite common occurrence in schools where the data was collected. All participants shared that they used code-switching as they had an understanding that the ability of learning English to those learners that are learning it as a second language is different from those that are familiar and use it as their mother tongue. Escamilla (2007) found code-switching to be an important and essential component of communication. However, it was used differently by teachers when teaching first additional language reading. My assumption was that, this approach served the purpose which was effective in reaching their decisive goal. Code-switching was used for the following reasons:

- **Also used for effective communication**

Lawrence (2001) found that code-switching was regarded as an approach for effective communication among Afrikaans and isiXhosa first language speakers. However, it is also found as a strategy of effective communication among English and IsiZulu speaking learners. The sentiments that all the participants have shared when expressing the reason for using IsiZulu when teaching English reading showed that most of the learners were not comfortable in expressing themselves in the second language. I discovered that when teachers used both languages in presenting the lesson to facilitate understanding of the text, learners began to enjoy reading and participated in the classroom. The learners participated by answering questions that the teacher posed to them. Some of the learners started to interact and express themselves. The teacher needed to meet the learners' needs since being not proficient in language might cause stress to both the teacher and the learner.

- **Used also for giving instructions to the learners**

There are tendencies of other language teachers to give instructions to the learners language when teaching in the classroom. Both in observations of the participants and during the interviews, it emerged that teachers have tendencies of giving instructions to the learners

language. Teachers were well positioned to do this because they understand the kind of learners they have in their classrooms. It emerged that teachers wanted to give guidelines and instructions in the language that the learners can understand. Code-switching is employed in giving general instructions to learners, ensuring that all learners understand what is expected of them.

Miss Mkhize used code-switching when giving instructions to the learners:

Teacher: *I will first read the story alone and you will listen to me. / Ngizoqala ngifunde indaba ngedwa nina nilalele* [Miss Mkhize].

Mrs Zondi also gave instructions to her learners using isiZulu and the learners' response became positive. The learners showed understanding of the message that the teacher conveyed to them.

Teacher: *Today we are having some visitors in our classroom. They came to see us reading but please do not look at them while we are reading. / Namuhla sinezivakashi lapha eklasini. Ngicela ningisize ningazibuki-ke uma sesifunda.* [Mrs Zondi]

Although Miss Mtolo tried to limit the use of code-switching, its usage assisted her when giving instructions to the learners. The learners were able to understand and follow her instructions after their home language was used. In her classroom there were those learners that can understand some of the English words and also those that are struggling with the second language.

Teacher: *Now, I want you to look at my pictures. / Ngifuna nonke manje nibuke lezizithombe zami.*

Teacher: *I now want you to come and take the word, read it and stick it next to the picture. / Manje ngifuna umuntu athathe igama alifunde bese elinamathelisa eduze kwesithombe esifanele.* [Miss Mtolo]

The teacher wanted the learners to understand what they were supposed to do while they were reading. It was observed that the use of the code-switching assisted the teacher since the learners showed understanding of all the instructions while they were given in IsiZulu. It was easy for the learners to follow teachers' instructions as they were given in their language. Probyn (2009)

mentioned that when code-switching is not being used to support the learner in the ability to understand instruction, the learner may find it difficult to participate in classroom activities in the lesson.

- **It was also used for asking Questions**

The participant emphasised that part of their teaching of reading included asking questions. It puzzled me to learn that teachers asked questions in the language of the learners and not in English as they were teaching it. In exploring why this was the case, all teachers explained that sometimes learners don't understand questions when phrased in the language that was not familiar to them. However, if the learners were not responding to the questions, the teaching becomes intricate. The researcher found that the learners were able to answer questions when phrased in the language that they understand.

Miss Mkhize used both Inter-sentential and intra-sentential code-switching when asking questions to the learners. As described by Brice (2000, p.1) "inter-sentential is referred to the language switch across sentence boundaries while intra-sentential occurs when the language alternation is produced within a sentence".

Inter-sentential code-switching when asking questions.

Teacher: *What else do they say about Brad? / Yini okunye abakushoyo ngo Brad?*

Intra-sentential code-switching when asking questions

Teacher: *Why u Brad ethanda ukufika early esikoleni?*

Learner: *Ufuna ukuthatha i pocket money yezinye izingane*

In the first extract the participant used inter-sentential code-switching and in the second one intra-sentential code-switching was used when asking questions to the learners. The learners responded to both questions asked by the teacher. The participant used her experience and the knowledge of her learners when teaching of reading and that assisted in achieving her aim of the lesson.

Mrs Zondi also used inter-sentential code-switching when posing questions to the learners.

Teacher: *Benny says Good morning hens.*

Question: *Kusho ukuthini lokho?*

Question (repeating): *Heh: kusho ukuthini lokho.* (repeating the question)

Learner: *Sanibonani zinkukhu.*

My observation was that, although the participant's aim of the lesson was achieved, the learners were passive in the classroom. When the teacher asked the question to the learners, it took them too long to answer that question. They responded to the question after it was asked for the second time. They did not show much confidence in answering the question, though there was an indication of the language understanding. The text was translated to the language that the learners understand, before some questions were asked.

- **Giving Content information to the learners**

Teachers wanted the learners to comprehend the content of the text they were reading. It emanates from my observations that it was hard to teach reading where learners have no content information. In all the schools teachers raised that it was very difficult for the teachers to teach reading when the learners do not understand the content of the text they were reading. Learners need to be clear about what they are reading in order to participate. Code-switching was used to clarify the content of the text. Kamwangamalu and Moodley (2004) found that code-switching can be used to provide information that is given in the text as well as providing additional information to enhance pupils' understanding of the text and build on pupil's knowledge. Participants found code-switching to be very useful in this regard. Teaching reading without clear understanding of the content could be very exasperating to the learners as well as to the teacher.

Code-switching was mostly used during the shared reading lesson. The teacher shared that code-switching was used to give clarity and content information on the texts. Mrs Khubisa:

Teacher: *Elephant watch the hare not to drink water whilst the other animals were asleep. / Indlovu yaba yiphoyisa yagada ukuthi u hare angalokothi aphuze amanzi ngesikhathi ezinye izilwane sezilele.*

Mrs Zondi switched to the learners home language when giving clarity of the content. Using code-switching was the only strategy used by the teacher when clarifying content to the learners. The teacher wanted the learners to know what was going on all the stories.

Teacher: *Come outside the hen house /*

Phumelani phandle kwendlu yezinkukhu

The learners began to smile and show understanding after the explanation of what was happening in the story. The interest of reading was seen in their faces. 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. They become eager to know more. All the teachers successfully used code-switching when teaching FAL reading although it was done in different ways. It was clear that teachers' experiences assisted them to choose the level of code-switching strategy that will suit their classes. The learners' needs were taken into consideration since they all have the knowledge of who they teach. Both inter-sentential and intra-sentential code switching was used during the reading lessons. The participants' aim of using code-switching was achieved as the learners were able to understand and to enjoy what they were reading. This happens as the learners were struggling with English. The issue was common in the rural schools where the learners were not familiar with English. Rural school learners were found to struggle to read English and the context was found to be the matter.

5.7.7 Rurality as a context

Schools can be in the same context and under the same quintile but the participants gave the information that schools are not the same and they are not operating in the same way. Taylor and Mulhall (2001) found that teachers from rural schools have experiences that positively or negatively contribute to their teaching of reading.

In many rural areas in different countries, poverty continues to put large numbers of learners at risk of school failure (Ngubane 2011). However, there are some rural schools that perform excellently even through many difficulties.

In response to the same question, similarly Mrs Zondi who was also interviewed in her home at Molweni on the 26th of June 2012 said:

“What I can tell you is that everything is different from school to school. Teachers are not the same, learners are not the same and also the community is not the same. In my first school, which was also in a rural area; teachers were very much willing to work and they had so many ideas to develop the school and the learners. They were very creative and we used to compete in things such as the cleanliness of our classrooms and so many other progressive issues. The learners were respectful and most of them dedicated to their school work and the community respected the teachers at all times. Hey, I don’t know if it’s me or what? The learners I am teaching now don’t want to work and the teachers’ look very de-motivated and very tired of teaching.”

Teachers concur with each other regarding the issue of the context. Looking at the information provided by the participants, it was clear that schools may be in the same context but they are not the same. A school may be in the poor community but can afford to have all the needs while others are struggling with all the school necessities. Teachers in different schools teach differently and they may also be in the same school but do things differently. Other teachers are dedicated to their school work while others are not. Some teachers work only when they are going to be observed while trying to impress the observer or the manager in charge and do things differently when they are not being observed.

5.7.8 Innovating a reading culture

All the participants showed that although they worked hard to encourage learners to read, the environment they were teaching in did not have the culture of reading. Culture of reading is the culture that can motivate the learners in increasing sense of using words, which will result in reading and learning (Mohammad et al., 2012).

Literature reveals that rural environment is regarded as a poor environment where schools and parents cannot afford to buy books for the learners to read (Balfour, Mitchell and Moletsane, 2008). The participants explained that their schools were poor schools and have no reading books to be read by learners. The schools with the few reading books do not loan the books to the learners. All the participants agreed with the same word that learners’ do not take good care of the books. Learners destroy the books when given the opportunity to read at home and for that

reason they are not loaned the books by all the four schools involved in the study. Some learners do not return the books to school at the same time parents do not pay back to the school. Most schools have no reading books while others have very few.

There are so many parents that cannot afford to buy books for their children to read at home. Learners only read when they are at school since there are also no libraries in the community.

The only school with the library was Siphethu primary, however the participant gave the information that that library was empty.

5.7.9 Lack of support

The broad theme above emerged after different but related questions were asked from the participants. I decided to categorise different kinds of support that was evident in the study using different kinds of questions. Teachers were asked the following question:

What kind of support do teachers receive from parents of the learners that they teach?

5.7.9.1 Support from parents

The involvement of parents in their children's education was one challenge that affected teachers as they teach learners to read. It is very important for the parents to support teachers and their children especially in early years of schooling.

The information that I received from the participants was that most of the parents were not involved in their children's education. Pomerantz, (2005) found that parents typically do not become involved with their children unless difficulty arises, which then can lead to frustration from the parents. Lack of involvement as far as they were concerned was caused by their lack of understanding of proper functions within the school. Participants shared that they are always willing to guide the parents of what they need to do in order to assist their children. However, most of the parents do not attend parents meetings that are planned by the schools unless they have issues that they need to discuss with the teachers.

Mrs Zondi shared that her principal bought 20 t-shirts and informed the learners to tell their parents that the first 20 parents that will come to the meeting will get some t-shirts. The principal

wanted to motivate the parents but not more than 50 parents came to that meeting. During meetings teachers communicated the kind of assistance they expected from the parents, however parents do not attend meetings. In the participant's general understanding, it was the duty of parents to assist learners with homework.

Miss Mkhize expressed that some of the parents are illiterate and this has a negative effect in empowering their children with reading and learning skills. However, this cannot be concluded as the rock-solid reality in the sense that in my past experience I have come across parents who were illiterate yet brought their children to school and were also able to assist them with school work. This view is also emphasized by

Mrs Zondi who said:

“Parents do not attend meetings in our school. They are not involved in whatever we do because there are even those who don't allow their children to take part in other school activities. We don't get the opportunity to communicate with them as they don't respond to the letters that we give to their children when having meetings [Mrs Zondi].

Mrs Mtolo said:

“I always work very hard in the classroom because I know that the parents are not going to assist learners after school. When we have problems regarding the learners, parents do not come to school [Mrs Mtolo].

Teachers need to work together with parents to improve the learners reading skills. They believe that it will be better if parents can assist with what the teachers have been doing during the day. What can be given by the teacher to the learner to read at home is the duty of the parent to motivate and supervise. Maphanga (2006) found that schools are supposed to operate in conjunction with homes in order for them to make complementary or shared contributions towards the learning and development of children. While Darling and Westberg (2004) mention that parent involvement has a great impact on children's acquisition of reading. Some of the children can work better with their parents because of trust they have in them, while others do better with their teachers.

5.7.9.2 Support from the Department of Education

Another question that was asked was the following:

What kind of support do teachers get from the Department of education?

From the data collected it became clear that teachers were faced with many challenges in their teaching of reading. All the teachers revealed that they do not get support from the Department of Education when it comes to the teaching of reading. The DoE does not give guidance and there is no monitoring of what teachers are doing in their classrooms. They are not visited by the subject advisors to check if they are in line with what Urban and Township schools are doing. For that reason, teachers teach reading differently in their classrooms.

The participants highlighted that when CAPS was introduced, they attended a half day workshop where they were informed about the changes in the curriculum and there was nothing specific to reading. They were also given the Policy document but no practical training was given to them. They all confirmed that they taught reading without proper guidelines. When it came to teaching reading teachers were referred to a handbook for the teaching of reading in early years. However, most of the teachers struggled to prepare for their day to day reading lessons. All of them had never seen such a Handbook. A Teachers handbook is a document that was introduced in 2008 during the Foundation for Learning Campaign to guide the teaching of reading. It contained some guidelines and strategies for the teaching of reading. A Teacher's Handbook has therefore been developed to assist teachers in Grades R- 6 and it highlights the importance of the core elements of teaching reading and writing (DoE, 2008). Looking at different ways that the teacher used when teaching, I considered that teachers teach reading without proper knowledge of the teaching of reading.

The participants highlighted that they were not assisted by the DoE, but they do teach reading in schools. Some expressed that they support each other in their schools while some expressed that the diminutive knowledge on the teaching of reading as per the new curriculum, was obtained from the Publishers who were selling their books to the schools. The publishers were given an opportunity to advertise their books and gave training on how to use their books. While they were showing how to use books, the teachers gained knowledge on how to teach reading. That

information assisted some teachers to teach reading. Moreover, Miss Mkhize expressed that without the Publishers, her teaching would have been in crisis. She mentioned that the reading book that she was using was the only reading book she had and it was left by the Publishers as a sample for her school. The publishers assisted the teachers with the teaching of reading as per CAPS.

The following was said by Miss Mtolo:

“I was not supported by the Department of Education in the teaching of FAL reading because when I open the CAPS document I cannot be guided on how to make my learners read. Instead, some publishers came to our school and gave us a booklet that is very easy to follow when teaching reading.” [Miss Mtolo].

To the same question Mrs Khubisa said:

“We do not get support from the Department of Education with the teaching of reading. I remember that we attended a half day CAPS workshop and were were only told about the changes in the curriculum but there was nothing said about the teaching of reading.” [Mrs Khubisa].

If Publishers can make a difference in the improvement of reading, the question is, why is it difficult for the subject advisors to reach all the schools and assist the teachers? I regard teacher training as a very significant issue and indispensable for the teachers to teach reading in the foundation phase of the rural schools. Teachers needed to be taught how to teach in a way that will improve reading in schools. It is important for teachers to know how to teach reading in a way that will address the reading crisis in South Africa. The idea is supported by Taylor and Francis (2005) who found that when teachers are directly taught content rich knowledge about the components of reading and a pedagogy to present the information in a structured sequential fashion, they can independently implement beneficial instruction effectively.

Teachers lack support and guidance from the DoE on the teaching of reading. However, I also consider lack of knowledge as a contributory factor in learning to read. Teachers also need to search for information that can help them when teaching. It was very astounding that there are some experienced teachers who do not know what Big books are. My understanding is that although there is no support from different sources, I regard a teacher as a lifelong learner who also needs to network with other schools and work with other teachers as a team. There are some teachers who work alone and do not even trouble themselves to ask from others.

Mrs Zondi from Sisonke Primary raised the point that she does not know what Big books are. It is advisable for the teachers to use Big books when teaching shared reading while normal reading books were used for group guided reading. Apart from the lack of support from the DoE, teachers highlighted that they have no books to support their teaching of reading.

As it emanated from the stories I shared about participant observation, I noticed that most of the teachers used copies of the texts when teaching reading in their classrooms. Teachers highlighted that their schools as well as the parents of the learners that they teach are poor and cannot afford to buy books, yet learners are expected to be fluent readers. Teachers indicated that it was difficult to teach reading without the reading books. However, one teacher had some books available for teaching reading. That teacher provided the information that they were sponsored by the community Non-Governmental Organisation (NGO) with some reading books. She further gave the information that her principal asked for sponsorships. They sit down as staff and brainstorm what they needed as a school, and then write a letter of sponsorship. She added that they assist them with different learning needs.

This what Mrs Khubisa said:

“In our school we have a very young principal who always works hard to improve the school. He was sponsored by an organization in the area. They used to assist the school all the time. The different sets of books that we have in our school have been sponsored by them.”

On the other hand, some participants highlighted that the management does not involve them when it comes to the decisions taken at the school. When the teachers raised the concern of

reading books, the principal responded that there is no money for reading books and took a decision for them to order only the textbooks.

This is what Miss Mkhize said:

Our principal does not involve us in any decision to be taken by the school. The principal ordered only the textbooks while she was assisted by the administrator. She told us that the allocation is too little and we cannot afford to order the reading books.

I believe that it was very difficult to work in a school where the management was not giving support to the teachers. The support from the management is also important in all schools. In a school where the management and the teachers can work together, many things can be achieved. My view is that those teachers that are not supported and not involved in their school's decision making process become demotivated and this could affect the learners.

Looking at the way Mrs Mkhize was teaching, you were unable to tell that she was not involved in all decisions made by the school. The learners read from the copies of the text because there were no books at all. She made her learners read without reading books. The researcher observed that teacher with little knowledge of teaching reading can teach even without enough resources. Gunning (2005) revealed that other children may be from under-resourced environments and may not have exposure to books but receive good literacy foundation from the teacher.

5.8 Conclusion

The chapter provided the discussion and the findings in relation to the research questions for the study. The data was presented according to the observations as well as semi-structured interviews after the description of each school, each participant as well as the text read in the classroom. The data discusses all the foundation phase teachers' experiences in the rural schools. The final chapter will focus on the interpretation of the findings together with conclusions and recommendations for reading development.

CHAPTER 6

SUMMARY, CONCLUSION & RECOMMENDATIONS

6.1 INTRODUCTION

In the previous chapter, teachers' experiences of teaching first additional language (FAL) reading in the foundation phase classes were shared. The data was collected in the rural schools of Molweni in the Pinetown district. That was done through interviewing the four grade three teachers, observing them while teaching FAL, taking field notes and also analysing the policy documents. The FAL of the schools in the study was English. This was a case study of the four Primary schools in the rural context where reading was regarded as important by all the participants. However, reading development was affected by many challenges in different schools. The data collected was organised into themes and there after the findings were made.

In this chapter, the summary of the findings and the insights for the chapter are presented. This was based on the two research questions for the study. The summary of the findings reveal those matters that were related to what teachers experience as they teach FAL reading in the Foundation Phase. Conclusions and recommendations were drawn from those findings and are presented in this chapter.

6.2 Summary of the research findings

Literature suggests that reading was regarded as crisis in South Africa (Prinsloo, 2006). That made it important for this study to look at what the teachers' experience as they teach FAL reading in the foundation phase of the rural schools. The data highlighted different teacher experiences which include many challenges in teaching the grade three classes of the rural schools.

Literature revealed that learning to read before school going age was considered as important in different countries (Young, Walsh and Macdonald, 2012). The data collected highlighted that although many learners were struggling to read in the foundation phase of Molweni schools, reading was considered as important by all the participants. The four participants that were observed teaching reading asserted reading as an important skill to be taught in the early years. The learners were taught different reading activities which included shared reading as well as the

group-guided reading. All the participants affirmed that teaching learners to read in lower grades eliminate the reading problems when the learner is in the higher grades. This happened as reading was considered as important in all the subjects taught at school. It was evident in all the participants' response and from the observations that they all make an effort to make learners read in their early years.

The four participants expressed that their past experiences assisted them to teach reading in the way they teach in their classes. They all asserted that past experiences involved what they were taught while being trained for teaching as well as the knowledge of teaching gained from workshops. The teachers with many years teaching experience revealed that long time ago during the Outcome based Education (OBE) times the DOE used to organise in-services training, where teachers were taught and trained how to teach reading. Their teaching skills were developed and their confidence was built. The participants expressed that even now, those approaches and methods assist them when teaching reading. All the participants concentrate mostly on what works well for them. However, since their past experiences were different they teach reading differently.

The participants in the study expressed that even though some of their schools were poor and had no books, they take it as important to consider learners level when choosing the book or the text to be read by their learners. As they were teaching Grade 3, they choose the books that can be easily read by their learners. All the participants asserted that they chose the text that is on their learners' level. They are also aware that Grade 3 learners are attracted to and enjoy reading a text with pictures. The pictures assist the learners to read as they look and see what the story is about. Teachers tried different ways of making learners read. However, many other significant issues affecting both teachers and learners in the process of reading were highlighted as follows:

6.2.1 Time

Data collected revealed that time was a big challenge for both the teachers and the learners when reading. Three out of four participants asserted that teaching reading time was not enough for them to teach their learners to read. This was the case as their learners were struggling to read and they need more time for all of them to get opportunity to read. The three participants believed that if rural schools can be given more time to read in the FAL, their learners will be

better. Only one participant was comfortable with the teaching reading time. The participant highlighted that time was not a very big challenge for her and her learners. She mentioned that she always tries very hard to follow the teaching reading Policy when teaching reading. She was aware of a handbook for the teaching of reading in the early years as well as the CAPS document. The participants mentioned that she uses the two together when teaching reading. The participant was also very happy about her learners' progress in reading.

6.2.2 Code-switching

The strategy of switching off to the language that the learners understand is called code-switching. Code-switching (CS) was found as an alternative use of two or more languages in the same conversation (Gorstein 1982; Hoffmann, 1991). It was also regarded as the norm among the school children and it was used as the teaching strategy (Ncoko, 2000). Code-switching was used by teachers to accomplish their different purposes in reading.

All the teachers in the study expressed that learners develop, love and enjoy reading when they understand what they are reading. Halliday (1978) asserted that the effective and the successful reader is the one who understands what he or she is reading. Goodwin (2005) added that when reading you need to enjoy the pleasures of the language as the jokes are revealed when understanding the meaning of words. In an attempt to make learners understand what they were reading, all the four teachers switched to isiZulu as they teach learners to read in English. The teachers in the study taught learners to share reading as well as guided learners as they read in groups. Switching to isiZulu was mainly done during the shared reading lesson than in group guided lessons.

The use of CS was observed to be done in the entire classrooms and its importance was also highlighted by the teachers during interviews. Three from the four participants used many isiZulu words as they were teaching reading. However, the participant who tried to eliminate isiZulu, managed to teach her learners in a way that they understand what they were reading.

Teachers in the study used CS as a teaching strategy for the effective communication between the learners and themselves. Teachers raised the point that strategy was used as they want their learners input when reading the text. Without CS, it was difficult to understand each other during

the lesson. All the teachers expressed that they use CS for various reasons which include: to give instructions to the learners, to ask some questions and to give content information to the learners.

6.2.3 Context

The participants asserted that teaching in rural schools was a very big challenge to them. However, schools were different from each other. Although there are rural schools that afford all the teaching resources, many of them were poor. It was very rare to find a school with well-equipped learning resources. The three participants mentioned that there were no books and no libraries in their schools. The teacher, who was teaching in a new school with a beautiful library, gave the information that, such library was empty. One participant who was observed teaching reading using story books expressed that they use the same books for all grades 3 classes. She added that they exchange books and cannot teach reading at the same time as the books were not enough for all the learners.

6.2.4 Environment around the learner

The four participants revealed that they understand the kind of learners that they are teaching. However, the culture was challenging to them. Teachers asserted that they teach many learners that do not understand English as a language that was second to them. English was only read at school since the rural community was lacking the culture of reading and English was not spoken to their communities. Mohammed et al. (2012) state that the culture of reading is the culture that entices and motivates the learners to use words which lead them to reading and learning.

Rural school learners' use English as a language when they are at school and do not get exposure to it when they are at home. This happens as they experience that the learners learn language better when it is spoken in the environment around the learner. Many parents and community members in rural areas do not speak and read English as they were illiterate and some were poor and cannot afford to buy books for the learners to read when they are at home. This was also found to be common in the rural schools as many schools were poor and cannot afford to loan books to the learners to read when they are at home.

Participants for the study raised the point that, they were giving out the books to the learners to read at home and they decided not to do it anymore, as the books were destroyed by the learners outside the school. They noticed that it happened as the learners were not monitored when reading at home. Participants were not getting support from the parents of the learners that they teach.

6.2.5 Assistance when reading

The issue of support from the parents was raised by all the teachers in the study. Joubert, Bester and Meyer (2008) divulged that parental support plays a very important role in literacy development. However, all the teachers expressed that that kind of support was lacking. They were not getting enough support from the parents of the learners that they teach.

The participants also signposted that parents were not very much concerned about their children's school work as they don't even attend school meetings. They highlighted that during the meetings, it was where they expect to meet parents and talk about all the needs for the school. What was expected to be done by the parents in assisting learners with reading was conveyed to them during school meetings. However, all the parents of struggling learners were not attending meetings.

Participants mentioned that other parents were illiterate and it was very difficult to assist their children when reading English, as they themselves were unable to read. Moreover, Maphanga (2006) highlighted the importance of homes in learners learning development. All the teachers expressed that lack of parental involvement in teaching learners to read was affecting all the schools.

The parental support was not the only support that was lacking in schools and in teaching learners to read. Teachers believed that the support from the Department of education was essential in reading development. However, this was lacking in all the rural schools.

The four teachers in the study expressed that it was very difficult for them to teach learners to read as they were not getting enough support from the Department of Education. They were not getting proper guidance as to how to teach learners in a way that they will enable them to be fluent readers. This was the case as the subject advisors were not visiting their schools. They

assumed that it was because they were far from the Education offices and advisors were not finding it easy to reach their schools. One participant highlighted Big books were only used in the grade R classes in her school and that highlighted a lack of knowledge. Teachers were not assisted to know all the teaching reading resources that were essential in making learners read.

It was highlighted by all the teachers that when FFL learning was introduced in 2009, no practical training was offered to them by the Department of Education. All the four teachers were not aware of A handbook for the teaching of reading in the early years that was introduced when FFL was introduced. The Handbook was in line with the policy on teaching reading, however that knowledge was lacking in teachers. Teachers were not following the teaching reading Policy as they were not even aware of such assistance. Different schools were teaching reading differently.

All the participants highlighted that when CAPS was introduced in 2011 and during workshops they were only informed about the new terms and the new times allocated for teaching and nothing was specific to the teaching of reading. That made teachers to use their experiences when teaching learners to read as it was explained above. Participants expressed that the little knowledge that they obtained when CAPS was introduced was from the publishers who were marketing their books to them. The representatives from the publishers explained how their books work and ended up providing expertise to teachers teaching learners to read. Although what they provided to the teachers was relevant, it was not the information from the Department of Education. Teachers used that information and combined it with their individual experiences to teach learners to read. When teachers used their different experiences, it was possible to teach reading differently. Some were found to use different methods that they remember. That was noticeable in their introduction of the reading lesson.

6.3 Recommendations

This section presents the recommendations for this study.

6.3.1 Teacher support

The issue of support came out as an important theme in the study. It was highlighted by all the participants that they were not getting enough support in the form of training and guidance from

the DBE as well as assistance from the parents of the learners that they teach. However, that support was regarded as important for them.

The study recommends that subject advisors from the DBE visit rural schools in order to identify teacher's needs and monitor the progress in the teaching of reading. Teachers need to be advised to form clusters where they can meet and discuss issues that can make them improve the teaching of reading. The in-service training that the teachers mentioned, need to be considered as many teachers highlighted its importance in teaching development. Enough training for the teachers to teach reading is encouraged. Fraser-Thomas and Beaudoin (2002) argue that regular training and workshops assist teachers with more teaching skills that can help to improve their teaching. This will assist in getting clarity and in the development of the teaching reading skills.

6.3.2 Supporting reading

All the participants raised the point that rural context was not the reading culture and that contributes to their learners reading development. Learners had many reasons not to read at home. One of the main reason identified, was the scarcity of reading books in schools as well as in the communities around the learners. Many rural schools had no libraries and also there were no libraries in their communities. The teachers believe that if their schools can be provided with reading books in schools as well as libraries in the communities, their learners will read and improve.

Schools should be provided with more reading books for the learners to read at school and libraries should be built in the rural communities. Where schools have books and where there is no floor space, each classroom should be encouraged to have a reading corner for the learners to read. Mobile libraries should be provided by the Department of Basic Education so that the learners will have an opportunity to borrow books and read in their homes. The mobile libraries should visit all the rural schools and also provide some classes where learners should be given library education which includes the importance of taking good care of the books.

6.3.3 Teaching FAL reading where language is in crisis

Teachers were assisted by the use of code-switching as they were teaching learners who do not understand the language. This happens as the learners are not exposed to the language in the

environment around them. Learning English was regarded as a new environment to them. Although code-switching was used and was assisting the teacher and the learner when reading, it was used differently and for different purposes. Some participants were observed using code-switching throughout the reading lessons while others were limiting its usage as much as possible. It is recommended that some guidance should be provided in the use of code-switching. Teachers need to know how much of code-switching should be used to teach reading in a way that will help the learners to know the new language.

Learners need to be motivated to use two languages when they are at school. It was observed that there were some schools that encourage learners to use English even when playing around the playground and most of those learners improve the language.

The Department of Education (2008) highlighted the importance of learners' home language when developing the first additional language. This was recommended in the LiEP as well. Teachers need to teach learners to read in the first additional language while their home language is used. This recognises learners' home language in the additional language development. The study therefore recommends the use of the teaching approach that could develop two languages. Learners must be given an opportunity to relate the stories that they read in the classroom to their own lives while being assisted with translation. Good and Brophy (1997) highlighted that effective learning occurs as the new information is linked to what the learners already know. This encourages thinking while they value their language. Learners get the opportunity to acknowledge their culture as they link their experiences to the stories that they are reading.

6.4 Conclusion

The aim of the study was to explore teachers' experiences of teaching first additional language reading in the foundation phase of the rural schools. This was a case study of four primary schools in Molweni.

In chapter one, the problem and the research questions for the study were identified. The background of the study was discussed and thereafter the significance of the study was clarified. Lastly, the layout of all the chapters was provided. Thereafter in Chapter two the clarification as well as the importance of reading was provided. The various perspectives to the teaching of reading were discussed. The chapter also provided the models, approaches as well as the

components that are related to the teaching of reading. Literacy issues that were related to rural teaching were also provided which includes the engaged pedagogy on rural teaching. Chapter three presented literature that is related to the teaching of reading in the early years. International, national and local trends of teaching reading were considered. The chapter also highlighted some challenges that were related to the rural context.

Chapter four thereafter presented the methods and approaches that were used for data collection. The interview and observation schedule was presented and thereafter the description of the research area was provided. Pictures of all the sites were provided, the instruments used for data gathering as well as the trustworthiness in the study were provided. All the challenges in data collection were included. Chapter five provided a discussion of all the findings of the study. The data was presented after the description of all the sites, each participant as well as lesson observations. The themes that emerged in the chapter were discussed. The last chapter, focused on the interpretation of the data that was presented in chapter five. Thereafter, all the recommendations were presented.

Although rural school teachers are teaching English reading, many challenges are affecting reading development. Most teachers teach without the reading books to the learners that struggling with the language which makes them to switch to the language that the learners understand. It was highlighted in the study that learners' home language was essential in the FAL reading development (DoE, 2008). Thus teachers used code-switching to teach learners to read the FAL. Moreover, it was also highlighted that teacher training was essential as the teachers teach learners to read.

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Appendix A- Letter of authorisation from KZN Department of Education

4. Oct. 2012 15:27

No. 1014 P. 1



kzn education
 Department
 Education
 KWAZULU-NATAL

Enquire: Sibuko Awar Tel: 033 341 0610 Ref: 24/8/281

Mrs. Cynthia Zanele Zama
 20 Fleisher Street
 Marland Hill Park
 3810

Dear Mrs. Zama

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **Teachers' Experiences of Teaching First Additional Language Reading in Foundation Phase, in the KwaZulu-Natal Department of Education Institutions** has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The Period of investigation is limited to the period from 01 July 2012 to 31 July 2013.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Mr. Awar at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Director-Resource Planning, Private Bag 98137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to the following Schools and Institutions:

- 10.1 SE Leo Primary
- 10.2 Bazamile Primary
- 10.3 Lamula Primary
- 10.4 Ulukhanya kwe Africa Primary


Nkomo S.P. Sibisi PhD
 Head of Department: Education

2012/07/20
 Date

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 beyond the call of duty.

KWAZULU-NATAL DEPARTMENT OF EDUCATION

DEPT. OF EDUCATION, P.O. BOX 94009, DURBAN, KWAZULU-NATAL, REPUBLIC OF SOUTH AFRICA

TELEPHONE: 031 261 2611 / 261 2612 / 261 2613 / 261 2614 / 261 2615 / 261 2616 / 261 2617 / 261 2618 / 261 2619 / 261 2620 / 261 2621 / 261 2622 / 261 2623 / 261 2624 / 261 2625 / 261 2626 / 261 2627 / 261 2628 / 261 2629 / 261 2630 / 261 2631 / 261 2632 / 261 2633 / 261 2634 / 261 2635 / 261 2636 / 261 2637 / 261 2638 / 261 2639 / 261 2640 / 261 2641 / 261 2642 / 261 2643 / 261 2644 / 261 2645 / 261 2646 / 261 2647 / 261 2648 / 261 2649 / 261 2650 / 261 2651 / 261 2652 / 261 2653 / 261 2654 / 261 2655 / 261 2656 / 261 2657 / 261 2658 / 261 2659 / 261 2660 / 261 2661 / 261 2662 / 261 2663 / 261 2664 / 261 2665 / 261 2666 / 261 2667 / 261 2668 / 261 2669 / 261 2670 / 261 2671 / 261 2672 / 261 2673 / 261 2674 / 261 2675 / 261 2676 / 261 2677 / 261 2678 / 261 2679 / 261 2680 / 261 2681 / 261 2682 / 261 2683 / 261 2684 / 261 2685 / 261 2686 / 261 2687 / 261 2688 / 261 2689 / 261 2690 / 261 2691 / 261 2692 / 261 2693 / 261 2694 / 261 2695 / 261 2696 / 261 2697 / 261 2698 / 261 2699 / 261 2700

TELEFAX: 031 261 2611 / 261 2612 / 261 2613 / 261 2614 / 261 2615 / 261 2616 / 261 2617 / 261 2618 / 261 2619 / 261 2620 / 261 2621 / 261 2622 / 261 2623 / 261 2624 / 261 2625 / 261 2626 / 261 2627 / 261 2628 / 261 2629 / 261 2630 / 261 2631 / 261 2632 / 261 2633 / 261 2634 / 261 2635 / 261 2636 / 261 2637 / 261 2638 / 261 2639 / 261 2640 / 261 2641 / 261 2642 / 261 2643 / 261 2644 / 261 2645 / 261 2646 / 261 2647 / 261 2648 / 261 2649 / 261 2650 / 261 2651 / 261 2652 / 261 2653 / 261 2654 / 261 2655 / 261 2656 / 261 2657 / 261 2658 / 261 2659 / 261 2660 / 261 2661 / 261 2662 / 261 2663 / 261 2664 / 261 2665 / 261 2666 / 261 2667 / 261 2668 / 261 2669 / 261 2670 / 261 2671 / 261 2672 / 261 2673 / 261 2674 / 261 2675 / 261 2676 / 261 2677 / 261 2678 / 261 2679 / 261 2680 / 261 2681 / 261 2682 / 261 2683 / 261 2684 / 261 2685 / 261 2686 / 261 2687 / 261 2688 / 261 2689 / 261 2690 / 261 2691 / 261 2692 / 261 2693 / 261 2694 / 261 2695 / 261 2696 / 261 2697 / 261 2698 / 261 2699 / 261 2700

WEBSITE: www.education.gov.za

Appendix B- Ethical clearance certificate from UKZN Research Ethics Committee



**UNIVERSITY OF
KWAZULU-NATAL**
**INYUVESI
YAKWAZULU-NATALI**

Research Office (Govan Mbeki Centre)
Private Bag x54001
DURBAN, 4000
Tel No: +27 31 260 3587
Fax No: +27 31 260 4609
Ximbap@ukzn.ac.za

26 April 2012

Mrs Cynthia Zanele Zama 211560590
School of Education

Dear Mrs Zama

Protocol reference number: HSS/0127/012M
Project title: Teachers' experiences of teaching first additional language reading in the foundation phase.

EXPEDITED APPROVAL

I wish to inform you that your application has been granted Full Approval through an expedited review process:

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. PLEASE NOTE: Research data should be securely stored in the school/department for a period of 5 years.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully


.....
Professor Steven Collings (Chair)
Humanities & Social Sciences Research Ethics Committee

cc Supervisor Professor Reshma Sookrajh
cc Dr D Davids
cc Mrs S Naicker/Mr N Memela

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Appendix C- Letter of Informed consent to the School Principal

Letter to the Principal

Dear Principal-----

Re: Request to conduct interview in your school

I am a Foundation Phase teacher at Molweni Primary School. As part of my professional development, I have registered for a Masters Degree in Education, Early Childhood Development (ECD) at University of KwaZulu Natal (Edgewood Campus). My supervisor is Prof. Reshma Sookrajh. I have defended my proposal and I am now required to do my full dissertation.

My research focuses on teachers' experiences of teaching reading in the Foundation Phase. I will be exploring their experiences using semi-structured interviews and classroom observations.

Prior to conducting my research I would obtain permission from the principal and Grade 3 teachers. All information obtained will be kept strictly confidential and pseudonyms for the school and for the participants will be used. Participants will be free to withdraw at any stage of research if need be. I give you my accountability that I will pursue due research ethics in handling the data.

I hope that you will grant me the permission to conduct my study at your school.

Thank you for your time and I look forward to your reply.

Yours faithfully

C.Z.Zama (Mrs.)

Appendix D- Participant Consent Letter

Dear Participant/Teacher

You are requested to take part in a research study. It is very important to understand the nature of the research and also why it is being done. The purpose of the study is to explore teachers' experiences of teaching first additional language reading in the Foundation Phase. It is a case study of Primary schools in the Molweni Area.

The study will be conducted in normal teaching times where the participants will be observed teaching reading and will be interviewed about the teaching of reading on the dates that are suitable for them after normal classroom hours. The observations will be videotaped and the interviews will be recorded using the voice recorder.

The study will report on what the teachers experience as they teach English first additional language reading in their grade 3 classes. However, it is not an assessment of teachers. Through this research the challenges and the opportunities of teachers with respect to the teaching of reading will be noted.

The participants' names will not be exposed and all the information will be kept confidential. It will be only shared by the teacher and the supervisor.

It is your right to choose if you want to participate in the study or not. The participation is voluntarily. If it happens that you volunteer to be a part of the study, you are still allowed to withdraw at any time without any consequences.

Consent

The title of the study: Teachers’ experiences of teaching FAL reading in the Foundation Phase.

I..... hereby confirm that I have read and understood the purpose of the study above. I was offered the opportunity to ask questions and all my questions were answered. I understand that my participation in the study is voluntary and I am free to withdraw at any time, should I desire. I also understand that the data collected during the study will be sent to the Department of Basic Education.

I therefore agree to become a participant in the study.

Participant (Print Name):

Signature:

Date:

Researcher (Print Name): Mrs Cynthia Zanele Zama

Signature:

Date:

Address: 20 Fleischer Street

MarinnhillPark

3610

Telephone: (H) 031-7002401 (W) 031-7764132 (C) 082 429 4936

Supervisor (Print Name): Prof. Reshma Sookrajh

Signature:

Date:

Faculty of Education, Edgewood Campus

Private Bag X03

Ashwood

3605

Appendix E-Selected Interview- Miss Mkhize of Siyanda Primary (Pseudonym)

Section A-Interviewee's life history

Interviewer: Thank you to allow this interview and also for being observed teaching reading in your class. This interview will allow me to attain information about your experiences as you teach English as a first additional language to your grade 3 learners. As I have explained, this is not an assessment but I am exploring experiences in the Foundation Phase of the rural schools. This interview will be recorded for quality purposes.

1. How long have you been in the teaching industry?

I started teaching in 2006 and I have been teaching in different schools.

2. Were you trained for teaching? And if yes where were you trained?

I was really not trained for teaching but I studied B.Com and because of not getting the proper job I registered for PGCE Foundation Phase in 2006 and then I qualified for teaching. I can now say I was trained at University in KwaZulu Natal.

3. Where have you started teaching?

I started teaching in the rural area of Manguze and I taught in two schools there and thereafter in 2010 I moved to another rural area of Emabomvini in Greytown. From 2011, I started at Molweni where I am teaching up to now.

4. Since you have rural experiences are the schools the same or they are noticeable differences that you can highlight to me.

No they are not (repeating) they are really not. The schools may be in the same environment by they don't operate in the same way. Looking at the first school where I taught, you were unable to tell that the school was in a the rural area. There were all resources that we needed for teaching, the school was very clean and affordable number of learners in the classrooms, respectful learners and everything was up to the standard. The second school was in the same area but it was the total opposite of the first one. Learners were disrespectful; teachers were

much disorganized, late coming of both teachers and learners was worse. There was a lack of resources, the school buildings were in crisis.

5. What can you say about your current school?

In the school where I am teaching now, the learners behave well and they are always willing to learn but unfortunately there are no resources. We struggle a lot, both teachers and learners. There are classrooms to learn and to teach but the buildings are not in a good condition. We always try hard to make learners learn.

6. My understanding is that, schools get an allocation for books as well as other learner teacher support material (LTSM). How come there are no books in your school?

(Smiling) The principal does not involve us as teachers even if there are things that need us. Our principal believes in buying textbooks than to buy reading books. As teachers we try by all means to improve our learners' education but it is very hard. Right now we have started a programme to assist struggling learners even after school if needs be.

7. After school, do you teach all subjects or may be reading only?

We teach everything, curriculum and even the behaviour. They read, write and even do their homework with us after school.

8. (Very interesting). Who taught you to teach reading? I saw you teaching your class the lesson was very interesting. Was it part of your PGCE programme or you learned from Workshops or may be from you colleagues?

(Smiling) I just ask myself what is it that I want my learners to achieve and I do exactly that. In facts I learned to teach my learners from my colleagues here at school. Although I started teaching long time ago, I also use the experience I gained from where I was teaching before. At the university we learned the learning outcomes for Literacy but I can say many skills are the ones that I obtained in the field.

Interview Questions

1. Why do you think reading is important in learners early years of school?

I can say reading is important as it assist our learners to be able to pronounce new words and understand what they are reading. If they learn to read in their early years they will not suffer in future. Reading is taken as the core to every learning.

2. How do you choose the story to teach reading, since you said there are no books (readers) in your school?

I make sure that what my learners read is at their level since we read anything that we come across. We even read stories from the newspapers, but what is on their level.

3. Which reading activities do you normally teach to your learners?

I teach shared reading, group guided reading as well as pair reading.

4. Do you know normally use a teacher's handbook for the teaching of reading with all the approaches and the guidelines for the teaching of reading?

Unfortunately No! I don't know that book.

5. How easy or difficult it is for you and your class to follow the time table when teaching reading. Looking at the language English as the first additional in your school as well as the environment?

It is very difficult and to be fair to you, I do not follow the time table since our learners are still very slow when reading and they struggle with the language. Because I want all the learners to get the opportunity to read, it is very difficult to follow the time table. I can say that time allocated for the teaching of English FAL is not enough for us as we teach struggling learners. In this environment, some of the learners cannot read because they don't practice the language at home. There are no libraries in the community for our learners to read every day.

6. Are there any challenges or strengths that you encounter when teaching reading as you spoke about insufficient time, what else?

Yes there are quite number of challenges although there is little improvement that I have seen since we started reading at the beginning of the year. The environment don't have the culture of reading, parents don't buy books and don't see the need of buying them since they themselves can't read. No libraries and no reading books in my school. Our school is very poor; we do not afford extra money to buy books since we need to pay for electricity, repairs and also to pay for other important things required by the school.

7. I saw that you made some copies for the learners to read. Do you mean that there are no books at all?

Yes. There are no reading books at all. The one that I am using to make copies was a sample from other publishers and it is the only one that I am using for the teaching of reading.

8. I have also observed that you either use bilingual language as well as 'code-switching' in the teaching of first additional language reading. Why?

Our learners are still struggling with English; they don't understand the story when it is taught in English only. Because I want them to read the story with understanding, I use both IsiZulu and English all the time.

9. During our interview, you said they are now becoming better readers. Do you think they will learn to understand English?

(Smiling) I can say yes because they are trying to understand instruction, so yes they will improve and understand.

Appendix F- Selected Observation Schedule

Name of the participant: Miss Mtolo

Date of observation: 19 July 2012

Signature:

Title: Twinkle! Twinkle little star

Name of Observer: Mrs C. Z. Zama

Lesson Duration: 30 minutes

Resources: Big book, chart and flash cards

Aims and objectives of the lesson:

To allow active participation.

To extend learners vocabulary

To read with understanding.

Description of the story: A poem was used for shared reading. The poem explains what happens at night.

Teachers Plan: The teacher greeted the learners and introduced her lesson by asking the learners to recite the poem that they know. She praised them after they recited the poem with excitement. She asked all the learners to sit on the carpet next around her so as to share the reading. Before reading the poem or the story, she asked some questions about things that were familiar to the learners and shows the chart with some of the things that they will read about in the story.

The teacher also asked the learners to match the pictures with words on the flash cards. The teacher also explains the new words from her chart and those were the same words from the poem. After all the words were explained, the teacher shared the reading with the learners. She started by clearly modelling the text and thereafter the learners joined by reading.

Did the teacher

- | | |
|-----------------------------------|---|
| 1. Provide the link to the lesson | Y |
| 2. The clarification of aims | Y |

Organisation of the lesson

- | | |
|---|---|
| 1. Adopt the method of teaching reading | Y |
| 2. Emphasise the important information | Y |

Presentation of the lesson

Good

Did the teacher

- | | |
|---|---|
| 1. Show enthusiasm | Y |
| 2. Read clearly for learners to understand | Y |
| 3. Follow the guidelines for teaching reading | Y |
| 4. Involve all the learners | Y |

Did the teacher

- | | |
|--|---|
| 1. End the lesson positively and clearly | Y |
|--|---|

Observation comments

Good points: The teachers started the lesson with enthusiasm and all the learners were involved during the lesson. The teacher tried to use much English words when explaining the lesson however; code-switching was used for all the learners to understand the text they were reading.

Appendix G: Language Clearance Certificate

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Dr Saths Govender

21 JANUARY 2014

LANGUAGE CLEARANCE CERTIFICATE

TO WHOM IT MAY CONCERN

This serves to inform that I have read the final version of the dissertation titled:

‘TEACHERS’ EXPERIENCES OF TEACHING FIRST ADDITIONAL LANGUAGE READING IN THE FOUNDATION PHASE: A CASE STUDY OF FOUR RURAL PRIMARY SCHOOLS’ by C. Z. Zama.

To the best of my knowledge, all the proposed amendments have been effected and the work is free of spelling and grammatical errors. I am of the view that the quality of language used is satisfactory.

Yours faithfully



DR S. GOVENDER
B Paed. (Arts), B.A. (Hons), B Ed.
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Appendix H: Turnitin Report

Turnitin Originality Report

Thesis January by Cynthia Zama

From Turnitin Projects - Part 1 (Moodle 20319142) (2013 EDCS830E1 M Thesis: Curriculum Studies (Moodle 6387928))

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