

**AN ANALYSIS OF PACING AND SEQUENCING OF READING INSTRUCTION IN THREE GRADE 1  
CLASSROOMS WHERE ISIXHOSA IS THE LANGUAGE OF LEARNING AND TEACHING**

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By

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## **ABSTRACT**

Reading development in the Foundation Phase (FP) is central to children's success as they progress through school. However, evaluations in South Africa such as the Annual National Assessments (ANAs) and the Progress in International Reading Literacy Study (PIRLS) (2006) show that reading achievement in the Foundation Phase is low, especially for children learning with African languages as their home language. This thesis examines pacing and sequencing in three Grade 1 literacy classes where isiXhosa is the language of learning and teaching (LOLT).

The research took the form of a case study, focusing on the teachers' classroom practice and how they understand their practice. Documents related to reading development in the Foundation Phase are analysed with regard to pacing and sequencing, examining how the curriculum frames literacy for teachers in the Foundation Phase. The teachers' understanding in relation to their social context is also an important part of this research. In the thesis the way in which the teachers sequence and pace learning is analysed, drawing on Bernstein's notions of internal and external framing, and Bourdieu's notion of the habitus.

The intended curriculum and the implemented curriculum are then compared. The results confirm that in low socio-economic status (SES) schools, the level of poverty has an impact on teaching practice. The results also show that pacing and sequencing are reliant on the degree of planning amongst teachers. The level of development amongst learners also plays a role in how teachers organise their practice in order to differentiate the teaching of reading for all learners. The understanding that teachers have about their teaching practice are layered and influenced by their experiences, history and memories as teachers. The thesis concludes that there is a need to develop teachers' understanding of planning and organising the teaching of reading, especially when the learners are from poor communities and do not get support in the home. In order for teachers to improve their practice, it is important for them to have the opportunity to reflect on and understand their practice.

Key words:

Pacing, sequencing, reading instruction, African languages

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## TABLE OF CONTENTS

ABSTRACT .....	i
ACKNOWLEDGEMENTS .....	ii
TABLE OF CONTENTS.....	iii
LIST OF TABLES AND FIGURES: .....	xi
TABLES:.....	xi
FIGURES:.....	xi
APPENDICES.....	ii
CHAPTER 1 .....	1
1.1    INTRODUCTION.....	1
1.2    PERSONAL NARRATIVE .....	1
1.3    LOW LEVELS OF ACHIEVEMENT IN READING IN THE FP .....	1
1.4    PACING AND SEQUENCING OF LITERACY INSTRUCTION IN THE FP .....	3
1.5.    PRELIMINARY FIELDWORK .....	3
1.6.    RESEARCH GOALS AND QUESTIONS.....	5
1.7.    CHAPTER OUTLINE.....	5
1.8.    SUMMARY .....	5
CHAPTER 2: LITERATURE REVIEW .....	6
2.1.    INTRODUCTION.....	6
2.2.    TEACHING AS A SOCIAL PRACTICE .....	6
2.2.1.        What are social practices?.....	6
2.2.2.        Communities of practice .....	7
2.3.    HABITUS AND SOCIAL PRACTICES .....	7
2.3.1.        Habitus and social class.....	8
2.4.    TEACHING READING AS A SOCIAL PRACTICE .....	9
2.4.1.        Teaching reading and social class .....	11
2.4.2.        Teaching reading in isiXhosa .....	12

2.5.	HABITUS AND TEACHING READING.....	13
2.5.1.	Teacher knowledge .....	13
2.5.2.	Organising systematic learning.....	14
2.6.	FRAMING: ORGANISING SYSTEMATIC LEARNING.....	15
2.6.2.	Internal and external framing of pacing .....	19
2.6.2.1.	The use of time .....	17
2.6.2.2.	Opportunity to learn .....	17
2.6.2.3.	The role of assessment:.....	18
2.6.2.4.	Communicating the learning process:.....	18
2.6.2.5.	Differentiated teaching .....	19
2.6.2.6.	The role of the curriculum: .....	20
2.6.3.	Sequencing .....	21
2.6.3.1.	Internal and external framing of sequencing .....	21
2.6.3.1.1.	The curriculum .....	21
2.6.3.1.2.	Micro-level sequencing: .....	22
2.6.3.1.3.	Conceptual progression as a process of sequencing.....	23
2.6.3.1.4.	Summary.....	27
2.7.	CONCLUSION.....	28
CHAPTER 3: RESEARCH METHODOLOGY .....		29
3.1.	INTRODUCTION.....	29
3.2.	A QUALITATIVE STUDY .....	29
3.3.	RESEARCH APPROACH.....	29
3.3.1.	Using ethnographic principles .....	29
3.3.2.	Principles of Ethnography .....	30
3.4.	THE CASE STUDY DESIGN.....	30
3.4.1.	Definition of a case study.....	30
3.4.2.	Why does this research use a case study design .....	31
3.5.	FIELDWORK.....	31

3.5.1.	Site selection .....	31
3.5.2.	The observation and interview procedure.....	32
3.5.3.	Field techniques: data collection methods.....	34
3.5.4.	Observations .....	34
3.5.5.	Interviews.....	36
3.5.6.	Document analysis.....	37
3.6.	ANALYSIS AND INTERPRETATION OF DATA.....	37
3.6.1.	Analysing the observations .....	38
3.6.2.	Analysing the interviews .....	39
3.6.3	Analysing the documents .....	40
3.7.	INTERPRETATION .....	40
3.7.1.	Interpreting the practice .....	40
3.7.2.	Interpreting the teacher understandings about their practices.....	41
3.8.	ETHICAL CONSIDERATIONS AND VALIDITY .....	41
3.8.1.	Ethical considerations .....	41
3.8.2.	Validity .....	42
3.9.	SUMMARY .....	43
CHAPTER 4:	ANALYSIS OF CURRICULUM DOCUMENTS .....	44
4.1.	INTRODUCTION .....	44
4.2.	ANALYSIS OF SEQUENCING AND PACING IN THE CURRICULUM DOCUMENTS .....	44
4.2.1.	<i>INkcazelo yeKharityhulamu yeSizwe eHlaziyiweyo YamaBanga ukusuka ku-R ukuya kwele-9 (ezikolo) iILwimi: IsiXhosa, ULwimi lweNkobe</i> (Revised National Curriculum Statement: isiXhosa, Home Language) .....	45
4.2.2	Overview of the Revised National Curriculum Statement, Grade R-9 (schools) 48	
4.2.3	Teacher's guide for the development of learning programmes: FP .....	49
4.2.4	National Gazette .....	51
4.2.5	Teaching reading in the early grades handbook .....	52
4.2.6	Foundations for Learning: Assessment framework, Foundation Phase .....	53

4.2.7	Foundations for Learning: Foundation Phase Literacy Lesson plans Grade 1: term 1-4 .....	57
4.2.8	Foundations for Learning: Quarterly Assessment Activities for Literacy and Numeracy, .....	58
4.2.9	Learner Attainment Targets (LATs) .....	58
4.2.10	Provincial Assessment Guidelines for FP: Grade R-Grade 3 .....	59
4.2.11	Grade 1 Baseline Assessment: literacy, numeracy and life skills .....	59
4.2.12	isiXhosa Home language Lesson Plan/Exemplar .....	60
4.2.13	National Curriculum Statement: Assessment Guidelines for FP .....	62
4.2.14	The envisaged teacher and learner .....	62
4.3	CONCLUSION.....	63
CHAPTER 5: ANALYSIS OF TEACHING PRACTICES .....		65
5.1.	INTRODUCTION .....	65
5.2.	Description of the schools .....	65
5.2.1.	School A:.....	65
5.2.2.	School B:.....	66
5.3.	Introducing the teachers .....	66
5.4.	Classroom setting and the learners .....	67
5.4.1.	Teacher 1 .....	67
5.4.2.	Teacher 2 .....	69
5.4.3.	Teacher 3 .....	71
5.5.	Teaching reading practices .....	72
5.5.1.	Teacher 1 .....	72
5.5.1.1.	Planning.....	72
5.5.1.2.	Pacing .....	72
5.5.1.3.	Opportunity to learn and the use of time .....	76
5.5.1.4.	Reading instruction (discourse) .....	77
5.5.1.5.	Assessment.....	80

5.5.1.6.	Monitoring the learners .....	81
5.5.1.7.	Differentiated teaching .....	81
5.5.1.8.	Sequencing .....	84
5.5.1.9.	Lesson routine and structure.....	84
5.5.1.10.	Content of activities.....	84
5.5.1.11.	Cognitive challenge .....	86
5.5.1.12.	Teacher understandings.....	88
5.5.1.12.1.	Expectations of the learners .....	88
5.5.1.12.2.	Planning.....	89
5.5.1.12.3.	Community of practice.....	90
5.5.1.12.4.	Teaching experience .....	90
5.5.2.	Teacher 2 .....	92
5.5.2.1.	Planning.....	92
5.5.2.2.	Pacing: The use of time .....	93
5.5.2.3.	Opportunity to learn and the use of time .....	98
5.5.2.4	Reading instruction: discourse .....	98
5.5.2.5	Assessment.....	102
5.5.2.6	Monitoring the learners .....	102
5.5.2.7	Differentiated teaching .....	103
5.5.2.8	Sequencing: Lesson routine and structure .....	104
5.5.2.8.1	Content of activities.....	105
5.5.2.8.2	Cognitive challenge .....	106
5.5.2.9	Teacher understandings: from the interviews .....	108
5.5.2.9.1	Expectations of the learners.....	108
5.5.2.9.2	Planning.....	110
5.5.2.9.3	Community of practice.....	110
5.5.2.9.4	Teaching experience .....	111



5.5.3	Teacher 3 .....	113
5.5.3.1	Planning.....	113
5.5.3.2	Pacing : The use of time .....	113
5.5.3.3	The opportunity to learn and the use of time .....	116
5.5.3.4	Reading instruction: discourse .....	117
5.5.3.5	Assessment.....	118
5.5.3.6	Monitoring the learners .....	118
5.5.3.7	Differentiated teaching .....	119
5.5.3.8	Sequencing: Lesson routine.....	120
5.5.3.9	Content of activities.....	120
5.5.3.10	Cognitive challenge.....	122
5.5.3.11	Teacher understandings: from the interviews .....	123
5.5.3.11.1	Expectations .....	123
5.5.3.11.2	Planning.....	124
5.5.3.11.3	Community of practice.....	125
5.5.3.11.4	Teaching experience.....	125
5.6	THE INTENDED PRACTICES (THE CURRICULUM) AND IMPLEMENTED PRACTICES.....	127
5.6.1.	Planning.....	127
5.6.2.	Pacing .....	128
5.6.2.1.	The use of time .....	128
5.6.2.2.	The opportunity to learn .....	128
5.6.2.3.	Reading instruction: discourse .....	129
5.6.2.4.	Assessment.....	130
5.6.2.5.	Monitoring the learners .....	130
5.6.2.6.	Differentiated teaching .....	130
5.6.3.	Sequencing .....	132
5.6.3.1.	Lesson routine and structure.....	132

5.6.3.2.	Content of activities.....	132
5.6.3.3.	Cognitive challenge.....	133
5.6.4.	Teacher understandings: from the interviews (and conversations).....	134
5.6.4.1.	Expectations of the learners.....	134
5.6.4.2.	Planning.....	134
5.6.4.3.	Community of practice.....	135
5.6.4.4.	Teaching experience .....	135
5.6.5.	Conclusion .....	137
<b>CHAPTER 6: DISCUSSION AND RECOMMENDATIONS .....</b>		<b>138</b>
6.1.	<b>INTRODUCTION.....</b>	<b>138</b>
6.2.	<b>How do Grade 1 teachers structure, sequence and pace their reading lessons? .....</b>	<b>138</b>
6.2.1.	Organising systematic learning .....	138
6.2.2.	Degrees of control .....	139
6.2.3.	Pacing .....	140
6.2.4.	Sequencing .....	141
6.2.5.	Intended curriculum vs. implemented practice .....	142
6.3.	<b>What are teachers' practices with regard to sequencing and pacing? .....</b>	<b>143</b>
6.3.1.	Embodied practices of teaching reading.....	143
6.3.2.	Differentiated teaching as a practice for teaching reading.....	144
6.3.3.	Assessment.....	144
6.3.4.	Community of practice.....	145
6.4.	<b>How do teachers understand or explain their practices? .....</b>	<b>145</b>
6.4.1.	Teacher knowledge.....	145
6.4.2.	The role of memory, history and experience in current practices .....	146
6.4.3.	What generates these practices? .....	147
6.4.4.	The theory of teaching reading .....	148
6.5.	<b>How does the context in which they teach influence sequencing and pacing? .....</b>	<b>149</b>

6.5.1.	Social class and teaching reading .....	149
6.5.2.	Changing teaching practices in a context of social inequality.....	150
6.6.	RECOMMENDATIONS.....	150
6.6.1.	Communicating external framing of teaching reading .....	151
6.6.2.	Professional development .....	151
6.6.3.	Assessment and reading development .....	152
6.6.4.	Teaching reading to Grade 1 learners in large classes .....	152
6.6.5.	Reading development and corporal punishment.....	152
6.7.	CONCLUSION.....	153
REFERENCES:.....		154

## **LIST OF TABLES AND FIGURES:**

### **TABLES:**

Table 2.1. Summarising the degrees of control within framing .....	16
Table 3.1: Summary of the observation process.....	33
Table 4.1. Summary of the curriculum documents related to teaching reading in the FP.....	46
Table 4.2. isiXhosa Home Language assessment standards for Learning Outcome 3 (translated from isiXhosa).....	48
Table 4.3. Comparison of assessment standards.....	49
Table 4.4. Time allocation for literacy.....	53
Table 4.5. Term milestones for literacy in Grade 1(Adapted from Foundations for Learning: Assessment framework, Foundation Phase, South Africa. DoE, 2008b).....	56
Table 4.6. Assessment tasks (Adapted from Foundations for Learning: Assessment framework, Foundation Phase, South Africa. DoE, 2008b).....	55
Table 5.1. Summary of pacing for Teacher 1 .....	83
Table 5.2: summary of content introduced during the observation period .....	87
Table 5.3. Summary of Teacher's sequencing .....	87
Table 5.4. Summary of pacing for Teacher 2 .....	104
Table 5.5. Summary of content in Teacher 2's classroom.....	108
Table 5.6. Summary of sequencing for Teacher 2 .....	108
Table 5.6: summary of content introduced during the observation period, Teacher 1.....	108
Table 5.7. Summary of pacing for Teacher 3 .....	120
Table 5.8: Summary of activities in Day one, Teacher 3 .....	120
Table 5.9: Summary of conceptual progression according to the ability groups .....	122
Table 5.10: Summary of sequencing for Teacher 3 .....	123
Table 6.1. C categories for pacing and sequencing observed in the reading lessons .....	139

### **FIGURES:**

Figure 2.1. Framing (pacing and sequencing).....	16
Figure 3.2 Classroom observation tool.....	34

Figure 4.3: The planning process taken from Teacher’s guide for the development of learning programmes: FP, South Africa. DoE, 2008a.....	52
Figure 4.5. Adapted from Teaching reading in the early grades handbook, South Africa, DoE, 2008a .....	54
Figure 5.1: School A’S timetable .....	67
Figure 5.2: School B’s timetable .....	68
Figure 5.3: Teacher 1’s classroom in School A.....	69
Figure 5.4: Teacher 2’s classroom in School A.....	71
Figure 5.5: Teacher 3’s classroom in School B .....	73
Figure 6.1: A linear approach to teaching reading.....	152
Figure 6.2: The effect of context on reading development.....	153

## **APPENDICES**

### **Appendix 1-Chall (1990): Stages of reading development**

### **Appendix 2 – School related documents**

Appendix 2a: Proposal to the schools

Appendix 2b: Consent forms

Appendix 2c: Classroom observation tool (CLOS)

Appendix 2d: Interview schedule

### **Appendix 3 – Resources used in the classroom**

Appendix 3a: Reading book used in Teacher 2's classroom

Appendix 3b: Teacher 3's lesson plans

Appendix 3c: Reading book used in Teacher 3's classroom

Appendix 3d: Resources from *Breakthrough to Literacy*

Appendix 3e: Extracts from learner book in Teacher 2's lessons

Appendix 3f: Teacher 1's word lists from learners' books

Appendix 3g: Teacher 2's content of words

### **Appendix 4 – Curriculum documents**

Appendix 4a-d Foundations for Learning: Foundations Phase Literacy Lesson plans Grade 1: term 1-4 overviews

Appendix 4b: isiXhosa Home language Lesson Plan and translation

Appendix 4c: Translation of the isiXhosa Home Language assessment standards for Learning Outcome 3, Reading and Viewing, Grade 1

### **Appendix 5-Extracts from the lessons**

Appendix 5a: Extracts from Teacher 1's practice

Appendix 5b: Extracts from Teacher 2's practice

Appendix 5c: Extracts from Teacher 3's practice

# **CHAPTER 1**

## **1.1 INTRODUCTION**

The purpose of this chapter is to describe the context as well as provide the rationale for the research. I begin with a personal narrative highlighting my experience of literacy learning and how it influenced my interest in researching the teaching of reading in isiXhosa. I then discuss levels of reading achievement in the Foundation Phase (FP) and problems that teachers experience with sequencing and pacing reading instruction. I report on the preliminary fieldwork that I carried out to gain some understanding of reading instruction in the FP. This chapter concludes with an outline of the thesis and a summary of the chapter.

## **1.2 PERSONAL NARRATIVE**

My interest in researching the use of African languages in education was sparked by my own education. The first time I was taught in isiXhosa, my mother tongue (MT) and home language (HL), was in my third year at university. My primary school education was in a former Model C school where English was the Language of Learning and Teaching (LOLT). The expectation in the FP was that in order to learn how to read and write in English, we had to focus on English to the exclusion of isiXhosa. Thus English replaced my mother tongue at an early age. This is what is known as subtractive bilingualism (Cummins, 2001). IsiXhosa was taught at a conversational level between Grade 4 and Grade 7. In high school I opted to learn Afrikaans as an additional language because of the limited nature of the isiXhosa instruction I had received in primary school.

The experience of learning isiXhosa in my third year at university led me to reflect on the use of isiXhosa in schools and my Honours research paper looked at the integration of isiXhosa into the FP curriculum in a former Model C school where the LOLT was English. The shift in my Masters research to literacy development in schools where isiXhosa is the LOLT was motivated by the findings of the Progress in International Reading Literacy Study (PIRLS) research, which revealed that achievement in reading in isiXhosa in Grade 4 and 5 was very low (Howie & Venter, 2008). This led me to question what was happening in Grade 1 classes where learners were taught to read in their MT.

## **1.3 LOW LEVELS OF ACHIEVEMENT IN READING IN THE FP**

Research indicates low reading levels amongst South African learners in primary schools (Venter & Howie, 2008, p. 17; Hungi et al., 2010). This is particularly the case with learners in rural and township areas who are learning to read in African languages (Hungu et al., 2010). Researchers have

highlighted this as one of the key factors that contribute to the crisis in primary school education (Fleisch, 2008). The research results also show a much wider disparity in achievement between learners in rural and urban schools than in other countries in sub-Saharan Africa (Moloi & Strauss, 2005). Similarly, in the 2006 PIRLS Study, South African learners tested in an African language performed poorly in comparison to learners writing in English (Venter & Howie, 2008, p. 21). These results suggest that there is a need to understand why children learning to read in African languages are performing so poorly.

Children learning in African languages in township and rural schools are most likely to come from low income families. International studies indicate that there is a strong relationship between socio-economic status and reading levels (Sailors et al, 2007, p. 368). Little research has been done in South Africa, but what is available, shows that poverty contributes to low reading levels and poor overall academic performance (Fleisch, 2008, p. 53). However, this does not account for the fact that learners in neighbouring countries that are economically poorer than South Africa are outperforming learners in South Africa (Hungu et al., 2010). This suggests that we need a better understanding of what is happening in South African schools.

Schools are institutions which mediate the effects of socio-economic status, and are thus central to the question of transforming the social inequalities in South Africa (Taylor & Yu, 2010, p. 66). The functionality of a school has an impact on learner achievement (Taylor & Yu, 2010). However, there are very few studies in South Africa which have examined the relationship between school organisation and reading achievement. One of these carried out by Sailors et al (2007, p. 376), highlighted the following factors as supporting reading achievement: a safe, orderly, and positive learning environment; guided by strong leaders; staffed by excellent teachers; with a shared sense of "competence, pride, and purpose" for the school; and high levels of school and community involvement.

What happens in the classroom, however, is the crucial factor that determines the quality of education. Teaching practices play an important role in constructing the daily experiences of learners in schools. Research shows that teachers in low achieving schools lack the knowledge and skills to pace and structure learning, to design activities to meet the learners' needs, to provide feedback at the right time, to make use of available resources and to differentiate learning for children at different stages of reading development (Fleisch, 2008; Pretorius & Machet, 2004). Teacher reading levels are also low; Bertram's research indicated that teachers who were part of a postgraduate programme were reading at frustration levels (Bertram, 2006). Research by Pretorius and Machet (2004) (using questionnaires) looked at teachers' home and school literacy practices



and found that Grade 1 teachers viewed themselves as average rather than highly skilled readers. Prinsloo (2008) found that there is not enough challenge, pace and volume in school work; children do not get enough opportunity to read and classrooms are not print rich. The PIRLS study found that South African teachers spent less time teaching reading than is the case internationally; 72% spent less than 3 hours per week (Long & Zimmerman, 2008).

#### **1.4 PACING AND SEQUENCING OF LITERACY INSTRUCTION IN THE FP**

Pacing and sequencing seem to be a particular problem for teachers. The PIRLS study shows that higher level reading skills are being introduced at too slow a pace by South African teachers in comparison to their international counterparts (Long & Zimmerman, 2008, p. 44). For example, the emphasis at Grade 1 level is on knowing letters, knowing letter-sound relationships and reading single words. The study reveals that learners in South African schools where the pace of learning is faster showed better reading. It is important to point out that this research was conducted with learners in the Intermediate Phase (Grade 4 and 5); a focus on Foundation Phase instruction is crucial if there are problems in the next phase (ibid.).

There are a number of factors that influence the pace of learning and teaching. Pretorius and Naude (2002) found that children from poor township communities and schools (where African languages are used) are already educationally disadvantaged when they enter formal schooling in Grade 1 because they have not had many of the emergent literacy experiences that provide a foundation for learning to read. However, the children seem to lose more ground by the time they complete the Foundation Phase, as they have not acquired the necessary reading skills to progress to higher grades (Abadzi, 2008; Long & Zimmerman, 2008). The teaching children from disadvantaged backgrounds receive frustrates their chances of escaping poverty through education (Taylor & Yu, 2009, p. 66). Thus the bimodality of achievement in education is reproduced through schools and the literacy teaching practices encountered in schools (Fleisch, 2008). The literacy teaching practices in Foundation Phase are an important aspect in the processes of reproduction and hence they are an important area for further research.

#### **1.5. PRELIMINARY FIELDWORK**

I carried out 3 months of observations in Grade 1 classrooms in local township primary schools in 2010 (during the second term of the year). I deliberately chose the best functioning schools <sup>1</sup>in the

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<sup>1</sup> By best functioning school I am referring to schools that have an active management team with sufficient teachers for each grade where the opportunity for learning is made available (I elaborate on this in Chapter 3). The annual assessment results in the district were not available to assess the overall achievement of the learners in the critical grades at the time of research. However, my involvement with Grahamstown

community so I would be able to focus on teacher practices. The fieldwork showed patterns related to the research described above.

- Reading lessons were not paced at a level that allowed learners to make sufficient progress in their reading. The use of time was not approached in a strict manner: the length of the reading lessons differed from day to day, teaching time was often disturbed with other activities and distractions. Pacing was slow and at the end of term, some learners were still working exclusively at the word and sentence level and not reading extended texts aimed at Grade 1 learners.
- However, there were some differences between what I saw and what the research referred to. For example, I observed teachers using differentiated teaching by dividing learners into three ability groups. This had a direct influence on pacing and sequencing in their teaching. Class size also played a role with regard to pacing as the average number in classes was 40 (significantly larger in comparison to English medium schools in town where the numbers are less than 30). Social class was also a factor for consideration: the schools are in an area where poverty levels are high; many of the children had not attended pre-school and/or Grade R and entered Grade 1 without the necessary skills for learning to read. Resources for reading in the home were few and parents were often unable to assist learners with reading. These factors influenced how pacing and sequencing takes place in the classroom.
- The sequencing of reading instruction in these classrooms differed throughout the observation period. At times teachers used a poster to elicit a sentence that would be broken down into syllables. At times there would be shared reading as a class. Some teachers would work with the children on the mat in small groups while the rest of the learners worked independently on another activity while sitting at their desks. Others would listen to the reading of selected learners from wordlists created for homework. There did not seem to be a strict routine that the teachers followed and the logic underlying the sequencing was not apparent (although this could have been affected by my presence in the classroom).

My observations revealed that there is a need to examine in greater detail the teaching practices of Grade 1 isiXhosa reading teachers with specific reference to sequencing and pacing. We need to understand not only what drives these practices but also what sustains them.

## **1.6. RESEARCH GOALS AND QUESTIONS**

The research referred to in Section 1.4 above and my preliminary fieldwork show that there is a need to understand the beliefs and values that teachers hold about their teaching practice (Prinsloo & Stein, 2004). We need to know whether teachers are reproducing practices, and if so, why this is happening in spite of the opportunity for change in practice provided by the new curriculum.

This research is therefore guided by the following research goals:

- to examine pacing and sequencing in Grade 1 isiXhosa reading lessons
- to explore the teachers' understanding that informs these practices

The following research questions provide focus for the research:

- How do Grade 1 teachers structure, sequence and pace their isiXhosa reading lessons?
- What are their practices with regard to sequencing and pacing?
- How do these teachers understand/explain their practices?
- How does the context in which they teach influence sequencing and pacing?

## **1.7. CHAPTER OUTLINE**

The aim of this chapter was to provide a contextual framework for this study and outline the research goals and questions. Chapter 2 will provide the conceptual framework and a review of relevant literature related to teaching reading in the FP. Chapter 3 discusses the methodology of the research. Chapter 4 is the first level of analysis with a focus on the curriculum documents relevant to teaching reading in the FP. Chapter 5 is the second level of analysis with a focus on teaching practices in three Grade 1 classrooms. Chapter 6, the final chapter, discusses the findings in the research in relation to the research questions posed in this chapter, drawing on the conceptual framework presented in Chapter 2.

## **1.8. SUMMARY**

This chapter provides the context and rationale for the research. It highlights some of the research on literacy instruction in the FP, with some focus on pacing and sequencing. I reported on preliminary fieldwork and explained how this provided part of the rationale for this research. Finally the research goals and questions are presented, followed by an overview of the thesis.

## **CHAPTER 2: LITERATURE REVIEW**

### **2.1. INTRODUCTION**

This chapter provides the conceptual framework for this research. It discusses teaching as a social practice with specific reference to teaching reading in the FP. Bourdieu's concept of habitus is incorporated in the framework to highlight the significance of understanding teaching practices within a social context. Finally Bernstein's concept of framing, focusing on pacing and sequencing, is used to discuss the relationship between the learner and the teacher in the process of teaching reading.

### **2.2. TEACHING AS A SOCIAL PRACTICE**

#### **2.2.1. What are social practices?**

A social practice is defined as "a routinized type of behaviour which consists of several elements, interconnected to one another: forms of bodily activities, forms of mental activities, 'things' and their use, a background knowledge in the form of understanding, know-how, states of emotion and motivational knowledge" (Reckwitz, 2002, p. 249). Practice is embodied in the participants (in this case, Grade 1 teachers) who are part of a community of practice (in this case, teaching reading in the FP) which has developed over time in a particular social context or field.

Reckwitz (2002, p. 251) elaborates on the nature of social practices; they "are sets of routinized bodily performances, but they are at the same time sets of mental activities. They necessarily imply certain routinized ways of understanding the world, of desiring something, of knowing how to do something". In my study, I observe and analyse teachers' behaviour in relation to sequencing and pacing, and seek to understand how these are maintained and the extent of the teachers' understanding of this process.

Understanding social practices entails an understanding of the members of the practice. Langford (1989) explains this relationship:

A social practice depends for its existence and identity on the overall purpose which its members share and are reciprocally aware of sharing; and it is their possession of beliefs and purposes which makes it possible for them to engage in such practices... a social practice [is] given unity and identity by the overall purpose which gives direction and point to the behaviour of its practioners. (pp. 27-28)

When this is related to teaching reading, the purpose of the practice cannot be understood without understanding the community of practioners, the teachers of reading.

### **2.2.2. Communities of practice**

Members of a social practice are regarded as a community not simply for sharing certain practices, but they “must also be reciprocally aware of each other as practioners” (Langford, 1989, p. 28). This means that teachers of reading must possess the conceptual schema needed to sustain the practice of teaching reading .Such groups of people are bound together (formally or informally) by shared expertise and passion for a joint practice (Wenger, 2000). This does not necessarily mean that they are all identical in their practices; one is interested in both shared knowledge and practice, and the ways in which teachers differ, which may indicate frontiers of change in the practice.

Teaching within a community of practice is also understood in relation to accountability amongst teachers, which is an internal and external process amongst practioners (Chisholm, 2005). The ideas of accountability and a community of practice speaks to the complexity of teaching practices as research shows that “schools with most incoherent internal accountability systems are least likely to be able to respond to external accountability requirements” (Chisholm, 2005, p. 35).

### **2.3. HABITUS AND SOCIAL PRACTICES**

In order to understand the relationship between practioners and their practices, Bourdieu’s concept of habitus is relevant. The concept of a habitus explains how social practices are generated, sustained, adapted and changed. A habitus is conceived as “a generative schema in which the forms of elemental social structures come, through the process of socialisation, to be embodied in individuals, with the result that people necessarily act in such a way that the underlying structures are reproduced and given effect” (Nash, 1999, p. 177). Thus practices are acquired within a structure and reproduced, but at the same time they are open to change: teachers have a certain amount of agency within the constraints of their own histories and circumstances. An understanding of the habitus allows an understanding that practices have historical significance, linked to an individual’s history. Habitus is defined by Bourdieu (1992, p. 54) as follows:

... a product of history, [which] produces individual and collective practices—more history — in accordance with the schemes generated by history. It ensures the active presence of past experiences, which, deposited in each organism in the form of perception, thought and action, tend to guarantee the ‘correctness’ of practices and their constancy over time, more reliably than all formal rules and explicit norms.

Nash (1999) claims that “since it is embodied, the habitus develops a history and generates its practices for some period of time, even after the original material conditions which gave rise to it have disappeared” (p. 184). When relating habitus to teaching, an understanding of pedagogic practice “as a relay, a cultural relay: a uniquely human device for both the reproduction and production of culture” (Bernstein cited in Ball, 2004, p. 196) unfolds. This understanding of habitus relates not only to the “what” and “how” of the transmission but the rules between the transmitters and acquirers (teachers and learners respectively) in the context of teaching and learning. However this is not to suggest that people are determined actors of these practices as habitus allows for the opportunity for change to take place; change is a dynamic process involving both structure and agency. Habitus relates to the choices made in teaching practices; why people “persist in their ways” (Bourdieu, p. 62) leading to taken for granted practices developing over time. Habitus gives practices meaning within institutions where structures can be related to practices. Determinism can be escaped because within the limitations of structure, choices can be made relating to change in practice (Nash, 1999).

### **2.3.1. Habitus and social class**

The idea of habitus raises the question of the relationship between social class and social practices. A social context is central to how cultural reproduction takes place. Social class and teaching form a relationship that will affect the development of reading practices for further development in a learner’s education. Schools are classed institutions as a result of the context they are within. The history of South Africa’s education system is an example of a production and reproduction of social class stratification and the influence this has for literacy practice, particularly the process of reading development (Neville, 1974).

Brice-Heath’s research in a socially stratified community in the United States allows an understanding of how “literacy events” are formed as a result of the family and social class communities in which children are located. Literacy events are defined as “occasions in which written language is integral to the nature of participants’ interactions and their interpretive processes and strategies” (Brice-Heath, 1982, p. 50). This has a bearing on the understanding of literacy related practices, and in particular reading, and how social class has an effect on how people develop reading practices and their success at school. An understanding of social class and habitus allows an understanding of how socialisation into certain practices can happen. This is the case with all practices within educational institutions, but the focus here is the practice of teaching reading.

Habitus and social class do not only relate to the context of socialisation but the historical implications of practices within communities. There are schemes of perceptions that exist amongst

communities and these relate to the practices as well as the ideas they hold about certain practices and their reproduction (Nash, 1999). The stratified social structure in South Africa has been established by history (Neville, 1974) and is an example of how practices within education were established and reproduced. A determining factor in the South African education system are the poverty indicators and the implication these have on children's reading levels. When related to teachers and their practice Morrow (2007) writes:

Ideally the teachers of basic education would themselves be educated men and women - with the disciplined mobility of thinking and feeling which that implies - but in the real world of mass schooling especially in poorer societies, this has proved to be an unattainable target. (p. 65)

In working class schools in South Africa, teachers are themselves products of an impoverished education (Hoadley, 2003).

Poverty is a marker in many working class communities and research indicates that in South Africa, education practices in poor communities are contributing to the poverty trap. By the time children are 8 years old their chances of success in school are limited largely due to the consequence of poverty on their education (van der Berg et al., 2011). Literacy results of the Annual National Assessments (ANAs) have been analysed along socio-economic status (SES) factors, showing that learners in poorer provinces such as Limpopo and Mpumalanga have low literacy levels (South Africa. DoBE, 2010). This was not the case in the Eastern Cape, however, perhaps because of the large numbers of learners in the FP learning in their home language and the dominance of isiXhosa in this province. This is indicative of the effect of social class on literacy development however it is important to consider the complexities of these results when classroom practices are considered in more depth as this research will attempt to do.

## **2.4. TEACHING READING AS A SOCIAL PRACTICE**

Literacy is a social process involving how people make sense of the world through their use and value of written texts. The practice of teaching reading happens in tandem with the curriculum which is "a process of socialising the young into the dominant belief and value systems of their society" (Morrow, 2007, p. 51), hence, a social practice. It also happens in relation to the home, which is the primary context of learning. Schools draw on the values of the home and transmit values because "reading classes are not just about learning, they are about acquisition, of values and perspective, a discursively framed view of the world" (Prinsloo, Millar & Morphet, 1995, p. 243).

Teaching reading forms part of the process of constructing what literacy means and can be related to Brice-Heath's work on "literacy events" mentioned above. These can be in the home and school, but this concept highlights the importance of understanding reading practices as beyond teaching in the classroom but rather a process of socialisation of young children. According to Morrow (2007):

it is misleading to think of literacy as discrete units of information or "generic decoding skills" as if they are merely useful tools. Developing these capacities profoundly shapes the thoughts and feelings that lie not only in the minds but also in the hearts, of people's very understanding of the world and quality of their lives. This is not only a matter of content that is read, but of the ways in which written text reconstitutes constructs and reconstructs experience. For access to the modern world, people need to learn the ways of thinking and feeling of that world, and literacy and numeracy - linked to the idea of 'thinking for themselves'- capture something very central to those ways of thinking and feeling. (p. 64)

Because reading is a social practice, this implies that reading development does not happen in isolation. The process of creating value and meaning from reading is a process mediated by interactions with others in a community.

South Africa's apartheid history had a negative impact on how communities of practice were established, especially where teaching reading is concerned. Different systems of education existed for the different race groups which also meant different expectations and provision of infrastructure for learners in each of these systems (Neville, 1974). This stratified nature of education thus produced distinct communities of practice and has implications for teaching in classrooms today. The inequalities that were entrenched during apartheid are still visible in classrooms today. Research by Prinsloo and Stein (2004) looked at three distinct classrooms in different communities where practices related to literacy and learning to read "demonstrate that the pedagogic environment is producing certain kinds of messages around what constitutes literacy" (p. 82). This shows how current practices are influenced and that social practices develop over time. Different practices become privileged in different contexts.

Teaching reading has been understood in relation to theories and methods that have been constructed in specific contexts (Wray & Medwell, 1991). Teaching reading is often characterised as the activities in the classroom in which the teacher and the learners engage. Shalem and Slonimsky (2010) describe the teaching of reading as:

connected to rules that have developed over time in the *history of the practice of reading*. The idea that the practice of teaching reading has a history means that the way one is to behave in a practice or to learn it is determined by the community of practioners of that



practice, particularly by those who ‘achieved excellence in that practice’ or have been shown to follow the rules that give a shape to that practice. (p. 20)

Both the teacher and the learner have experiences and knowledge they carry with them into the classroom forming their understanding of literacy and reading practices. Learners do not enter classrooms as *tabula rasa* but rather their preceding experience with (or without) reading, informs their introduction into practices in a formal classroom. Thus the home, the primary site of learning, influences what is possible in the teaching of reading at school. Teachers are expected to be aware of this and to respond by using appropriate teaching methods.

Central to theories and methods of teaching reading, is the ongoing process of assessing the competence of a learner and adjusting teaching to this level. The expectation is that learners should make progress over the period of year. It is this assumption that underpins the notion of progression that entails sequencing and pacing. Theories of reading are about framing social practices and this has implications for the standards of the practice (Shalem & Slonimsky, 2010).

#### **2.4.1. Teaching reading and social class**

The relationship between social class and teaching reading are relevant for further understanding the effect of the social context on classroom practice. In South Africa, as elsewhere in the world, socio-economic status (SES) is a factor in success or failure in school. In South Africa, where divisions are marked, this has been referred to as the “bimodality of achievement” (Fleisch, 2008). Thus, in middle class schools in urban contexts, reading levels are much higher than in working class and rural schools where poverty is entrenched. In these contexts, resources – material and otherwise – are reduced and reading achievement is compromised.

Hoadley (2003) looks at the pedagogic practice of reading in classrooms which she characterises as either middle class or working class, in which she includes the social class positioning of the teacher. She suggests that when considering the differences in classroom life and pedagogical practices, these need to be seen in relation to “considerations around the ways in which instructional practices are located within specific sets of social relations which potentially are a significant factor in the regulation of teachers’ practices in the classroom” (Hoadley, 2003, p. 272). This has implications for the extent to which methods of teaching (which must be realised in terms of classroom practices) are easily transferable from one context to another.

Other research suggests that in low SES contexts, teachers need to employ different teaching strategies that respond to the levels of literacy development of learners from poor homes (Abadzi, 2008). The emphasis needs to shift from communicative practices of teaching reading; an emphasis

on language structure is required. This requires that teachers have strong linguistic knowledge in order to provide reading strategies to learners who are poor readers. The focus in this practice is on ensuring that teachers in low SES conditions equip learners with skills in response to their context and to ensure that learning still takes place in spite of deficits such as absenteeism and lack of resources. This is especially the case for reading development in the lower grades as this has a bearing on learning as learners progress through into secondary school and beyond.

One of the implications of social class on teaching reading is the limitation that poverty creates in schools. The greatest limitation that teachers face is the poverty within their schools, however, Pretorius and Machet (2004) highlight the changes that are possible for teaching reading in poor schools. Their suggestions consider both material changes within schools as well as the need for teacher practices to be the focus e.g. more books need to be made available in African languages and family literacy needs to be strengthened in poor communities.

What has not been fully considered is what teachers do (in their classrooms) in spite of the impact of poverty on children's literacy development. The teaching of reading in such contexts needs to be better understood (Hoadley, 2007, p. 680). This would contribute to our understanding of curriculum change in South Africa, which aims to improve the standards of reading achievement in poor schools.

#### **2.4.2. Teaching reading in isiXhosa**

There is very little research on the teaching of reading in isiXhosa. Prinsloo and Stein (2004) have reported on case studies of practices related to the support of literacy development in preschools. Pludemann (1997) carried out research on the use of isiXhosa in multilingual FP classes in the FP and where isiXhosa was the LOLT. Various challenges were highlighted including the slow pace of learning in classrooms, the practice of teaching reading in isiXhosa from parts to whole, using primarily phonics and the lack of sufficient resources to support learning where isiXhosa is the LOLT. Teaching reading in isiXhosa in the FP has been associated with a reading programme, *Breakthrough to Literacy* (BTL). It was developed from a British programme and adapted for teaching in many African languages across South Africa (in rural and township areas in the 1970s and 1980s) and more broadly the continent of Africa (Kingwill, 1998).

BTL is based on a language experience approach in which the oral development of learners is significant for their formal introduction of learning to read (Wray & Medwell, 1991). However, where the method has been used, teachers have been critical of the facilitators who are supposed to support the teachers (Flanagan & Mxoli, 1993). Teachers were expected to use the manual provided

in spite of the obvious challenges in using BTL, especially for struggling readers. In South Africa BTL is supplemented by a course called Bridge to English, which supports the development of literacy in English, an additional language for most learners. Teachers who use BTL for teaching reading are offered training and resources they can use for their teaching. The programme uses small groups for the reading development of learners through a process of creating sentences with a core vocabulary as well as the children's own language (Kingwill, 1998).

## **2.5. HABITUS AND TEACHING READING**

Teaching is a social practice, which is influenced by both the context as well as the teacher's ideas about their practice. The intangible elements of teaching reading have been the focus of many researchers (Shulman, 1987, Shavelson & Borg, 2003). It is clear that practice is underpinned by ideas that teachers have developed through their own experience, their training, exposure to the curriculum and by being part of a community of practice.

### **2.5.1. Teacher knowledge**

The concept of teacher knowledge is relevant for explaining the ideas that teachers have about their practice. Understanding teacher knowledge is a complex process because teachers themselves struggle with articulating their practice in relation to what they know since this is not a fixed or quantifiable entity (Borg, 2003; Shulman, 1987). However when a definition has been attempted, it relates to the content knowledge of a subject and the pedagogical strategies for making the subject's content accessible to learners, in other words, the intellectual process of teaching (Shulman, 1987). Morrow (2007) makes reference to this concept and relates it to the importance of improving practices especially for teachers in South Africa.

Habitus, too, is relevant here as teacher knowledge can be likened to the "schemes of perceptions" (Nash, 1999, p. 177) teachers form over time in relation to their teaching practices. Thus teachers' own ideas, perceptions, memories and experiences are central to understanding the observable practices in teaching reading. Teaching reading is a process of making specialised knowledge accessible to learners (Morrow, 2007) therefore, accessing teacher knowledge is important for understanding how this knowledge is communicated to learners. The assumption is that teachers understand the strategies and content necessary for ensuring that young learners can read in a given period of time.

Habitus has implications for the relations within a community of practice of reading teachers because the memories, thoughts, beliefs, values and experiences teachers have had with reading will

inform their perceptions of teaching reading (Borg, 2003). This has implications for the choices teachers make about their teaching as their knowledge allows them a wealth of schema to choose from when unpacking knowledge for learners.

In South Africa, teaching practices are complex given the historical construction of these practices. There are different histories of reading practices for different languages and categories of schools largely due to the structures that have influenced teaching reading over the years (Neville, 1974). Prinsloo and Stein (2004) highlight this in their comparative study of FP reading lessons in four different preschools. Their research shows different teachers' level of interaction with the learners and emotional climate created in the classroom, both products of different schema informing teachers' practice. Thus habitus together with teacher knowledge are useful for understanding the complexity of what teachers do when they teach reading. Habitus has implications for how a schema for teaching practice is formed as it draws from histories, knowledge and experience for what is considered best practice in a particular context.

### **2.5.2. Organising systematic learning**

As discussed, the ideas and the knowledge a teacher possesses are relevant for the process of teaching reading. Teaching reading is a practice mostly related to the classroom setting. What is equally important is how teachers structure the learning process so that children are able to become readers. Morrow's concept of "systematic learning" (Morrow, 2007) is relevant here. The concept of "organising systematic learning" refers to the "kind of learning which systematically advances the understanding of learners so that they can achieve organising insights into the world as it is" (p. 63). This includes an understanding of the history and traditions of the practice of teaching reading as it is a practice that has been established across history in different contexts. However, in the context of education in post-apartheid South Africa, and in light of the low literacy levels (South Africa. DoBE, 2010 as discussed in 2.3.1.), teaching and learning need more attention. The conceptual frameworks that teachers use for teaching reading have not been fully understood; the curriculum reform in South Africa assumed that teachers would adopt the best practices as they are described in the curriculum. Instead, the practice of teaching advocated in these documents remained invisible to teachers, who were expected to shift from teaching to 'facilitating' in a learner-centred pedagogy (Morrow, 2007). As Prinsloo (2002) puts it, "A teacher whose apprenticeship has discursively constituted him or her over many years will require more than a changed syllabus document in hand to transform classroom practice" (p. 121-2). This is a major problem for disadvantaged classrooms where there is a "poor grasp on the part of teachers of the fundamental concepts in the knowledge areas they are responsible for" (Taylor & Vinjevold, 1999). This knowledge gap has persisted over the

years (since the research conducted by the President's Education Initiative Research Project published in 1999); hence the importance of understanding the organisation of learning in classrooms, especially in Grade 1.

Of particular value in the teaching of reading, which is a developmental process, is the recognition that "the practice of teaching is a practice that centres around the design of learning programmes that foster the gradual development of competences that cannot be learned in an instant" (Morrow, 2007, p. 107); this relates to the framing of the teaching of reading.

## **2.6. FRAMING: ORGANISING SYSTEMATIC LEARNING**

Morrow describes the organisation of systematic learning as the main purpose and internal logic of teaching (Shalem & Slonimsky, 2010). This process can be related to Bernstein's concept of framing. Framing is concerned with the 'how' of any pedagogic practice (Bernstein, 1996) or the "interactional aspects of pedagogy" (Hoadley & Muller, 2010, p. 71). Framing is usually analysed in relation to classification which refers to the "organisational aspects of pedagogy" and the extent of the boundaries between subjects (Bernstein, 1996). This has implications for the integration of the activities teachers use in their practice of teaching reading.

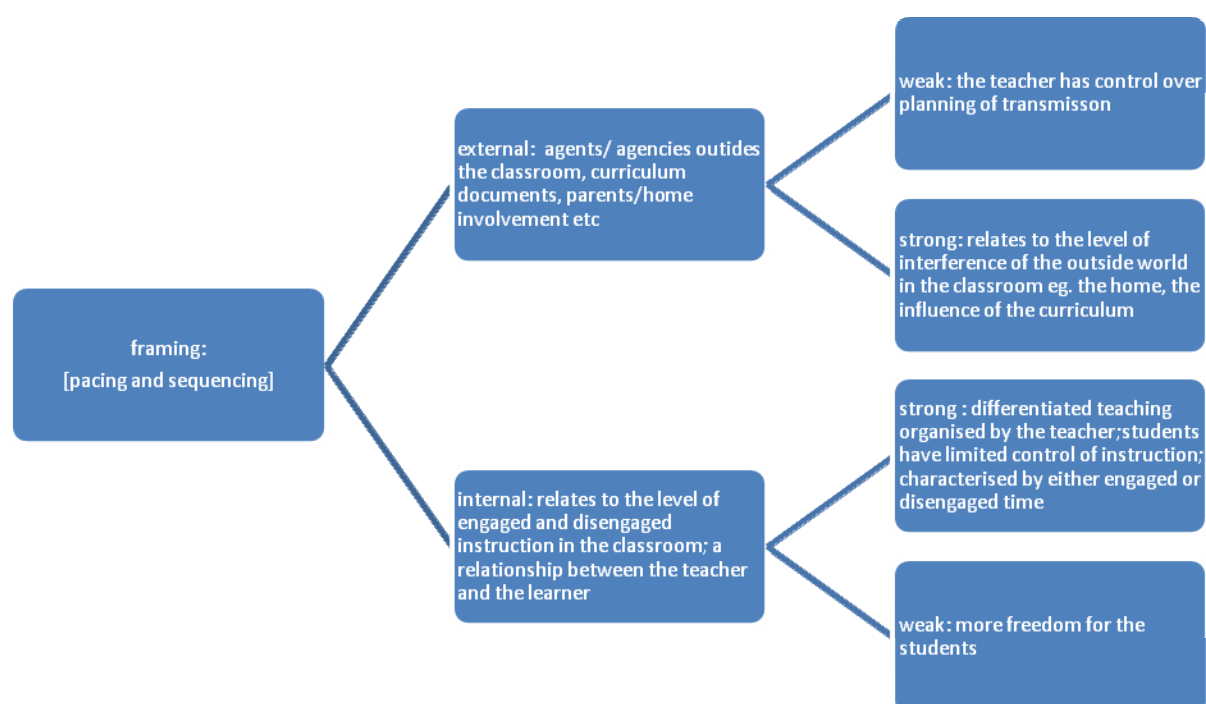
Framing is about who has control over the learning process (Robertson, 2008), which can be characterised as external or internal (Hoadley, 2006). Framing can be weak or strong depending on who has control between the learner and the teacher (Hoadley, 2006). The nature of "control is double-faced for it carries both the power of reproduction and the potential for its change" in a pedagogic relationship (Bernstein, 1996, p. 19). There are various aspects to framing: the selection of communication; sequencing; pacing; the criteria and the control over the social base (Bernstein, 2000). This research will focus on sequencing and pacing.

Bernstein's concepts for framing learning are sensitive to context (Robertson, 2008; MacDonald & Jonsdottoir, 2008) hence their relevance for explaining teaching practices strongly embedded in the social context. Framing allows for an understanding of the making and unmaking of practices and how these relate to inequalities (Hoadley, 2006), however, this does not extend to an understanding of how these practices are established and reproduced (Robertson, 2008). Bourdieu's concept of the habitus is necessary to understand how practices related to pacing and sequencing have been established (i.e. their histories) and how they are reproduced.

The diagram below (Fig 2.1) illustrates the different degrees of control within framing (in relation to pacing and sequencing). Hoadley (2003) explains this as follows:

A distinction is made between internal and external framing. Internal framing has to do with the way in which the relationship between the teacher and the learner is produced in the classroom. External framing refers to relations between the teacher and agents/agencies outside of the classroom—other teachers, the school management and parents; curriculum and policy documents... Weak external framing infers that there is a wide range of choices for the teacher and that she has a high level of control over the planning of transmission. In terms of internal framing, strong internal framing implies that students have limited control over the sequencing, pacing, and selection of the knowledge transmitted; weak framing implies more freedom for the students. (Hoadley, 2003, p. 266)

**Figure 2.1.** Framing (pacing and sequencing):



The diagram above is summarised in the table below and is elaborated in the discussion that follows:

PACING	SEQUENCING
External weak pacing	External weak sequencing
External strong pacing	External strong sequencing
Internal weak pacing	Internal weak sequencing
Internal strong pacing	Internal strong sequencing

**Table 2.1.** Summarising the degrees of control within framing

### **2.6.1. Pacing**

Pacing is defined as the rate at which learning is expected to occur (Bernstein, 1996). Pacing has been understood as the rhythm of learning (Goldsmith, 2009, p. 33) where the use of time is central to the activities of the classroom. Pacing is also related to how knowledge is made accessible by the teacher (Hoadley & Muller, 2010).

There are three factors related to pacing: the use of time and how this influences sequencing rules; differentiated teaching strategies which have implications for who has control over the learning process between the teacher and the learner; and the level of communication used in the classroom which facilitates how learning is communicated (Bernstein cited in Ball, 2004). The stratification of reading development into lessons over a given period of time has implications for the opportunity to learn which relates to content coverage and content exposure, largely determined by the teachers' knowledge (Taylor, Muller & Vinjevald, 2003).

### **2.6.2. Internal and external framing of pacing**

#### **2.6.2.1. The use of time**

The use of time is essential for understanding how the opportunity to learn is created and how learning unfolds. Research indicates that less instructional time in classrooms has a direct influence on the inability of fluent reading amongst learners in low SES communities and schools (Abadzi, 2007). When the external framing is weak, teachers make the decisions about how time will be used in their teaching. When the external framing is strong, teachers will make use of timetables and curriculum documents that stipulate stringent time allocations in order for the pacing to happen. Depending on the nature of internal framing, instruction can be either engaged or disengaged. Engaged instruction refers to the time the teacher uses to make explicit the process of learning through meaningful interaction with the learners through demonstrations and instructions (Hoadley, 2003). Disengaged instruction refers to the learners working alone without any input from the teacher as the teacher is doing other activities which are not related to the learning process.

#### **2.6.2.2. Opportunity to learn**

This relates to engaged instruction and how teachers create the opportunity for learning to take place in spite of the workload and administration that affects time available for teaching (Chisholm et al., 2005). This requires planning of instruction in which teachers need to structure the activities in their class in relation to how much time is available and how learners will interact with the activities.

Without planning (and structuring learning) it is difficult to assess what has been achieved in any given time a teacher interacts with learners. In relation to reading, if a teacher does not plan how to make use of the 90 minutes in the timetable allocated for reading practice (as stipulated in curriculum documents), then the teacher cannot assess how much learning has taken place because there are no expectations or goals for the lesson to begin with. This has implications for assessment and how learners will be monitored to assess their development as readers. The opportunity to learn can have weak or strong framing depending on the extent of the teacher's planning.

#### **2.6.2.3. The role of assessment:**

Assessment standards are an example of strong external framing as these standards are designed to determine the extent of learning. Assessment allows the teacher to gauge the levels of development amongst the learners. The purpose of assessment in the curriculum assumes that practice will change after every instance of assessment which will contribute to strong internal framing. Assessment sets the standards of a practice and indicates what learners should be able to achieve. If a teacher does not change their practice after the assessment process this has implications for the standards they are using for their teaching practice. This brings into question whether the teacher understands the importance of the standards or not as the teacher may continue controlling the learning with practice informed by their habitus of teaching reading.

The control of teaching and learning is a question of the relationship between the teacher and the learner, especially within a learner-centred framework for teaching reading as is the case in South Africa (Taylor, Muller & Vinjevoold, 2003). There is a tension at the level of control between the teacher and the learner because the teacher's expectations of learners, what they should be able to do and what they can do, come into play. Learners also have a level of control in the classroom, as the teacher needs to understand their levels of development before teaching can begin, hence the interplay between the teacher and learners, suggests that framing can be seen as a process on a continuum (Bernstein, 1996, p. 27) where the relationship between the teacher, learner and context are all taken into account.

#### **2.6.2.4. Communicating the learning process:**

The rhythm of communication and how learning is regulated in the classroom are central to how learning takes place in the classroom (Bernstein cited in Ball, 2004). This is determined on various levels: who has the control in the teaching, the communication of teaching and learning and the use of time.



The communication largely has to do with the orientation to language in learning and how a teacher uses language to engage children in their learning. This is often the process of acquainting learners with classroom vocabulary that is relevant for learning how to read in the classroom. This may not have the same meaning in the world outside the classroom. Depending on the context of learning and the learners' ability when they enter school, the process of learning to read is a process of learners gaining access to school knowledge and pacing creates this process through communication that creates the opportunity to individualise the rate of acquisition (Hoadley & Muller, 2010).

An example of the level of communication and how it structures learning can be understood in relation to "concerted cultivation" and "natural growth" approaches to communicating (Bodovski & Farkas, 2008). These concepts are an extension of Bernstein's concepts of restricted and elaborated codes in classroom codes of communication (Bernstein, 1996). Concerted cultivation relates to an extensive (elaborated) level of interaction (in language use and activities) between middle class adults and children whereas natural growth relates to working class adults and their children who have limited (restricted) interactions through language and activities (Bodovski & Farkas, 2008). Children bring these orientations to learning and interaction into the classroom, which affects the content of reading lessons and how learners are given the opportunity to control their learning. Where concerted cultivation is the dominant feature, the learner controls internal framing (i.e. it is weak); where natural growth is dominant, the teacher controls the level of communication in the learning process (i.e. internal framing is strong).

This distinction in the levels of communication relates to the effects of socio-economic status (SES) as a factor influencing external framing in the learning process. Reading practices in the home determine the level of development that can happen in the classroom where the pacing of learning is determined. Children from working class (or low SES) homes lag behind in learning because the pace of the learner is compromised before they begin Grade 1 by practices at home that do not support reading in the classroom. In South Africa this has been related to the bi-modality of achievement between middle class and working class children. The success of working class children, where reading levels are an indicator, is hindered by the time they are in Grade 2 (van der Berg et al., 2011; Fleisch, 2007). This has implications for the internal framing of teaching reading.

#### **2.6.2.5. Differentiated teaching**

Differentiated teaching is an example of strong internal framing in teaching reading. This refers to teaching learners according to their individual level of development (Hall, 2003). The stratification of learners is necessary if learners are to be taught at their level in order to ensure that their

progression and development happens within individual growth patterns. This is a question of expectations because a 5 year old learner cannot be expected to read at the level of a 7 year old learner (all things being equal) because they are at different levels of maturation as readers. Learners make meaning of reading differently and pacing allows for learning to happen in relation to the learner and their level of development (Bernstein cited in Ball, 2004). Pacing rules are thus relaxed or accelerated according to the levels of knowledge and skill that learners have.

Teachers need to know the ability of their learners (in this case Grade 1 classes) in order to select, sequence and pace content appropriately in order for learning to take place at the correct level of reading development for each learner. This is an ongoing process of informal and formal assessment where teachers can monitor the growth, development or changes amongst their learners. Grouping learners according to their abilities illustrates strong internal framing in practice. This allows better interaction between the teacher and the learner where the teacher has the knowledge and control informing which group learners should be allocated to because of their development. This also highlights the level of interaction teachers have with special needs learners where different practices and strategies are essential for learning to take place in spite of their learning difficulties.

The importance of differentiated teaching is not only about the principle of creating an opportunity to learn for every learner, but it has implications for explicit steps for the child's acceleration or relaxation of learning where each learner can and must develop according to their own pace and style of learning.

#### **2.6.2.6. The role of the curriculum:**

The framing of learning in the curriculum can be weak or strong, depending on the purpose of the document. The curriculum assumes that learners are at the emergent reader stage when they enter classrooms in Grade 1 (depending on the influence from home or regular preschool attendance) (South Africa. DoE, 2008b). This is an explicit expectation with regard to the starting point for pacing of reading in Grade 1. The curriculum is paced according to this assumption in spite of many learners entering Grade 1 without the necessary input from Grade R or preschool. Where a teacher chooses to understand the learners' abilities rather than enforce what the curriculum expects of learners (where these may be incongruous) strong internal framing is dominant.

Understanding the extent of internal and external framing in pacing illustrates the complexities in pacing reading lessons. The influence of external factors in the classroom determines the level of control the teacher and learner can have in the teaching and learning process. The internal framing can be weak or strong depending on the strength of the external framing of pacing.

### **2.6.3. Sequencing**

Sequencing refers to the ordering (progression) of knowledge and content that shows increasing cognitive challenge (Bernstein, 1996; Hoadley et al., 2010). The selection of work and how it unfolds is about who has control over learning in the classroom and beyond the classroom. Bernstein makes explicit reference to reading in his discussion of sequencing rules:

In an important sense reading makes the child eventually less dependent upon the teacher and gives the acquirer access to alternative perspectives. Thus those children who are unable to meet sequencing rules as they apply to reading become more dependent upon the teacher and upon oral forms of discourse. (Bernstein cited in Ball 2004, p. 203-4).

The level of reading development in young learners is a process of sequencing; young children progress along a developmental continuum (Chall, 1990), which is often described as a series of stages in learning to read (South Africa. DoE, 2008a). This has implications for how learning will be sequenced (and paced) in relation to what the learner is expected to achieve in the early grades. There are various aspects to sequencing reading: the levels of planning for learning to take place, reading as development framework of the curriculum and conceptual progression in teaching reading.

#### **2.6.3.1. Internal and external framing of sequencing**

##### **2.6.3.1.1. The curriculum**

Sequencing relates to linking, structuring and planning the learning process. In terms of reading in Grade 1 this involves a consideration of the sequence in which to teach different letter-sound relationships in phonics, and also how to integrate this into a broader framework of reading development, including for example, shared and guided reading. It would also involve gradually building children's reading strategies from simple to more complex ones, and providing sufficient practice for these strategies to become automatised and for reading to become fluent (Scarborough, 2002). This in turn would involve the selection of graded reading texts at an increasing level of difficulty (Abadzi, 2008).

Curriculum documents relating to reading in the FP provide explicit standards for teaching reading in the FP. Strong sequencing can be seen in the Foundations for Learning Assessment Framework document which sequences reading development in Grade 1 and across the FP. This document sequences learning according to the assumptions about a child's development when they are in

Grade 1 as “the age by which a child should be able to read is a function of sequencing rules” (Bernstein cited in Ball, 2004).

Planning reading lessons happens at the micro level of daily learning and the macro level of annual planning, which together determine how learning unfolds in a year. Strong framing of this process can be seen in the curriculum documents which stipulate planning on three levels: the lesson plan, the work schedule and the learning programme (South Africa. DoE, 2003b). The daily lesson structure is essential for how daily learning takes place and whether each lesson plan links in order to form a sequence of learning over a week. This forms weekly planning where what is to be learned can be seen at a glance, and has implications for how content for reading is linked as learning progresses through the term. Sequencing of reading instruction at the term level is provided in the Foundations for Learning Assessment Framework document (South Africa. DoE, 2008b) where standards for learning are mapped out for each term across the grades in FP. Thus the curriculum’s external framing highlights reading development as a process of progression where the learning that happens in the first term has implications for learning in the second term and the rest of the year. Where reading development is understood as progression, teaching reading is conceptual progression (South Africa. DoE, 2003b), in which content increases as the year progresses preparing young learners to become better readers in order to progress into the next grade.

The curriculum’s external framework operates within other assumptions about the reading development of children in Grade 1. There are expectations about the level of reading development a Grade 1 learner should have when they enter formal learning in Grade 1 and the implications of this development in the classroom learning process, is determined by the teacher. Sequencing learning is also related to assessment, a process of benchmarking learners’ development at the beginning of the year. This also has implications for how pacing will develop.

#### **2.6.3.1.2. Micro-level sequencing:**

Part of teaching reading in the early years requires a routine that learners need to be inducted into in order to establish their growth and understanding of reading (Hall, 2003). This feature of internal framing can be weak if learners have control over the content of the reading lesson, or strong if the teacher determines the content of learning through a rigorous process of planning.

The routine is established through planning a structured daily lesson plan where learners are exposed to reading every day, which then forms the extended reading practices in a classroom. The routine involves both the teacher and the learner and how they interact in the process of learning. An example of establishing routine is how lessons are introduced, whether whole class teaching is

used or whether group work and guided group reading groups are used or individual time is used. In this way, reading becomes an embodied process where the activities in the classroom inform what is expected of learners while they are learning to read, thus becoming habitual.

The content for reading development is seen through the activities and resources used in teaching. Activities and resources need to be at the level of the learner in order for their progression as readers to advance. When reading is understood as a meaning-making process, this assumes that through reading practices learners can establish ways of thinking while also developing reading skills (Wray & Medwell, 1991). This is a process in which learners need to develop higher order skills in order to become better readers as the year progresses (South Africa. DoE, 2008a). Learners need interaction with texts daily which emphasise the importance of reading where meaning is established through various ways such as probing thinking and speaking about texts encountered in the classroom.

One of the important factors for sequencing learning at the classroom level is how planning is structured in order to ensure that learning takes place. This is controlled by the teacher (strong internal sequencing) however, it can be further determined by engaged and disengaged instruction (Hoadley, 2003). Engaged instruction refers to “time spent by the teacher in making the criteria for the production of the appropriate pedagogic text available explicitly” (Hoadley, 2003, p. 267). This can be characterised by active teaching to the whole class or small group work or individual learners. Disengaged instruction “is when learners work on their own, and when the teacher is occupied with work or activities other than what she has set for the learners” (Hoadley, 2003, p. 267). This relates strongly to the internal framing by the teacher through their planning.

#### **2.6.3.1.3. Conceptual progression as a process of sequencing**

Conceptual progression assumes development in the cognitive abilities of learners, and is related to the expectations made on the learner throughout their development as a reader. There is, however, a tension between the extent to which learners need to be independent meaning-makers of texts and what this means. The South African curriculum emphasises the need for teachers to encourage learners to talk about texts from the beginning of Grade 1 (South Africa. DoE, 2008b). By the end of the year learners must be able to interact with texts where they “answer higher order questions based on the passage read [and] give an opinion on what was read” (South Africa. DoE, 2008b, p. 21). It is not clear what the higher order questions are and it is assumed teachers will be able to interact with readers on this level. Cognitive development requires the teacher to value the need for learners to interact with texts rather than simply reading passively, which assumes monitoring and

assessment. The teacher provides this opportunity during a social interaction with reading such as shared reading.

The importance of independent reading in Grade 1 is an example of cognitive sequencing (Rose, 2004). This has implications for further reading development and how the concepts of reading are introduced to the learner. It also has implications for how further learning is sequenced according to the reading development of learners as they progress in the year. Independent reading prepares learners for learning in the next grade in order for them to be exposed to more challenging texts. This ensures that they become better readers and are able to cope with the cognitive demands of written texts and applying those rules to learning and understanding knowledge. However, this is largely premised on the extent to which young readers develop reading strategies, and they will not be able to read meaningfully if fluency, vocabulary building and comprehension are not emphasised (South Africa. DoE, 2008a).

Progression is premised on a gradual growth in learners' reading development. It is an example of the relationship between pacing and sequencing; new content cannot be introduced to a learner unless a teacher is satisfied that the learner has established certain skills and knowledge of language from previous learning.

Progression (which is a process of strong external framing) is an example of a visible pedagogy in which there is an emphasis on the learner's performance (Bernstein cited in Ball, 2004), where there are tacit and explicit rules about what a learner should be able to do given a period of time with certain instruction and socialisation into reading practices.

The main assumption within sequencing is that there is a progression to reading development marked by transition rituals (Bernstein cited in Ball, 2003, p. 199). This progression happens on many levels throughout the process of young children becoming readers within the home and the school as "each stage in the literacy development sequence assumes and evaluates orientations to written ways of meaning that are acquired in previous stages" (Rose, 2004, p. 94).

Chall's seminal work (Chall et al, 1990) maps out the entire period of a child's development from their first encounter with written text through various stages culminating with expert reading as an adult reader (see Appendix 1 for the full table). Chall's work has been further developed in a number of other developmental continua (South Africa. DoE, 2008a; IRA/NAEYC, 1998; Raison, 1997). Reproduced below is the section of Chall's stages relevant for learning reading in the early years:

<b>Stage designation</b>	<b>Grade range</b>	<b>Major qualitative characteristics and masteries by end of stage</b>	<b>How are these acquired</b>	<b>Relationship of reading to listening</b>
Stage 0: Prereading, “pseudo-reading”	Preschool (ages 6 months to 6 years)	Child pretends to read, retells story when looking at the pages of book previously read to him/her; names letters of alphabet; recognises some signs; prints own name; plays with books, pencils and papers	Being read to by an adult (or older children) who responds to and warmly appreciates the child's interest in books and reading; being provided with books, paper, pencils, blocks and letters	Most can understand the children's picture books and stories read to them. They understand thousands of words they hear by age 6, but can read few if any of them
Stage 1: Initial reading and decoding	Grade 1 and beginning of grade 2 (ages 6 and 7)	Child learns relations between letters and sounds and between printed and spoken words; child is able to read simple text containing high-frequency words and phonically regular words; uses skill and insight to “sound out” new one-syllable words.	Direct instruction in letter-sound relations (phonics) and practice in their use. Reading of simple stories using words with phonics elements taught and words of high frequency. Being read to on a level above what child can read independently to develop more advanced language patterns, knowledge of new words and ideas	The level of difficulty of language read by the child is much below the language understood when heard. At the end of Stage 1, most children can understand up to 4000 or more words when heard but can read only about 600
Stage 2: Confirmation and fluency	Grades 2 and 3 (ages 7 and 8)	Child reads simple, familiar stories and selections with increasing fluency. This is done by consolidating the basic decoding elements, sight vocabulary, and meaning context in	Direct instruction in advanced decoding skills, wide reading (with instruction and independently) of familiar interesting materials which help promote fluent reading. Being read to at	At the end of stage 2, about 3000 words can be read and understood and about 9000 are known when heard. Listening is still more effective than reading

		the reading of familiar stories and selections	levels above their own independent reading level to develop language, vocabulary, and concepts.	
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(Adapted from Chall, 1990)

Within the progression of a reader's development, there are literacy events (Brice-Heath, 1982) that facilitate this development; however, the most powerful are the lessons within formal schooling in which teachers actively induct young learners into literacy. Hall (2003) explains this as a process of apprenticeship in which young learners are introduced to reading practices by the teacher assuming what it means to be a reader. The transition rituals mark the changes that occur in the development of the child from one stage to the next (separated by terms with school holidays in between and the transition from one grade to the next) where "the ages by which a child should be able to read is a function of the sequencing rules of the pedagogic practice of the school" (Bernstein, 1990, p. 75; Rose, 2004, p. 90).

Within the instruction intended to develop a child's reading, sequencing can be strong or weak (Bernstein cited in Ball, 2003). Where sequencing is weak the teacher has an internal theory to understand the signs in the learner's development as a reader (Bernstein cited in Ball, p. 200). The teacher is the only person in this relationship who understands the signs s/he is looking at in assessing the learner. The meaning of this development is derived from knowledge the teacher has in order to understand learners in her class. The learner is not aware of the sequencing rules because the teacher is seen as the person who has control over the learning process.

Where the learner has a role to play in their progression as a reader the strength of sequencing is important. This is largely characterised by the idea that at a particular age a learner should possess certain abilities and both the teacher and the learner have theories as to what these should be. The learner is thus constructed as a "temporal project" (Bernstein cited in Ball, 2004) where there are expectations throughout their development in the learning process. Expectations are interesting to note as they relate to the question of standards: what is the ideal learner or what should a learner know after a year in Grade 1 in order for them to progress into the next grade? The curriculum makes these expectations clear; hence the curriculum (which will be discussed in Chapter 4) is an example of explicit sequencing for the teacher and the learner within the classroom, as well as the broader "[construction] of the temporal project" (Bernstein cited in Ball, p. 199) of creating learners who can read and write.



Thus, sequencing is a relay between the teacher and the learner with an understanding that there are expectations of the learner whether they are aware of them or not. The expectations are communicated through the curriculum expectations which inform how lessons should be sequenced, which will inform what learners are meant to achieve at the end of the term. There are two aspects to the sequencing I have described above: the content and the activities which I will refer to as cognitive sequencing/conceptual progression and the routine of classroom practices which I will refer to as structural sequencing.

#### **2.6.3.1.4. Summary**

Sequencing learning relates to the degrees of control over the selection of content for learning as well as the classroom practice and how it unfolds. This can be externally or internally framed. The level of knowledge a teacher has about their learners and the curriculum standards relate to how teachers should sequence the content and knowledge involved in teaching reading. The developmental approach to teaching reading in Grade 1 can be seen as a synchronous process of learning to decode, to make meaning and to become practised in reading (Scarborough, 2002). Learners are inducted into certain practices through routine and cognitive development in order to become better readers. Where external framing is weak, the teacher has control over the learning in the classroom and where external sequencing is strong; the curriculum guides and influences the teaching that takes place in the classroom.

Internal sequencing refers to the control of teaching at a classroom level. This relates both to the routine and consistency of learning as well as the teacher's selection of content to ensure conceptual progression in learning. The routine relates to the level of planning on various levels (lesson plans and work schedules). This has implications for the activities in the classroom and how these develop in order to make sure that learning happens over time. The selection of content relates to the conceptual progression in the learning process of reading where learning is expected to challenge learners in order to develop into better readers over the year (or expected time of learning).

Internal control of sequencing can be weak and strong. Where internal control is weak learners have more freedom in the sequencing of their learning. This level of control in learning implies a learner-centred approach to teaching. Where internal control is strong, the teacher has control over the learning. This is characterised by engaged and disengaged time depending on the teacher's level of planning.

## **2.7. CONCLUSION**

The purpose of this chapter was to provide a theoretical framework for the study. The research treats teaching as a social practice and teachers as part of a community of practice. The role of the 'habitus' has been explained, since it is the embodiment of both reading and teaching reading as social practices. By using Bourdieu's concept of habitus, the complexities of teaching reading within a social context are highlighted in relation to the effect of social class on this practice. In order to understand the process of teaching reading in more depth Bernstein's idea of framing learning has been explained, focusing on the "how" of teaching reading in terms of sequencing and pacing. The following chapter discusses the methodology of this study which examined pacing and sequencing in teaching of reading in 3 Grade 1 classrooms where isiXhosa is the LoLT.

## **CHAPTER 3: RESEARCH METHODOLOGY**

### **3.1. INTRODUCTION**

This chapter maps out the research process. It situates the case study within a qualitative approach. Although this is not an ethnographic study, ethnographic principles were applied and this is discussed in relation to the case study design of the research. The fieldwork process is discussed in relation to the three classrooms selected as case studies. This is followed by a description of the data collection process. Analysis and interpretation are explained in relation to the classroom observation schedule as well as the key concepts discussed in Chapter 2. The ethical considerations and the validity of the study conclude this chapter.

### **3.2. A QUALITATIVE STUDY**

This is a qualitative study. Qualitative research allows for a focus on the understanding of the “subjective world of human experience” (Cohen, Manion & Morrison, 2007, p. 21). Within qualitative research, I used an interpretivist approach which allowed me to focus on individual teacher experiences. The study looked at practices within their natural setting and observed teachers within a community of practice in order to understand their practices and why they are sustained.

The goal of my research was to keep the teacher central in order to observe her practices and explore how she understood them. This was done on two levels: a descriptive process through observations and the interview process in order to understand how teachers explain their practice. The teachers’ practices were interpreted within their natural setting; therefore ethnographic principles were applied. The teachers’ explanations of their practice provided insight into the knowledge they possessed - their habitus. My assumption was that “human behaviour is complexly influenced by the context in which it occurs” (Wilson, 1977, p. 253) and in order to understand this behaviour, meaning structures are central.

### **3.3. RESEARCH APPROACH**

#### **3.3.1. Using ethnographic principles**

In order to understand and explain the complexity of classroom life, ethnographic principles have been employed in this case study. However, the study does not claim to be an ethnography since the scope of a Masters’ thesis placed limitations on the period of observation.

Ethnography is about grasping “the point of view of the [participant], [their] view of the world and in relation to [their] life” (Cohen et al., 2007, p. 167). This recognises the need to foreground the teacher and their understanding of their practice rather than a researcher’s point of view being central to the research. The aim of applying ethnographic principles to this study recognises that as the researcher I may have preconceived ideas about teaching literacy, but in recognising the teacher’s experiences and understandings, I am able to understand their practice from their perspective by taking into account their thoughts in addition to their social context.

### **3.3.2. Principles of Ethnography**

The intention of an ethnography is “to create as vivid a reconstruction as possible of the culture or groups being studied” (Cohen et al., 2007, p. 168). The focus of this study was three teachers in Grade 1 and their practices in teaching reading in their classrooms.

LeCompte & Preissle (1993) discuss the characteristics of ethnography at length; however, I have highlighted characteristics of ethnography which apply to my research:

- The worldview/understanding of the participants is investigated and represented
- Data is collected in the natural context, in this case, a classroom setting (Cohen et al., 2007)
- The focus of the research is about uncovering meanings and understandings from the participants’ point of view
- It allows a description and interpretation of the total phenomena
- A description of the phenomena is formed in relation to its context
- Ethnography allows a description and analysis of patterns of a given social interaction; in this study the interaction is between the teachers and the learners

The use of these principles allowed for a more in depth interpretation of teachers’ practices with regard to sequencing and pacing, using a case study method.

## **3.4. THE CASE STUDY DESIGN**

### **3.4.1. Definition of a case study**

A case study is “an instance in action” (Cohen et al., 2007, p.253) where research provides “a unique example of real people in real situations, enabling readers to understand ideas more clearly”. My case was three Grade 1 teachers in schools in a poor community in Grahamstown, a town in the Eastern Cape province of South Africa.

### **3.4.2. Why does this research use a case study design**

The nature of classroom interaction is that there are many activities, much movement and associated language taking place at any given time. This research aims to understand the complex social phenomena happening in the classroom, and a case study method allows this understanding to reveal itself (Yin, 1994). In addition, case studies - in line with an interpretivist approach - are framed through the eyes of the participants, which is the focus of this research.

Case studies allow for an analysis through observations in their natural context, which is necessary for understanding how practices are produced and reproduced (Cohen et al., 2007). Because case studies are concerned with phenomena in context, the researcher does not control any of the events as they unfold, which is an important consideration when undertaking a case study. The focus of the research is a vivid description of events relevant to the case coupled with an analysis of emerging themes significant to the research goals. With the focus on individuals and their perceptions, the use of a variety of methods is usually in case studies (observations, interviews and documents) (Yin, 1994).

This study takes the form of a descriptive case study with a specific focus on pacing and sequencing in the teaching of reading in three Grade 1 classrooms. Because it is descriptive, the teachers' explanations are important since they provide a deeper understanding of the events as they occur.

## **3.5. FIELDWORK**

### **3.5.1. Site selection**

I used purposive sampling in selecting schools and teachers for this study. Purposive sampling refers to a method of selection that is preceded by a process where the researcher identifies criteria and looks for these characteristics in selecting the participants (teachers) and sites (schools) (LeCompte & Preissle, 1993). The criteria were simply Grade 1 teachers in functioning<sup>2</sup> schools where isiXhosa is the LOLT in the FP. There are three teachers in this study (T1, T2, T3 hereafter) from two schools, School A and School B. The first school, School A, where I selected T1 and T2, is the school where I began my preliminary observations in 2010. The preliminary observation, which took place over two terms in 2010, where I had informal conversations with the teachers while observing their reading instruction. This enabled me to get a sense of what Grade 1 literacy lessons are like in low socio-economic schools. The preliminary observation over this period allowed me to get to know the

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<sup>2</sup> Functioning schools relate to "school effectiveness" (Shepard, 2011). As mentioned in Chapter 1, assessment results were not available as a measurement of the school's academic progress, however factors such as the staff component, school management and infrastructure are determinants for the level of the school's effectiveness given the context it is within.

school and the staff (who assisted me by introducing me to teachers in School B). This was valuable as I have no teaching experience and my personal experience as a learner was in a different, more privileged context (where English was the LOLT). I selected two teachers from School A, who I had not previously observed and who were willing to be part of the study.

In School B, there was one Grade 1 teacher who was willing to be included in the study. This school is across the road from School A and has a similar school culture and classroom practice (which I will elaborate on in forthcoming chapters). Both these schools received input from an NGO which introduced the reading programme, *Breakthrough to Literacy* (BTL).

The schools are situated in one of the poorest areas in Rhini/Grahamstown, where the unemployment rate is estimated at 70% (Lidstone, 2011). Learners in these schools come from the surrounding community. Both schools are functional, quintile 3 primary schools with sufficient infrastructure. The Language Policy in both schools recognises the use of isiXhosa as the LOLT in the FP which is also the MT of the learners at the school.

### **3.5.2. The observation and interview procedure**

I observed in School A for 2 weeks during Term 1, and 3 weeks during Term 2 with T1 and T2 respectively.

Observation with T1 was near the end of the first term with 6 days of observation negotiated. There were some disruptions during the observation period where administration took precedence over teaching, but there was nonetheless teaching to report on with 18 hours and 12 minutes of observation time. T1 had a teaching portfolio that she allowed me to read. This contained the Foundations for Learning Assessment Framework (Milestones) documents (South Africa. DoE, 2008b) and a timetable. The interview process with T1 began in 2010 with a semi-structured interview to obtain biographical information and her experience of teaching reading in Grade 1. Subsequent interviews were informal conversations during the observation period which was in the first term of 2011. All the interviews with the teachers were conducted in isiXhosa and transcribed in isiXhosa. Due to the distraction of the teacher's administrative duties, I was unable to negotiate a stimulus recall interview with T1.

Observation with T2 was lengthened by an extra week because she was a new teacher in the school and was willing to extend the observation period. There were 3 non-consecutive school days that were disrupted because of a public holiday, poor learner attendance (only 7 learners came to school because of bad weather and the teacher decided that she would not be able to teach any new content) and another day on which the teacher was absent from school. The total observation time

amounted to 34 hours and 32 minutes. During the first two weeks of observation I used an audio recorder and detailed field notes. As the teacher felt uncomfortable about being on camera, I was only able to video record lessons for two days (in the last week of observation). I made detailed notes of the classroom environment and was allowed access to the learner books and the only reading book that 12 learners were reading during the observation period.

The interview process with T2 was in the form of informal conversations during the observation period which amounted to 3 lengthy conversations and a stimulus recall interview following the video recordings. The “interviews” were characterised as informal conversations during break times when learners were not in the classroom. The teacher was reluctant to have an extended interview initially so many of the interview questions in the interview schedule (see Appendix 2d) were continued in the next observation day.

In School B, I negotiated entry in 2010 with informal observations in the third term. I conducted a semi-structured interview with T3 before I began the structured observation period. I was only able to negotiate a week for the observation period (and the teacher was absent on the last day of observation), which amounted to 9 hours 15 minutes of observation. Throughout the observation period informal conversations were used to gain an understanding of the teaching, often during break times when learners were not in the classroom. A final interview was held after the observation period, but this was not a stimulus recall interview as the teacher was not willing to have her lessons video recorded due to the level of distraction amongst the learners. The table below summarises this process.

**Table 3.1:** Summary of the observation process:

	School	Term	Observation period	Number of hours	Stimulus recall
Teacher 1	A	1	6 days (1 day of video recording)	18:12	No
Teacher 2	A	2	11 days (2 days of video recording)	34:32	Yes
Teacher 3	B	3	4 days	9:15	No (follow up interview)

### 3.5.3. Field techniques: data collection methods

The qualitative approach and the ethnographic principles applied in this research required more than one form of data collection. As explained above, direct observations in the actual classrooms, interviews with the teachers and document analysis of various resources that influenced the teaching were used.

### 3.5.4. Observations

Guided by a classroom literacy observation schedule (CLOS) developed and adapted from previous studies (Rivalland, Rohl & Statkus, 2005, p. 187), I used direct observation (through field notes, audio recording and video recording) focusing on lesson structure, pacing and sequencing. Teacher-learner verbal interactions were also central in order to understand how teachers explicitly regulated pacing and sequencing of learning during their lessons.

**Figure 3.2:** Classroom observation tool:

Pacing: <ul style="list-style-type: none"> <li>the rate at which learning is expected to occur</li> <li>the level of progression that is expected of learners, week by week, in Grade 1</li> </ul>	<ul style="list-style-type: none"> <li>How much time is spent introducing the lesson and setting it up?</li> <li>How much time is allocated to different literacy activities (these are made specific in the sequencing section below)?</li> <li>How much time is spent in transitions from one activity into another activity?</li> <li>How much time overall is made available for students to learn?</li> <li>How much time is spent on giving instructions?</li> <li>How much time is used monitoring the learners while doing classroom activities?</li> </ul>
	<ul style="list-style-type: none"> <li>If the teacher uses differentiated teaching, how is this managed?</li> <li>What are the factors that affect differentiated teaching?</li> <li>How does differentiated teaching impact on the use of time?</li> </ul>
Sequencing: <ul style="list-style-type: none"> <li>the routine and structure of the activities used during the lessons</li> <li>the ordering of knowledge that shows increasing cognitive challenge</li> <li>the logic of the content of the</li> </ul>	<ul style="list-style-type: none"> <li>How is the lesson introduced?</li> <li>In what sequence are the following activities taught in the lesson: <ul style="list-style-type: none"> <li>Oral activity</li> <li>Picture reading</li> <li>Phonics</li> <li>Knowing the letters</li> </ul> </li> </ul>



activities in the lessons —in relation to introducing new skills to the learners in a lesson, the two week observation period and the timelines for the term	<ul style="list-style-type: none"> <li>○ Letter-sound relationships</li> <li>○ Reading words</li> <li>○ Vocabulary building</li> <li>○ Reading isolated sentences</li> <li>○ Reading comprehension of connected texts</li> <li>○ Identifying the main idea of a text</li> <li>○ Explaining or supporting understanding of text</li> <li>○ Comparing text with personal experience</li> <li>○ Comparing different texts</li> <li>○ Making predictions about what will happen next</li> <li>○ Making generalisations and inferences</li> <li>○ The ability to work independently with activities</li> <li>● How are transitions conducted between the different aspects in the literacy lesson?</li> <li>● How is the lesson brought to a close</li> </ul>
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My focus on sequencing and pacing was guided by knowledge about the best practices for teaching reading in the early grades. The CLOS assisted in firstly, focusing my observation; and secondly, enabling me to quantify some of the data obtained. The CLOS was influenced by international research and pedagogy related to reading development in Grades R and 1 (Chall, Jacobs & Baldwin 1990; NAEYC, 1998: Rees, 1997); by South African research which contextualizes international views (Howie et al., 2008), and by curriculum documents (South Africa. DoE, 2008). This enabled me to construct the criteria that I used to focus my observation and subsequent analysis.

The sequencing of reading instruction was monitored in relation to the structure of the lesson and how this unfolded each day and over the observation period. With regard to pacing, I focused on time and how it was used in these lessons. Pacing was also considered in relation to differentiated teaching and how this affected pacing.

I also took field notes describing the physical environment of each classroom – the spatial organisation, how space was used, the resources available and how these were used.

I was a non-participant observer in this study; the teachers and learners were aware of and tolerated my presence in the classroom. I was introduced to the learners upon my arrival in the classrooms and referred to throughout my period in the classroom. Learners came to show me their work or asked me questions, but I did not make any contribution regarding the selection of their work nor did I offer any advice to the teacher on changing practice. The teachers understood my interest in

their practice as someone who was a novice with no teaching experience and merely interested in their practice for research purposes.

I used field notes and audio recording (that was discreet to ensure that I did not distract the learners). The field notes were detailed and guided by the CLOS. After each lesson and any interaction with the teachers I wrote a reflection relating to the research questions in my research journal. I also reflected on conversations with teachers who were not the participants in the research, but who helped me understand the context of the schools. While writing the field notes, I simultaneously made note of any emerging thoughts related to the research questions. The field notes were concerned particularly with the teacher actions and movements in the classroom with a focus on transitions in the learning to note changes and shifts in the practice. Video recording was done only with the teacher's permission.

### **3.5.5. Interviews**

The interviews were conducted with the teachers in their classrooms. As explained above, the process for interviewing was negotiated to ensure a level of comfort for each teacher. I used isiXhosa in all the interviews. The questions were guided by an interview schedule (see Appendix 2d). T1's initial interview was semi-structured and subsequent conversations were held during the observation period. T2's interviews were held during break times as she was initially reluctant to negotiate a time. A stimulus recall interview was also held with T2 after the observation period. T3's initial semi-structured interview was conducted before the observation period started. Conversations with teachers were an important feature throughout the observation period (when learners were playing outside, or moments in the classroom when teachers wanted to explain something) and a final interview was held after the observation period.

The purpose of the interviews was two-fold: firstly, to get information regarding the teacher's experience in the FP, their planning process for their teaching and their understanding of their practice. This was primarily to focus on the teacher's personal understanding of their practice and their perspectives on their teaching. The second purpose was to get information from the teachers about their learners: the knowledge the teacher had about their social background and to what extent this affected learning in the classroom. This included the caregivers (parents or grandparents), their employment, and how homework and resources (e.g. access to stationery and books) were negotiated between the home and the school.

A focus group interview was held with teachers in School A in order to facilitate a report back session for the preliminary observations as well as the extended observation with T1 and T2. This

was guided by the issues arising from questions the teachers had about my findings. The purpose was to allow multivocality, where more than one teacher's perspective was considered (Duff, 2008, p. 59) recognising that the practice I observed occurs within a community of practice and not in isolation. This was not possible in School B as the second Grade 1 teacher was unable to participate in the research.

### **3.5.6. Document analysis**

The documents analysed consisted of various resources that influenced teaching practices as well as how teachers structured, paced and sequenced learning during my observation. This included the teacher's portfolio, learners' books, reading books and resources that learners use, literacy-focused posters in the classroom and curriculum documents relevant to teaching reading in the FP.

The teacher portfolio was analysed in order to understand the extent to which they used guidance and planning in their teaching. This has implications for what kind of planning influenced the teacher's pacing and sequencing (beyond the observation period). The learner books were analysed in order to identify the stage the learners were at in their literacy development, as well as any reading books that the learners were using. This included extra resources that teachers and learners used that might influence their reading instruction (flash cards, sentence makers and writing books). The posters for literacy were analysed in relation to the frequency with which they were used as part of the teaching and how these related to the reading instruction. Analysing the resources in the classroom during the observation period allowed me a snapshot of what learning had happened before and during the time of observation.

Document analysis also included all the curriculum documents that influence the teaching of reading in the FP. These amounted to 13 documents which were analysed in order to understand how sequencing and pacing are framed and how they explain the kind of teaching practice that is expected in Grade 1 reading lessons. I report on this analysis in chapter 4.

### **3.6. ANALYSIS AND INTERPRETATION OF DATA**

This process was guided by the research questions I posed for this study. The research questions recognise two levels of the practice: what was happening in the classroom on an observable level; and how teachers explain the observable practices. Analysis was conducted case by case (analysing each teacher separately) as the focus is on the teacher and their practice. This provided a descriptive profile of each teacher's practice and an explanatory narrative.

### **3.6.1. Analysing the observations**

The field notes, audio recordings and the few video recordings I had for T1 and T2 were analysed. I began by transcribing the lessons in isiXhosa and tracking them at ten minute intervals. The field notes were used in tandem with the recordings in order to note any discrepancies between the observation and the audio recording. The video recordings were also transcribed and analysed at ten minute intervals. This was only in relation to the sections of the lessons that related to reading activities and instructions. The field notes were used to track the teacher's movements and interactions with learners (especially on the days when I did not use a video recorder). The relationship between these two forms of data collection allowed me to put together the information by listening to the recordings several times while comparing them with the field notes I had written during the observation period. As already stated, my field notes were guided by the CLOS, but I also noted factors that influenced teachers' practice, for example external factors, such as administration and disturbances that influenced sequencing and pacing. Using the field notes and the audio recordings I was able to relive the classroom experience while identifying categories of the practice, patterns and themes in the data.

The CLOS was used to provide a structure for the detailed analysis of the data. In addition, the field notes were a constant reminder of what had taken place with regard to teacher-learner interaction.

I initially started analysing per lesson. I tracked the use of time and how this differed in each day of the observation period. I noted the patterns in the teaching and whether any routine was established in the lessons. I focused on the transitions that happened in each classroom and how these formed the rhythm of the lesson. The focus of the analysis was on the patterns in the reading lessons that formed over the observation period. I made comparisons within the lessons in relation to sequencing and pacing. While analysing the practices, I simultaneously uncovered the patterns of teaching and the teachers' individual approach to reading instruction which was aided by the focus on the communication and language used in the lessons.

With regard to the analysis of the pacing I focused on two levels: firstly, the use of time generally and, secondly, the use of differentiated teaching and how this affects the use of time in the lessons. I looked at the use of time in relation to the school day, and the observation period. My focus on the differentiated teaching allowed me to explore the interactions between the teacher and the learners in different ability groups. Initially I used graphs to represent how time was used in relation to the activities in the classroom and to track where most of the teaching time was being used.

Analysis in terms of sequencing allowed me to track the emerging patterns in the teachers' practices. In spite of the disjointed practice at times, I was able to track a pattern of teaching in the classrooms over the observation period. Sequencing was also analysed in relation to the progression learners made at the time of observation and what curriculum documents expect of learners in each term. The observation took place during Terms 1, 2 and 3, at a point when practices related to the teaching of reading had become established (i.e. observation began fairly late in Term 1 after the baseline assessment had been completed). Focusing on sequencing also allowed me to track the teacher's movement within the classroom and how transitions between activities affected the patterns of learning.

All the analysis was done in isiXhosa without translating into English. However, extracts from the transcripts which have been used to illustrate the analysis in Chapter 5 of this thesis have been translated into English. The teacher-learner communication became central during the ongoing process of analysing the data but this was not the case in the preliminary observations. This helped me to form an understanding of the level of communication between the teacher and the learners and to decide who was able to frame learning at any point in the lesson, the teacher or the learners. I focused on the instructions and extent of verbal interaction the teacher had with learners about their reading instruction. This related to the monitoring of the learners and what the content of the conversation was during these interactions with the learners.

### **3.6.2. Analysing the interviews**

The interviews were transcribed in isiXhosa and analysed in order to gain an understanding of the teachers' identities and how they explained and showed an understanding of their practice. I refer to this as a 'teacher profile' throughout the rest of the thesis. This included an understanding of their training and experience as teachers; how they explained their practice; as well as my understanding of the emerging themes that indicated their knowledge as literacy practitioners and to what extent their experience and knowledge of their practice influenced their current teaching practices.

Each teacher was interviewed differently, but the ongoing process of the conversations and semi-structured interviews enabled me to form an understanding of the teacher profiles over time (a profile relates to the full description of the teacher's experience, practice and thoughts). Because the conversations with the teachers were ongoing, their practice and their explanation of the practice were interesting to note especially where their explanations about their practice contradicted their actual practice.

This was particularly relevant in the stimulus recall with Teacher 2 where watching the video allowed a process of reflection on the tensions between actual practice and the subsequent explanation.

My focus in the interviews was to try to understand how teachers spoke about themselves and their practice, a process of reflection. Initially I noted the themes that emerged, noting what reasons were given for certain actions. The interviews were also used to identify common themes for all the teachers as part of a community of practice. This entire process was done in isiXhosa; again translations into English were only made for reporting purposes.

### **3.6.3 Analysing the documents**

I was able to gain access to various documents that were used in the classrooms. Teacher files were analysed in relation to the teaching that was happening in the classroom during the period of observation. Learner books were used to assess the stage of learning that the learners had reached during the observation period. Learner books were made available but I was not able to take these away and photocopy them; therefore I made notes on the extent of the writing learners did during their literacy lessons. The learner reading and activity books (see list in Appendix 3) were analysed in conjunction with the teaching in the classroom: the extent to which they were used and how meaning from the texts was communicated to the learners during the teaching (I have scanned the pages that are relevant to the observation period and included examples in Appendix 3).

The curriculum documents relevant to teaching reading in the FP were analysed chronologically. The focus in this process was how teachers are guided in relation to pacing and sequencing.

## **3.7. INTERPRETATION**

Analysis “involves organising, accounting for and explaining the data; in short making sense of data in terms of the participants’ definitions of the situation, noting patterns, themes, categories and regularities” (Cohen et al., 2007, p. 461). Interpretation of the data happened on two levels led by the focus of this study which are the teaching practices related to sequencing and pacing; and how teachers understand their own practice.

### **3.7.1. Interpreting the practice**

I interpreted the practice by focusing on the CLOS as well as Bernstein’s categories of internal and external framing (see discussion in Chapter 2, Table 2.1). Each emerging category was colour coded and cross-referenced with the themes as they were emerging throughout the analysis process. This allowed an understanding of sequencing as reading development over time and pacing as the rhythm of learning in these classrooms. The CLOS was used in this process in order to note the

relationship between planning and practice (this was on an observable level as well as the teacher explanation level which will be explained in the next section). The graphs allowed a focus on time used during each lesson and across lessons, where the emphasis of the practice was and the extent of the teacher's interaction with the learners.

### **3.7.2. Interpreting the teacher understandings about their practices**

Teacher understandings about their practices have been understood in relation to what teachers know about the discipline they are teaching (Shulman, 1987). This is a complex area for any researcher to uncover. The process of asking teachers about their understanding of their teaching suggests a process of reflection.

The ongoing analysis allowed an iterative process between the observations and what teachers communicated in the interviews, noting the reasons they offered for their practice in relation to what they did in the classrooms. I noted the reasons explaining their practice in relation to their history as teachers as well as the effect of the context (the habitus on a micro level of the school culture and in relation to the experience of teaching on a macro level) and the interplay of these factors.

The teachers and I spoke in isiXhosa and the analysis was conducted in isiXhosa (translations of the relevant extracts are included). Where terms were used by the teachers to explain their practice (for example, *ukutshatisa* and *ukuqhekeza*) that were not easily transferable into English, I have used the word in isiXhosa and explained what it means in relation to the practice observed.

Mind maps were also used to map out the identity and practice of each teacher in relation to the research questions. This became a graphic representation of each teacher focusing on their practice, their context and their habitus that emerged throughout the interview process and the observations in class.

## **3.8. ETHICAL CONSIDERATIONS AND VALIDITY**

### **3.8.1. Ethical considerations**

Consideration was given to the following ethical issues: permission (informed consent), honesty and trust, anonymity, and reciprocity (feedback). I initially submitted an abridged proposal to each school for the principal and the teachers to read (Appendix 2a). Thereafter I was granted verbal consent from the principals to work with the teachers. The teachers signed consent forms (See Appendix 2b) allowing me to make use of the information gathered in the schools for this research project.

I was honest with the teachers about the intentions of the research throughout the research process and a cordial relationship was established largely due to the preliminary observations I conducted in 2010.

Reciprocity refers to the extent to which the research will be communicated to the school once it is complete (Cohen et al., 2007). This was done in the form of a feedback session (which informed the focus group in School A) with the teachers. Because of time constraints and my position in the school as someone with no experience of teaching, I wrote two reports for the schools: the first report was an interim report to School A incorporating all thoughts from the preliminary observations of the research. This report formed some of the discussion related to the focus group. The second report was written and submitted to both the schools highlighting insights, differences and commonalities in both schools in relation to the research questions. The anonymity of the school and the teachers was respected as throughout the research the teachers are referred to as T1, T2, T3 and the schools, School A and School B.

### **3.8.2. Validity**

In this study, validity was established through the use of various data gathering tools in order to ensure more than one perspective of understanding the phenomena. I triangulated the different types of data gained from interviews, observations and document analysis. The ongoing interpretation process allowed an in depth focus in trying to uncover meanings and understandings of the teaching practices. The comparisons amongst the various forms of data allowed a broader understanding of the phenomenon.

My position as a non-participant observer with an established relationship with the teachers allowed me a better understanding of the context, which is central to understanding the teaching practices and the teachers as individuals. I was also able to communicate with the teachers in a language they were comfortable with in a manner that suited their schedules which allowed a certain rapport to develop. Given the individual experience of each teacher, reliability and validity cannot be understood in the positivist sense, but in the sense of understanding whether the research analysis and interpretation do justice to the observations and explanations relating to the practice.

The use of the case study approach has often been criticised with regard to its level of generalisability (Yin, 1994). In spite of working with three teachers for different time spans, the understanding of the context allowed a description and interpretation of the case which might be generalised to schools in similar contexts given the history of education in townships in South Africa.



However, this should be done with caution bearing in mind the complexities and differences amongst teachers as individuals.

### **3.9. SUMMARY**

This research was an analysis of pacing and sequencing of reading instruction in three Grade 1 classrooms where isiXhosa is the LOLT. The focus was on both the observable practice as well as how teachers understand and explain their practice. The purpose of this chapter was to describe the research design and methodology used in the research process.

The research was qualitative using the case study approach. Ethnographic principles were applied because the focus of the study was not only the teachers' practices but the explanations they offered for their practices, as well as noting the context in which they were teaching.

I used direct observations, semi-structured interviews, informal conversations and document analysis for the data collection process. The analysis of this data was discussed as well as the strengths and weaknesses of the research design. Ethical considerations were also outlined.

The following two chapters will focus on the findings of this research: Chapter 4 will present the results of the curriculum analysis, and Chapter 5 will present the analysis of the data obtained in Grade 1 literacy classes.

## CHAPTER 4: ANALYSIS OF CURRICULUM DOCUMENTS

### 4.1. INTRODUCTION

This chapter presents an analysis of the curriculum documents related to teaching reading in Grade 1. The focus of the analysis is sequencing and pacing and how they are framed in and by the curriculum; it examines the nature of sequencing and pacing in the intended curriculum. In Chapter 5, this will be compared with what was observed in the classrooms in this study.

### 4.2. ANALYSIS OF SEQUENCING AND PACING IN THE CURRICULUM DOCUMENTS

Sequencing and pacing of reading instruction in Grade 1 is externally framed by national and provincial policy and support documents. These are listed below in chronological order so that the development of policy is visible over the period from 2002, the date on which the Revised National Curriculum Statement (RNCS) was introduced to 2009, when the most recent documents influencing sequencing and pacing were published.

**Table 4.1:** Table of the curriculum documents relevant to teaching reading in FP

	Name of Policy	Date	Policy (National or Provincial)	Availability in isiXhosa	Number of pages
1	<i>INkcazelo yeKharithyulamu yeSizwe eHlaziyiweyo YamaBanga ukusuka ku-R ukuya kwele-9 (ezikolo) liLwimi: IsiXhosa, ULwimi lweNkobe</i> (Revised National Curriculum Statement: isiXhosa, Home Language)	2002	National	Yes	164
2	Overview Revised National Curriculum Statement, Grade R-9 (schools)	2003	National	Yes	<i>isiXhosa:</i> 37 <i>Eng:</i> 32
3	Teacher's guide for the development of learning programmes: FP	2003	National	English only	97
4	National Gazette	2008	National	English	21
5	Teaching reading in the early grades handbook	2008	Support document	English	64
6	Foundations for Learning: Assessment framework, Foundation Phase	2008	National	English	60
7	Foundations for Learning: Foundations Phase Literacy Lesson plans Grade 1: term 1-4	2008(?)	National	English	441
8	Foundations for Learning: Quarterly Assessment Activities for Literacy and Numeracy, Grade 1-3	2009	National	English	62

9	Learner Attainment Target	2009	Provincial-EC	<i>isiXhosa and English</i>	39
10	Provincial Assessment Guidelines for FP: Grade R-Grade 3	2008	Provincial-EC	English	59
11	Grade 1 Baseline Assessment: literacy, numeracy and life skills	2009	Provincial-EC	English	76
12	isiXhosa Home language Lesson Plan/exemplar	2009	Provincial-EC	<i>isiXhosa</i>	104
13	National Curriculum Statement: Assessment Guidelines for FP	Undated	National	English	96

Each document is analysed in relation to sequencing and pacing and the assumptions underpinning the framing of reading in the FP.

**4.2.1. INkcazelo yeKharityhulamu yeSizwe eHlaziyiweyo YamaBanga ukusuka ku-R ukuya kwele-9 (ezikolo) iLwimi: isiXhosa, ULwimi lweNkobe** (Revised National Curriculum Statement: isiXhosa, Home Language)

This is one of the few curriculum documents written in isiXhosa; it has been ‘versioned’, that is translated and adapted, from a core document developed in English (Venter, 2002). It is the foundational policy text that informs teachers what should be taught in isiXhosa Home Language in each grade in the General Education and Training (GET) band (Grades R-9). It is organised in terms of learning outcomes and assessment standards. The learning outcomes are translated from English: LO1 Listening, LO2 Speaking, LO3 Reading and viewing, LO4 Writing, LO5 Thinking and reasoning, and LO6 Language structure and use. The focus in this research is on LO3 Reading and viewing.

The assessment standards for LO3 Reading and viewing set out what learners must know and be able to do by the end of Grade 1. They thus provide for progression (and to a lesser degree sequencing) in reading from grade to grade. The assumption is that learners begin Grade 1 with an understanding and knowledge of their MT and have completed the assessment standards for Grade R. However, there is recognition that not all learners have been to Grade R:

Ootitshala kufuneka bakhumbule ukuba asingabo bonke abafundi abenze iBanga R. Isigama nobuchule beBanga R bufuneka buqinise kwiBanga loku-1. (Teachers must remember that not all learners have been to Grade R therefore the skills and vocabulary expected and taught in Grade R needs to be strengthened in Grade 1). (p. 14)

However, there is no clear indication of how a teacher should plan for this in his/her teaching or pace work differently according to each learner’s stage of development. The document suggests that literacy development is also affected by different home and community experiences.

The importance of progression is emphasized. External framing of progression (and to a lesser degree, sequencing) is grade by grade within the phase. External framing of sequencing and pacing **within** the grade is weak. It is the teacher who is expected to sequence and pace learning over the period of a year within the grade with different stages of literacy development in mind. This suggests strong internal framing because the teacher has control over planning in his or her classroom. However, whether internal framing is strong or weak will ultimately depend on the individual teacher.

In spite of the recognition that some learners have not been to Grade R, there is the expectation that learners have had opportunities to read in their MT: “kukhuthazwe kwaye kuxhaswe abafundi bafunde ngokuphangaleleyo” (learners must be encouraged and supported to read as widely as possible) (p. 12). This is an assumption about the literacy resources that are available in learners’ homes and classrooms.

The table below presents a translation into English of the isiXhosa Home Language assessment standards for Learning Outcome 3, Reading and Viewing, Grade 1:

**Table 4.2.** isiXhosa Home Language assessment standards for Learning Outcome 3 (translated from isiXhosa)

<p><b>Learning Outcome 3:</b> The learner is able to read, use their knowledge, read with enjoyment, and relate in depth about the beauty, arts and culture in the texts that are read</p>	<p><b>Assessment Standards:</b> <b>We know this when a learner can:</b></p> <ul style="list-style-type: none"> <li>• Use visual cues for meaning to do the following: <ul style="list-style-type: none"> <li>*use the cover of the book for clues about what the story is about</li> <li>*use pictures to make meaning from a text and retell/tell the story</li> <li>*use their knowledge to make meaning from graphs from publications, newspapers/media, calendar, posters about HIV, and lists of names</li> </ul> </li> <li>• Mimic reading (pretend reading) <ul style="list-style-type: none"> <li>*hold a book correctly</li> <li>*turn the pages of a book correctly</li> <li>*look at the pictures and the words</li> <li>*use the pictures to formulate ideas about the text</li> </ul> </li> <li>• Make meaning from a written text by: <ul style="list-style-type: none"> <li>*reading a book with the teacher and</li> <li>-discuss the main idea</li> <li>-gather information (the characters, the unfolding of events/the story narrative, follow the context of the story)</li> <li>-give an opinion about the book (whether likes or dislikes the book) and give a reason</li> </ul> </li> <li>• uses sounds and words to make meaning from the text <ul style="list-style-type: none"> <li>*uses easy clues/texts for different purposes (e.g. Class work and labels)</li> <li>*read their work and their peer’s work</li> <li>*read high frequency words such as their name and make meaning from the surrounding context</li> <li>*read familiar words such as their name and words in their surrounding context</li> </ul> </li> <li>• read for knowledge and enjoyment <ul style="list-style-type: none"> <li>*read a book and pictures with easy/familiar words</li> <li>*use their knowledge/skill to identify words (sight words) and use their knowledge of phonics to identify new and unfamiliar words</li> <li>*identify the structure and patterns of words and letters, theme of pictures or the relationship between sounds and letters</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>• increase their vocabulary knowledge <ul style="list-style-type: none"> <li>* identify and say the letters of the alphabet</li> <li>* differentiate between letters that form words and letters that are sounds</li> <li>* break down easy words with one syllable and a vowel</li> <li>* identify letters that are within words e.g. shushu</li> </ul> </li> </ul>
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The isiXhosa and English HL assessment standards are broadly similar. However, there are some interesting differences. The most marked difference is with regard to phonics instruction. In the English document, the phonics assessment standards are outlined in detail with some measure of sequencing. In the isiXhosa document, however, there is much less detail. The assessment standards are presented in English below for purposes of comparison.

**Table 4.3. A comparison of assessment standards**

<b>IsiXhosa HL assessment standards for phonics (translated by researcher)</b>	<b>English HL assessment standards for phonics</b>
<p>We know this when a learner can</p> <ul style="list-style-type: none"> <li>• increase their vocabulary knowledge <ul style="list-style-type: none"> <li>* identify and say the letters of the alphabet</li> <li>* differentiate between letters that form words and letters that are sounds</li> <li>* break down easy words with one syllable and a vowel</li> <li>* identify letters that are within words e.g. shushu</li> </ul> </li> </ul>	<p>We know this when the learner</p> <p>Develops phonic awareness</p> <ul style="list-style-type: none"> <li>• recognizes and names letters of the alphabet</li> <li>• understands the difference between letter names and letter sounds</li> <li>• understands that letter names remain constant but the sounds they represent may vary</li> <li>• understands the letter-sound relationships of most single consonants and short forms of vowels in words like 'hat' and 'mat'</li> <li>• segments simple words with single initial consonants and short vowels (CVC pattern) into onset (the 1st sound) and rhyme (the last part of the syllable) e.g. fat, c-at, h-at, s-at</li> <li>• groups common words into families( e.g. hat, fat sat)</li> <li>• recognizes the "silent e" e.g. Cake</li> <li>• recognizes 2 letter blends at the beginning of words e.g. gr-een, bl-ow</li> <li>• recognizes common consonant digraphs (single sounds spelt with two letters) at the beginning and end of words e.g. sh, th, ch</li> <li>• recognizes some high-frequency sight words such as 'the', 'a', 'to', 'my', 'your', 'like' and including own name and print in the environment</li> </ul>

There are more expectations of learners in the English document than the document written in isiXhosa, suggesting problems with the versioning of the RNCS into isiXhosa.

This document outlines the standards and progression for reading and viewing from grade to grade in the FP, however, there is no indication of how this is to be achieved. The teacher is expected to plan, sequence and pace the learning programme within each grade. Therefore, pacing and

sequencing are dependent on what the teacher knows and the extent to which they can use this knowledge to support children's learning.

#### **4.2.2 Overview of the Revised National Curriculum Statement, Grade R-9 (schools)**

The Revised National Curriculum Statement (RNCS) outlines the principles on which the entire curriculum is based. It describes Outcomes Based Education (OBE), the organising principle of the curriculum, as considering the "process of learning as important as the content" (p. 10). The Overview of the RNCS informs teachers what should be achieved in each grade in the General Education and Training (GET) band (Grades R-9).

The Overview specifies two design features, namely learning outcomes and assessment standards, which "clearly define for all learners the goals and outcomes necessary to proceed to each successive level of the system" (p. 12). These are explained as follows:

The learning outcomes describe what learners should know and be able to do. Assessment standards describe the minimum level, depth and breadth of what is to be learned. In practical terms this means that learning outcomes can and will, in most cases, remain the same from grade to grade while assessment standards change from grade to grade. (p. 14)

Progression and integration are seen as key principles. The assessment standards "provide the conceptual progression in each Learning Area from grade to grade" (p. 13). The document describes the NCS as aiming at "a high level of knowledge and skills for all" (p. 12). It does this by "specifying the combination of minimum knowledge and skills to be achieved by learners in each grade and setting high, achievable standards in all Learning Areas" (p. 12). The emphasis is on assessment standards, learning outcomes and integration, which should underpin teachers' approach to teaching reading. This requires teachers to understand the content of what they are teaching as well as the levels of development of all their learners. These outcomes and assessment standards also reveal the intention to give teachers freedom in the choices they make in their teaching in order to frame learning according to the learners' abilities. This allows strong framing within the classroom rather than structured specifications from curriculum documents.

The Overview also specifies that formal teaching time per school week in Grade 1 is 22 hours 30 minutes and 40% should be spent on literacy. It is left to the teacher to decide how much time per day should be spent on literacy, and specifically reading, and how this time should be used.

#### **4.2.3 Teacher's guide for the development of learning programmes: FP**

This document provides guidelines for teachers on how to develop a learning programme at the following levels:

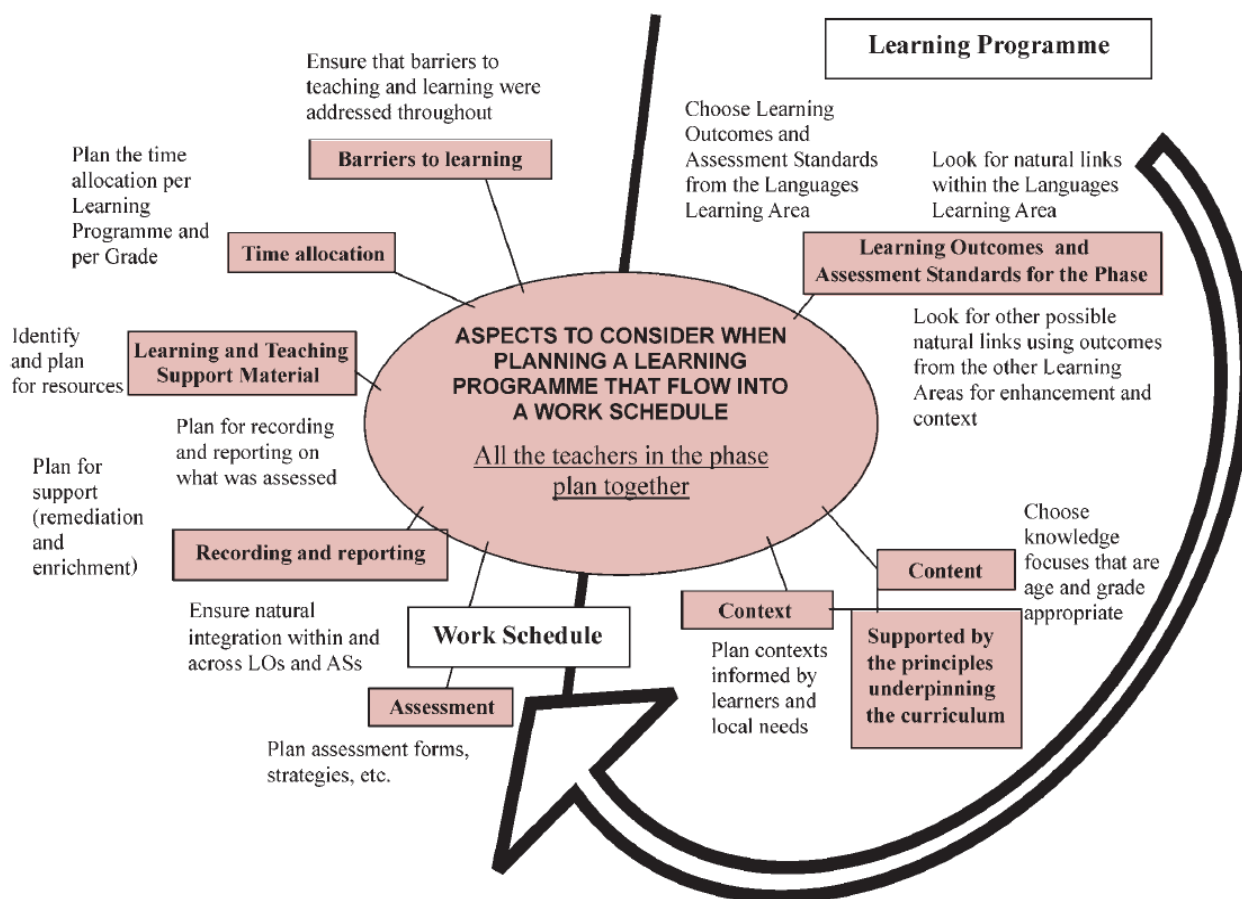
- the phase: the learning programme
- the year: the work schedule
- the lesson: the lesson plan

Interestingly, no mention is made of term planning, yet it is at this level that sequencing, pacing and interim summative assessments are important when a teacher plans for the year in a specific grade.

When developing a learning programme, teachers are expected to: select learning outcomes; identify assessment standards; determine the teaching, learning and assessment context(s) and/or core knowledge and concepts; allocate time; and integrate and select resources. They are expected to “allocate appropriate weighting and allocation of time to each Learning Outcome and associated Assessment Standards” (p. 11). The document specifies that 1 hour 50 minutes per day will be allocated to Literacy in Grade 1. No specific weighting is attached to any of the learning outcomes though the importance of listening and speaking is highlighted in Grade 1 (p. 48). Teachers are expected to accommodate learners with barriers “through flexibility in terms of time allocated to complete activities” (p. 11). It is stated that “additional time may be given or alternatively learners may be allowed to complete their tasks at a later stage” (p. 11). However, no guidance is given for managing this process.

The document assumes that teachers will plan collaboratively at the phase and year level. Lesson planning is in relation to the specific needs of the learners in a specific class. Elements of sequencing and pacing required by the document are: that actual dates should be included; that conceptual links to previous and future lesson plans should be provided; and that teachers should sequence teaching, learning and assessment activities. Teachers are expected to integrate learning outcomes in their lesson plans. There is a need for “a clear understanding of the role of integration within their Learning Programmes,” and the ability to strike a balance between “integration and conceptual progression” (p. 6). This has implications for both sequencing and pacing as integration is the guiding principle for teachers when planning and structuring their teaching in order for learning to take place.

The type of planning envisaged is extremely complex; see illustration below (p. 52). This diagram indicates what teachers need to take into account while creating the lesson plans, work schedules and learning programmes.



**Figure 4.3:** The planning process taken from Teacher's guide for the development of learning programmes: FP, South Africa. DoE, 2003b

Discussion of pacing in the document (and particularly this diagram) is vague. There is an explicit reference to time where literacy forms 40% of the curriculum with 1 hour and 50 minutes a day. However, no indication is given of how much time should be spent on each aspect of literacy (reading, phonic awareness (sic), listening and speaking etc).

The teacher is left to make the decision of how the teaching of reading is phased in over time. It is merely suggested that most of this time should be dedicated to oral skills, which are seen as crucial for the development of emergent literacy (p .48). The planning process assumes that the level of complexity increases from one lesson plan to the next as an indication that learning is taking place (p. 54). The specifics about this are not clear in this document, although more detail is provided in subsequent documents.

Assessment is given prominence in this document since knowledge of learners' current abilities is central to progression and pacing learning, and to the entire planning process.



#### 4.2.4 National Gazette

This is the official document introducing the *Foundations for Learning Campaign*, which was formulated in response to the poor literacy levels of South African learners (South Africa. DoE, 2008e).

The document is largely a pacing tool emphasising time with a clear allocation of 1 hour and 50 minutes per day for literacy and guidance for the allocation of time (see table below). In addition, 30 minutes per day are set aside for reading for enjoyment. These stipulations highlight the strong external framing and the intention for strong internal framing, where the teacher is expected to follow the stipulations for teaching literacy but choose the content for the activities outlined below:

Time:	Activity
10min	Oral work
15 min	Shared reading or writing
15 min	Word and sentence level work
30min	Guided reading groups and independent work (writing or reading) for the rest of the learners
10min	Handwriting
10min	Writing
10min	Listening and speaking
10min	First Additional Language

**Table 4.4.** Time allocation for literacy

What is not clear in the allocation of time for activities is how much time a teacher is expected to spend with each group in the guided reading activity. This is the opportunity the teacher uses to hear the learners read every day, but this is determined by the number of learners a teacher has to listen to in the class. Further guidance is provided in later documents discussed below.

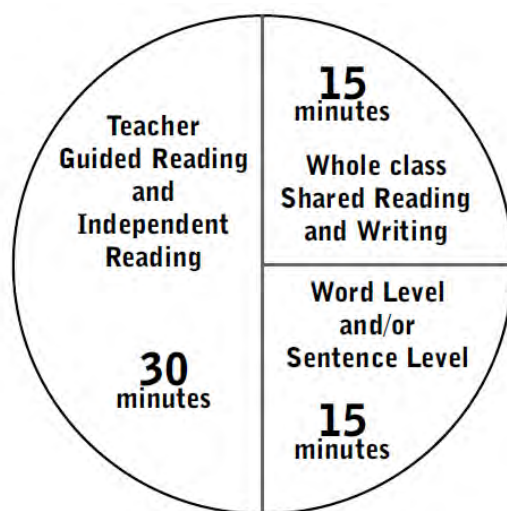
Assessment is referred to as the process through which the progress of the learners' development and thus the efficacy of the campaign will be monitored. This is significant for sequencing and pacing as assessment provides the baseline for further teaching.

Although there is no reference to differentiated teaching, there is an emphasis on monitoring and support (p. 20). This document is an example of external framing where monitoring and support are expected at the provincial and district level, rather than within schools where teachers plan and structure learning as a community of practice.

#### 4.2.5 Teaching reading in the early grades handbook

This document, which is only available in English, outlines the desired teaching practices for literacy in the FP, with the emphasis on reading. Each unit highlights a different aspect of teaching reading. Strategies for learning and assessment are highlighted. This is largely a pacing tool for teachers as it describes the expectations regarding time outlined in the Gazette discussed above.

A discussion of “Reading Focus Time” states the use of time explicitly. This strong external framing guides the internal framing; teachers are expected to stick to this time in their teaching, but also within the context of their own classes and their learners.



**Figure 4.5.** Time allocation (Adapted from: Teaching reading in the early grades handbook, South Africa, DoE, 2008a)

There is however no detailed guidance on how to pace learning for each group in the context of differentiated teaching of reading. The expectation is that a teacher needs to hear each child read regularly. There is an explicit reference to the importance of the varying levels of literacy that each child will have as he or she develops in their reading. This relates to the extent to which the learners’ development will affect the pacing that teachers will use for their teaching.

The six stages of development provide a developmental sequence for progression in reading. The document states that “learners will develop their reading skills gradually from pre-reader, Stage 1, and all the way to [independent reader] in the first two years of school” (p. 8). The following stages are highlighted:

- Pre-reader
- Emergent reader
- Early reader

- Developing reader
- Early fluent reader
- Independent reader

These stages provide further guidance that teachers should keep in mind when planning for reading across the grade and across the phase.

Sequencing is also discussed explicitly in relation to how certain activities in the classroom should unfold. The sequencing of the pedagogy of shared reading is explicitly stated. This discussion assumes classroom sizes that are manageable where the teacher can interact with each learner individually. This has implications for pacing.

Differentiated teaching is intimated in relation to managing group work in order to ensure that learning takes place at all times even when the teacher is working with learners in small groups during guided reading, where guided reading is a “teacher directed activity” (p. 26). This requires good planning, access to resources and good classroom management so that learners remain actively engaged in learning without the teacher’s direct involvement.

There is an expectation that in a daily reading lesson, patterns of learning and a routine will be established and learners will also progress through the phase with this routine. Successful pacing is generally established through routines in classes where learners read in groups.

#### 4.2.6 Foundations for Learning: Assessment framework, Foundation Phase

This is a tool for monitoring the progress of the learners term by term over the year. This is the first instance in the curriculum documents where there is external sequencing within the grade. The annual assessments by government are also carried out in relation to this document. Below is a table of the ‘milestones’ for Grade 1 particular to reading and phonics:

TERM 1	TERM 2	TERM 3	TERM 4
<b>READING:</b> -Holds the book the right way up and turns pages correctly - Uses pictures to talk about the story -Uses pictures to predict what the story is About - Interprets pictures to make up own story i.e. ‘reads’ the picture -Recognises own name - Recognises at least 25 sight words	<b>READING:</b> -Uses pictures to predict what the story is about - Interprets pictures to make up own story i.e. ‘reads’ the picture - Recognises at least 50 sight words - Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story - Answers questions based on	<b>READING:</b> -Uses book cover to predict what the book is about - Interprets information from an illustration or poster - Recognises at least 100 sight words - Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story - Identifies the sequence of	<b>READING:</b> - Uses cover of book to predict ending - Interprets information from simple tables e.g. calendar - Recognises at least 200 sight words - Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story - Uses decoding skills when reading

<ul style="list-style-type: none"> <li>- Reads aloud from own book in a guided reading group with teacher i.e. whole group reads same story</li> <li>- Reads book as a whole class with teacher (shared reading)</li> </ul>	<p>the passage read</p> <ul style="list-style-type: none"> <li>- Uses clues and pictures in text for understanding</li> <li>- Begins using phonics as a decoding skill when reading</li> <li>- Reads book as a whole class with teacher</li> <li>- Reads independently</li> </ul>	<p>events in what was read</p> <ul style="list-style-type: none"> <li>- Answers open-ended questions based on the passage read</li> <li>- Uses clues and pictures in text for understanding</li> <li>- Uses decoding skills when reading</li> <li>- Shows an understanding of punctuation when reading aloud</li> <li>- Reads book as a whole class with teacher</li> <li>- Reads own writing</li> <li>- Reads independently</li> </ul>	<p>unfamiliar words</p> <ul style="list-style-type: none"> <li>- Reads with increasing fluency and expression</li> <li>- Answers higher order questions based on the passage read</li> <li>- Gives an opinion on what was read</li> <li>- Reads aloud to a partner</li> <li>- Reads book as a whole class with teacher</li> <li>- Reads own and others' writing</li> <li>- Reads independently</li> </ul>
<p><b>PHONICS:</b></p> <ul style="list-style-type: none"> <li>- Distinguishes aurally between different initial sounds of words</li> <li>- Identifies letter-sound relationships of single sounds e.g. l, i, h, m, a, etc. There should be 5 vowels and at least 5 consonant sounds</li> <li>- Builds up short words using sounds learnt e.g. c-a-t : cat</li> <li>- Begins using blends to make words e.g. 'at' c-at, m-at</li> </ul>	<p><b>PHONICS:</b></p> <ul style="list-style-type: none"> <li>- Distinguishes aurally between different end sounds of words</li> <li>- Identifies letter-sound relationships of all single sounds</li> <li>- Builds up words using sounds learnt</li> <li>- Builds up and breaks down simple words beginning with a single consonant into rime (sound families at end of word) e.g. h-en, p-en; t-in, p-in</li> <li>- Builds up and breaks down simple words beginning with a simple consonant into onset (sound families at beginning of word) e.g. fa-t, fa-n; be-d, be-g</li> <li>- Groups common words into sound families e.g. hot, hop, hob</li> </ul>	<p><b>PHONICS:</b></p> <ul style="list-style-type: none"> <li>- Distinguishes aurally between different middle sounds of words</li> <li>- Identifies rhyming words</li> <li>- Identifies letter-sound relationships of all single sounds</li> <li>- Builds up words using sounds learnt</li> <li>- Builds up and breaks down simple words beginning with a consonant blend e.g. bl-ack, bl-ock, fl-ag, fl-at</li> <li>- Builds up and breaks down simple words ending with consonant blends e.g. si-ng, ra-ng, sti-nk, ra-nk</li> <li>- Groups common words into sound Families</li> </ul>	<p><b>PHONICS:</b></p> <ul style="list-style-type: none"> <li>- Identifies letter-sound relationships of all single sounds</li> <li>- Builds up words using sounds learnt</li> <li>- Uses consonant blends to build up and break down words</li> <li>- Recognises consonant diagraphs (sh, ch and th) at the beginning of a word e.g. sh-ip, ch-ip, th-in</li> <li>- Recognises common consonant diagraphs (sh, ch, th) at the end of words e.g. fi-sh, ri-ch, clo-th</li> <li>- Recognises 'magic e' in words e.g. cake, time, hope</li> <li>- Groups common words into sound Families</li> </ul>

**Table 4.5:** Term milestones for literacy in Grade 1(Adapted from Foundations for Learning: Assessment framework, Foundation Phase, South Africa. DoE, 2008b)

This is an example of stronger external framing of sequencing and conceptual progression. It is also recognition of the omission of planning at the term level in earlier documents (RNCS and the Teacher's Guide for learning programmes in the FP).

Learning is meant to shift from simple sounds and interactions with books to more complex combinations of sounds and engagement with text where reading can happen independently. Learners are expected to develop from emergent readers at the beginning of the Grade 1 to early readers by the end of the year. This assumes a linear process to reading development where the influence of other factors is not taken into account.

It is assumed that learners have been exposed to emergent literacy practices which will be further developed in the Grade 1 classroom. However, there is no recognition of pacing and sequencing for

learners who have learning difficulties, thus teachers have to refer to other documents which do address this issue. The only recognition of differentiated teaching in this document is through the emphasis on guided group reading.

The document is only available in English and the phonics assessment standards are based on English phonology and morphology, which does not always apply to isiXhosa. An example is the use of sight words (these are expected to increase in number with each term). This is more important in the teaching of English than isiXhosa. Furthermore, unlike English, IsiXhosa as an agglutinative language where phonics instruction is based on syllables rather than, for example, rhymes and onsets. English teachers are thus provided with more useful and specific guidance regarding the teaching of phonics than teachers of other languages, including isiXhosa.

Assessment tasks are set for each term, which determine the pace that should be set during the year. The table below shows the assessment tasks for reading and phonics for each term of Grade 1.

**Table 4.6:** Assessment tasks for reading and phonics for each term of Grade 1 adapted from Foundations for Learning: Assessment framework, Foundation Phase, South Africa. DoE, 2008b

Term 1	Term 2	Term 3	Term 4
<b>Assessment task 1</b>			
<b>READING</b> <ul style="list-style-type: none"> <li>• Holds the book the right way up and turns pages correctly</li> <li>• Uses pictures to talk about the story</li> <li>• Recognises own name</li> </ul>	<b>READING</b> <ul style="list-style-type: none"> <li>• Uses pictures to predict what the story is about</li> <li>• Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story</li> <li>• Reads book as a whole class with teacher</li> </ul>	<b>READING</b> <ul style="list-style-type: none"> <li>• Uses book cover to predict what the book is about</li> <li>• Uses clues and pictures in text for understanding</li> <li>• Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story</li> </ul>	<b>READING</b> <ul style="list-style-type: none"> <li>• Uses cover of book to predict ending</li> <li>• Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story</li> <li>• Reads book as a whole class with teacher</li> </ul>
<b>PHONICS</b> <ul style="list-style-type: none"> <li>• Distinguishes aurally between different initial sounds of words</li> </ul>	<b>PHONICS</b> <ul style="list-style-type: none"> <li>• Distinguishes aurally between different end sounds of words</li> <li>• Builds up words using sounds learnt</li> </ul>	<b>PHONICS</b> <ul style="list-style-type: none"> <li>• Distinguishes aurally between different middle sounds of words</li> <li>• Builds up words using sounds learnt</li> </ul>	<b>PHONICS</b> <ul style="list-style-type: none"> <li>• Identifies letter-sound relationships of all single sounds</li> <li>• Builds up words using sounds learnt</li> </ul>
<b>Assessment task 2</b>			
<b>READING</b> <ul style="list-style-type: none"> <li>• Uses pictures to talk about the story</li> <li>• Uses pictures to predict what the story is about</li> <li>• Recognises own name</li> <li>• Reads book as a whole class with teacher (shared reading)</li> </ul>	<b>READING</b> <ul style="list-style-type: none"> <li>• Interprets pictures to make up own story i.e. 'reads' the picture</li> <li>• Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story</li> <li>• Begins using phonics as a decoding skill when reading</li> <li>• Reads book as a whole class with teacher</li> </ul>	<b>READING</b> <ul style="list-style-type: none"> <li>• Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story</li> <li>• Reads book as a whole class with teacher</li> <li>• Reads own writing</li> </ul>	<b>READING</b> <ul style="list-style-type: none"> <li>• Answers higher order questions based on the passage read</li> <li>• Reads own and others writing</li> <li>• Reads independently</li> </ul>
<b>PHONICS</b> <ul style="list-style-type: none"> <li>• Distinguishes aurally between different</li> </ul>	<b>PHONICS</b> <ul style="list-style-type: none"> <li>• Distinguishes aurally between different</li> </ul>	<b>PHONICS</b> <ul style="list-style-type: none"> <li>• Identifies rhyming words</li> <li>• Identifies letter-sound</li> </ul>	<b>PHONICS</b> <ul style="list-style-type: none"> <li>• Builds up words using sounds learnt</li> </ul>

<p>initial sounds of words</p> <ul style="list-style-type: none"> <li>Identifies letter-sound relationships of single sounds e.g. l, i, h, m, a, etc. There should be 2 vowels and at least 2 consonant sounds at this stage</li> </ul>	<p>end sounds of words</p> <ul style="list-style-type: none"> <li>Builds up words using sounds learnt</li> <li>Builds up and breaks down simple words beginning with a single consonant into rime (sound families at end of word) e.g. h-en, p-en; t-in, p-in</li> </ul>	<p>relationships of all single sounds</p>	<ul style="list-style-type: none"> <li>Uses consonant blends to build up and break down words</li> </ul>
<b>Assessment task 3</b>			
<p><b>READING</b></p> <ul style="list-style-type: none"> <li>Interprets pictures to make up own story i.e. 'reads' the picture</li> <li>Reads aloud from own book in a guided reading group with teacher i.e. whole group reads same story</li> <li>Reads book as a whole class with teacher (shared reading)</li> </ul>	<p><b>READING</b></p> <ul style="list-style-type: none"> <li>Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story</li> <li>Answers questions based on the passage read</li> <li>Begins using phonics as a decoding skill when reading</li> </ul>	<p><b>READING</b></p> <ul style="list-style-type: none"> <li>Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story</li> <li>Identifies the sequence of events in what was read</li> <li>Answers open-ended questions based on the passage read</li> </ul>	<p><b>READING</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story</li> <li>Reads book as a whole class with teacher</li> <li>Reads with increasing fluency and expression</li> <li>Reads aloud to a partner</li> </ul>
<p><b>PHONICS</b></p> <ul style="list-style-type: none"> <li>Identifies letter-sound relationships of single sounds e.g. l, i, h, m, a, etc. There should be 3 vowels and at least 3 consonant sounds</li> <li>Builds up short words using sounds learnt e.g. c-a-t : cat</li> </ul>	<p><b>PHONICS</b></p> <ul style="list-style-type: none"> <li>Builds up words using sounds learnt</li> <li>Builds up and breaks down simple words beginning with a simple consonant into onset (sound families at beginning of word) e.g. fa-t, fa-n; be-d, be-g</li> </ul>	<p><b>PHONICS</b></p> <ul style="list-style-type: none"> <li>Builds up and breaks down simple words beginning with a consonant blend e.g. bl-ack, bl-ock; fl-ag, fl-at</li> </ul>	<p><b>PHONICS</b></p> <ul style="list-style-type: none"> <li>Builds up words using sounds learnt</li> <li>Recognises consonant digraphs (sh, ch and th) at the beginning of a word e.g. sh-ip, ch-ip, th-in</li> </ul>
<b>Assessment task 4</b>			
<p><b>READING</b></p> <ul style="list-style-type: none"> <li>Uses pictures to predict what the story is about</li> <li>Recognises at least 25 sight words</li> <li>Reads aloud from own book in a guided reading group with teacher i.e. whole group reads same story</li> </ul>	<p><b>READING</b></p> <ul style="list-style-type: none"> <li>Recognises at least 50 sight words</li> <li>Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story</li> <li>Answers questions based on the passage read</li> <li>Uses clues and pictures in text for understanding</li> <li>Reads independently</li> </ul>	<p><b>READING</b></p> <ul style="list-style-type: none"> <li>Interprets information from an illustration or poster</li> <li>Recognises at least 100 sight words</li> <li>Uses decoding skills when reading</li> </ul>	<p><b>READING</b></p> <ul style="list-style-type: none"> <li>Interprets information from simple tables e.g. calendar</li> <li>Recognises at least 200 sight words</li> <li>Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story</li> <li>Uses decoding skills when reading unfamiliar words</li> </ul>
<p><b>PHONICS</b></p> <ul style="list-style-type: none"> <li>Identifies letter-sound relationships of single sounds e.g. l, i, h, m, a, etc. There should be 5 vowels and at least 5 consonant sounds</li> <li>Builds up short words using sounds learnt e.g. c-a-t : cat</li> <li>Begins using blends to make words e.g. 'at' c-at, m-at</li> </ul>	<p><b>PHONICS</b></p> <ul style="list-style-type: none"> <li>Identifies letter-sound relationships of all single sounds</li> <li>Builds up words using sounds learnt</li> <li>Groups common words into sound families e.g. hot, hop, hob</li> </ul>	<p><b>PHONICS</b></p> <ul style="list-style-type: none"> <li>Builds up and breaks down simple words ending with consonant blends e.g. si-ng, ra-ng sti-nk, ra-nk</li> </ul>	<p><b>PHONICS</b></p> <ul style="list-style-type: none"> <li>Builds up words using sounds learnt</li> <li>Recognises common consonant digraphs (sh, ch, th) at the end of words e.g. fi-sh, ri-ch, clo-th</li> <li>Recognises 'silent e' in words e.g. cake, time, hope</li> </ul>

There is a clear progression in reading and phonics in English. However, as mentioned earlier, teachers of other languages must reinterpret some of the assessment tasks.

#### **4.2.7 Foundations for Learning: Foundation Phase Literacy Lesson plans Grade 1: term 1-4**

This is a tool for teachers to pace and structure learning daily, weekly and annually. It recognises the need to provide clearer guidance than the previous documents. There is an emphasis on weekly and term overviews allowing teachers to get a sense of the sequence of learning over a period longer than the lesson (Term overviews are attached as Appendix 4a). The learning outcomes and assessment standards are mapped out in relation to the Assessment framework discussed above.

Time is explicitly stated and structured in relation to the National Gazette described above. This is strong external framing, but with the recognition that teachers will use these guidelines according to their own judgement, expertise, knowledge of their learners and established patterns of teaching.

The lesson plans are intended to assist teachers to plan and pace their teaching; it is stated that if teachers “follow these lessons systematically [they] will cover the curriculum and reach the Milestones for Grade 1” (p. 6). However they are not intended to be prescriptive and teachers are not expected to abandon good practice in order to blindly follow these plans (p. 6).

The teacher is thus seen as the final decision maker with regard to lesson planning. Thus, even though the document is an example of strong external framing, strong internal framing is still encouraged. The document anticipates that teachers will work in a collaborative community of practice when planning for learning, which again emphasises internal framing. The term overviews provide some guidance with regard to sequencing.

One of the factors that influence pacing is the availability and use of resources to ensure that all learners are occupied with work relevant to their own level of learning. Differentiated teaching and learning is emphasised in the document with the recognition that:

Learners come to school with very different levels of readiness for formal teaching...some children have special needs that should be identified in the first years of school so that differentiated learning can take place at an early age. (p. 16)

However, the only form of differentiated teaching that is referred to concerns working with ability groups in guided reading. This assumes resources are available but guidance for the selection of these resources is not explicit. There is no recognition that African languages do not, as a general rule, have graded reading schemes which are central to the use of guided group reading in the early years.

The dominance of English is seen throughout this document (as is the case with the documents discussed above) in the form of the examples teachers can apply in their teaching. This fails to recognise that language structures are different in African languages, and therefore certain methods of teaching phonics cannot be applied to African languages. Therefore this document mostly applies to teachers in urban schools, especially the more privileged ones, where English is the LoLT.

In the second term, the focus on reading development is through guided group reading and shared reading. The structure and efficacy of this approach to reading is largely dependent on the knowledge teachers have of their learners' reading development. It is dependent on the teacher's ability to identify material that is relevant for the learners which in turn assumes a guided reading programme that is available for the teachers.

Reading in the third and fourth term focuses on structured reading groups and shared reading, which requires a variety of texts. This assumes that the learners have been progressing according to the milestones set out for them. There is no recognition of how a teacher plans for learners who may not be developing according to the expectations of the curriculum.

#### **4.2.8 Foundations for Learning: Quarterly Assessment Activities for Literacy and Numeracy, Grade 1-3**

This document is an extension of the Assessment Framework (discussed above). The purpose of the document is to further clarify the assessment activities that teachers are expected to employ when assessing their learners. This document has implications for pacing as it outlines the process and activities teachers are expected to use for assessments.

#### **4.2.9 Learner Attainment Targets (LATs)**

The focus of this document is a response to the National Literacy Strategy and attempts to raise literacy standards. This is a provincial document written in English and isiXhosa so this discussion will consider both these documents. The LATs have implications for pacing and sequencing as they elaborate on the assessment standards in the Assessment Framework. They emphasise the expected standards for teaching, however, they do not address how teaching should happen in class (planning time and activities related to the level of development for each learner). Although the LATs are supposed to guide the sequencing, there is an indication of conceptual progression throughout the year. The isiXhosa LATs appear to be a versioning of the English LATs, but are less specific about the extent of learning.



Teaching practice and assessment are expected to be the same across classrooms in the province, which fails to recognise the impact of socio-economic status (SES) on the pace of learning. This assumption has implications for the teachers and how they will apply this document in practice.

Progression in these documents is related to the Milestones document referred to above, though the isiXhosa document is not as detailed. Some elements of isiXhosa phonics for Grade 1 are covered, but there is no indication of how this should be paced (as is the case in the Milestones and the English lesson plans).

The document has implications for pacing since it sets attainment targets for learners to reach within a year in Grade 1. However, this suggests that all learners should be able to reach these standards in spite of their context. The pacing is indicated for each term in the English document, but not in the document in isiXhosa.

There is no mention of the use of graded readers, reading instruction or any in depth discussion on the extent of the activities relevant to reading, especially in relation to time allocation for each activity. As is the case with all the documents discussed, this assumes that this document will be read in relation to other policy and support documents.

#### **4.2.10 Provincial Assessment Guidelines for FP: Grade R-Grade 3**

This is a provincial policy document. The purpose of which is to highlight the importance of assessment in relation to planning, sequencing and pacing learning in Grade 1. The information in this document has already been included in the national documents and presents nothing new for teachers at a provincial level of support.

#### **4.2.11 Grade 1 Baseline Assessment: literacy, numeracy and life skills**

This document is a guideline for the baseline assessment at the beginning of the Grade 1 year, which is to be administered in the first 3 weeks of Term 1. The purpose of the assessment is to determine the starting point for teaching and learning and thus for pacing and sequencing for the rest of the year. It assumes progression from what has been learned in Grade R. The planning for this assessment requires a work schedule that needs to be drawn up before the assessment begins. However, this plan is supposed to be adapted as the teacher goes through the assessment process.

There is an explicit standard of what is expected of learners and if a learner cannot meet these standards they are assumed to be SEN learners. This is an example of strong external framing as this document clearly indicates the expectations of the teacher and the learner and what they are supposed to achieve after at least 10 days of the baseline assessment. This is also a tool for grouping

learners into their ability groups. It is emphasised throughout the document that learners will develop at a different pace hence the importance of assessment and differentiated teaching.

The activities in the Baseline Assessment assume a certain level of literacy development in the learners and where this has not been fully realised, they are expected to catch up through regular exposure to reading related activities. Sequencing is implied in terms of establishing a routine for learning that will be established as learning progresses. The activities that are included in this assessment period every day mirror the learning that will follow after the assessment.

Central to pacing is the use of time. Ten school days are allocated for the Baseline Assessment to take place. However there is no recognition that if a teacher has a large class, which constitutes a contextual barrier, then more time will be needed for the assessment. However, this is limited to a further 5 school days. This strict observance of time makes assumptions about the teacher and the extent to which he or she will be able to cope with a large class.

With regard to timing of the Baseline Assessment itself, the amount of time to be allocated to the various activities is not specified. Each day there are between 3 and 6 activities related to literacy (and 2 relevant for reading), which must be allocated time from the 1 hour 48 minutes available for literacy. The teacher is expected to use his or her own judgement in this regard.

Homework is indicated on some of the days of the Baseline Assessment, highlighting the importance of the home as a secondary site of literacy acquisition in the early days of learning. This is an explicit assumption about learners and their homes which affects further learning. It suggests that internal framing is possible as learners can have an influence on the level of their own development by doing homework that supports further learning.

#### **4.2.12 isiXhosa Home language Lesson Plan/Exemplar**

This provincial document provides a framework or overview for lesson planning organised thematically in two weekly units. Although these units are described as lesson plans/exemplars they do not provide any detail for sequencing and pacing of individual lessons (see Appendix 4b). There is no attempt to link them to specific weeks of the term. These exemplars are not available for the first term of the year. This document is an example of weak external framing when compared to the English HL lesson plans which are strongly framed.

The lesson structure is clearly outlined in terms of what teaching should look like for the day, with the assumption that teachers will repeat this process with different content in order for learning to take place over a two week period. However, the content of the lesson and how this will achieve conceptual progression over the week is not clear; hence the document is very thin on content. This

is related to the fact that teaching is organised around a theme rather than using a systematic approach to teaching phonics and reading, which has implications for the sequencing of learning. The theme for the attached overview is “family” and the lesson title is “I am loved at home”. New sounds are not systematically indicated even though there is an indication that they should be introduced regularly (this is made explicit in the English HL lesson plans which focus on phonics instruction rather than themes). New sounds are introduced in relation to the theme and the suggested stories that emerge from the lesson/weekly overview. The emphasis in this overview is on the integration of learning areas rather than explicit guidelines for activities related to reading. Where reading is mentioned, shared reading is dominant, but without an indication of how long teachers should spend on this activity.

When all the exemplars are considered carefully there is no conceptual progression in them (for term 2, 3 and 4) because the emphasis is on a variety of themes rather than activities to support developmental learning. In term 2 there is an emphasis on picture reading and shared reading, however this is not consistent in every exemplar. Incidental reading opportunities are created as there is an emphasis on the writing activities, where learners are expected to read their own writing.

Pacing is discussed in relation to the use of time and differentiated teaching. It is emphasised that the 1 hour 50 minutes needs to be strictly adhered to in order for literacy learning to be successful. However, there is no indication of the time to be spent on each activity as is the case in the Handbook and National FFL lesson plans. There is a clear recognition of the barriers to learning in relation to different instructions or tasks for SEN learners. However, it is not clear how time should be used in relation to organising tasks for these learners. There is also recognition of the contextual factor of large classes, but the teacher is not advised on how to manage this in the context of a reading lesson that requires attention for every learner. Guided group reading is not mentioned. Reading opportunities are framed within incidental reading (writing on the board and learners’ vocabulary) as well as shared reading. This has implications for pacing as writing activities on the board emerge from whole class teaching, therefore, learners are all exposed to the same level of work in spite of the emphasis on differentiating reading. There is an over reliance on shared reading and discussion of books and themes, but no time indicated for this within the larger lesson structure. The emphasis on shared reading and a thematic approach to teaching reading assumes that teachers have a variety of relevant resources in order for effective learning to take place.

There is recognition that where learning is compromised by the time spent with SEN learners, another opportunity should be created for further learning for other learners in the classroom,

however time structured for this is not specific. Homework is only referred to in Term 2, week 9 suggesting that reading only takes place in the classroom.

As is the case with the LATs, sequencing is expected to be the same across all schools in the province; pointing to the invisibility of the different contexts in schools across this province (largely related to geographical and SES factors). This is a problematic expectation given that literacy assessment results indicate that literacy levels are poorer amongst learners who are in low SES contexts (South Africa. DoBE, 2011).

#### **4.2.13 National Curriculum Statement: Assessment Guidelines for FP**

Assessment is framed as a tool for understanding learners and their level of development. It is also viewed as an opportunity for teachers to reflect on their practices in order to meet the needs of the children. This is strongly related to the strength of internal pacing.

Assessment relates to the planning that takes place for learning— lesson plans, work schedules and learning programmes. Pacing is integral to understanding the purpose of assessment. An explanation of the assessment standards stipulates that:

Assessment standards describe the level at which learners should demonstrate their achievement of the learning outcome(s) and the ways (depth and breadth) of demonstrating their achievement. They are grade specific and show how conceptual progression will occur in the Learning Area. They embody the skills, knowledge and values required to achieve the learning outcomes. (South Africa. DoE. Undated, p. 8)

#### **4.2.14 The envisaged teacher and learner**

There are clear expectations of the teacher and the learner throughout all these documents. The expectations are outlined in relation to what a good reading teacher does in the classroom as well as what a good reader is (in relation to the learner).The RNCS is explicit about teachers:

... who are qualified, competent, dedicated and caring and who will be able to fulfil the various roles outlined in the Norms and Standards for Educators of 2000 (Government Gazette No 20844). These see teachers as mediators of learning, interpreters and designers of Learning Programmes and materials, leaders, administrators and managers, scholars, researchers and lifelong learners, community members, citizens and pastors, assessors and learning area/phase specialists. (South Africa. DoE, 2003b)

The teacher needs to be knowledgeable about not only pedagogy, but the learners' cognitive, social and emotional development, which has implications for how learning will happen. Teachers are expected to read all the relevant support documents and plan in relation to the values and standards in the curriculum. This assumes that teachers have access to the relevant resources and documents that will support their teaching. Teachers are expected to work within a community of practice, plan

collaboratively, have a vision for the development of all their learners as well as be flexible in creating the opportunity for SEN learners as well.

There is a clear recognition that learners do not all develop at the same pace, however, there is an expectation that learners can and should be able to meet the minimum requirements set out in these documents. Teachers are expected to pace and sequence learning because reading development is concerned with the current levels of learning of each child in the classroom. The discussion above also highlights the fact that the curriculum makes assumptions that learners are exposed to reading practices prior to the formal introduction in Grade 1 and that these practices will be supported throughout their reading development within the classroom and the home.

### **4.3 CONCLUSION**

This chapter described how the curriculum frames sequencing and pacing of the teaching of reading in Grade 1. The discussion shows that external framing of pacing becomes stronger and more explicit with the introduction of new documents between 2002 and 2009.

Each document varies in the level of external framing of sequencing. The Foundations for Learning Assessment Framework is the only document that addresses sequencing term by term. Conceptual progression is highlighted as an important principle for learning throughout the documents, but this is with little focus on linking, structuring and ordering the teaching of reading in the classroom. There has been a shift in focus from the development of oral skills in Grade 1 in the RNCS to an emphasis on reading development with the introduction of the FFL campaign. Sequencing is discussed in relation to a continuum of the stages of reading development in the Handbook. However, phonics instruction is weak in terms of specification and sequencing, especially where isiXhosa is the MT and the LOLT of the learners, thus leaving this to internal framing of learning by the teacher.

In Grade 1, the teacher is expected to integrate reading instruction with other aspects of the curriculum by using themes. This has implications for sequencing as it requires sophisticated planning by the teacher and is reliant on a variety of resources. Through planning, the teacher is able to frame the learning and has control over the selection of content with the levels of the learners in mind. This requires the teacher to be knowledgeable and experienced with regard to the planning of a learning programme.

Even though the majority of teachers and learners use an African language in the FP, the most important documents related to teaching reading are written in English. The few that are written in isiXhosa do not support and discuss sequencing and pacing for teachers as extensively as those

written in English. This is likely to be a result of weak versioning and translation. This is a disadvantage for teachers who use an African language in their classroom, especially in the case of sequencing of phonics instruction, which is not explicitly addressed in the documents (as is the case for English HL).

The next chapter considers the teaching of reading in three Grade 1 classrooms in relation to the intended curriculum analysed above.

## CHAPTER 5: ANALYSIS OF TEACHING PRACTICES

### 5.1. INTRODUCTION

This chapter presents an analysis of sequencing and pacing in isiXhosa reading lessons observed in three Grade 1 classrooms. This is followed by a discussion of the implemented and intended curriculum with regard to the three teachers observed.

I begin by describing literacy in the school timetable. This is followed by a description of the three classrooms and the structure of the school day. I then analyse each teachers' practice according to the CLOS (classroom literacy observation schedule) I used during observation. I also analyse the teachers' explanations of their practice in interviews and conversations.

I refer to the observation period in each teacher's classroom as Day 1, Day 2 etc. I have included direct extracts from the classroom interaction as well as the conversations and interviews. These are given headings as well as translations. The section analysing the teacher's understandings of their practice is structured according to common themes that emerged.

### 5.2. Description of the schools

#### 5.2.1. School A:

- **The timetable**

**Figure 5.1:** School A'S timetable

Time	7:50-8:00	8:00-9:30	9:30-9:40	9:40-11:00	11:00-11:20	11:20-12:30	12:30-13:00	13:00-13:30	13:30-14:30
Day 1-10	Assembly	Numeracy	Short break	Literacy: *shared reading (15) *Word level (15) *Guided reading (30) *Oral (20)	Long break	Life skills	Literacy: Writing and handwriting	Homework	Extra-curricular activities

This timetable, which was on the Grade 1 classroom wall, gives a clear indication of the literacy work expected each day. In line with the curriculum requirements, 20 minutes is included for oral literacy, but the 10 minute allocation for English FAL is absent. The timetable is a clear pacing and sequencing tool, but the classroom observation revealed that in practice it was not strictly observed.

- **The literacy curriculum:**

The teacher had received professional development in a reading programme known as Breakthrough to Literacy (BTL), which had a long history in the school. An NGO associated with BTL assists teachers with implementing the reading programme (through workshops, provision of material and guidelines for teaching, see Appendix 3). The teachers have also been exposed to district DoE curriculum workshops over the years and shifts in the curriculum have influenced how they approach the teaching of reading in their classrooms.

### 5.2.2. School B:

- **The timetable**

**Figure 5.2:** School B's timetable

Time	7:45-8:00	8:00-9:30	9:30-9:50	9:50-10:00	10:00-10:10	10:10-10:20	10:20-10:35	10:35-11:00	11:00-11:30	11:30-11:50	11:50-12:45	12:45-12:55	12:55-13:25
Day Mon Until Fri	Devotions	The timetable is stratified for components related to numeracy	Life skills	Short break	Oral work	Listening and speaking	Shared reading and writing	Word & sentence level and handwriting	Guided and independent reading	Long break	Life skills	FAL	Reading for enjoyment

This timetable was given to the teachers by the District DoE. It is clearly detailed, guiding teachers in relation to the time allocation for all the components of reading, which reflect the curriculum guidelines. It is marginally different to the one in School A but both timetables provide for pacing and sequencing. However, Teacher 3 admitted to not using the timetable to pace and sequence her teaching.

- **The literacy curriculum**

Teaching reading in this school was also supported by the BTL programme (with the same history of involvement as School A). BTL meets the expectations of the curriculum framework and supports sequencing and pacing, providing a structure for teachers to follow.

### 5.3. Introducing the teachers

Teacher 1 has been teaching in School A since 1982. She completed her Primary Teacher's Course at Masibulele Training College in Whittlesea, a small town in the former Ciskei, now the Eastern Cape. She has been a Grade 1 teacher throughout her entire career. She attended training for BTL in 2009 and has since infused the programme into her teaching.

Teacher 2 has been teaching since 1997. She did a 3 year Junior Primary Teacher's Diploma at Cape College of Education in Fort Beaufort, another small town in the Eastern Cape. She has been working since 2009 on a B Ed through Potchefstroom University majoring in school management.



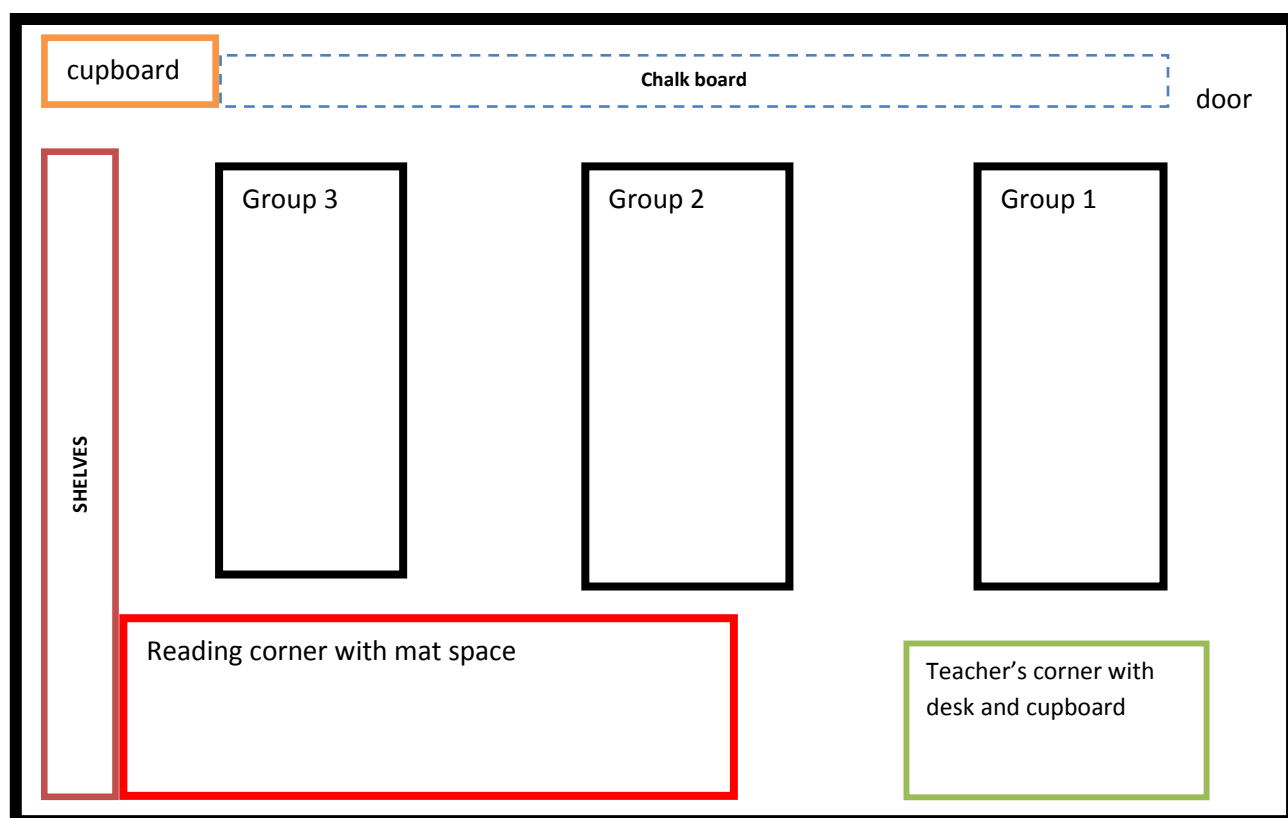
She has been teaching at School A since February 2011. Her first teaching post was at a primary school in Sidbury, and she has also taught at a farm school in Fort Brown, both rural contexts (characterised by multigrade with fewer learners in the school).

Teacher 3 has been teaching at School B since 1982. In the 1970s she did a Primary Teacher's Course at St Matthews's Teacher Training College in Keiskammahoek, another small town in the Eastern Cape. Her first teaching post was at a farm school but shortly thereafter she relocated to Grahamstown.

#### 5.4. Classroom setting and the learners

##### 5.4.1. Teacher 1

(Figure 5.3: Teacher 1's classroom in School A)



The classroom environment was designed to create the opportunity for incidental reading with posters, pictures and learner work on the walls. These included birthday charts, weather charts, numeracy related posters, months of the year, shapes and their names, the alphabet, words and sentences on flashcards and pictures related to life skills with themes such as family and animals. These were written in isiXhosa (with a few translated into English).

The reading area was demarcated by a mat and a board with flash cards (with letters and words). A stand alone chalk board was also in this corner with syllables for phonics instruction written on it in

isiXhosa. There were shelves with reading books placed in boxes indicating that they were not being used.

The structure of the teaching day was as follows:

7:30-8:00 Staff meeting

8am: School starts for learners initiated by prayer. Learners' parents often clean the classroom before the learners enter the class. Often the teacher uses this time to inform these parents about the development of their children.

8:15 am: Learning starts - this would vary daily depending on distractions in the class (administration) and the level of preparedness of the teacher.

10am: Learners eat their food.

10:30am: Learners continue with their work.

11:00 am: Learners play outside.

11:30 am: Learners return to the classroom for more work and homework

The actual classroom routine was contrary to the timetable discussed in 5.3.1.1. The teachers adapted the timetable, for example, on some days there would be no numeracy and they would concentrate on reading instruction and writing or activities related to literacy, and the first break was longer than specified. The observation period for Teacher 1 was near the end of Term 1 (as she had hoped that by this time the learners would show signs of reading development). However, this turned out to be a disruptive time for the teacher because of the end of the term preparations. These included parent visits, a visit from the subject advisor in the district office (to check the teachers' portfolios) and preparing the schedules of the learners' progress. This caused a veering away from the timetable indicated above.

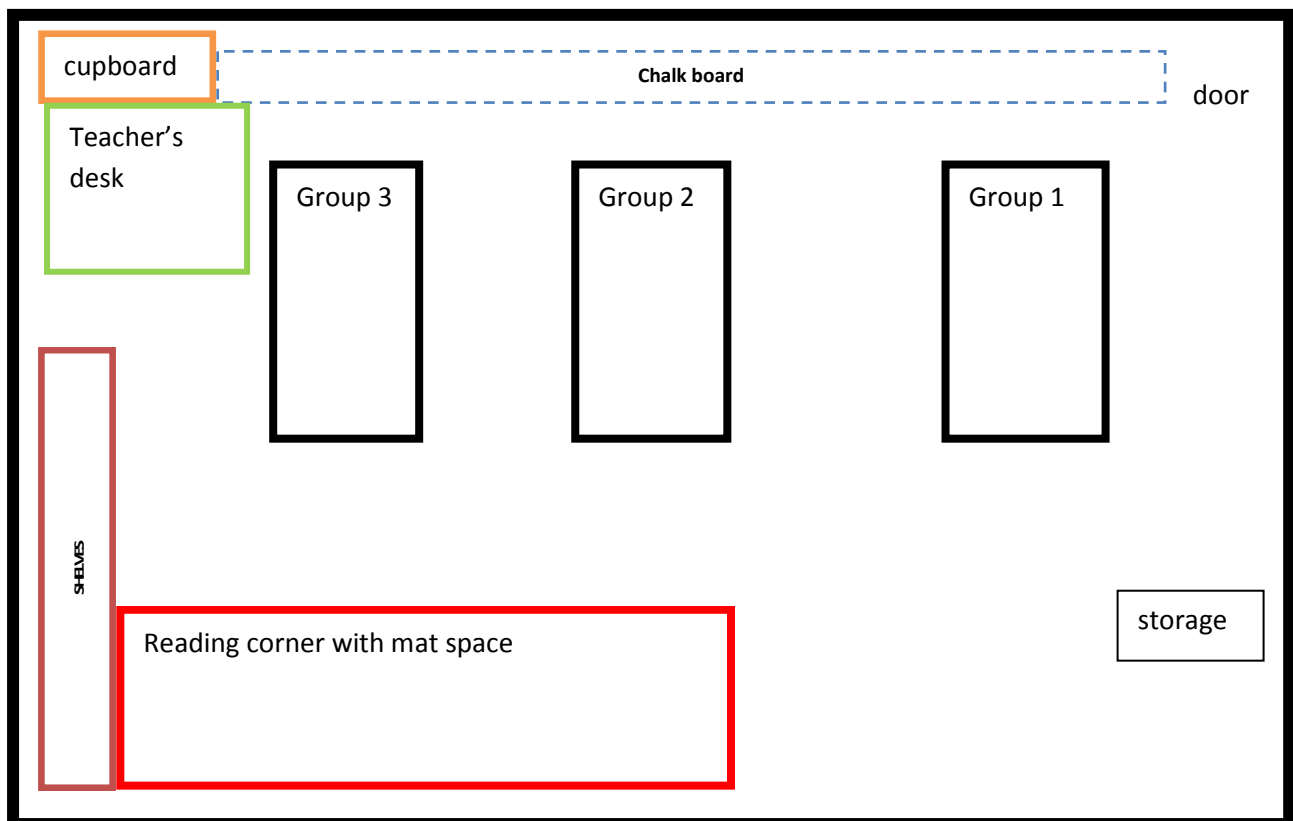
There were 31 learners in this class, however, throughout the observation period this number fluctuated as other teachers in the grade were often absent and their learners had to be absorbed into other classes.

Learners were divided into ability groups (demarcated by the seating arrangements). Many of the learners in the grade were 5 years old and turning 6 during the year. This was in accordance with the school's admission policy (the results of this policy played a major factor in teaching and this will be discussed below).

Learner profiles indicating which learners were repeating the grade and which learners showed signs of being SEN learners were not complete. However the teacher was able to identify struggling learners, although she was uncertain about their previous education and home context. The learners sat according to their ability groups (as the diagram indicates): Group 1 - 12 learners, Group 2 - 12 learners, Group 3 - 7 learners (31 in the entire class).

#### 5.4.2. Teacher 2

(Figure 5.4: Teacher 2's classroom in School A)



The classroom environment was designed to create the opportunity for incidental reading with posters, pictures and learner work on the walls, although this was very sparse at the beginning of the observation period. This included birthday charts, weather charts, numeracy related posters, months of the year, shapes and their names, the alphabet, words and sentences on flashcards and pictures related to life skills with themes such as family and animals (predominantly in isiXhosa). However, these were not arranged in any structure or sequence demonstrating what was relevant for the current learning in class. Only isolated images were referenced during lessons, and the learners were seldom alerted to anything else. Many of the class lists were outdated containing learners' names who were no longer in this class. The timetable was labelled with 2010 even though it reflected the timetable in 5.3.1.1.

There was an area for “the mat”, but this was not used during the observation period for “reading on the mat”. The space was only used when there were extra learners in the classroom and there was no space at the desks for these learners to sit in (this was largely due to absenteeism amongst teachers).

The resources in the classroom were not stored systematically. The teacher’s desk was often in disarray with learner books and reading books that were not being used. There was enough shelf and book case space but this was not used effectively. The learners’ books were stored amongst books from the previous year. Books were often stored on the floor under the teacher’s desk or at the back of the classroom on the mat.

The structure of the teaching day was as follows:

7:30-8:00 Staff meeting

8am: School starts for learners initiated by prayer. Learners’ parents often clean the classroom before the rest of the class enters. Often the teacher used this time for administration as she was in the process of completing learner profiles. Absenteeism was often monitored during this time and learners who had not attended school were given hidings<sup>3</sup>.

8:15 Learning starts - this would depend on the teacher and the level of distractions or interaction with learners every day.

10am: Learners eat their food.

10: 30am: Learners continue with their work.

11:00: Learners play outside.

11:30: Learners return to the classroom for more work and homework.

During the observation period Teacher 2 adapted the timetable; on some days there would be no numeracy and she would concentrate solely on writing. Again, the short break was longer than specified.

Throughout the observation period Teacher 2 was filling in forms related to the learner profiles; therefore I was unable to obtain background information about the learners. However, conversations with teachers revealed that all the learners came from homes surviving on grants provided through the welfare system. There were 32 learners in the teacher’s class, however,

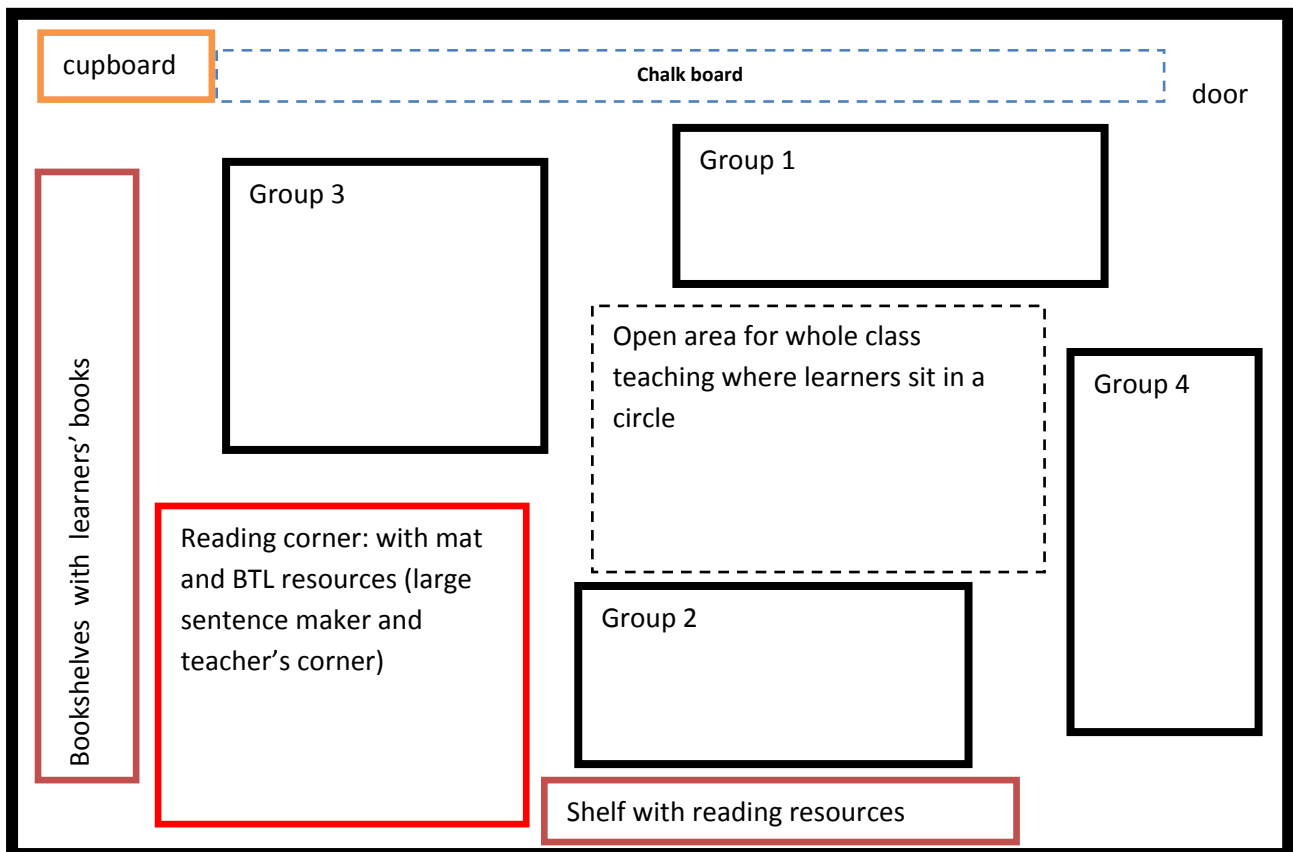
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<sup>3</sup> Corporal punishment is prohibited in article 10 of the South African Schools Act (1996), but it continues to be practised, even in the Foundation Phase (see e.g. Prinsloo & Stein, 2004).

throughout the observation period, there were always learners absent. There were 10 repeaters in the class with 5 in the top group and 5 amongst the SEN learners in the class. Learners sat in their ability groups as follows: Group 1 - 12 learners, Group 2 - 12 learners, Group 3 - 8 learners.

### 5.4.3. Teacher 3

(Figure 5.5: Teacher 3's classroom in School B)



The structure of this classroom was similar to those of the two teachers described above with graphics and posters relevant to learning in Grade 1. The position of the desks allowed for learners to sit in ability groups. These were positioned so that there was an open space in the middle of the classroom which was used for games and whole class teaching when learners no longer sat at their desks (there was no mat in this area so learners would use their chairs or sit on the bare floor). Around the walls of the classroom there was storage space for books and resources. The teacher's corner was demarcated with a board, cordoning off the rest of the classroom. This is where small group "reading on the mat" took place in front of a large sentence maker. Learners sat on the mat and the teacher sat on a small chair close to the sentence maker (see Appendix 3 for the description of BTL resources).

Resources relevant for learning were placed on a small table near the door of the classroom and group leaders were appointed who would help with distributing this work (often worksheets).

There were 37 learners in the class. Two of the learners had not been to Grade R. There were no learners repeating the grade, however, there was a new learner in the class who had been moved from another school in the second term. Learners sat in ability groups: group 1 - 10 learners, group 2 - 8 learners, group 3 - 9 learners, group 4 - 10 learners.

## **5.5. Teaching reading practices**

### **5.5.1. Teacher 1**

#### **5.5.1.1. Planning**

There was no evidence of planning during the 6 days of observation. The teacher made reference to assessing the learners in order to establish their level of development and place them in ability groups at the beginning of the term.

Planning at the various levels (lesson, weekly and annual planning) as required by the curriculum documents, did not occur. Teacher 1 used the Baseline Assessment as an indicator of learners' reading levels rather than a tool for determining expectations, setting standards for daily learning, and long term development of the learners. This is significant as planning is essential in the first term.

A timetable was visible (see 5.2.1.) but this was not adhered to. The teacher had a portfolio file with evidence of worksheets covered as well as some records for the learners, but unrelated to further planning. Preparation for learning (flashcards and worksheets) was carried out during teaching time.

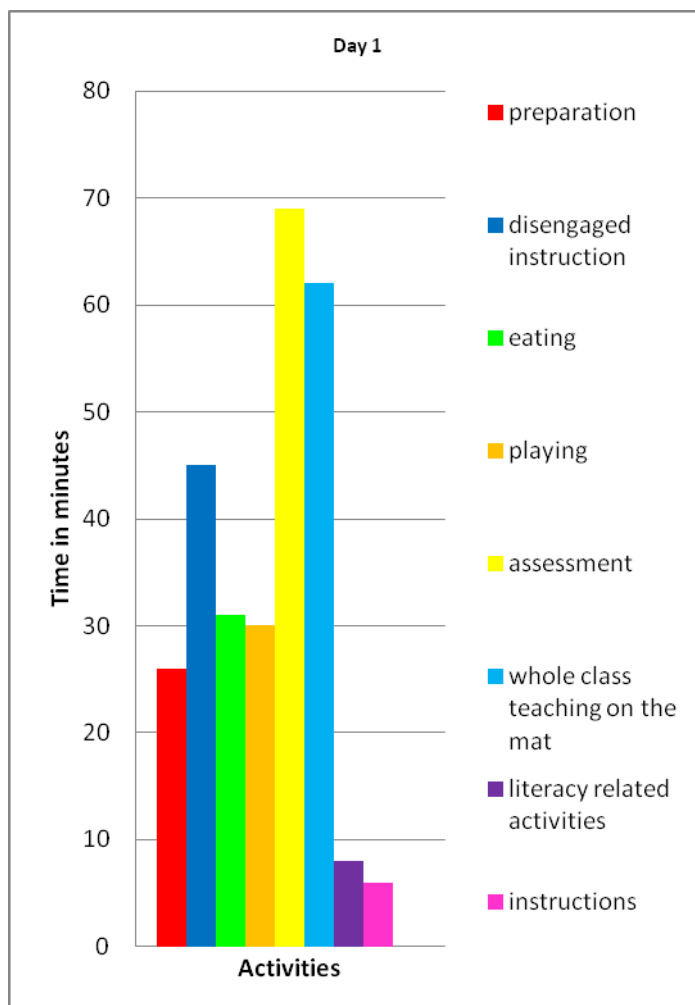
#### **5.5.1.2. Pacing**

The analysis of pacing is guided by the categories and questions from the CLOS (classroom observation tool, see Appendix 2c). These focus on the use of time as well as the extent of differentiated teaching in the reading lessons.

The use of time :

The graphs below indicate the use of time over the observation period. Where reading lessons do occur (Day 1, 3, 4 and 6) the time spent on reading in each lesson differs. Each day indicates a different routine that is not related to the timetable structure, indicating little consistency throughout the observation period: Day 2 was used to catch up on numeracy and Day 5 was dominated by disengaged instruction because the teacher was busy with administration. The contextual description alongside each graph provides explanation for the teaching and learning

observed in relation to the use of time. The graphs provide evidence of strong internal framing of learning, in which the teacher controls the nature and extent of learning in the class but there was weak pacing characterised by disengaged instruction because of the lack of planning. There are various factors that influence the way in which the teacher used time: the learners' level of reading development, and the range of abilities from group to group, as well as administrative disturbances. On Day 1 most of the teaching time for literacy was dedicated to a spelling test. This assessment was planned by the teachers on the morning of the observation day (this will be discussed in detail below).



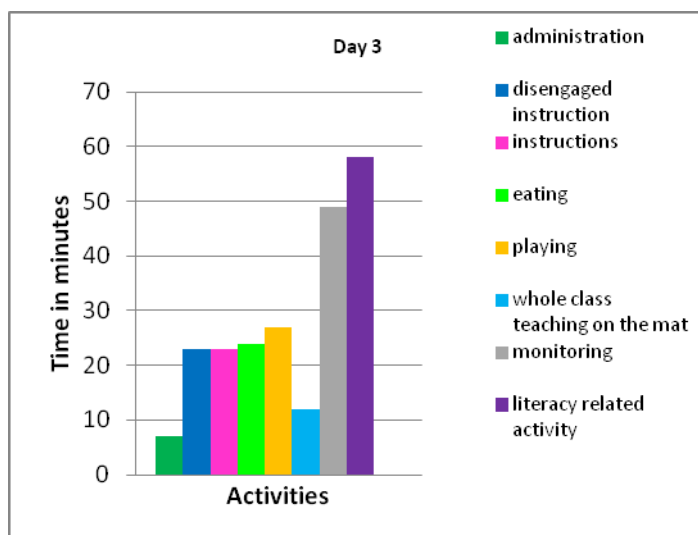
#### Context for Day 1:

Learning started at 8:30. One of the teachers was absent, resulting in 40 learners in the class, some sitting in the mat area since there were not enough desks for everyone. I observed until 13:30. The organisation of the spelling test disrupted learning.

The structure of the lesson unfolded haphazardly because of the spelling test. There were two instances of reading instruction: before the spelling test to revise sounds and after the test to carry on with normal learning (in total, 62 minutes were spent on whole class teaching on the mat). Learners who were not writing the spelling test were left in the classroom with worksheets but this was largely disengaged instruction because learners were not able to work independently. Literacy related activities refer to the written work after the instruction on the mat.

Time spent on literacy: 1:16 hours  
Time spent on reading instruction: 47 minutes

(Day 2 was numeracy and related activities, with no reading lesson)



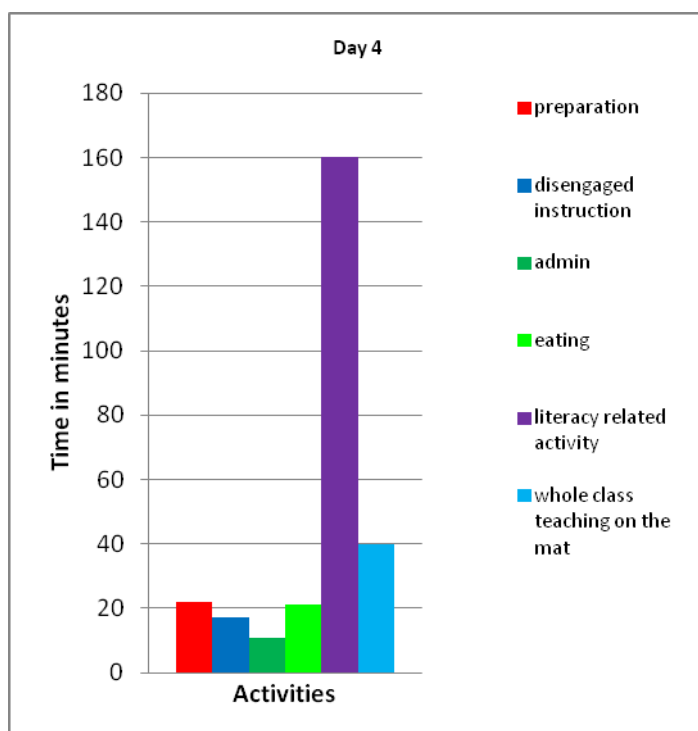
**Context for Day 3:**

The day was primarily focused on writing and catching up on BTL sentences that had not been written in the learner books throughout the term. Whole class teaching on the mat consisted of word/sentence level work.

Disengaged instruction was the result of the teacher's attempt at leaving learners with work that they were unable to complete without monitoring. Most of the day was spent monitoring the learners while they were sitting at their desks writing. There was no numeracy. The observation period ended when formal teaching was complete at 12pm (3:48 hours of observation)

Time on spent on literacy: 1:59 hours

Time on reading instruction: 12 minutes



**Context for Day 4:**

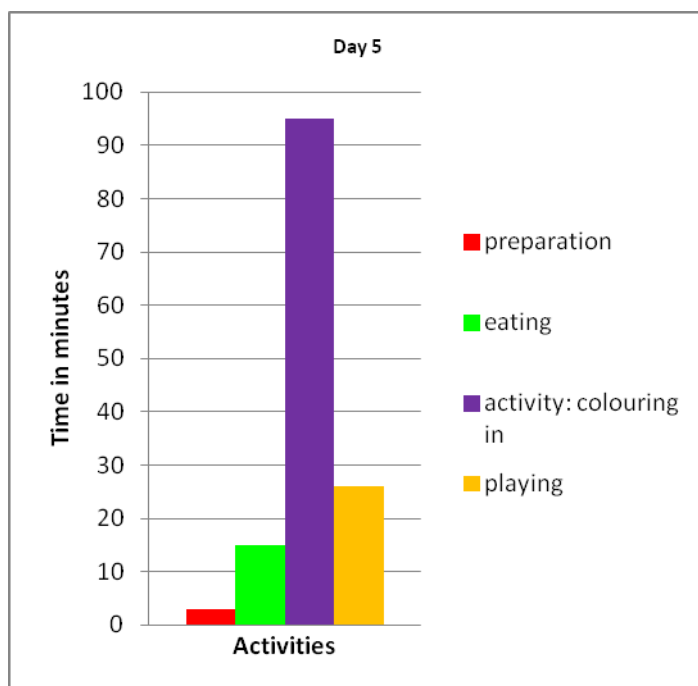
Day 4 was focused on literacy. Again, most of the time was spent on a writing activity (literacy related activity) consisting of sentences unrelated to previous day's writing. Most of the time was also time spent with the teacher monitoring the children's work. Whole class teaching on the mat was word and sentence level work.

Observation time was 4:35 hours

Time spent on literacy: 2:40 hours

Time spent on reading instruction: 40 min

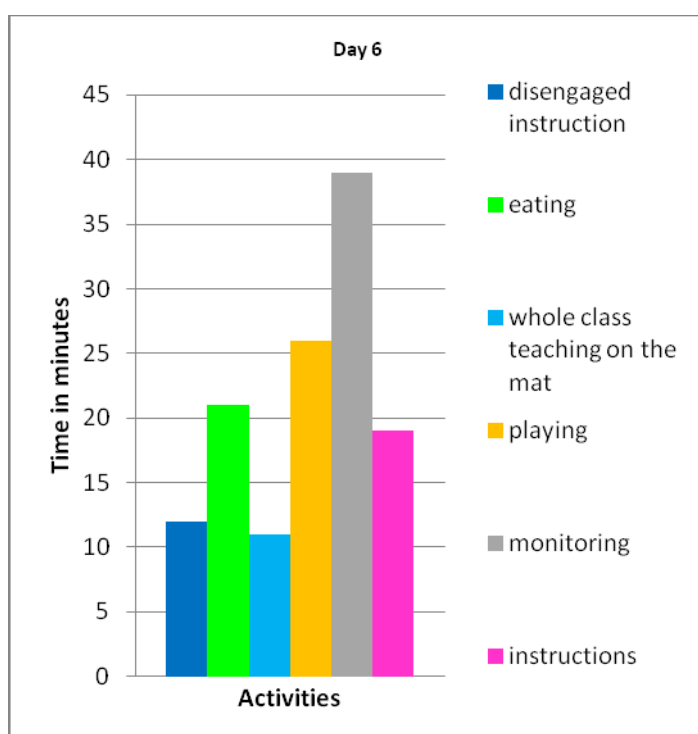




**Context for Day 5:**

This was a very disrupted day as the teachers had a visit from the DoE district office. There was no reading nor any learning as the teacher was in and out the classroom while the learners were left colouring in a worksheet. Teacher 2 was absent and Teacher 1 had additional learners in her class. (I was asked to assist with the learners hence this day does not contribute towards much of the data analysis)

There was no literacy.

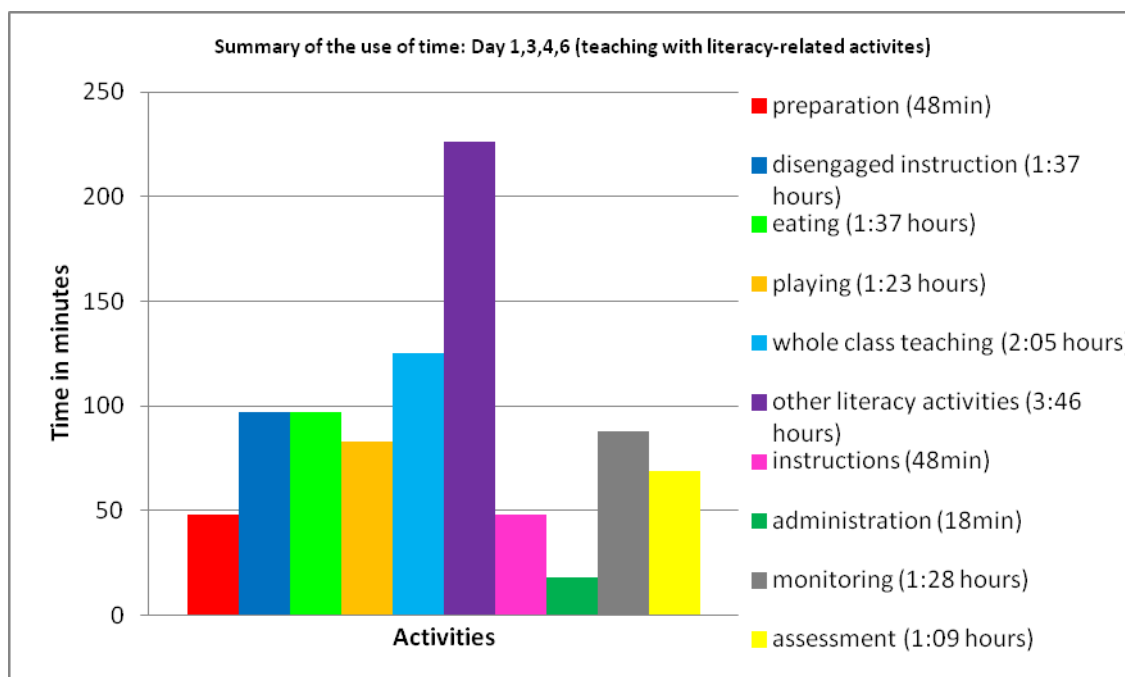


**Context for Day 6:**

This was a more balanced day with numeracy and literacy being taught. Monitoring took place because of worksheets that learners were given to work on rather than a writing activity related to the readings instruction on the mat. All formal teaching was complete by play time therefore 2:35 hours of observation

Time spent on literacy: 58 minutes

Time spent on reading instruction: 11 minutes



As the graphs illustrate, reading and literacy related activities did not occur every day. On Day two of the observation period there was no literacy because the time was spent catching up on numeracy work that had not been completed the previous day. The lack of consistency in the daily reading practice indicates internal framing whereby the teacher makes the decision about learning rather than being governed by external framing tools such as a timetable or curriculum documents that stipulate the importance of reading every single day.

Although Day one included literacy, it was dominated by the spelling test rather than reading instruction. Because the learners were still at word and sentence level, the teacher did not expose them to shared reading at any stage during the observation period. Even though daily practices varied throughout the observation period, there were consistent practices that were not compromised. These included the amount of time learners had for playing and eating. At times, these activities extended into teaching time and there was more time spent outside than learning in the classroom (Day three and six).

The disengaged instruction affected the level of interaction and direct instructional time. The teacher would leave the classroom without giving the learners work to continue with independently. The teacher's lack of planning compromised the opportunity to learn.

### 5.5.1.3. Opportunity to learn and the use of time

Central to understanding the use of time in reading lessons is the notion of the opportunity to learn. This affects pacing as it relates to the extent of learning (or rate of transmission) within a given time. This also relates to engaged and disengaged instruction in learning. The time graphs show how the

opportunity to learn was created by the teacher in spite of the disturbances such as the assessment process that took place on Day one, the visit from the district official and the level of administration that was expected from Teacher 1. These disturbances are an example of strong external framing which compromises engaged instructional time. The level of independent learning in the classroom was determined by the level of development of learners as well as the classroom culture. The learners were unable to work independently; therefore, without close monitoring by the teacher, learning did not take place.

On Day five, learners were given one activity. The teacher was out of the classroom for long periods and learners were left with a worksheet to colour in (the national flag). The class was disruptive because one of the teachers in the grade was absent and the learners were divided amongst the three remaining teachers, which crowded the classroom space. The extra learners were placed on the mat and often Teacher 1 was unable to attend to them when giving instructions for the activities. This is further evidence of a loss of the opportunity to learn.

The visit from the district office subject advisor resulted in a loss of instructional time for all the teachers. Learners were left in their respective classrooms or outside to play for a longer period. After the visit, learning did not resume. This created disengaged instruction, because the teacher was not able to plan for this eventuality.

#### 5.5.1.4. Reading instruction (discourse)

When the teaching of reading did happen, learning was paced and controlled by the teacher's regulative discourse in the group work. Learning began with all the learners moving from their desks and sitting on the mat area with the teacher sitting close to a board with sentences and words. The following extract demonstrates how learning took place on Day one:

(Extract 5.1.)

<p>T: Khawujonge pha, ujonge kuyo yonke indawo uba undawoni na, "umama ubona utata {tshixa}".</p> <p>L (chorus): yes miss yes miss!</p> <p>T: Kha'yokundolathela Siyahluma lo nto itshoyo, "umama ubona utata{tshixa}". Sifundise, yolathe, very good, masimqhwabeleni (learners clap). Nonke,</p> <p>L: umama</p> <p>T: aha...qala kakuhle</p> <p>L and T: umama</p> <p>T: aha, ngubani ozombonisa uba...thatha into pha, uzosolathela balibone uba umama ubona utata. Thatha irula phayana noba yipencil sizo'kwalatha ngayo. Yenke, iza nepencil leyo ke. Shshshsh. Yenke,</p> <p>L: umama ubona utata {tshixa}</p> <p>T: masiziqhwabele (learners clap). Niyawabona la magama mangaphi?</p> <p>L: mathathu</p> <p>T: mangaphi?</p> <p>L chorus: mathathu</p>	<p>T: You must look everywhere possible, "the mother sees the father fullstop" [in the classroom]</p> <p>L(chorus): Yes miss, yes miss!</p> <p>T: Go point it out for me Siyahluma. (repeats the sentence over and over again), point it out and read it. Let's clap for him (though the learner does not read through the sentence). Let's point it out, no no, let's do it properly.</p> <p>L+T chorus: The mother can see the father</p> <p>T: No, point correctly, who can show him how to point out the words?</p> <p>L (chorus): yes miss yes miss</p> <p>T: Bring the pointer so you can show us how to point out the words. Hurry up so you can point out the words to us so we can see "the mother sees the father" [learner still points at the words incorrectly], no no, get a pencil of a ruler and you can point it out. Good, a pencil is good.</p> <p>L (chorus): The mother sees the father full stop (prompted by the learner's pointing out the words)</p> <p>T: Very good, give yourselves a hand. Now how many words do we</p>
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<p>T: masikhe sipkhakamise iminwe yethu emithathu, usijongise kuwe, isipili, isipili sethu, sitsho</p> <p>L chorus: u-mama (T: sonke) u-mama</p> <p>T: hayini bethuna</p> <p>L chorus: u-mama ubona utata{tshixa}</p> <p>T: mathathu kaloku la magama. Masiphinde kwakhona</p> <p>L chorus: u-mama ubona utata{tshixa}</p> <p>T: masibize nesithuba esiya</p> <p>L and T: umama isithuba ubona isithuba utata {tshixa}</p> <p>T: Sonke, umama</p> <p>L: umama isithuba ubona isithuba (learners mumble {tshixa})</p> <p>T: hayi kaloku mathathu</p> <p>L utata!</p> <p>T: Yenke, masiphinde kwakhona</p> <p>L and T: umama isithuba ubona isithuba utata {tshixa}</p> <p>T: very good, masiziqhwabele (learners clap) Mangaphi la magama?</p> <p>L and T chorus: mathathu</p> <p>T: (claps to the words) umama ubona utata{tshixa}, sonke</p> <p>L and T: (clapping to the words) umama ubona utata{tshixa}</p> <p>T: niyandibona mna, andithanga (repeats their mistake with clapping), yimani, yima. (clapping to the words) umama isithuba ubona isithuba utata {tshixa}, uyayibona le nto leyo? Siyaphumla, phumla, ubeke utshixa ekugqibeleni. Masikhe sitsho sonke, umama</p> <p>L chorus: (clapping to the words) umama isithuba ubona isithuba utata {tshixa},</p> <p>T: very good. Nantso ke. (clapping to the words) umama isithuba ubona isithuba utata {tshixa}, siyayibona sonke. Yenke, nasiya esasivakalisi. Umama ubona utata {tshixa}. Mamela ke ngoku, sesimqhekezile mos umama ne?</p> <p>L(chorus): yes miss,</p> <p>T: Ekuqaleni samqhekeza, ngubani umntu ozondiqhekezela okokuqala umama?</p> <p>L chorus: yes miss yes miss!</p> <p>T: Iza Msindise. UMsindise uzosiqhekezela okokuqala kuba sithini xa simqhekeza okokuqala. Siziqhekeza umama ngoku</p> <p>L: u-mama</p> <p>T: Kwakhona</p> <p>L: u-mama</p> <p>T: Kwakhona</p> <p>L: u-mama</p> <p>T: Very good, u-mama, sonke.</p> <p>L chorus: u-mama</p> <p>T: sonke</p> <p>L chorus: u-mama</p> <p>T: very good, very good. Masiziqhwabele (learners clap)</p>	<p>have here? How many words?</p> <p>L(Chorus): (three: umama ubona utata)</p> <p>T: Let's lift up 3 of our fingers and make them face you like a mirror, our mirror must face us (using the hands for breaking up the words). And we all say it together...</p> <p>L+T (chorus): The mother</p> <p>T: Together!</p> <p>L(chorus): The mother</p> <p>T: No no people, there are three words here. Let's do it again.</p> <p>L (chorus): The mother sees the father fullstop!</p> <p>T: Now let's say out the spaces: the-space-mother-space-sees-space-the-space-father fullstop. All together!</p> <p>L+T chorus: The-space-mother-space-sees-space-the-space-father fullstop</p> <p>T: No no there are three words there, let's do it again!</p> <p>L+T chorus: The-space-mother-space-sees-space-the-space-father fullstop.</p> <p>T: Very good, give yourselves a hand of applause.</p> <p>[learners clap] So how many words do we have here?</p> <p>L+T chorus: We have 3. The mother sees the father (while clapping to a rhythm).</p> <p>T: Let's do it again: the-space-mother-space-sees-space-the-space-father fullstop, remember the pauses in between. So let's do it all together, mother?</p> <p>L+T chorus: The-space-mother-space-sees-space-the-space-father fullstop (clapping for every word).</p> <p>T: Very good! That's it: the-space-mother-space-sees-space-the-space-father fullstop (clapping for every word). We all agree?</p> <p>L(chorus): Yes!</p> <p>T: Good, now here is our sentence (points to the board): the mother can see the father full stop. Now you remember we've broken these words up before. When we did that we broke it up, who can remember...actually who would like to break the word up for me?</p> <p>L chorus: Yes miss, yes miss!</p> <p>T: Come Msindise. Msindise is going to break the word up for us and show us what we do when we break up the word. We're now going to break up the word mother.</p> <p>L: u+mama T: again (repeats this) Very good! U+mama! Let's do it together now!</p> <p>L chorus: U+mama T: All together! (repeated), very good, give yourselves a hand!</p> <p>Learners clap</p> <p>T: Now what letter is on its own when we say U+mama? Who? We must write it on its own.</p> <p>L chorus: U</p> <p>T: U and then what follows?</p> <p>L: mama</p> <p>T: No no, it's u+mama, what is it?</p> <p>L chorus: mama</p> <p>T: yes, u, leave a space, mama (learners repeat this in unison)</p> <p>[class disturbance]</p> <p>T: let's go again</p> <p>L chorus: u+mama</p> <p>T: no no, u, leave a space, mama (learners join in). Very good, very good. Give yourselves a hand! (learners clap).</p>
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This form of reading instruction was the common teaching practice in this classroom. The teacher controlled and paced the activity. The level of interaction with the learners was structured and controlled by the teacher's questions characterised by an initiation, response and feedback sequence (Sunderland, 2001). Learners were not asked to construct the sentences used, nor were they expected to have opinions about them. The concept of this exercise was to break up sentences

into words, and then break the words into morphemes (e.g. u + mama). A further stage was to break morphemes into syllables and syllables into letters. The approach emphasised phonics rather than making meaning from text. The level of control by the teacher in the reading instruction can be linked to the lack of resources available. The teacher's focus on "word building" was partly because learners did not have sufficient exposure to texts in order to enhance their word recognition. The workbooks provided by the DoE were insufficient for the number of learners in the classroom (25 books arrived but there were 31 learners in the classroom). Therefore Teacher 1 did not use these resources; she did not make any plan for learners to share the workbooks.

The level of interaction between the teacher and the learners was characterised by what Teacher 1 referred to as "drilling" and chorusing; learners were expected to answer questions in unison. The teacher did not read to the learners nor expose them to any relevant text because she felt it was too early for this. This could only happen once learners had recognised enough words (sight words) for reading to take place. The following extract from Day one is an example of how the teacher introduced lessons:

<p>T: Masijongeni apha bethuna. Sasikhe sayenza mos le nto. Wonke umntu! Heyi! Yeka ezoo ncadwi wena. Sondela. Sihlonele, izo'hlala'pha. Izo'hlala apha kule ndawo Sihlonele, andifuni uhlale noKamva, sondela nawe Msindisi, sondela...Ndifuna ukumjonga umntu ongazu'mamela...ndimbone kakuhle. Sisi(talking to the researcher) uzundijongele umntu ongajonganga apha. Ndiyavakala? Umntu ongajonganga kule nto sizoyenza ngoku. (organising learners on the mat). I want to see the person who is not listening and looking at this board so I can see them properly. [Speaks to me about watching learners who are not looking at the board].Ngubani umntu, kuqala ozondolathela isentence, isivakalisi esithi "umama ubona utata{tshixa}", "umama ubona utata{tshixa}". Ngubani umntu ozondolathela apha? Le nto ithi "umama ubona utata{tshixa}".</p>	<p>T: Let's take a look here. We've done this before right? Everybody! Leave those books alone. Sit closer, Sihlonele come sit here...(organising learners on the mat). I want to see the person who is not listening and looking at this board so I can see them properly. [Speaks to the researcher about watching learners who are not looking at the board]. Who is going to show me the sentence "the mother sees the father fullstop"...the mother sees father fullstop"? Who can point this out for me... the sentence "the mother sees the father fullstop"</p>
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(Extract 5.2.)

Learners were simply expected to remember and recall the sentence from previous learning rather than drawing on their oral language knowledge to create their own sentences, which is the practice in the language experience approach on which BTL is based. The main principle for reading instruction in BTL in isiXhosa is based on a verbalised rule: yonke into esiyithethayo siyayibhala, into esiyibhalayo siyayifunda (what we can say, we can write; what we can write we can read). This was repeatedly referred to throughout the reading instruction on the mat. It is a core principle of the language experience approach to literacy, but was limited in its expression in these classrooms by the use of preformulated sentences.

"Word building", according to the teacher, was emphasised because it is a process that would enable learners to read connected texts at a later stage. By breaking words down into their

component parts - morphemes, syllables and letters – learners would not only learn to recognise known words, but they would have strategies to decode unknown words. However, at this stage the emphasis was on rote learning rather than strategy development. Children were not given real texts to read in which they could apply these strategies. The practice was internally framed with the teacher controlling the pace of the learners and the extent of the sentences and words they could create. Learners were also monitored extensively in their writing activity, when they wrote the one sentence that had been the focus of the reading instruction. Throughout the observation period there was no homework.

#### **5.5.1.5. Assessment**

On the first day of observation an assessment was conducted. As explained in Chapter 4, assessment is an example of external framing, which has implications for internal pacing of learning.

The assessment was not pre-planned. On the morning of the assessment, one of Teacher 1's colleagues suggested that because the term was almost over, there needed to be a formal assessment of the learners, the result of which would be included in the portfolios with the reports for the district official. This raises questions about the regularity of assessment and how teachers use this in their teaching. The assessment was conducted in spite of one of the teachers in the grade being absent and unable to monitor her learners. On the day, Teacher 1 had already started preparing her classroom for reading instruction rather than assessment, indicating that she was unaware of the assessment. The conversation amongst the teachers before the test indicated that the purpose of the assessment was not primarily to assess the learners' development, but to include it in the teacher portfolio files for moderation.

The nature of the assessment was that learners left the classroom, went outside and wrote the test while kneeling on the floor, using their chairs as tables. One of the teachers stood outside with them shouting the syllables and letters they had to write for the test. Learners were sent outside the classroom according to their ability groups. This was a tool for managing the number of learners going out of the classroom to write the test; the test was not differentiated for the ability groups according to their level of development. The learners were asked to write the following syllables: ma, na, si, ta, bo; and the following vowels: a, e, i, o, u. This is in spite of the teachers saying that some learners should be able to read the sentences which had been taught during the term, for example, *Usana lubona utata* (The baby sees the father); these sentences were not assessed.

The spelling test was primarily a procedure to appear as though learning was being assessed. The teaching that followed after the assessment (during the observation period) was not influenced by the results of this assessment. The time spent on the assessment was 1 hour and 9 minutes.

The emphasis on writing may have been because there were insufficient resources for reading assessment. However, the teachers also claimed that it is through writing that they are able to understand the extent of learners' reading development, which is in accordance with the principle that 'What we can say, we can write; what we can write we can read'.

#### **5.5.1.6. Monitoring the learners**

Monitoring the learners has implications for the use of time and the level of interaction the teacher has with the learners. According to the graphs, this is where most of the teaching time was used (together with the literacy related activities which required the teacher to monitor learners closely). As indicated, Teacher 1's practice is largely influenced by internal framing where she controls the learning. The only instance in which learners worked without the teacher was due to disengaged instruction when the teacher was doing administration outside the classroom. This was not independent learning because the opportunity to learn was missed.

The level of monitoring is important for reading development (especially since Teacher 1 did not use small group interaction with her learners), however, with a fairly large class of 31 learners, it was extremely time-consuming and the teacher was not able to interact with all learners meaningfully.

Furthermore, monitoring was largely related to the writing activity that was an extension of the reading instruction on the mat. On Day three of the observation, learners were simply copying sentences which they had not had the opportunity to work with orally, in order to meet external demands. This was a result of the slow pace of teaching throughout the term.

The nature of the teacher's monitoring of learning was limited to giving instructions or repeating expectations, especially for SEN learners. Monitoring should ensure that the opportunity to learn is created for each learner, especially in a class with a wide range of abilities. However, because they could not work independently, learners in one group had to wait while the teacher was monitoring another group. The teacher then had to manage discipline when learners were distracted. This is a complex process that needs planning, which was not evident.

#### **5.5.1.7. Differentiated teaching**

The levels of development of learners in Teacher 1's class were on a continuum. Learners in Group 1 were reading at word and sentence level with signs of being emergent readers, while learners in

Group 2 were still learning at a word-level, and learners in Group 3 showed signs of needing remedial assistance. However, the reading activities in class limited the extent of my assessment of learners' development.

- **If the teacher uses differentiated teaching, how is this managed?**

The learners sat in ability groups (Figure 5.1. in 5.3.3.2.). However, during reading instruction the teacher used whole class teaching, often necessitating repeated instructions. Activities that followed the reading instruction (worksheets and writing) were given to the whole class with the expectation that all learners could complete the work, but at their own pace. The teacher commented on Day three, "Lingatshona ilanga ujonge apha kubo" (the sun would set while you're still trying to work with these learners: sometimes you have to speed them along). There was a level of disjuncture between the teacher's understanding of ability grouping and how she used it in her teaching.

The teacher's use of resources and classroom teaching aids also had an impact on managing differentiated teaching. There was an emphasis on using the board and flash cards assuming that all learners had the ability to see the board when necessary, which has implications for SEN learners who could have a problem with their eyesight. The emphasis on writing as an activity to augment reading instruction was expected from all the learners, even though the teacher acknowledged that not all learners could write. For these learners the teacher would indicate with dots in their books where they should start writing. However this support for struggling learners was not consistent. Teacher 1 inflicted corporal punishment on learners she felt were not performing as expected, especially for written work. It was used as a tool both to manage discipline and punish lack of progress in their learning.

- **What are the factors that affect differentiated teaching?**

Differentiated teaching was affected by external and internal factors. The external factor cited by the teacher was lack of parental support, often for complex reasons. During the observation period there was an opportunity for parents to come to the school and see their children's development, but the learners who were struggling mostly came from homes where the parents did not make use of this opportunity. The lack of homework also had an impact on children's literacy development. The probable reasons why the teacher did not set homework were lack of thorough planning and the perception that parents would not provide the necessary support.

Throughout the observation period there was a recognition that some learners were struggling to learn to read. The teacher's explanation for this was that they had not mastered sound-letter



relationships, which meant more time was spent on phonics. In spite of the teacher's efforts at controlling learning, the learners' levels of development affected internal pacing because they did not always achieve what she set out to teach them. This highlights the need for expertise and skill to manage the teaching of reading in classes where children lag behind the expectations of the curriculum. Teacher 1's practices suggest that even though she was aware of this challenge, she was not able to bridge the gap.

The degree of control in the teaching was always in relation to the learner levels of development (thus strong internal framing) rather than following curriculum guidelines for what teaching should be expected in the first term of Grade 1 (thus weak external framing).

- **How does differentiated teaching impact on the use of time?**

Since there was very little differentiated teaching, this did not impact on the use of time. Rather the learners' lack of preparedness for the reading activities set by the teacher and their inability to complete these in the time allowed, affected the pace of teaching and learning. The teacher's main concern was that the instructional goals were achieved regardless of the length of time this took, so she spent more time monitoring the learners than providing opportunities for reading practice. Thus use of time was internally controlled.

### **Summary: Framing of pacing**

The table below is a summary of pacing in the practice discussed above. The practice is analysed in relation to the role of the teacher. External framing is in relation to how she responds to the external factors that have implications for how she paces reading instruction and the internal framing refers to the pacing strategies she uses in her classroom and what influences them.

	STRONG	WEAK
External	Use of BTL sentences as a guideline for content; learner levels of development (a lack from Grade R) influence the level of weak pacing; departmental assessment requirements	No use of timetable; teacher controls the learning and the use of time (much of it disengaged time)
Internal	The awareness of differentiated abilities amongst the learners; a heavy reliance on monitoring learners everyday	The learners have no opportunity to engage in their learning; reading instruction dominated by teacher talk; the opportunity to learn compromised by lack of planning

(Table 5.1. Summary of pacing for Teacher 1)

#### **5.5.1.8. Sequencing**

There are two levels to sequencing: the daily structure of learning (in a lesson) and conceptual progression (over the observation period). However, due to the short observation period, the extent of conceptual progression could not be fully explored.

##### **5.5.1.8.1. Lesson routine and structure**

Reading instruction took place on 4 separate days during the observation period. The structure of each lesson differed each day, although Days one and four were similar. The cue that the teacher used to prepare learners for reading instruction was a transition to the mat where whole class teaching would take place. The teacher began lessons by asking learners to recall the sentence used in the previous lesson

##### **5.5.1.9. Content of activities**

The teacher worked at word and sentence level rather than giving the learners the opportunity to read books appropriate to their level of development. She did have access to various reading books, but at the time of observation she felt that they were too advanced for the learners' levels of development, as they would have unfamiliar sound-spelling relationships that the learners would not recognise. The teacher's concept of reading pedagogy did not include reading aloud to the children, but rather activities at word and sentence level (this will be elaborated below when discussing the teacher's understanding of her teaching).

The BTL reading programme provided the core of the activities, which involved breaking sentences down into words, syllables, letters and sounds, and then building them up again. However, this was not done systematically in each lesson. Furthermore, the sentences were isolated and decontextualised; reading was not for enjoyment, but characterised by chorusing answers as a whole class. Throughout the lessons, there was an emphasis on what the teacher referred to as 'word building' using the sounds taught, for example, in the case of 'l' learners would be asked to contribute words (lala, leli, lila, etc), these would be written on the board and copied into their books. The teacher felt that the learners must be able to recognise a core set of words before they could be expected to read simple books. However, the slow pace of learners' reading development as revealed in the word lists written in their exercise books, retarded the introduction of real reading (See Appendix 3f).

The terms used by the teacher to describe the blending of sounds and breaking down of words were *ukutshatisa*<sup>4</sup> and *ukuqhekeza*<sup>5</sup>. An example of this process is provided below.

<p>T: Bethuna, mamelani ke ngoku...Sifundile ne?  L chorus: yes miss  T: Sifundile ne?  L chorus: yes miss  T: uZukhanye makaphindele endaweni yakhe(class management). Sizoya ke ngoku sonke emethini ne? (learners move from their desks; class management), wonke umntu makaye emethini...(talks to me about her plans for teaching for the day). Ndifuna ukuba shiya emethini, bazofunda, eza-sentences zesa-stage....He bethuna masiyekeni ukungxola(back to the learners). Izolo ke Athambile, into ebesiyenza pha sizama ukwenza i-word-building, then nje sisenza i-word building siqale satshatisa satshatisa sabhala amagama. Sitshatisa uL, atshate neza-vowels zonke, simtshatise uM, atshate neza-vowels zonke. Then ke ngoku besizakungena kuzo zonke ezi sebezenzile, uL, M, N, nguT, ibe nguS, (class disturbance), nguM, N, nguT, nguB, nguN, ngu, nguF, ibe nguL, ibe nguS, I'm sure ziphelele apho. Ezi zandi sezizenzile. Then ke ngoku zizotshata zonke neza-vowels. Then bazo'thi ma, masikhe sibize uMiss asive  L chorus(with the teacher): MA, MI, MU, ME, MO.  T: yenke, sibize ngapha,  L chorus: LO(hesitant  T: ngubani kanene lo?  L chorus: LO  T: ngubani lona yedwa?  L chorus: L  T: yenke, utshatile ke ngoku wangubani?  L chorus: LO  T: ngubani?  L chorus: LO  T: yenke, ngubani lo?  L chorus(with the teacher): LI, LU, LE, LA  T: yenke. Ngoku ke namhlanje sizotshatisa ke ngoku uT. Simtshatisile uM, samtshatisa uL, sizotshatisa namhlanje uT, ne? Sotshatisa uT namhlanje. Naye somtshatisa ngola hlobo ne? Iza'ba nguTA, ibe nguTO, ibe bhuTI, sizamtshatisa ukufika kwam. Ndisaleqa apha e-ofisini, ndibuyezisebenze. Siyevana?Ngoku nizokhabe nisenza phayana ezitafileni, ndi'zoninika umsebenzi, hlalani ezitafileni.</p>	<p>T: People, listen to me...we've read our words right?  L chorus: Yes miss  T: have we read our words?  L chorus: yes miss  T: Zukhanye, please go back to your place (class management). Let's go to the mat now. ? (learners move from their desks; class management), everybody must go to the mat... ...(talks to me about her plans for teaching for the day). I'm going to leave them with some work while they are sitting on the mat. They are going to do those sentences from that stage[stage 1]...People please stop making a noise. So yesterday we were trying to do the word building, so while we're doing the word building we started by forming syllables and created words. So we formed syllables with L by using all the vowels. Then we were supposed to do the same with all the sounds we've covered already, L, M, N, T, S, (class disturbance), M, N, T, B,N,F, L, S. I think that's all. These are the sounds we've covered so far. So now we're going to make them form syllables with all those vowels. Then they will do ma, (back to the learners), let's call them out, let's do them so Miss can hear us.  L chorus (with the teacher): MA,MI,MU,ME,MO.  T: good, now lets do these ones  L chorus: LO (hesitant)  T: what letter is this?  L chorus: LO  T: what is this letter on its own?  L chorus: L  T: so when it forms a syllable it becomes?  L chorus: LO  T: what is it?  L chorus: LO  T: good! What letter is this?  L chorus (with the teacher): LI, LU, LE, LA  T: good! So today we're going to form syllables with the letter T. We've done this with M and L so today we're going to do that with T. We're going to form syllables from T. And we're going to use the same method we use every time we do this. So it's going to be TA then TI, but we're going to do that when I come back. I'm going to go to the office first and when I come back we're going to work. Understand? So now you're going to go back to your tables and do other work, so go back to your table.</p>
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(Extract 5.3.)

<sup>4</sup> Ukutshatisa comes from the word tshata, to marry. This is a metaphor based on the idea of marriage, highlighting a combination that happens when a consonant is combined with a vowel to form a syllable eg. M and a vowel will be ma, me, mi, mo, mu

<sup>5</sup> Ukuqhekeza comes from the word break (up or down depending on the context). The process here involves taking a word (umama) and breaking it down into its simplest form highlighting that sounds form words: u+ m+ a+ m+ a

The learners' writing books provided evidence of sounds that had been covered at the time of observation: a, e, i, o, u, w, s, v, t, m, n, b and l. The words listed in the writing books indicated the reading vocabulary formally taught in class which was a total of 36 words (included as Appendix 3f).

Teacher 1 attempted to combine a systematic approach to phonics instruction as well as using the themes (the home and family) and BTL methods of introducing learners to new words and sounds. However, this was not consistent because of the low level of planning. This had implications for the content selected for learning, the level of development and increase in cognitive challenge.

The teacher controlled the content of the activities according to the sound-letter relationships introduced. Where learners suggested words with sounds that had not been introduced formally in class, this was discouraged. For example, when asked for words with the letter M, a learner suggested the word 'makhulu' (grandmother) but the teacher discouraged this as the double phonic "kh" had not been taught. The word was perceived as difficult and it was not accepted in the writing activity (Day one). In spite of encouraging learners to contribute to word building and creating word lists, this was still controlled by the teacher, hence strong internal pacing.

#### **5.5.1.10. Cognitive challenge**

Cognitive challenge relates to the principle of conceptual progression which has a bearing on how learning is structured, linked and unfolds in a given period of time. The curriculum provides some external framing for sequencing (discussed in 4.2.6) for both reading and phonics. For reading, the learner is expected to hold the book the right way up and turn pages correctly, use pictures to talk about the story, use pictures to predict what the story is about, interpret pictures to make up own story i.e. 'read' the picture, recognise own name, recognise at least 25 sight words, and read aloud from own book in a guided reading group with the teacher. For phonics, the learner is expected to distinguish aurally between different initial sounds of word, identify letter-sound relationships of single sounds e.g. l, i, h, m, a, etc (there should be 5 vowels and at least 5 consonant sounds), build up short words using sounds learnt e.g. c-a-t : cat, and begin using blends to make words e.g. 'at' c-at, m-at. Although the teacher's practice for sequencing phonics was in line with the curriculum, her practice for reading was not.

The table below is an indication of the extent of cognitive challenge in reading related activities that unfolded during the observation period:

(Table 5.2: summary of content introduced during the observation period)

Day	Content of the lesson
1	Whole class teaching: <ul style="list-style-type: none"><li>• Reading instructions of sounds</li><li>• Phonics, word level and sentence level work: umama ubona utata</li></ul>
2	Numeracy
3	Whole class teaching of sounds with sentence level work: umalume ubona usana
4	Whole class teaching of sounds (phonics and sentence level work): umalume ufuna utata (with a recap on previous sentences which are decontextualised and unrelated)
5	Administration and one activity for the learners
6	Whole class teaching of sounds, word building with previously covered sounds and syllables: m, n, b, f, l, s, t

No new sounds or sentences were introduced to the learners during this period.

Teacher 1's concept of cognitive challenge was the move from letters to syllables to words and sentences, progressively recognising more words in the process. However, there was no differentiation of cognitive challenge for different ability groups.

Because learning was paced according to the levels of the learners (as discussed above), the sequencing of learning was framed within the expectations of what the learners could achieve. The emphasis on sentence level work was an opportunity for further learning for learners in the 1<sup>st</sup> group. Sequencing content is related to the level of resources as learners need to be exposed to many texts in order to develop as readers. The only resources that the teacher made use of during the observation period were flash cards with sentences and isolated words lists.

### Summary: Framing of sequencing

The table below summarises the teacher's sequencing as discussed above. External framing was weak because Teacher 1's practice was not governed by the curriculum or her community of practice; sequencing was an internal process dependent on her own decisions for learning.

STRONG		WEAK
External	N/A	Learners' levels not in line with curriculum expectations; no lesson routine and structure or adherence to timetable
Internal	Teacher chooses the content for learning; the learners' levels of development determined the extent of the teacher's progress	Learners had no freedom over the selection of their work; lack of resources limited the variation of learning

(Table 5.3. Summary of Teacher's sequencing)

#### 5.5.1.11. Teacher understandings

This discussion relates to the teacher's perspective on her teaching and the learners which emerged from the interview and conversations during the observation period.

#### 5.5.1.12.1. Expectations of the learners

In the focus group interview, the teachers expressed concern about the level of reading development at Grade R level: "Abafundiswa kwaGrade R, lo nto ithi bayashiywa lixesha" (Learning does not happen in Grade R which means that they lag behind). This teacher also cited the learners' age as a reason for the low levels of development amongst her class. In accordance with the DoE's regulations, the school's admission policy held that learners who are 5 turning 6 could be admitted into Grade 1.

Umntwana kwaA ufika engazi nto engaboni nelagama, engalazi noba lithetha uthini na, ekubeni akhonto ayibonayo ayaziyo apha, ubona nje imifanekiso. Ela gama kuye yinto ehonjisiweyo, akazinto ngoba ligama eliya.	When a child arrives in Grade 1, they arrive knowing nothing. They can't even identify that, that's a word nor have a sense of its meaning. So they know nothing and just see pictures and symbols. This word for them is just a decoration, they do not relate it to words.
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(Extract 5.4. from initial interview)

In the above statement, there is an implicit expectation of what the teacher believes learners should know in Grade 1 (i.e. what written words represent and what they mean). This justifies the teacher's strong internal framing and control of the teaching of reading through word and sentence level work. However, the curriculum also requires learners to develop some emergent literacy, for example, learn to handle real texts. Teacher 1, however, did see this aspect of the curriculum as applying to learners in her particular context. She believed that learners were only ready for such activities once they had mastered the ability to decode and encode letters, build their own vocabulary and read decontextualised sentences.

One of the strategies Teacher 1 used for the "slow developers" was intensive phonics instruction outside of the language experience approach from BTL. The following comment, made during the focus group interview, highlights the use of innovation rather than having knowledge about remedial reading instruction: "kufuneka ube ngutishala onamacebo ayo" (as a teacher one has to have the skills for this kind of challenge).

This led to her awareness of differentiated teaching and the different strategies she uses for helping the "slow developers": Kumnandi xa bekwazi ukubhala, babafast" (it's great when they can write, they develop quicker) (Day one); "bayazama wethu, bayaqala kukbhala kule ncwadi yaye ndibabhalela amachaphaza"(They[learners in 3<sup>rd</sup> group] are trying you know, this is the first time they are writing in these books so I make dots for them to follow in forming their own letters) (Day

three). This internal framing and pacing meant that the teacher used more support and energy for the learners who were struggling the most in the classroom.

Teacher 1 did not use any form of small group teaching or guided group reading. This practice did not feature in her understanding and explanation of her practice. When she did mention it, this was in relation to the influence of BTL:

<p>ufike kwababantwana bengafani, then ubone ke ngoku into ethile mhlawumbi mandithi for instance, kuba uba ndithi mhlawumbi, ndizoqala ngoMolteno, kwezi-group zonke, akuzolunga. Sothatha ababantwana, njeba mos ndibathatha ngokwe-groups zikaMolteno...ayizukwenzeka ngolo hlobo bcause, ndifika kula group yokugqibela ndidiniwe, se'ingeyiyo la nto bendiyenza kula-group yokuqala, nakulena yesibini because, ndithi ndifika kule ya sebediniwe nam sendidiniwe nam tishala, sele ungesayenzi ngoluhlobo bendiyenza ngayo kula-first group yam yokuqala. So ufumanise uba ke ngoku awunoyenza mhlawumbi namhlanje yonke eza-groups, uzititsha zonke eza groups...ungayititsha mhlawumbi la group yokuqala uye nayo phaya kwi-corner then nale yesibini. But eyesithathu i-group anokwazi...same day because badiniwe nawe udiniwe wena titshala kuqala.</p>	<p>So you have learners who have different abilities. So for example, when I have to start thinking about the teaching, maybe I'll start with Molteno for all the learners, I can't do that, it won't work. So I divide them into groups as Molteno suggests...but I can't really stick to the Molteno group structure. By the time I reach the last group I'm already tired and the structure of teaching I used for the first group has completely changed. Because even when I've reached the second group, it's changed, I'm tired and they are tired too. So I'm not teaching at the same level as the first group. So one finds that they can't do small group work and interact with the learners all in one day. So maybe one can do the first two groups and have small group work in the corner, but beyond that, it's impossible on the same day because they are tired and so is the teacher.</p>
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(Extract 5.5. from initial interview)

This highlights the level of internal framing where pacing is controlled by the learners' level of development. It also highlights the challenges of multilevel teaching . Not only does this require resources, time and skills, it also requires classroom management where the teacher will prioritise hearing all the children read regularly, but this is not the case with Teacher 1. She also associates group guided reading as a practice from the BTL as opposed to the expected, best practices for teaching reading in the early grades. This suggests that the first time she encountered the structure of small group (guided) teaching was through the training for BTL.

#### 5.5.1.12.2. Planning

Planning was referred to in relation to the benchmarking assessment process. It was understood largely in terms of the sequencing of phonics:

Uyabona, kwa pha kwifirst term, mhlawumbi mna ndithi a week before siqale la-sentence, ungaqala ivowels, a week before, mhlawumbi 2 weeks before siqale uMolteno; siqalise eza vowels, sizenze, sizenze ngolu hlobo. Then emva koko ke ngoku, singene kuMolteno ke ngoku, singene kuMolteno, siqale kwi-sentence yokuqala kaMolteno. Bazabalula ke ngoku because bazoyifunda la sentence bengayazi, but bayazibona ivowels.	You see in the first term, a week before I start sentence level work, I start maybe with the vowels, maybe even two weeks before the Molteno sentences begin. So we'll do the vowels repeatedly [through drilling]. Thereafter we'll start the Molteno sentences and we start with the first sentence. It will be much easier for them because they will read a new sentence but they will already be able to identify the vowels.
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(Extract 5.6: from initial interview)

There is no recognition of the need for long term planning to structure reading instruction.

#### **5.5.1.12.3. Community of practice**

There is recognition by the teachers at School A that they should work together as a community of practice. However, this is not formalised; there are no structured meetings to discuss or plan the teaching of literacy. During the observation period there were two occasions on which teachers were absent, which meant that learning was disrupted. This had implications for children's opportunity to learn; the teacher commented on Day one, "akufundeki xa bebanintsi abantwana" (there isn't much teaching when there are so many children in one class).

The preparation for the spelling test was an example of the teachers working in unison. However, it also raised questions about the extent to which teachers planned and interacted as a community of practice. In the final focus group interview, Teacher 1 indicated that because of her long teaching experience, there was a level of autonomy in her practice.

#### **5.5.1.12.4. Teaching experience**

Teacher 1 described her practice in relation to her initial entry into a Grade 1 classroom in the 1980s. When she first started teaching, the practices differed from those that are expected in the current curriculum. She also noted that her practice has been influenced by BTL. In spite of this change she emphasised the need to use an intensive phonics approach in a multilevel classroom.



<p>Imethod yethu yayi nguFonic. So they kwimetho... kwiFornic method iqala nge sound. You introduce the sound to the learners and then...after u-introduce(e)...you introduce by word first to the learners and then after ilena ivowels you introduce the first sound. Ifirst sound yakho uzayitshatisa, it's a must utshatise nevowels. Then utshatisa kwakho nevowels kuzawuphuma i-syllables. From i-syllables sizawufumana ileters, ithree letter word , from ithree letter words sifumane ifour letter words. From ifour letter words, for instance if ah...ndi introduce(a) uS ndizamtshatisa uS ibe ngo-sa,- se, -si, -so,- su and then up to zoyifive ezavowles. The afyter eza vowels kuba ndizinantsukile ndigqibile ukuzi introduce(a) eza-syllables, eza-syllables ke ngoku sizakwenza amagama then kuqala sizawuqala siqale ngevowels then i-sa, i-se, njalo-njalo. Then after that sizakwenza ifour- letter words. Ifour- letter words ke ngoku sizakuzenza ngokuhlobo, susa, sisa,sesi,sosa etc...</p>	<p>Ours was the phonic method...so in the phonic method you start with the sound. So you start with the vowels and after the vowels you introduce the first sound. The first sound is combined with a vowel which will form a syllable. The syllables will form letters where can create words, three-letter words. From three letter words we'll get four letter words. So for example if i have s and i combine s with the vowels i will get sa se si so su with all the 5 vowels being used. After I have introduced these syllables to the learners, these syllables will be used to form words, but we always start with an emphasis on the vowels. Thereafter we form four-letter words and we will use the syllables we have learned to do so.....susa sisa sesi sosa etc</p>
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(Extract 5.7: from initial interview)

Part of her theory of teaching reading has been formed by her understanding of the BTL reading programme (which she refers to as uMolteno<sup>6</sup>). Her explanation in the extract that follows relates to the importance of teaching methods and how they relate to the learners' levels of development. She also offers a critique of BTL which is a justification for the adaptation in her practice.

<p>Kumolteno kugxininiswa i-sentence, yisentence method. Kwiphonic, ibiyi-sound, iyi-letter...kuMolteno kugxininiswa isentence method...And uMolteno uykhawulezisa, bayakhawuleza bafunde amagama amanintsi, ngexesha elifutshane. But uMolteno akangekhe ahambe yedwa, because into eyenzekayo endiyiqhapheleyo kuMolteno; abantwana bakaMolteno bangawa(funda) onke la magama bawafundayo, but when it comes to spelling, baya-omit (letters).</p>	<p>You see Molteno emphasises sentence level work. It's a sentence method approach. With the phonic method there's an emphasis on the sound. So with Molteno the emphasis is the sentence. And with Molteno, the children learn quicker and they learn more words in a short space of time. But you can't teach Molteno on its own, because what I've noticed with Molteno is that learners who are exposed to Molteno will be able to read all the sentences, but when it comes to [writing] spelling, they omit letters in their words.</p>
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(Extract 5.8: from initial interview)

<sup>6</sup>Breakthrough to Literacy was a project initiated by funding from the Molteno Trust and was thus referred to as the Molteno project. (Kingwill, 1998). Hence the teachers refer to the reading programme in relation to the broader project name as this is how it was introduced to them

The emphasis on phonics instruction is justified with regard to learners' spelling. Instead of investigating other reasons for this, for example, the learners' developmental stage with regard to literacy, phonics instruction is seen as the solution.

### **Summary:**

Teacher 1's practice illustrates the complexities of teaching reading at the beginning of the year. The teacher's understanding and expectations of her learners had implications for her pacing and sequencing of reading. The content of reading (what reading practices in Grade 1 should be) is framed by the teacher's expectations rather than those of the curriculum. Thus Teacher 1's practice was internally framed. Her understanding of her practice showed the relationship between practice and knowledge as the teacher used her previous experience as a teacher to justify her current practice. In spite of recognising the need to shift her practice she had reasons for reproducing the practices discussed above.

## **5.5.2. Teacher 2**

### **5.5.2.1. Planning**

Teacher 2 did not plan lessons. She had a portfolio file that was incomplete. Although it contained no personal lesson plans or work schedules, there were the FFL lesson plans, which were incomplete. She admitted to not using these.

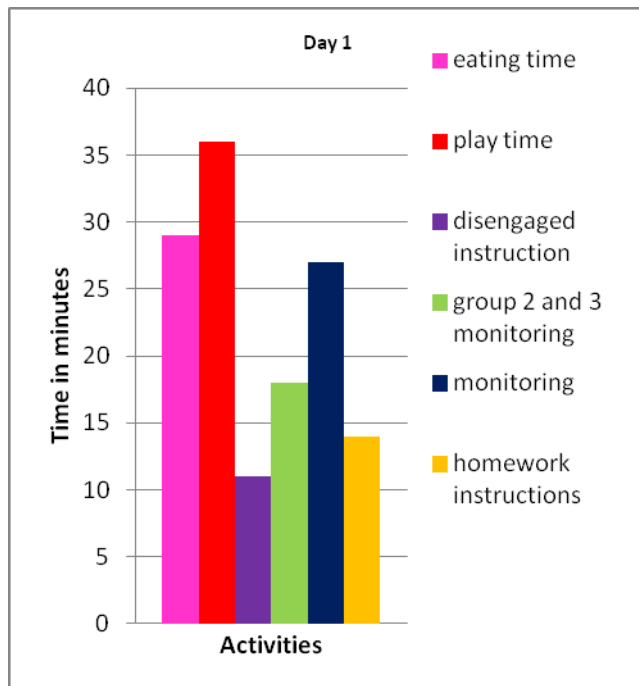
After arriving at the school in February, the learners' level of development was assessed using BTL (see Appendix 3). Although Teacher 2 did not teach according to a timetable, there was a sense of sequence in the day. At the beginning of the observation period there were sentences and words from the previous week's learning written on the board. These were used throughout the first week's observation, which will be discussed below.

There was no evidence of recording the learners' previous work or assessment except the learners' books and portfolios containing completed worksheets unmarked by the teacher. At the time of observation, learners' profiles were being completed. This happened haphazardly as many parents did not come and those who did came during teaching time.

Lack of planning led to disengaged instruction in which learners were distracted; no learning took place because the teacher was looking for resources. Instructions did not indicate an established pattern of learning; learners responded haphazardly often leading to chaos.

### 5.5.2.2. Pacing: The use of time

The graphs below indicate how time was used. They attempt to answer the questions posed in the CLOS (see Appendix 2c). They show the use of time in each lesson observed as well as that related to reading lessons and literacy related activities. Reading lessons were characterised by direct instruction from the teacher. The preparation time is in relation to the literacy lessons rather than overall teaching for the day.



#### Context for Day 1:

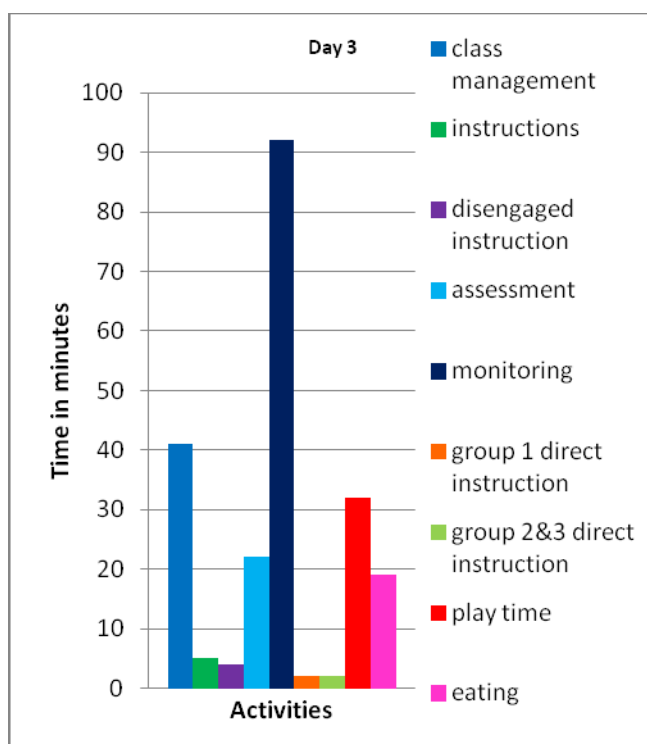
The day started with numeracy (this is not reflected in this graph because I started recording when literacy began).

Teaching was slightly disrupted because there were 40 learners in the class (one of the teachers in the grade was absent). Only 14 of the learners in this class were Teacher 2's learners. There was no learning for Group 1 because there were few learners in the group. The monitoring relates to time spent by the teacher checking the worksheets and sentence writing for the learners to do. Observed 2:36 of literacy-related activities.

Time spent on reading: 18 min

Time spent on literacy: 45 min

(Day 2: no literacy)



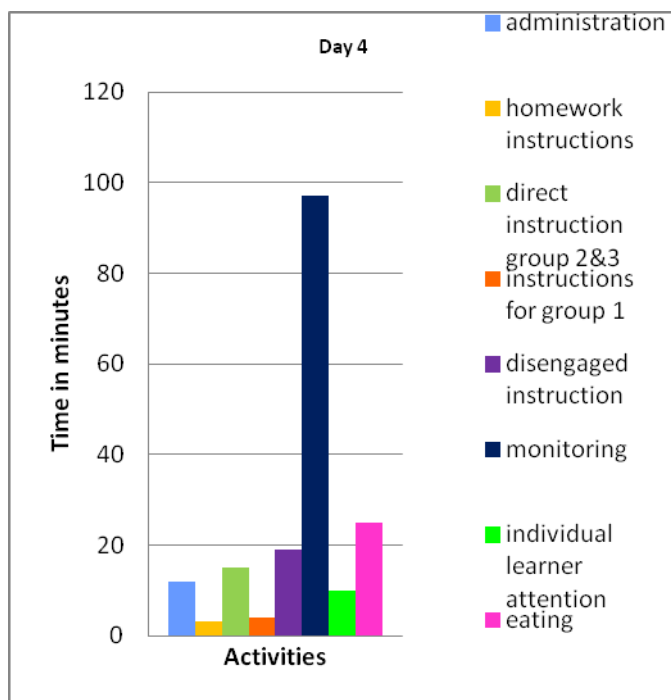
#### Context for Day 3:

30 learners in the class. Teaching began at 9am because of assembly and a staff meeting. There was an overt focus on literacy (including a spelling test), but there was no reading, only word and sentence level work with a focus on phonics instruction. Learner activities were focused on writing hence the time spent on monitoring.

Observed 3:46 of teaching time of literacy-related activities

Time spent on reading: 4min

Time spent on literacy: 1: 32 hours (related to monitoring)



**Context for Day 4:**

This was another literacy day. There was a short focus on instruction for each group related to sound-letter instruction.

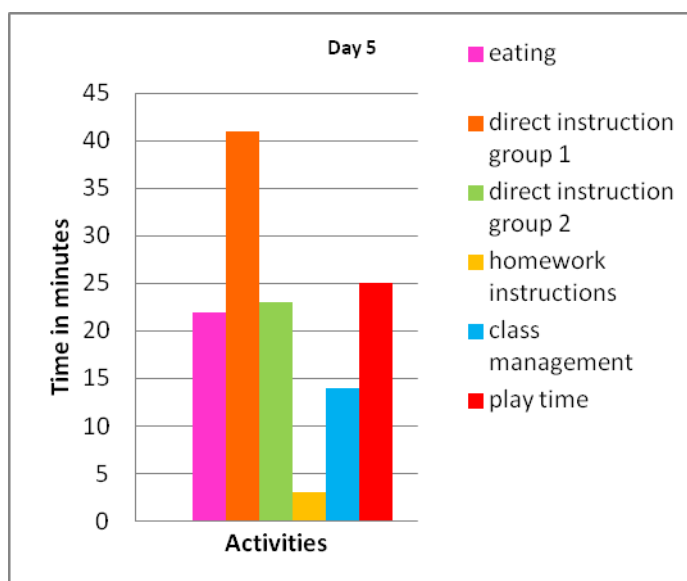
Monitoring was related to the writing activity that followed the instruction on sounds. The time spent on the individual SEN learner is significant for pacing as Teacher 2 spent more time talking to the learner than instructions for the rest of the learners.

Reading books were introduced for the first time to group 1 for small group guided reading.

Time spent on reading 19 min

Time spent on literacy: 2: 06 hours

Observation ended at 11:45 (3:45 hours of literacy)

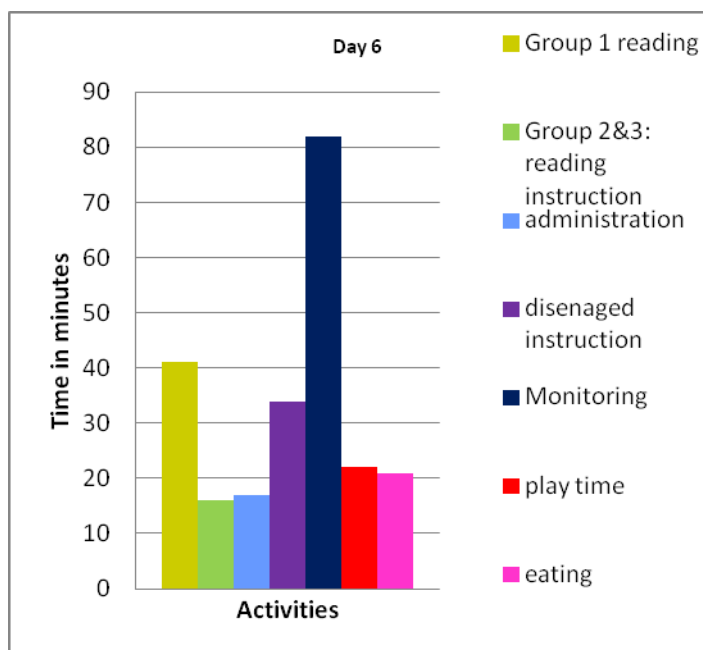


**Context for Day 5:**

This was the most balanced day where the teacher began with numeracy. I started observing from the beginning of the day (but recording and focused observation was on literacy). School was disrupted at the end of the day with a school raffle competition. Learners in Group 1 were the only learners who received homework. Literacy was taught for 1:25 minutes.

Time spent on reading: 1:04 hours

Time spent on literacy: 1: 18 hours



**Context for Day 6:**

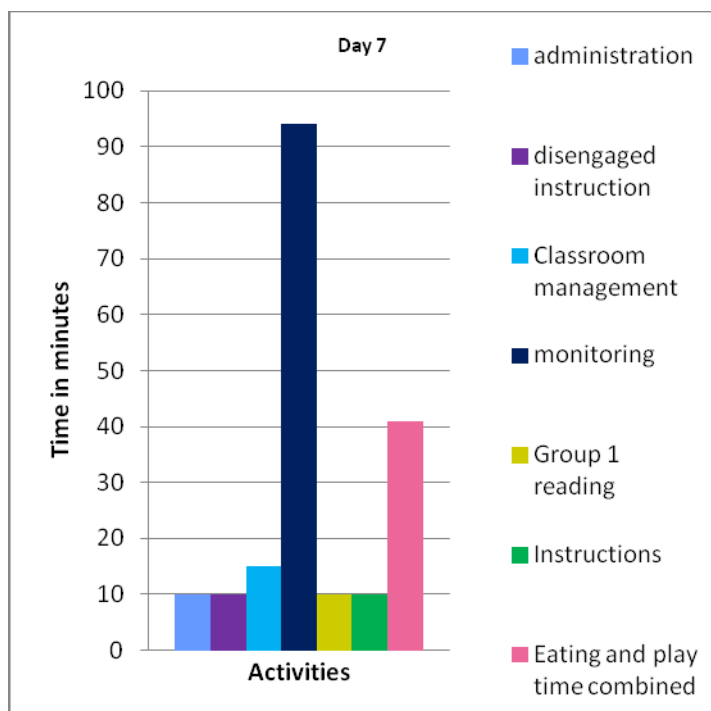
The focus of teaching was on literacy. During monitoring time learners were occupied with different activities related to writing hence more time spent monitoring learners.

School was disrupted and ended early because there was no water and this classroom is near the children's toilets.

3:53 hours observation time (school ended at 12:15)

Time spent on reading: 57 minutes

Time spent on literacy: 2:24 hours



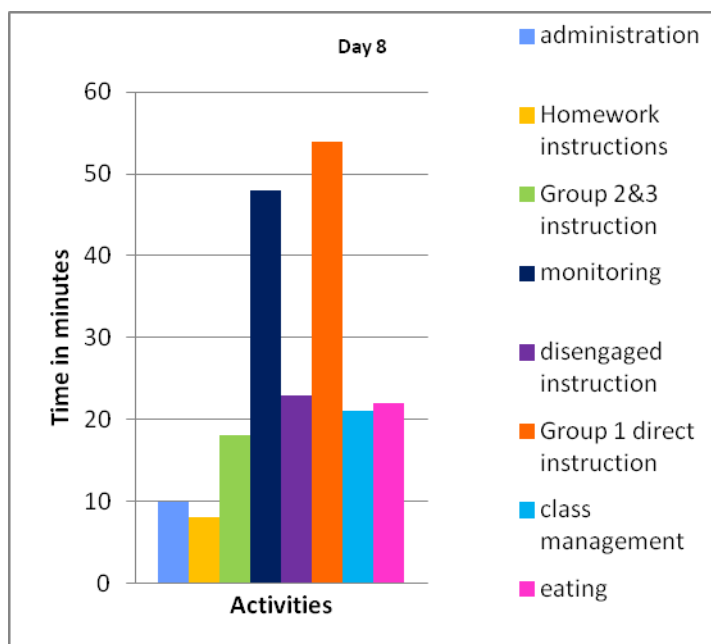
**Context for Day 7:**

Another literacy day, but mostly focused on writing and monitoring learners while they sat at their desks writing (related to the previous day's instruction). The numeracy was at the end of the day and while the teacher was doing numeracy some learners continued with literacy related activities. Learners in Group 1 were the only learners exposed to reading. 2:10 hours related to literacy in the overall observation time of 2:44 hours

School disrupted again because there was still no water (23 learners in class)

Time spent on reading: 10 min

Time spent on literacy: 1:44 hours



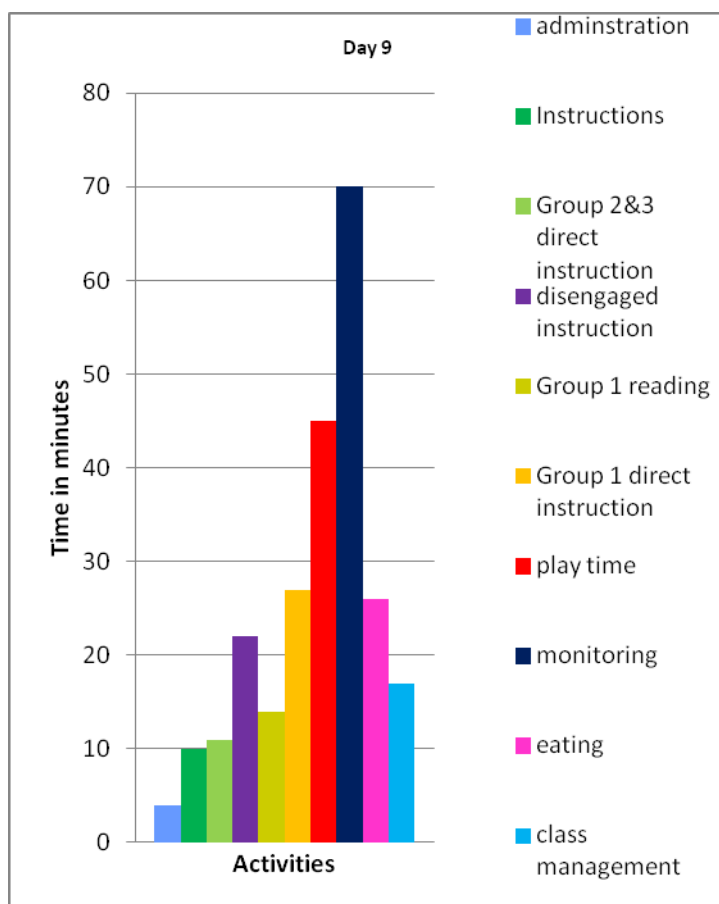
**Context for Day 8:**

There were 20 learners in class. There was a meeting related to IQMS with Teacher 1 and the HOD, but this was related to the file and not Teacher 2's teaching practice (this was conducted during teaching time). A new sound was introduced to Group 1 hence the amount of time focusing on this group alone. Monitoring the rest of the class's activities was related to learners' writing abilities.

Toilets still not fixed, school disrupted.  
Observation ended at 12:20 with 3:34 hours of observation time

Time spent on reading: 1:12 hours

Time spent on literacy: 2 hours



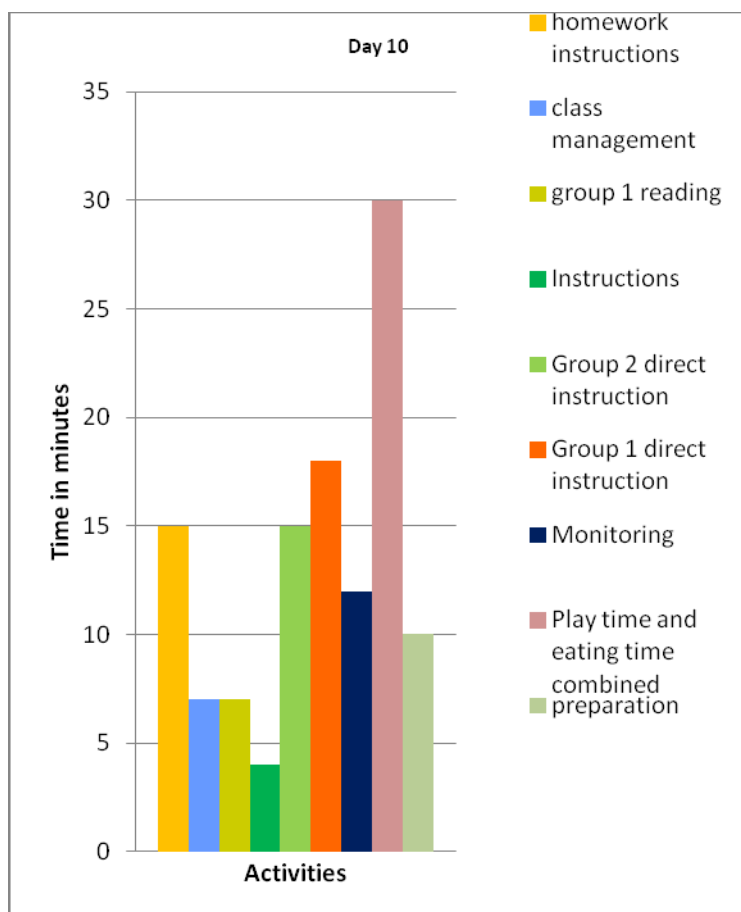
**Context for Day 9:**

25 learners in the class. Learning starts at 8:30 because of cleaning the classroom. Teaching primarily focused on Literacy.

The teacher sat with Group 1 during their reading for the first time during the observation period. Group 1 had reading time and phonics instruction for sound and word level work. Group 2 and 3 instruction was related to word and sentence level work. 4:51 hour observation time.

Time spent on reading: 52 min

Time spent on literacy: 2:02 hours

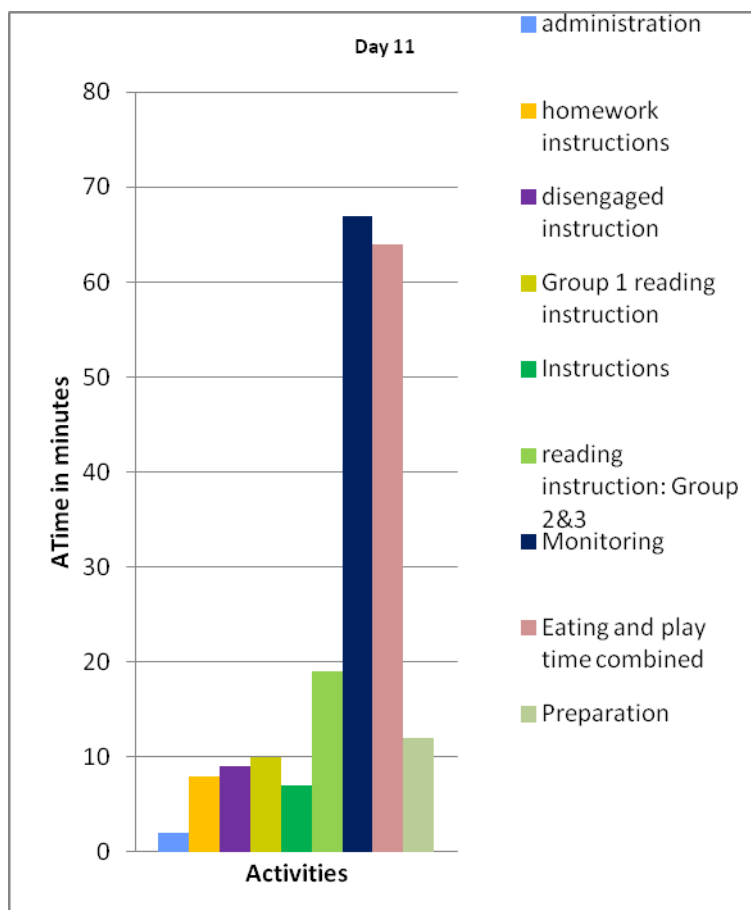


**Context for Day 10**

27 learners in class. Teacher spends more time than usual on checking homework and giving hidings to learners who have not been coming to school and those who did not do their homework (no interaction with the content of homework for further learning). 1:56 related to Literacy teaching (balanced day with numeracy as well, but numeracy time not reflected on the graph)

Time spent on reading: 30 min

Time spent on literacy: 42 min

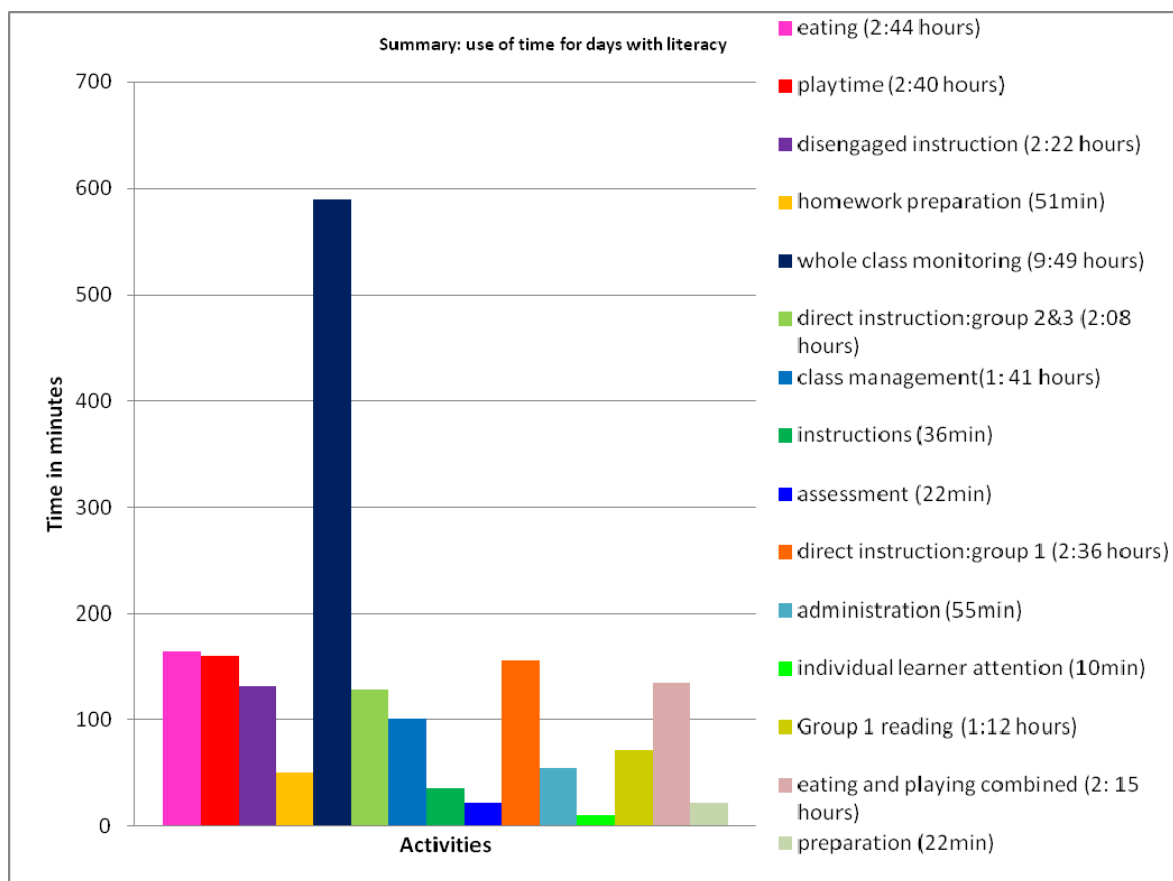


**Context for Day 11:**

28 learners in class. 3:18 observation time predominantly focused on literacy related activities and instruction.

Time spent on reading: 29 min

Time spent on literacy: 1:36 hours



### 5.5.2.3. Opportunity to learn and the use of time

One of the challenges in Teacher 2's classroom was the level of absenteeism. This had an effect on her use of time, because she had to help learners who had missed school catch up. These were also the learners who struggled with reading and lagged behind in their development (mostly learners in Group 2 and 3). As the teacher put it, "abantu abangasihambiyo isikolo bayalibazisa" (people who do not come to school make our learning lag behind) (Day eight). Thus there was a wide range of development amongst the learners. Creating the opportunity to learn for each child required planning, however, this did not happen. The graphs indicate that most of the instructional time was spent on monitoring learners. The use of homework was an attempt at creating the opportunity to learn. The teacher did not check the content of homework, but rather whether the children had completed it. If learners had not done their homework, they would get hidings and remain in class during play time to complete it. The use of time for these interactions meant that teaching time was compromised.

### 5.5.2.4 Reading instruction: discourse

The reading instruction was characterised by strong internal framing. The level of interaction with word and sentence level work has implications for the rate of transmission and how meaning



unfolds in a lesson. Teaching reading was mostly concerned with getting words correct without an emphasis on reading for meaning. The extract below is evidence of instruction during reading with Group 1 (see reading book in Appendix 3a):

<p>T: Mamela, iphepha ezantsi, utyhile, iphepha lesithandathu ezantsi, ok, Sisakhumbula mos, besithini xa sifunda. Siqala ngaphi? Sithini xa sifunda? Sibheka phi xa sifunda, siyaphi?</p> <p>L (learners shout out over each other): ekhohlo...</p> <p>T: sibheke phi?</p> <p>L chorus: ekunene.</p> <p>T: Sitsho njalo, kuyafana naxa sibhala, siqala phi? Ekhohlo Sibheke phi? Ekunene(learners join in the answers). OK sityhilile ke guys. Sityhilile ne? Ok, khanifundeni ke, nikhangele uba nisakhumbula na...</p> <p>Learners chorus read lesson 7 incorrectly all together as a group with the teacher listening.</p> <p>T: uthini? Uthi incwadi yesithandathu...siqala ohi</p> <p>L chorus: isifundo sesithandathu, iphepha lesithandathu</p> <p>T: hayi, sifunde, sizafunda ke ngoku, siqale phaya...Qala phaya, lonke iphepha liqala ngonobumba.</p> <p>L chorus: usisi...</p> <p>T: unobumba?</p> <p>L chorus: S...usisi usela isiselo</p> <p>T: mamela, ndithe umntu makathini? Wolathe ngolahlobo. U'ba owalathanga, iyoba ndim nawe. Ne? Usonge izandla wena...</p> <p>Learners chorus read the words at the same time with no meaning and not intervention from the teacher</p> <p>T: masiphinde, siphinde la ndawo.</p> <p>L chorus: siselo</p> <p>T: he?</p> <p>L chorus: siselo</p> <p>T: siselo, gqitha</p> <p>L chorus: usela</p> <p>T: he? Kwakhona?</p> <p>L chorus incoherently because they read all together and read different words.</p> <p>T: ...walathe, umntu makolathe. Ndicela ujonge kum, ndicela ujonge kum ngo'ba abantu ...Mamela, sithe phaya, isifundo sesithandathu, iphepha lesithandathu (class disturbance). Sifunde, jonga phantsi ke ngoku. Isifundo sesithandathu, iphepha lesithandathu. Kubhaliwe pha.</p> <p>L chorus: usisi</p> <p>T: usisi...kubhaliwe mos apha...Siqale ekholho, sibheke ekunene, ne?</p> <p>L chorus: usisi</p> <p>T: apha?</p> <p>L chorus: siselo (some learners read sisela)</p> <p>T: he?</p> <p>L chorus: siselo</p> <p>T: ligqibela ngabani...Kxawu'lolathe, khawundolathele.</p> <p>L: siselo</p> <p>T: ngubani lowo?</p> <p>[class disturbance from learners in group 2 and 3]</p> <p>T: uzokwalatha Andisa, he?</p> <p>L: sela</p> <p>T: he? Kwakhona?</p> <p>L chorus: usela</p> <p>T: usela. Ziphi incwadi zenu nina?(talking to the learner learners in the classroom)Aba bangahambi sikolo ndizobabeka pha! Niyasilibazisa, aba bangahambi isikolo! Henke, sifunde, uphinde</p>	<p>T: Listen up, the page at the bottom is page 6. Ok. So do we still remember what we do when we read. Which side of the page do we start? What do we do when we read? And which direction do we read to? Where side do we go?</p> <p>L(learners shout out over each other): to the left</p> <p>T: and we read towards which direction?</p> <p>L chorus: to the right</p> <p>T: That's right. It's the same with when we write, where do we start? We start from the left and go to the right.( learners join in the answers). Ok, let's turn to the correct page. We're all on the same page? Ok, now read for me, and see if you can remember. Learners chorus read lesson 7 incorrectly all together as a group with the teacher listening.</p> <p>T: What did you say? Where do we start? Book 6?</p> <p>L chorus: Lesson 6, page 6</p> <p>T: No, let's all read together and we're going to start over here. And each page begins with a sound</p> <p>L chorus: usisi...</p> <p>T: and the sound?</p> <p>L chorus: S...usisi usela isiselo</p> <p>T: Listen up, what did I say you should do? Point at the letters you are reading. If you do not point at the letters there's going to be trouble. Ok? Your arms shouldn't be folded.</p> <p>Learners chorus read the words at the same time with no meaning and no intervention from the teacher.</p> <p>T: Let's read that part again.</p> <p>L chorus: siselo</p> <p>T: he?</p> <p>L chorus: siselo</p> <p>T: siselo, carry on.</p> <p>L chorus: usela</p> <p>T: He? Again?</p> <p>L chorus incoherently because they read all together and read different words.</p> <p>T:...use your finger to point while you are reading. Please look at me, because people...Now listen, we read there, lesson 6, page 6 (class disturbance). Now let's read, look at your book. Lesson 6, page 6. It's written there.</p> <p>L chorus: usisi</p> <p>T:...usisi...that's what is written there...we start from the left and go to the right, ok?</p> <p>L chorus: usisi</p> <p>T:over here? (pointing at a word)</p> <p>L chorus: siselo (some learners read sisela)</p> <p>T: he?</p> <p>L chorus: siselo</p> <p>T: what's the last letter on that word?...Point it out for me</p> <p>L: siselo</p> <p>T: what's that?</p> <p>[class disturbance from learners in group 2 and 3]</p> <p>T: Point it out Andisa</p> <p>L: sela</p> <p>T: he? Again?</p> <p>L chorus: usela</p> <p>T: usela. Where are your books? ? (talking to the learner learners in the classroom). Those people who do not attend school are going</p>
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<p>uqale ekhohlo ubheke ekunene. Masiphinde sifunde la magama abhalwe ngindilili, abhalwe deki, amnyama ne? Masifundeni wona ke.</p> <p>L: usisi</p> <p>T: gqitha</p> <p>Learners struggle with some of the words and the teacher helps by prompting them</p> <p>T: sise_? U-L ne-E ngubani?</p> <p>L chorus: LE</p> <p>T: funda kakuhle ke ngoku</p> <p>L chorus: sisele</p> <p>T: sisele...ewe,</p> <p>L chorus: sela</p> <p>T: kwakhona</p> <p>L chorus: usela</p> <p>T: sela, ne? Masitsho sifunde ke ngoku, wolathe, wolathe!</p> <p>L chorus: usisi usela isiselo (learners read this repeatedly and hesitantly without the teacher's comment)</p> <p>T: Mamela ke, bafundile aba...usisi usela isiselo. Ndifuna ke ngoku aba, khe sifunde esasivakalisi sesibini...uLiyoni khange ndimve...</p> <p>A learner reads aloud, but not with fluency.</p> <p>T: Ithi ke ngoku, sisiselo sam eso sisi, sisiselo same so sisi (learners join her while she's reading)...(class disturbance with Group 2 and 3). Ok masiphinde sifunde apha...mamela ke, mamela mna, uyolatha: usisi, usela isiselo</p> <p>Learners read altogether again.</p> <p>T: makalathe, makalathe. "sisiselo sam eso sisi". Itsho.</p> <p>L chorus: sisiselo sam eso sisi.</p> <p>T: Kwakhona,</p> <p>L chorus: sisiselo sam eso sisi.</p> <p>T: Ok, "usoso, ulilela isiselo"</p> <p>L chorus: usoso ulilela isiselo</p> <p>T: kwakhona</p> <p>L chorus: usoso ulilela isiselo</p> <p>T: usoso sula isosi</p> <p>L chorus: usoso sula isosi</p> <p>T: niyangxola, niyangxola (class disturbance from Group 2&amp;3)</p> <p>Learner reads the sentence incorrectly while the teacher is not paying attention to Group 1</p> <p>T: phinda, phinda, ungafundi into zomqala wakho wena, funda le nto ibhaliweyo, walathe ne!</p> <p>L chorus (hesitantly) soso sela...</p> <p>T: soso sela isiselo</p> <p>L chorus: soso sela isiselo</p> <p>T: sifunde sonke, afunde umntu ngamnye (Leaves this group to monitor the rest of the learners in class-sound-letter relationships with Group 2 and 3. Group 1 is expected to read independently while the teacher is monitoring the rest of the class)</p> <p>T: sifundile apho? Sapha iswazi lam, liphi iswazi?(returns to group 1 to check their reading again). Niyafunda? Ndithe ukugqiba kwenu, umntu afunde yedwa, niyafunda?</p> <p>L: sithe makafunde (there's a contention amongst the learners about whose turn it is to read)</p> <p>L: isifundo sesithandathu, iphepha lesithandathu. "usisi ...S...S...usisi"</p> <p>L: su'funda Yoliswa...</p> <p>(The teacher returns to Group 2 and 3 for instructions for another activity. The learners in Group 1 continue reading "independently"</p> <p>The reading session ends abruptly for group 1 and is followed by a literacy related activity. The teacher ignores group 1 when she is working with group 2 and 3. Returns to Group 1 to listen to 1 learner's reading. She changes the instructions so that learners</p>	<p>to sit over there. You're making us slow down, those of you who do not come to school regularly. Ok, let's carry on, start again from the left to the right. Let's start reading those words that are written in bold letters, the ones written in black, let's read those.</p> <p>L: usisi</p> <p>T: carry on</p> <p>Learners struggle with some of the words and the teacher helps by prompting them</p> <p>T: sise_? U-L ne-E, what is that?</p> <p>L chorus: LE</p> <p>T: now read properly</p> <p>L chorus: sisele</p> <p>T: sisele...yes,</p> <p>L chorus: sela</p> <p>T: again</p> <p>L chorus: usela</p> <p>T: sela, ne? Now let's read, point at the words, point at the words!</p> <p>L chorus: usisi usela isiselo (learners read this repeatedly and hesitantly without the teacher's comment)</p> <p>T: Now listen, you guys have read... usisi usela isiselo. Now I want you guys to read the second sentence for me...Liyoni, I didn't hear you read</p> <p>A learner reads aloud, but not with fluency.</p> <p>T: now this reads; sisiselo sam eso sisi, sisiselo same so sisi (learners join her while she's reading)...(class disturbance with Group 2 and 3). Ok, let's read this again...now listen, listen to me, point: usisi, usela isiselo</p> <p>Learners read altogether again.</p> <p>T: point with your finger, point with your finger "sisiselo sam eso sisi". Read it.</p> <p>L chorus: sisiselo sam eso sisi.</p> <p>T: Again</p> <p>L chorus: sisiselo sam eso sisi.</p> <p>T: Ok, "usoso, ulilela isiselo"</p> <p>L chorus: usoso ulilela isiselo</p> <p>T: again</p> <p>L chorus: usoso ulilela isiselo</p> <p>T: usoso sula isosi</p> <p>L chorus: usoso sula isosi</p> <p>T: You're making a noise, you're making a noise(class disturbance from Group 2&amp;3)</p> <p>Learner reads the sentence incorrectly while the teacher is not paying attention to Group 1</p> <p>T: Again, again, don't make things up, read what is written on the page, and point with your finger!</p> <p>L chorus (hesitantly) soso sela...</p> <p>T: soso sela isiselo</p> <p>L chorus: soso sela isiselo</p> <p>T: We're all going to read, each person one at a time (Leaves this group to monitor the rest of the learners in class-sound-letter relationships with Group 2 and 3. Group 1 is expected to read independently while the teacher is monitoring the rest of the class)</p> <p>T: Are we reading there? Give me my stick, where is my stick? (returns to group 1 to check their reading again). Are you reading? I said when you're done, each person must read on their own, are you reading?</p> <p>L: we told him to read(there's a contention amongst the learners about whose turn it is to read)</p> <p>L: lesson 6, page 6. "usisi ...S...S...usisi"</p> <p>L: don't read Yoliswa</p> <p>(The teacher returns to Group 2 and 3 for instructions for another activity. The learners in Group 1 continue reading "independently"</p>
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take turns reading one sentence but she does not monitor this)	The reading session ends abruptly for group 1 and is followed by a literacy related activity. The teacher ignores group 1 when she is working with group 2 and 3. Returns to Group 1 to listen to 1 learner's reading. She changes the instructions so that learners take turns reading one sentence but she does not monitor this)
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(Extract 5.9.)

The interaction is controlled by the teacher's questions and chorused answers from the learners, which impeded making meaning from the text. The reading book was not meaningful for the learners, therefore, their learning was limited to answering questions about decontextualised letters and words. The teacher did not model reading to the learners rather she gave them instructions about what to do while reading.

Appendix 5b is an extract from the first day of observation. The teacher's instruction with group 2 and 3 (the learners who were struggling the most at the time of observation) was characterised by word and sentence level work. The amount of time spent interacting was largely related to the level of explanation needed to help learners make the necessary connections between the sounds and letters. The teacher thus controls the learning through the selection of the content.

The teacher made use of picture reading once during the observation period with Group 2 and 3 (see Appendix 5b for extract and Appendix 3e for the picture). The teacher's introduction of the picture is decontextualised as she does not support the learners in making meaning from it. She simply tells them to discuss the picture. The learners' response to this instruction shows that they cannot do this without guidance. The conversation shifts to a discussion on spatiality— making sense of where the animals are and how this relates to making use of space: above, below, inside, on top etc. This shift in the conversation is guided by the teacher's questions with no support for obtaining meaning or understanding the purpose of the exercise. Where picture reading could be an opportunity for learning, this interaction is an example of the initiation, response and feedback sequence (Sunderland, 2001) which limits meaning for the learners.

The teacher positions herself as the reader and the source of knowledge , however, she is not able to model what a good reader is especially for the learners in the second and third groups. Interaction with SEN learners is also limited to giving instructions rather than an active engagement with them at their level of development (see Appendix 5b for extracts with two SEN learners).

Teacher 2's communication of standards and evaluative criteria for reading is relevant here. She explicitly communicates to the learners in the second and third group that she expects them to be able to use the BTL sentence makers like learners in the first group. The learners' response suggests

that they do not wish to use the sentence makers as they do not understand this as part of their reading development.

The process of teaching reading is also about the use of language and the strategies to enable learners to become readers. The amount of time the teacher spent with each group (either drilling learners in the bottom two groups, or regulating the reading through questions for learners in the top group) had implications for pacing. This strong internal framing of learning limits the extent of the choices and engagement learners have in their own reading development.

#### **5.5.2.5 Assessment**

During the observation period Teacher 2 conducted a test for all the learners. They were expected to write words (see Appendix 3g for the list of words for each group) in order for the teacher to assess their reading development. The test revealed that many of them could not write the words correctly, which the teacher understood as an indication for more phonics instruction. She did not express a plan for changing her practice for the SEN learners (who were reversing letters and writing incoherently) as she did not have the remedial teaching skills to augment their learning. Appendix 5b is an example of the interaction with SEN learners after the test was written. She also lacked the necessary reading resources.

There were other forms of informal assessment during the observation period. The teacher realised that the learners in Group 1 did not have sufficient vocabulary while using the sentence makers. She wrote new sentences on flash cards to expose learners to the new vocabulary she wanted them to use. This form of informal assessment resulted from her observation of the learners.

Assessment has implications for pacing as it is a tool for internal framing of learning. The teacher did, in the instance referred to above, adjust her teaching appropriately in response to assessment, but this was not consistent.

#### **5.5.2.6 Monitoring the learners**

As indicated by the graphs, most of the teaching time in Teacher 2's practice was spent monitoring the learners. This has implications for the level of control of the learners' reading development as well as the extent of time used for teaching reading. There were various levels of monitoring: monitoring group 1 learners while they read, monitoring learners during their writing activities (which were an extension of the reading practice) and monitoring the SEN learners.

During whole class monitoring, the teacher walked around the class checking the learners' books. All the learners were expected to write words or sentences following direct instruction. Through this

writing the teacher sought to establish the learners' level of development since a lack of resources meant that she could not hear all the learners read individually.

Monitoring SEN learners was a challenge for Teacher 2. Interaction with these learners was characterised by exposing the learners' low level of development to the rest of the class. This was often through shouting, repeating instructions and hitting the learners until she felt that they were responding to her instructions. Pacing was influenced by the fact that the teacher attempted to interact with each learner, but without fully engaging them in reading.

#### **5.5.2.7 Differentiated teaching**

- **If the teacher uses differentiated teaching, how is this managed?**

The teacher's use of differentiated teaching is evidence of strong internal framing. Learners sat according to their ability groups at their desks (see Figure 5.2 above) and the teacher's instruction differed for each group. Even though the design of the desks shows three distinct groups, Group 2 and 3 were combined as one group for any instruction that was not directed at Group 1.

Differentiated teaching was strongly controlled by the teacher; learning did not take place unless she was interacting directly with a group of learners. The teacher did expect learners to be able to work independently, and she provided work for them to do so. However, this was not always effective. If the teacher started with Group one, the rest of the learners would not be monitored until instruction had been completed with Group 1. Learners often became distracted and disengaged. There were also no additional resources or activities available for learners to work through independently, which affected the management of differentiated teaching. The only resources were writing books, sentence makers and BTL learner books, which all required instructions and input from the teacher before the learners could make use of them.

The teacher was aware of the problems in her management of differentiated teaching but this practice persisted throughout the observation period. Teacher 2 did not have systematic routines to keep learners engaged.

- **What are the factors that affect differentiated teaching?**

The teacher's lack of planning affected the quality of differentiated teaching. She was not able to ensure that learners could work independently on the activities provided when she was monitoring other groups. This also related to the quality of classroom management and establishing routines.

The availability of relevant resources for all the learners' levels also had implications for differentiated teaching. The activities that Teacher 2 used were mostly writing and decontextualised worksheets. These required extensive instructions and scaffolding before the learners could work on them alone.

Marked differences in ability were also a factor. Even though the teacher had grouped her learners, the difference in ability between a learner in the 1<sup>st</sup> group and a learner in the 3<sup>rd</sup> group was vast. This meant that the teacher's practice had to be mindful of this gap in spite of the lack of resources.

- **How does differentiated teaching impact on the use of time?**

Teacher 2 did not monitor the amount of time she spent with each group. She did not have a systematic approach to ensure an equal opportunity for learning to take place. The graphs indicate that there was more time spent with group 1 than groups 2 and 3 through direct instruction.

The daily interaction with the groups was also not consistent as the teacher's choice of which group to instruct was not guided by planning but rather which group she felt needed more attention that day. The disengaged instruction shown in the graphs is also a consequence of looking for resources to occupy groups who were not being instructed. Again, this results from lack of planning.

#### **Summary: Framing of pacing**

This is a summary of Teacher 2's pacing. The practice was both internally and externally framed. Where the practice was externally framed there were negative implications for the practice in the classroom and a loss of time.

STRONG		WEAK
External	Absenteeism caused learners to miss school compromising learning in the classroom	No use of the timetable; no guidelines for using differentiated teaching effectively (lack of planning learning)
Internal	Explicit communication of evaluative criteria; strong use of differentiated teaching	The teacher controlled the framing of teaching and learners had no freedom in their interaction with reading

(Table 5.4. Summary of pacing for Teacher 2)

#### **5.5.2.8 Sequencing: Lesson routine and structure**

Because there was no lesson planning, the daily lessons were strongly controlled by the teacher. The pattern of learning was not structured according to time but rather by the teacher's sense of what she wanted to do each day. Teaching would sometimes begin with numeracy, or the last set of work

that the learners were exposed to the previous day. The transition from one activity to another would be signalled by instructions or looking for books or resources related to the next activity. This often took time away from engaged instruction. There was no consistency in this pattern as the teacher would often suggest certain activities but with no follow up on them. This was related to her expectations such as wanting to introduce dictation and different activities to learners, but realising that she had not prepared for this. The structure of learning was established through transitions such as break time, eating and administrative disturbances.

There was however consistency in the type of activities learners were exposed to. Group two and three had reading instruction with a focus on phonics and sentence level work. Group one was exposed to sentence level work, new sounds and a reading book. Monitoring also formed a regular part of the daily activities. This routine involved the teacher walking around the classroom monitoring learners individually or in groups. However, this was not systematic either as the teacher often interacted with learners who were noisy or disturbing learning during differentiated teaching.

#### **5.5.2.8.1 Content of activities**

The content of the activities related to reading were determined by the resources available to the teacher. The content for reading (and literacy related activities) were controlled and selected by the teacher according to the ability of the learners. The choices related to content were characterised by strong internal framing.

The differentiated content meant that Group 1 was exposed to content relevant to the sentence with which they were working. The BTL sentence makers were used regularly, and when reading books were introduced in the second week of observation, reading was incorporated every day. Learners were expected to create their own sentences, write them in their books and read to one another (see Appendix 3d for a description of the BTL resources). This process formed part of their reading lesson as learners subsequently read what they had written. However, there were limitations to the use of sentence makers:

- Learners were limited to the words in their sentence makers when creating their sentences.
- If learners wanted to create new words, they had to do this using flash cards. The teacher used various methods of encouraging learners to use different words in their sentences. However, learners had block sentences with a similar sentence structure e.g. Umama ubona utata; usisi ubona utata; usana lubona utata. Therefore learners were not creating completely new sentences nor forming a connection or meaning from their sentences.

- The teacher attempted to rectify this by writing new sentences on flash cards and asking learners to read them aloud. The learners struggled with this exercise in spite of the familiar words that the teacher used.
- Group 2 and 3's content differed from Group 1 as the teacher was the primary source for their learning through the instruction of vocabulary (word-level work) and sound-letter relationships. This was through board work where word lists were created on the board. Learners were expected to read the words on the board taking turns and reading to one another. These words were unrelated and decontextualised. Some of the words were simply syllables with no meaning (see Appendix 3g for the list). The level of content introduced to these learners was also limited because of the lack of guidelines and available resources for struggling learners

#### **5.5.2.8.2 Cognitive challenge**

The cognitive challenge suggests that the teacher had higher expectations for learners in Group 1. There was a gradual increase in the amount of work they were exposed to from the first week of observation to the last day of observation.

The first week of observation was word and sentence level work where learners were working with decontextualised sentences and words. The reading book was introduced in the second week of observation in addition to word and sentence level work. The cognitive challenge was thus monitored by the teacher even though she did not have a lesson plan for her teaching.

Group 2 and 3 were exposed to word and sentence level work throughout the observation period. The teacher understood this as sufficient for their level of reading development. The BTL learner book was not used systematically by the teacher nor was it related to reading instruction (see Appendix 3e). This is especially the case with the picture reading exercise that was not related to any further learning. The teacher's instructions and explanation of this activity were never clear to the learners.

The level of cognitive progression was controlled by the teacher. Activities were limited to the following: oral activity, picture reading, and phonics, knowing the letters, letter-sound relationships, reading words, vocabulary building and reading isolated sentences. Only learners in Group 1 were exposed to reading (there was no shared reading for the rest of the learners).

The table below indicates the content that was introduced to the learners during the observation period.



Day	Group 1 content	Group 2 and 3 content
1	Sentence makers and writing Homework(HW): writing	Reading vocabulary on the board (see Appendix for content) Homework: exercise booklet
2	Numeracy day (for both groups) but Literacy related Homework is given to the learners to take home	
3	Worksheet Spelling test (see Appendix for content) Writing activity: umama ubona utata; usana lubona usisi; umalume usela iti HW: writing	Spelling test (see Appendix for content) Worksheet: drawing patterns Recitations and rhymes (oral literacy) HW: writing (single word)
4	Read sentences written for homework (repeatedly) Create sentences in individual sentence makers (utata ufuna usisi; umalume ufuna usisi; usisi uyacula ) and rewritten in their books No teaching of new content	Reading words on the board with phonics instruction Drawing and writing: ikati
5	New sentences introduced with flash cards; chorus reading: umalume ufuna iti, usana luyalala, molo mama notata, usana lulele nomama, ikati iyavuka Reading book introduced (Appendix3a) Double phonic 'hl' introduced Reading book as HW	Activity in learner book (Appendix3e) Phonics instruction (no new sounds)
6	Reading book, but limited monitoring by the teacher	Activity in learner book Sentence level work: umama ubona utata (blending and breaking down words in the sentence), followed by writing and a drawing depicting the sentence
7	Group Reading of the same reading book; sentence makers and finding new words in the sentence maker	Writing and drawing: umama ubona utata
8	Reading from reading book (little monitoring) followed by writing Introduces double phonic: 'bh' with related vocabulary, sentence makers HW: reading book and vocabulary with the new sound	Activity from learner book; sentence level work: usana luyalala; followed by writing
9	Questions about new words in their reading book Sentence level work with the sentence maker and writing Phonics: emphasises bh-sound, new sound and related vocabulary: mb and a sentence: imbi imbiza kamama HW: new words and sentences from the new sound	New sentence: umalume uyavuka Blending and breaking down the sentence for sound-letter relationships Writing and drawing a sentence that depicts the new sentence Picture reading from learner book (Appendix 3e) HW: writing the new sentence in their books
10	Reading book with no guidance Repeats phonic sounds bh and mb (with vocabulary list), sentence level work with new sentences: usana lulilela ibhola; ubhuti uyabhala New sound: dl Sentence makers used for the writing exercise HW: create new words and sentences with the sound mb	New phonic sound: V and K Incidental reading of previous sentences
11	Reading book with no guidance dl sound repeated	Picture poster used to introduced sentence level work: ikati kamama isela ubisi

	introduces new sound: hl Word and sentence level work with the new sounds and sentence maker	Blending and breaking down of the sentence to emphasise sound- letter relationship Writing and drawing the picture relating to the new sentence
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(Table 5.5. Summary of content in Teacher 2's classroom)

### Summary: Framing of sequencing

External framing of the curriculum had no impact on Teacher 2's practice. Sequencing was controlled by the teacher in spite of there being no timetable or planning for learning.

STRONG		WEAK
External	None	No use of guidelines for sequencing learning (with no timetable for routine in the classroom); a lack of resources supporting learning for all learners according to their levels
Internal	Teacher controlled the sequencing of learning and the choice in the content	Learners had no control of sequencing learning

(Table 5.6. Summary of sequencing for Teacher 2)

### 5.5.2.9 Teacher understandings: from the interviews

#### 5.5.2.9.1 Expectations of the learners

The teacher's expectations of her learners related to their wide range of abilities. This had implications for the level of interaction with them and how she understood their growth.

The teacher's interaction and understanding of the SEN learners was at a frustration level; she confessed to not having the necessary remedial teaching knowledge to support their learning. This was especially the case after the formal writing assessment on Day 3. Her response was that she did not know how to offer them the opportunity to learn apart from her current practice, which consisted of drilling sound-letter relationships.

The stimulus recall interview indicated that the teacher was not fully aware of the standards that learners should be able to achieve at the end of the year, knowledge which has implications for both sequencing and pacing:

Ndafumanisa apha ezintethweni zabo , babe bethetha, athi omnye hayi, uGrade 1, if banokwazi i-single sounds , ewe, if bangakwazi zona, akho problem. Ndafumanisa hey, inoba ba-crusha kwa i-double phonics ezi . Ndabuza kwakuma'am , "ey ma'am, uthetha ukuba abantwana	I realised with conversations in passing, where one of the teachers mentioned that if Grade 1's could know single sounds then there should be a problem [for further learning]. Then I thought, perhaps they are against the teaching of double phonics. So I spoke to another teacher,
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<p>aba bazopasa, senditsho uzophela lo nyaka sisenza isingle phonics, singenzi i-double phonics because ndive omnye xa ethetha esithi, athi ke yena ke, ha-a.</p> <p>Udla ngokuthi ke yena mandingabahoyi...athi, hayo su'ba hoyo, athi..andihoyi ke ngoku xa esithi abantwana ukuba bayakwazi ukufunda, bafunde isingle phonics. Ndiqonda kayi ke andiyazi...At least bafike kuGrade 2 noba ke, abazigqibanga, at least ke noko. But ke...kuba ke yena engekam lantiki, itraining kaStage 2...but yena uyabafundisa ke, ngolohlobo lwakhe, uthi uyabafundisa ngolo hlobo lwakhe but ke akakafiki...mandingamameli yoke into mandenze qha.</p> <p>So ufumanise ukuba ndiyatyhafa, you know, andiyazi. And ngeba senza, kufuneka la nto yokuba nathi size, (sithethe)masenze kaloku...siyeza, okanye noba ingathi ndiphambili, athi umntu siyeza, sizokwenza nathi sifike apho, but ufumanisa ukuba ingathi...</p>	<p>Mrs_ asking about whether we will spend the entire year only teaching single sounds, without any double phonics, because I'd heard one of the other teachers say so. So she said no, not really.</p> <p>She usually says that I shouldn't pay too much attention to the other 2 teachers. So the question is about the extent of what children should be able to do. So now I'm not really sure. They should at least get to Grade 2 with some knowledge of double phonics even if we have covered all the sounds. But she says she also hasn't had training for Stage 2 so she teaches her learners in her own way, she says she uses her own methods, but she hasn't taught that much. So she reckons I should just teach and not listen to the other 2.</p> <p>So I find this all quite discouraging, because you know, I don't understand. Because we ought to get together and discuss our practice, whether we're all keeping up or who has to catch up, or who is pacing too quickly, but you, there's no such thing.</p>
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(Extract 5.10.)

This extract reveals many aspects of her understanding of her teaching and her community of practice. The teachers disagree about what learners should be able to do by the end of the year. There is also misunderstanding about BTL as a pacing and sequencing tool. It is clear that Teacher 2 has low expectations of the learners because of their poor abilities at the beginning of the year and insufficient support from home.

The teacher's arrival in February (once teaching had started) meant that there wasn't a thorough process of benchmarking and observing the learners. She had anticipated a handover process with the previous Grade 1 teacher, however this did not happen. This affected how she began the pacing and sequencing for her learners:

<p>mhlawumbi ndandengekaba obsevi kakhulu. Mhlawumbi ndathatha ukuba i-most yabantwana ndisithi ndabathatha ndababeka apha. Ngaba bazi(repeaters) so inoba ke mhlawumbi ndandithatha ukuthi no, ngabantwana aba kuba be(repeating) so at least noko...nam ndabe ndibona ke, baqhuba kakuhle. When it comes ke ngoku, xa sisithi bhala ke ngoku, funda, yo, angakwazi.</p> <p>Bekumelba kaloku ikhona into etshoyo but ke mnake zange ndiyifumane. Ndava nje ukuba nazi (i-repeaters), and kenam xa sendibabona ukuba hayi, nam ndenza i-mistake yokuba beka kula-group</p>	<p>Maybe I hadn't observed them properly [at the beginning of the year]. So I just assumed a lot about the learners, especially those who were repeating the grade. So I figured since they were repeating the grade I thought they would simply do a little better. But when it came to the writing, the problems started showing up.</p> <p>There was supposed to be something telling me about the learners' development, but I never received any information. I was just told, "these learners are repeating the grade", and later I realised I made a mistake because I could see that some of them should be in that group (referring to group 3)</p>
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(Extract 5.11.)

Her lack of knowledge and understanding about the learners influenced her differentiated teaching. In spite of giving homework regularly to learners, there was no systematic process of following up this learning or involving parents. The teacher had a negative perception of the parents and low expectations of learners who lacked parental support.

These extracts indicate the teacher's understanding of her learners and how she formed her expectations. She had limited knowledge of early childhood development and what learners should be able to achieve in their reading development by the end of Grade 1. This had a negative impact on her practice and how she related to her learners, especially SEN learners. Teacher 2's limited knowledge of the external framing of expectations in the curriculum meant that her expectations were internally framed by her experiences.

#### 5.5.2.9.2 Planning

Throughout the interactions with Teacher 2, there was a limited reference to how she organised learning. The following extract describes how she plans differentiated teaching:

ndiyabatshintshatshintsha, mhlawumbi ndiqale, uba (ndi-decide) uba ndiqale nge group, last group, ndiqale ngabo ke...ngokokubona kwam, mhlawumbi, ndiyazi ukuba le i-group, at least i2nd group at least noko ibabhetele so mandiqale ngalena ke ngoku i-group(3 <sup>rd</sup> ) namhlanje.	I change things around, so maybe I'll decide to start with the last group, so I'll start with them, but it's generally according to what I think who needs more work. So sometimes I'll realise that at least the 2 <sup>nd</sup> group isn't so bad so I'll start with group 3 on that day.
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(Extract 5.12.)

There was no indication of collaborative planning of work schedules and learning programmes. This level of planning can be related to strong internal framing of learning in spite of the curriculum requirements that teachers plan as a community within the grade and across the phase.

#### 5.5.2.9.3 Community of practice

Teacher 2 had a complex relationship with the other three teachers, which was affected by her late arrival at the school. There were no regular meetings amongst the teachers so Teacher 2 planned and understood her own practice in isolation. She assumed that there should be a level of formal communication amongst the teachers:

ha-a, asikadibani. Asikadibani, le nditsho kulantika, like le nto yesiXhosa, sidibane, sibuzane. But ke, kuba ke, ndina la nto yokuba umntu emane engena apha uyabona, naba abantwana bayazisebenzisa eza-nto(sentence makers), qha athi ke omnye, xa ebona abantwana wathi "hey, ndisemva esiXhoseni" so yena ke,	Well no, we haven't met. We haven't met, especially for literacy where we should get together and ask questions. But you know, I realised that since the other teachers can walk in and out my classroom while I teach, they can see what the children are doing and the resources we are using. So when they see what we are
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ndaqonda ukuba uyakuphusheka...lyatyafisa!	doing, they usually say “oh dear, I’m lagging behind with isiXhosa”, which suggests that my teaching could be putting pressure on them, so that’s discouraging.
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(Extract 5.13.)

Her position as a new teacher meant that she felt she could not offer insights about her practice because her colleagues were older and more experienced than she was. Her position in the school was still precarious because she was not certain about the post; she was moved to the school against her will by the Department of Education.

Teaching was largely internally framed by the teachers but this unsettled Teacher 2 as she was aware (albeit marginally) that learners should be exposed to more content than the other teachers expected. The use and understanding of BTL also differed amongst the teachers. The lack of communication among the teachers about pacing and sequencing and Teacher 2’s previous teaching experience affected how she understood her teaching practice. The following extract links this to the question of autonomy and flexibility this teacher has in her practice:

Mhlawumbi yindlela abenza ngayo bona, mna ke ndithatha ukuthi mna yindlela kuba mhlawumbi mna bendindedwa so mna bendisenza ngoluhlobo bendisenza ngayo, bendingenamntu (refers to farm school) uzakuthi kwathini kwathini	Maybe it’s the way they do things here. So I just assumed that’s just how they teach at this school because in my previous school I was the only FP teacher. So I would do what I wanted to do without anyone telling me what I should be doing.
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(Extract 5.14.)

These extracts reveal a fraught relationship and a lack of support for Teacher 2 as a new teacher. Her perceptions of “not fitting in” with the other teachers has implications for the choices she feels she can make in her practice. The community of practice has a twofold effect on Teacher 2: there is strong external framing amongst the teachers about the kind of community they created, however this is not explicitly communicated in a manner that Teacher 2 understands; therefore this has implications for her own internal framing and position as a teacher because she feels her practice and perceptions differ from the other teachers, but she did not have the ability to express this fully without the risk of being ostracised from the community.

#### 5.5.2.9.4 Teaching experience

Teacher 2’s experience in farm schools formed part her understanding of her current practice. She used her memory (and sometimes lack thereof) to explain her practice and her understanding of the learners.

One of the factors that contributed to her understanding of her practice is her memory of using BTL in her previous school and the level of control it allowed in her teaching. Her knowledge and understanding of BTL forms part of her conceptual schema of teaching reading:

eCollege, zange siboniswe ukuba masifundise njani isiXhosa, but i think ke aba a e i o u babekhona. So azange, andazi...kangakoba' ndandithetha nomnye sisithi eCollege izinto ezinintsi azange sizilantike. So iworkshops zeziNGOs ziyasinceda kakhulu otherwise into ezinintsi akhange sizenze  ...mhlawumbi yilanto ndandifundisa umultigrade. Ndandiyazi ukuba ugrade 3 uzonceda ugrade 2 so ndibe mna ndihleli kule-igroup. Ifocus ibe kugrade 1. Ndibe ndionda ke ngoku naba ke ngoku kula-first group, bazonceda bona ugrade2.	We were never taught how to teach reading when I was training. But I think there was a mention of the a e i o u method. So no, there wasn't, I don't know...In fact I was chatting to one of the teachers and we were chatting about how many things weren't included in our training. So the workshops from the NGOs have been very helpful, because many things just weren't done...  ...Maybe because I taught in a multigrade classroom. I knew that I could get learners in Grade 3 to help learners in Grade 2 so that I could spend time with learners in Grade 1.
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(Extract 5.15.)

The extract below indicates the extent of her memory in relation to choosing content. Her choice of content for the double phonics was not systematic because she did not have a structure for this anymore. She has vague memory that this was mentioned in previous training, but she does not use this method any longer:

andisakhumbuli kakuhle, kwi-double phonics, but kwilantika,...eyona iyasixelela ukuba silhale...mhlawumbi ke bendinalanto yokuba xa siphinde sayaluyo, ndizophinde ndizikhumbule, ngoluhlobo lokuba ezinye ndiye ndazikhumbula...kula lentuka, yintoni kanene ke besiyenza...ewe, kule Foundations kaMa'am, kula lentika, kuthiwa yintoni na, kuStage 1, nguStage 1, so sendisithi ke ngoku xa ndifika kuStage 2 ndiyakukhumbula, ke ngoku, kakuhle, but ndisenalo ulantika, ndisakhumbula ufifana kancinci, zazihamba ngolahlobo	I don't remember that well when it came to double phonics. But there was a sense of pacing in one of those documents. So I thought when we re-open [next term] I'll be able to remember, because some of them I was able to remember. There's that document that Ma'am has, yes, the Foundations, well, that other document, with Stage 1...So when I get to Stage 2 I'll be able to remember well, but I have a vague memory of the order that the double phonics were introduced with.
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(Extract 5.16.)

The teacher's experience is influenced by her exposure to BTL as well as her limited knowledge of teaching reading during her training. Her memory of her previous experience in a multigrade classroom forms part of her understanding of organising learning, where she had control of learning throughout the phase as opposed to teaching one class. This has implications for her pacing and sequencing.

### Summary:

These extracts indicate that there are tensions between internal and external framing. This is largely due to Teacher 2's knowledge about the learners and what they ought to be able to do in Grade 1. This is both strongly and weakly framed depending on her knowledge of the curriculum and best

practices of teaching reading which are limited to her experience of BTL. Her community of practice is also an example of weak and strong framing. Her position as a new teacher has implications for how she understands her practice and the level of control she has in spite of the perceptions and support from the other teachers in the grade. Her teaching experience is an example of how her habitus— a history and memory — of being a teacher has an influence on her current practice in a different school and the interventions of BTL in this process. The external influence of BTL on her teaching has shifted her practice allowing her a level of control in her teaching.

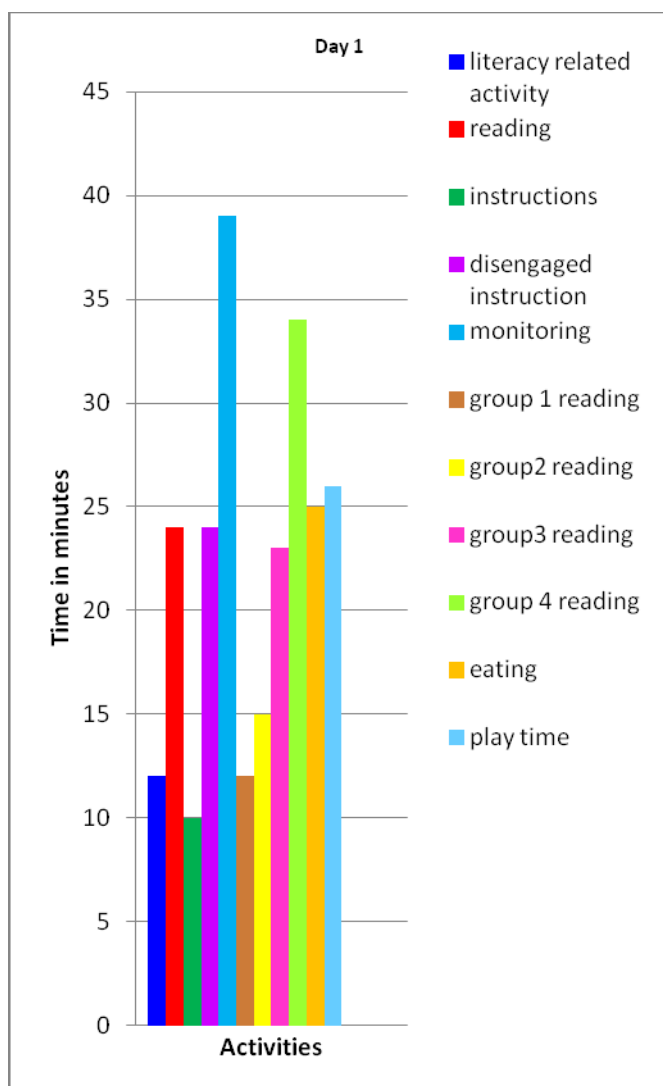
### **5.5.3 Teacher 3**

#### **5.5.3.1 Planning**

Teacher 3 used lesson plans for her teaching, evidence of strong internal framing (see Appendix 3b for retyped version). They were written daily with an emphasis on differentiated activities for each group, but with no time allocations. Where reading activities are mentioned, shared and paired reading are included. The lesson plans are not related explicitly to the assessment standards. This weak external framing is related to the level of development of the learners, which determines the planning process. The lessons are sequenced according to a theme related to the shared reading book from Day one about domestic animals. There is no indication of reading for the rest of the week. Instead the focus is on other activities that reinforce the theme rather than on reading.

#### **5.5.3.2 Pacing : The use of time**

The graphs below indicate how time was spent over the observation period (in relation to the questions framed in the CLOS). The graphs show that time was allocated haphazardly over each day. The internal pacing of time was not according to a timetable but rather the teacher's judgment. This led to engaged and disengaged use of time where the opportunity to learn was either created or compromised.



#### Context for Day 1:

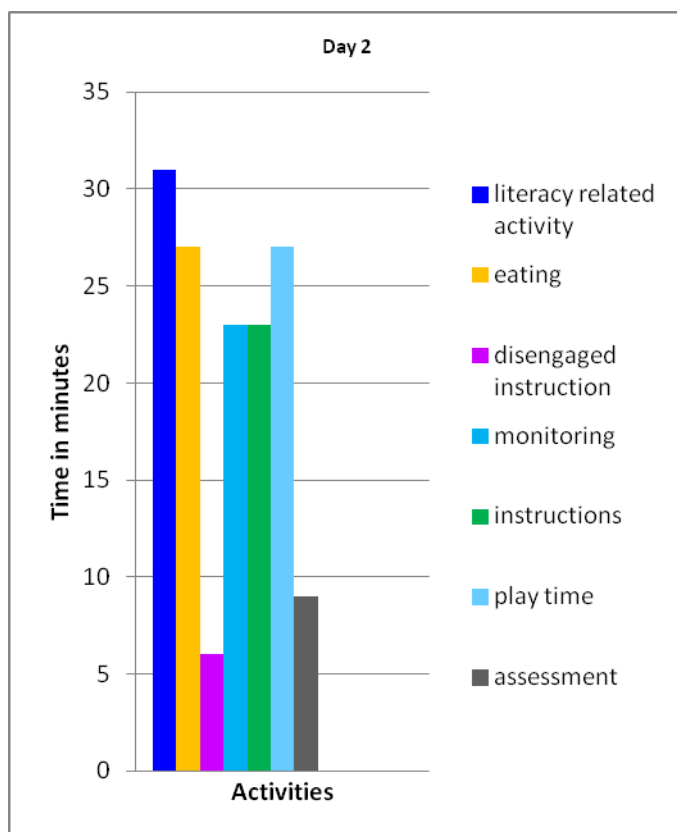
The day was focused on Literacy. The graph indicates clearly how much time was spent on each aspect of learning. The significant amount of time spent on monitoring meant that the teacher was walking amongst the learners checking their activities (mostly writing). The amount of time spent on monitoring relates to the teacher checking on the learners in between the small group work in the corner. Observation started at 9am lasting for 3:50 hours.

Time spent on reading: 1:49 hours

Time spent on literacy: 2:28 hours

(There were 37 learners in the class consistently throughout the observation period)





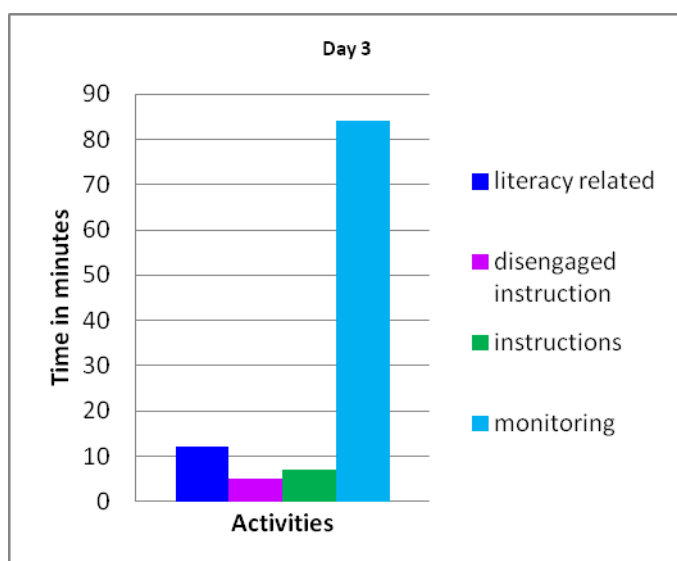
**Context for Day 2:**

There was no active reading as the teacher used questions and poster work to rehash the theme of the story from day 1 (hence literacy related activity). The learners were monitored while completing worksheets uncompleted on day 1. These were related to the theme, but no reading was involved. The assessment was only for learners in Group 3; they were asked to spell one word, ikati (cat).

I arrived after numeracy teaching at 9:30 and literacy lasted for 2:12 .

No time on reading

Time spent on literacy: 54 min

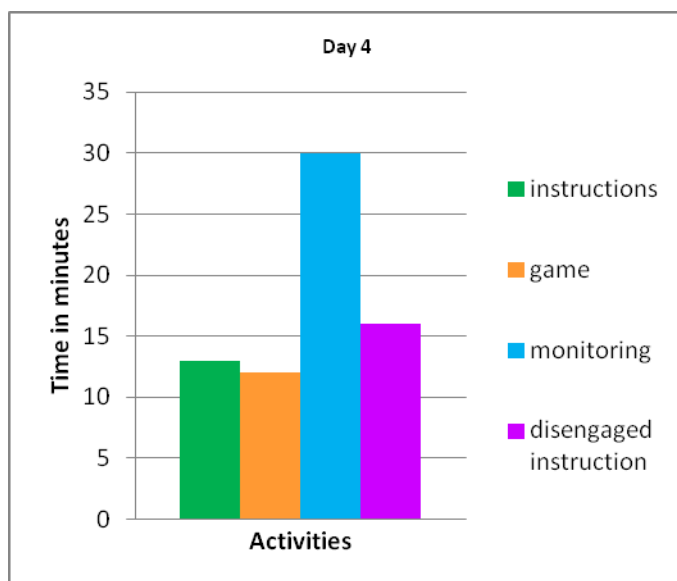


**Context for Day 3**

Learning was disrupted at the end of the day because the teacher was attending a workshop. Monitoring consisted of checking that worksheets were being completed, no new work for the learners. 1:50 literacy related time.

No time for reading

Time spent on literacy: 1:36 hours

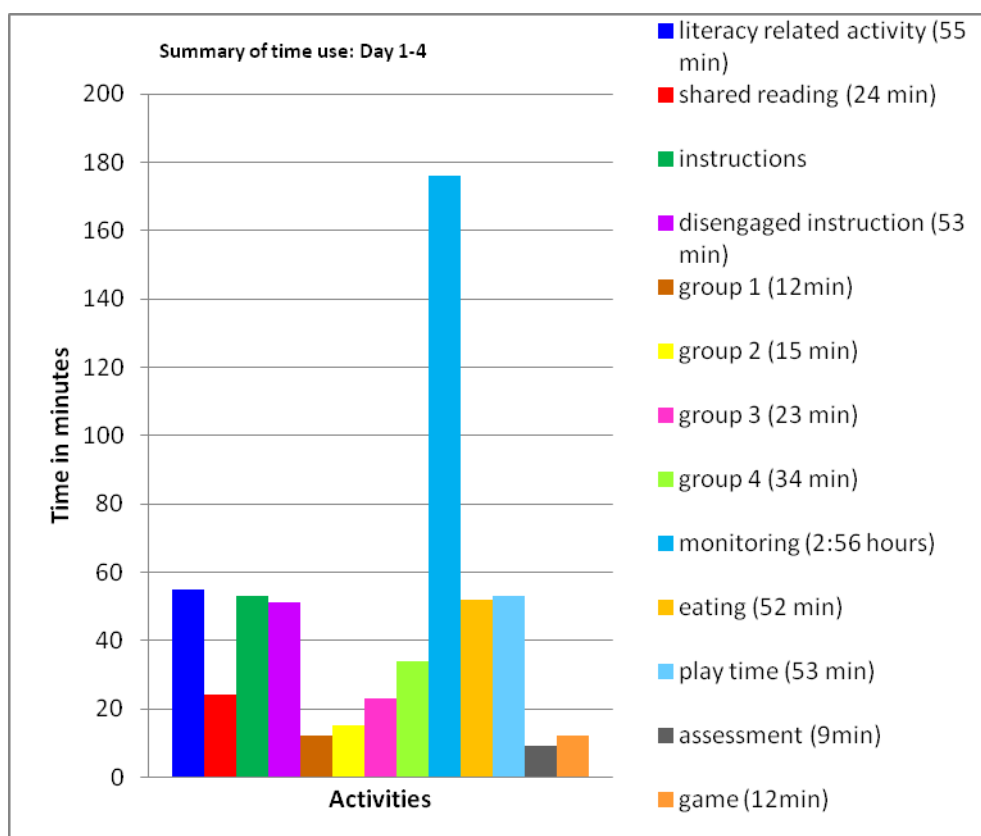


**Context for Day 4:**

Literacy learning started at 10am. Learning (which was still focused on completing worksheets related to the week's theme) was disrupted by a visit to the school from the Health Department. 1:10 observation time

No time on reading

Time spent on literacy: 30min



### 5.5.3.3 The opportunity to learn and the use of time

Teacher 3 worked with the learners in their ability groups to ensure that she spent time with each learner in a given period. This is framed as “reading in the corner” by the teacher in spite of the content of the reading activity being at word and sentence level.

The group level work was only done on Day one of the observation and for the rest of the week learners were occupied with activities that did not include the learners’ reading. The opportunity to

learn through activities in the reading corner relies on class management to ensure that the rest of the learners work independently. However, there were disturbances when the teacher had to stop teaching in the corner and monitor the rest of the class. Thus the opportunity to learn was lost. The teacher's response to the distractions was to monitor the rest of the class at various intervals thus not being able to spend a concentrated amount of time with learners on the mat. This has implications for pacing, which was influenced by the learners and whether they could work independently or not.

#### 5.5.3.4 Reading instruction: discourse

Day one was the only day on which there was shared reading. The rate of transmission in this lesson was controlled by the teacher through the use of questions to pace and control the lesson.

In the shared reading lesson the teacher begins by highlighting the concept of a big book and what she expects from the learners while she is reading. Even though this learning is happening in the third term of the year, the teacher still scaffolds this activity for all the learners. This has implications for the amount of time spent on the activity as the varied learner abilities determine the pace of learning. This activity was internally framed by both the teacher and the learners.

The book selected by the teacher related to her lesson plan. The teacher asks questions related to the pictures while she reads the words. She emphasises the need for learners to pay attention to the pictures, and the learners chorus read and try to predict the text. The rate of transmission is controlled by the teacher and the questions she asks the learners. The questions do not encourage learners to offer their own understanding of the pictures but rather a "correct" interpretation of the images. Part of the process of reading to the children is modelling and scaffolding the reading process:

isiXhosa lesson	Translation
T: incwadi yam enkulu inamagama abhaliweyo, kubhalwe kakuhle apha, hlala kak'hle Anele noLuyolo. Izilwanyana zasekhaya. Kha'ndifundele,	T: This is my big book and it has words written in it. The words are written very nicely. Sit properly Anele and Luyolo. Farm Animals, please read for me?
L(chorus): Izilwanyana zasekhaya	L(chorus): Farm animals!
T: Makhe sijonge kuzo kwenzeka ntoni, inoba kuzokwenzeka ntoni apha, kule nto?	T: lets see what's going to happen here. What do you think is going to happen?
L: utata wabo uphethe ubisi	L: their father has brought them milk.
T: oh, ok, makhesijonge! Kubhaliwe kwakhona...(prompts them to read)	T: Oh, ok. Look, it's written again...
L(chorus): Izilwanyana zasekhaya	L (chorus): Farm animals
T: zizilwanyana ezi?	T: Are these animals?
L(chorus): No ma'am!	L(chorus): No ma'am.
T: kwenzeka ntoni apha?	T: what is happening here?
[learner distraction]	[learner distraction]
T: hayi, su'thi SSHHH...kwenzeka ntoni apha, ngubani okanye sisilwanyana esi?	T: no, don't say SSHHH...what's happening here? Who is or are these animals?
L (chorus): No ma'am!	L(chorus): no ma'am
T: yintoni le?	T: what is this?
L(chorus): ngumntu wezilwanyana	L(chorus): a person for the animals.
T: ngumntu! Uphethe ntoni? He?	T: a person. What is he carrying? Hey?
	L(chorus): water...milk!

L(chorus): amanzi/ubisi T: Omnye uthi uphethe amanzi, omnye uthi uphethe (ubisi) chorused together as a class L(chorus): ubisi! T: Si'za'va ke uba kuzo kwenzeka ntoni ne. Sijonge...sijonge. Nanku umfanekiso wokuqala.kwelinye icala kule ncwadi yam kubhalwe amagama (learner distraction), su'phakama! Maphelo, uyaphazamisa	T: others say water, others say milk! L(chorus): milk T: Now we're going to hear what's going to happen. Look carefully, look carefully. Here is the first picture. You can see on the other side of my book there are words (learner distraction), don't stand up Maphelo, you are causing a disturbance
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(Extract 5.17)

In the small group “reading in the corner” the teacher controlled the learning through questioning to ensure that learners used the sentence she wanted to build. This process is important as learners were expected to use this sentence for their writing activity. The sentence level work was framed as a social process in which learners are encouraged to help one another which is time consuming. However, the level of interaction varied according to each group (see Appendix 5c for reading lesson transcript). The teacher-talk with learners in group 3 and 4 is characterised by instruction rather than input from the learners. Group 1 and 2 were encouraged to offer answers and create the sentence (through the teacher’s questioning they chose a sentence that was pre-planned). The discourse in this interaction had implications for pacing as the teacher tried to communicate knowledge to learners about the relevance of the reading that they were doing.

#### 5.5.3.5 Assessment

Assessment happened on Day two during the observation period. It entailed spelling one word from Day one’s learning. The purpose of this assessment was not clear.

Teacher 3 did not use the structured Baseline Assessment provided by the DoE (as discussed in Chapter 4), but her own methods related to the BTL reading programme. She assesses fine motor skills that learners require in order to learn to write, and learners are grouped accordingly. It was not clear to what extent learners could move from one group to another during the year.

Assessment is thus internally framed and controlled by the teacher in relation to the assumptions she makes about what the learners can achieve

#### 5.5.3.6 Monitoring the learners

The graphs indicate that most time was spent on monitoring the learners. This was characterised by the teacher’s movement around the classroom observing the learners as they work on activities while sitting at their desks. Day two, three and four of observation showed that on some days literacy related activities replaced reading, however, these required more monitoring and instructions.

### 5.5.3.7 Differentiated teaching

- **If the teacher uses differentiated teaching, how is this managed?**

Learners are divided into 4 ability groups (see Figure 5.3 for classroom design). The baseline assessment was both internally and externally framed as the teacher made use of assessment strategies that are reflected in the curriculum documents, however the standards were also shaped by her knowledge of the learners. Managing differentiated teaching was internally framed by the teacher and related to how content was selected as well as the level of monitoring of learners.

- **What are the factors that affect differentiated teaching?**

Teacher 3's use of differentiated teaching focused on the activities she selected for the learners. The teacher used worksheets related to the theme for the week. The activities were selected according to what each learner would be able to complete independently. Reading resources appropriate for different levels of ability were not available.

The fact that learners were often unable to work independently affected differentiated teaching. The teacher had to monitor learning closely in the class, and this led to some disengaged instruction even though the teacher was in the classroom.

- **How does differentiated teaching impact on the use of time?**

On Day one the teacher spent time with each of the groups, but more time with Group 4, the SEN learners. As the week progressed, the pacing became weaker. Something similar happened with the lesson plans; the teacher was able to initiate some of the planned activities, but not all of them.

Group 3 and 4's teaching instruction was related to word level work and phonics instruction. The phonics were emphasised according to the word selected for the day (ikati), rather than systematic phonics instruction. By focusing on phonics instruction the teacher was trying to help the SEN learners, who were struggling with sound-letter relationships at the time of observation. However, all the learners were not exposed to reading throughout the observation period.

#### **Summary: Framing of pacing**

This table shows how Teacher 3 paced her learning. The overall pacing was internally framed with lesson plans, however this weakened as the week progressed. External pacing was largely weak because the teacher planned according to the learners' abilities.

STRONG		WEAK
External	Use of BTL reading programme for reading in the corner; no homework and input from the home	Planning not in relation to curriculum standards; level of reading development of the learners not at the level of the curriculum standards
Internal	The teacher made use of lesson plans; reliance on monitoring of the learners	Disengaged time with reading; weak pacing as the week progresses

(Table 5.7. Summary of pacing for Teacher 3)

#### 5.5.3.8 Sequencing: Lesson routine

Each day began with whole class teaching. Learners would sit on the floor or their chairs in the open space in the classroom (see figure 5.3 above). By using whole class teaching as the starting point for further learning, the teacher had control over the learning that unfolded each day. After each episode of whole class teaching, the teacher would use instructions to guide learners into their next activity at their desks where they were expected to work independently with the teacher monitoring their work. The teacher had group leaders to assist in keeping order (especially on Day one when there was guided group work in the reading corner). However, as the week progressed structured learning was disrupted and, as the graphs indicate, less time was spent on learning. The organisation of learning was thus internally framed by the teacher, but external distractions had an effect on this.

#### 5.5.3.9 Content of activities

Teacher 2 selected a theme for teaching literacy; the theme during the observation period was “Izilwanyana zasekhaya” (Domestic animals). All the resources were thus related to this theme. The table below is an indication of the content for Day one, which was that with the most content and activities for the learners.

(Table 5.8: Summary of activities in Day one, Teacher 3)

Group	Activities
Group 1	<ul style="list-style-type: none"> <li>*Word and sentence level work</li> <li>*Less conversation for relating word and sentence level work to the learners' prior knowledge</li> <li>*Fewer distractions from learners sitting at their desks</li> <li>*Questioning style develops a rhythm where the learners know the answers and behaviour that is expected from them</li> <li>* The practice is social where learners are encouraged to help one another</li> </ul>
Group 2	<ul style="list-style-type: none"> <li>*The teacher tries to use a real life scenario to relate to the story and sentence that needs to be created</li> <li>* The level of questioning similar to that of Group 1</li> </ul>

	<ul style="list-style-type: none"> <li>*More distractions from the rest of the class</li> <li>*Emphasis is on phonics and language structure</li> <li>*Learners are encouraged to help one another in getting the right answers</li> <li>*There is no conclusion because the teacher starts monitoring the rest of the class as distraction is overwhelming and disturbs learning</li> </ul>
Group 3	<ul style="list-style-type: none"> <li>*Introduction for “reading on the mat” differs slightly as learners have less opportunity for conversation</li> <li>*Explicit communication that there will be a different focus that does not require the sentence maker</li> <li>*Learners’ previous knowledge included in order to lead them to the word-level work, but little contribution from the learners thereafter</li> <li>*Word-level work is regulated by the teacher</li> <li>*The same activity with Group 4 is repeated using the flash cards to form the word</li> <li>*More time is spent looking for the cards than working with letters and sounds, which has implications for the use of time and how the opportunity to learn is created</li> <li>*Group work is concluded with the teacher giving instructions for the next activity at learners’ desks</li> </ul>
Group 4	<ul style="list-style-type: none"> <li>*There is an explicit communication that this activity will be different from that of previous groups</li> <li>*Sound and word level work (using flash cards with letters to create one word)</li> <li>*Very structured learning with introduction and conclusion</li> <li>*There are class distractions during the learning process</li> <li>*Learning is framed as a game where identifying words is competitive therefore learners do not help one another</li> <li>*There is no reading per se as time is spent finding cards in a heap of cards.</li> <li>*There is recognition of a different level of learning, but little actual learning takes place as learners only need to identify 4 letters.</li> <li>*Instructions are repeated throughout the process</li> <li>*There is more opportunity for learners to converse with the teacher through the nature of the questions that the teacher asks</li> <li>*The level of preparation by the teacher may have hindered the pacing as there were too many cards for the learners to sort through; this confused them and they were not able to fully recognise all sounds, prolonging the activity</li> </ul>
Group 1	Paired reading from reading books (see Appendix3c)

The content for whole class teaching was selected in relation to the reading of the big book on Day one. The teacher read the book once a week and for the rest of the week questions were asked in relation to it. This was in the form of games and oral literacy development, which reinforced the learning that had taken place on Day 1.

As the week progressed there was less actual reading as the teacher used worksheets that reinforced the learning done in Day 1. This differed for each group with worksheets covering sound,

word and sentence level work. The choice of content had implications for the extent of sequencing and how learning unfolds as the week progresses.

The teacher indicated that she did not want to expose learners to new content until she was certain that they had mastered the learning from the first day of teaching (where reading and sound-letter work was the focus).

#### 5.5.3.10 Cognitive challenge

The cognitive challenge is clearly indicated in the lesson plans that the teacher used during the observation period (see Appendix 3b). The lesson plans show evidence of conceptual progression, however, the plans were not always fully actualised in the class.

Day one of the planning was achieved for all the activities, however, the use of time was not monitored and the lessons took longer than the teacher expected (hence there was no numeracy on Day one). Day two was partially achieved; learners did not read alone as indicated in the lesson plan. The cognitive progression in Day three was achieved however only Group 2 was able to do writing (one sentence: inkomo ifuna amanzi). On Day four learners in Group 1 and 2 were expected to use the sentence maker for a new sentence, however, this did not happen. The table below indicates the level of progression of content in the 4 days of teaching:

(Table 5.9: Summary of conceptual progression according to the ability groups)

Day	Group 1	Group2	Group3	Group 4
1	Sentence level work: Inkomo ifuna amanzi; paired reading	Sentence level work: inkomo ifuna amanzi	Sentence level work: ikati kamama iyavuka	Sound-letter relationship and word level: ikati
2	Spelling and writing: inkomo	Spelling and writing: ikati	Drawing a cat and colouring in; writing the word ikati (spelling test)	Colouring in a worksheet
3	Completing worksheets related to the theme	Cutting and pasting the sentence, inkomo ifuna amanzi	Using play dough to create the word ikati while sitting outside; pasting and cutting animal pictures to form a group poster	Cutting and pasting animal pictures to form a group poster
4	Worksheets: focusing on writing sounds (j and h)	Worksheets: focusing on writing sounds (j and h)	Colouring in a worksheet with animal pictures	Play dough to create the word ikati

On Day one learners were all exposed to shared reading (Extract 5.17.). This was not repeated on Day two as there was a focus on oral activities related to the previous day's work. On Day three



there was more whole class teaching in which learners were asked questions about domestic animals on a poster, and on Day 4 there was a game for the entire class. This indicates that as the week progressed, there was less reading of text even though the teacher explains her practice as related to reading development.

Cognitive progression was thus controlled by the teacher. The content was also meant to be fun and interactive for the learners rather than tiring them out; the teacher indicated that it was not possible to have instruction that resembled Day 1's teaching consistently throughout the week. There was weak external framing as the teacher did not make reference to curriculum guidelines for the selection of content at this time of the year.

### Summary: Framing of sequencing

Sequencing was both internally and externally framed. External framing had a negative effect on teaching because the teacher had no control over the disruption to her routine on Day three and four.

	STRONG	WEAK
External	Learning was disturbed on Day 3 and 4 because of external commitments	Lesson plans do not conform to the curriculum standards and expectations; there is no timetable guiding daily sequencing and routine
Internal	Lesson planning is driven by the learners (the teacher plans in relation to their abilities); all content selected by the teacher	Learners did not have any input in the selection of content and structure of teaching/learning

(Table 5.10: Summary of sequencing for Teacher 3)

### 5.5.3.11 Teacher understandings: from the interviews

#### 5.5.3.11.1 Expectations

Teacher 3's expectations of the learners guided the decisions she made about her teaching practice. The extract below indicates that the teacher has some understanding of the different expectations of learners in township and Model C schools:

Umahluko ngulo wokuba mos thina, ndizoyithetha phandle, abantwana bethu asibafundisi apha esikolweni, kwezindawo sifundisa kuzo, ngumahluko ngolohlobo...kuba thina sinezameans zokuba abantwana bethu bafunde kwizikolo imodel c schools sibasa phaya uyaqonda. So, ufumanise indlela le kwenziwa ngayo phayana ayifani nalapha and at least noko bona abanayo iproblem bagraspha msinyane ngesasiXhosa senziwayo ngola hlobo oomiss benza ngayo phaya etaw'ni...but uyanceda apho, ayibi yinto...abaqhubi ngoluhlobo lukaBreakthrough baqhuba ngolu hlobo: igama balenze, benze ipicture, baqale isiXhosa, then ke ngoku benze isentence uyaqonda, usuka phayana at least...ibezisentence nje ezilula uyabona okanye ibe	The difference you us you see, I'm going to be quite honest, we don't bring our children to be educated in the schools we teach in. So that's the difference. Because we can afford to send our children to Model C schools we take them there, understand. So you'll notice that things are done differently there when you compare them with here, and at least there, they don't have the problems, they grasp work easily and that's with the way isiXhosa is taught in their schools in town. And you assist them with whatever it is...they do not teach isiXhosa with the Breakthrough method, they teach differently: they have words, draw a picture and then do sentences you see. And then you know, it's just easy sentences or some pictures with words:
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yipicture, anikwe amagama: yeyiphi igama elihamba nalo mzobo, uyabona la nto, so baphela bebamba msinyane bona. So umahluko ulapho. Thina ngoku sijongene naba abantwana abasokolayo	which picture links with the words, you see. So you know, they can grasp things easier. So that's the difference. But here, we have children who are really struggling.
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(Extract 5.18)

The teacher remarks on the influence of the learners' social class on her teaching. According to her, many of the learners had not received adequate literacy teaching in Grade R. However, a month after the observation period, she indicated that there were 9 learners in her class who were promising emergent readers, and whom she intended to focus on in the following term. She indicated that she would spend time after school with the rest of the learners in order to help them catch up.

Part of the teacher's concern was for the emotional development of learners and the effect this has on their learning. Many learners came from homes where their development was not supported and their school work was also neglected. The teacher said: bathwele imithwalo yabazali (they cannot learn effectively because they bring their parents' burdens into the classroom which affects their learning) (Day one). This had implications for the kind of learning that was possible in the classroom.

### 5.5.3.11.2 Planning

Teacher 3 planned her lessons daily:

Ngosuku-ndimane ndiplana i-activities...kuba uba iactivity yanamhlanje abayenzanga namhlanje bayakwazi ukuyenza ngomso	I plan daily, the activities. Because sometimes today's activities won't all be completed so they can do it the following day
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(Extract 5.19, initial interview)

The extract below relates to long term planning in relation to the FFL lesson plans (which Teacher 3 refers to as learning programmes):

Asinayo la long term, ngaphandle kwa le siyinkwa ngu-department, thina asizenzeli. Kula-long term yabo uyakhetha kula-lesson plan, ikhona, ikhona, but wena uya-choose pha uyaonda izinto ofuna uzenza wena because asikwazi uku-cover yonke la nto ngenxa ye-pace yabantwana uyaqonda. So sikhetha ke ngoku kula planning ye-long term yabo uyabo'. Ya, senza lo nto, kweza learning programmes kuba kaloku besine learning programmes uyaziyeke ke ngoku...uyakhetha ke pha, le, ndingakwazi ukuyenza le, le, iyakundithatha ixesha, le mandiyiyeke, wenze izinto abazakwazi ukuzithi tackle wena nawe, ungathathi izinto abangazukwazi uyaqonda, ufikelele nabangaziqhelanga, uyaqonda. Kufuneka uzame uthathe ezi-themes uzakwazi wena ukuzenza, yonke i-information ubenayo ngazo,	We don't have any long term planning apart from the ones from the department. We don't do our own planning. So in those long term plans we choose what we would like to add to our practice and lessons because we can't do everything because of the children's pace, you see. So we just choose from those lesson plans for long term planning. So that's what we do with those learning programmes, but now we won't be using them again...We choose according to what we think is possible according to how much time we have for teaching so some lessons we leave out, so we choose according to what the learners will be able to do. We don't choose something they won't be able to understand, something they can grasp, not something that is unfamiliar, you understand. So we try to choose themes that we can also plan for practically so we can get access to the relevant information.
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(Extract 5.20)

Teacher 3's planning book reveals she is active in her own planning. However, it was not a systematic process for organising learning. The extract above indicates that the teacher is aware of

the extent of external framing for planning but she chooses content from the curriculum according to the perceived abilities of the learners. Therefore the internal process of her planning is constrained by what the learners are able to achieve. Planning was also discussed in relation to the resources available. At the time of observation the teacher relied upon the resources from the BTL reading programme. The DoE workbooks were referred to in passing because they had recently been delivered: “Sisandowuqala...kuyanyanzeleka sizenze kuba asikwazi ukuthi senza uBreakthrough, bazazijonga...uyabona inintsi into ekwzincwadi, khange ndibe nalo nexesha lokukorekisha” (We’ve just started using these books...we’ll have to keep using them because we[as teachers] can’t just say we’re using Breakthrough because they [DoE] will want to check the workbooks...because there are a lot of activities in these books I haven’t even been able to mark what we’ve done so far). Thus the teacher attempts to make use of externally framed resources from the DoE as well (mostly because she views them as mandatory).

The lesson plans and the practice above indicated that the teacher relied on a variety of activities for teaching literacy in order to provide an opportunity to learn for all learners, especially those who are not able to read and write yet... “Kubalulekile xa abantwana bebangaka umane uzitshintsha tshintsha indlela zokubafundisa” (It’s important when teaching young learners that you offer them different ways of learning through a variety of activities) (from the initial interview).

#### **5.5.3.11.3 Community of practice**

Teacher 3 did not reflect much on her interaction with the other teacher in the grade. There were informal conversations about the extent of their work together. Any interactions with the broader community of practice were usually through workshops conducted by the DoE. During the observation period the teacher reflected on a meeting held during that week. She expressed her exasperation that it was poorly attended and thus a waste of time, a lost opportunity. Without formal interaction with the other teacher in her grade, and with only limited interaction with other teachers in surrounding schools, Teacher 3 does not have a strong community of practice to draw on.

#### **5.5.3.11.4. Teaching experience**

Teacher 3’s extensive experience as a Grade 1 teacher at the same school for many years has implications for her understanding of the learners as well as her practice. Her experience with BTL is also relevant. She was able to compare her current practice with previous years’ teaching: Izinto azisafani ngoku nendlela thina esasifundiswe ngayo kuba nabantwana abasafani (Things have changed from the way we were taught and used to teach, because children have also changed)

(initial interview). This relates to the standards she has for her teaching and the learners she teaches, especially in relation to BTL.

Her use and understanding of BTL in her teaching is reflected in the extract below:

But ke i-themes ngenye ixesha ziyangena but most of the time i-learning programmes zabo azidibani ncam ncam noBreakthrough kuba kaloku uBreakthrough uyahamba uyaqonda, kufuneka uzame uzame ukuba abantwana basebenzise la magama akwi-sentence maker, uyaqonda, kodwa ke, siyazama ke because at least napha kuBreakthrough izinto ezininzi amagama amaninzi, mhlawumbi oofama cawa uyabona, ayaphuma, at least noko ungafumana wena although ingekho straight forward as i-learning programme	So the themes we choose are sometimes relevant but they don't really relate to "Breakthrough" because "Breakthrough" has a different pace. And we have to try and try to make sure that the learners use the words in the sentence makers which has a lot of vocabulary that the learners should be exposed to, so you see we're trying. We use "Breakthrough" because some of the vocabulary like farm and church are very useful even though sometimes it's not as straightforward as the learning programmes.
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(Extract 5.21)

This reflection reveals the teacher's uncertainty about the extent to which the FFL lesson plans are useful and how BTL can be combined with this programme to inform her changing practice.

The extract below illustrates the teacher's perceptions of the learners and the reasons for the challenges teachers are now faced with in regard to children's literacy development:

But xa sebeqhelile kubalula, xa uphela unyaka October November, oh hayi uselibona...and ngoku mani, le igenaration ayifani. Abantwana bo80-something no90something, abafani. O2000, whoa! Coz ngabantwana babantwana, ufumnise uba uama wakhe ufunda eNyaluza, umama ufunda eNombulelo, ngabantwana babntwana. Okanye umntwana abe nomntwana agqibe amshiye ohlala eBhayi ashiyeke nomakhulu, uyayibona la nto! Zingxaki esidibana nazo ezo...ufumanise uba umama uyafunda akanayo nechance yokumncedisa, umakhulu ke ngumakhulu...umntwana ngoku ekhaya akafumani luncedo, ukubone. Ziproblems ezifunyanwa ngabantwana... asisenawo nala mandla okubheka emakhaya qho, uya kwimeko oqonda ukuba, yho!litshisa ebunzi!...uphele umbiza umzali xa umbiza umzali athethe kamnandi abeke iblame komnye umntu...uphele ngoku ungafumani straight...aba bangoku abantwana, hayi!uyabona ngoku, nguAugust, wawusithi khandibizele amagama aqala ngoB sele ewazi bona, baleka, buza, busi...uyazenzela ngokwakhe idictionary. Babesenza lo nto abantwana...but ke siyazama.	{Once they are used to it[reading], as the year comes to an end, October November, oh well you can seem some difference. And well you know, this generation of learners is very different. Children born in the 80s and 90s are not the same, especially the 2000s, whoa! These are children who are being raised by children. You know, her mother will be at Nyaluza High School or Nombulelo High School, children of children! Or a child will have a child and leave the child with the grandmother and go to Port Elizabeth and the child will be left with the grandmother, you see! These are the challenges we are facing. So if the mother is a learner she concentrates on her own learning and does not have time to help her own child and well grannies are grannies. So now the child gets no help in the home. These are the problems these children have. We don't even have the energy to do home visits regularly enough, you go when you realise that it's a serious case. And when you call the parent for a chat, they will be reassuring and nice when you speak to them and they will shirk the responsibility to someone else and then you can't get an honest answer. So children these days! So you see now, it's August, you used to be able to say to the learners "Give me words that start with B" and they would quickly rattle off [bona, baleka, buza, busi] so they could create their own dictionaries. That's what children used to do at this stage, but you know, we're trying
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(Extract 5.22)

This extract places external factors such as the SES factors in the home as the overwhelming influence on changes in practice. This is significant for how the teacher makes sense of why learners are not performing at the same level as when she started teaching. Thus she views her teaching as constrained by mitigating factors beyond her control which have implications for children's development before they even enter the classroom.

**Summary:**

Teacher 3's practice is planned and resembles best practice. However her practice is still disrupted. It is predominantly internally framed with an emphasis on pacing and sequencing according to what she thinks her learners will be able to achieve. Her reflections on her practice indicate that she is aware of the changes required for teaching reading and the importance of planning and sequencing learning. She is also aware of the implications of her own history and experience on her current practices.

When considering all the teachers' practice, it is important to note that there are similarities as well as differences. These will be discussed in the final section of the analysis in relation to the external framing of the curriculum documents.

**5.6 THE INTENDED PRACTICES (THE CURRICULUM) AND IMPLEMENTED PRACTICES**

The purpose of this section is to compare the teachers' practice to the requirements of the curriculum as well as make comparisons amongst the teachers. The intended practice relates to the curriculum documents discussed in Chapter 4. The implemented practices are the observable practices amongst the teachers. This discussion will follow the same structure as the emerging themes.

It is important to note that there has been a shift in the curriculum expectations in relation to pacing (4.2.14). This discussion will focus on the most recent documents which relate to the FFL campaign, the assessment documents and the handbook *Teaching reading in the early grades*.

**5.6.1. Planning**

Planning is framed strongly in the curriculum documents (4.2.3. and 4.2.7). However this is not reflected in the teachers' practice. Teacher 1 and 2 did not use lesson plans and although Teacher 3 did plan, this was not guided by the detailed outline in the curriculum documents in particular 4.2.7. nor 4.2.12 (although she suggested she uses the FFL lesson plans as a guideline with a focus on themes and content for teaching reading). Planning across the grade and phase requires teachers to plan in their community of practice as Grade 1 teachers and FP teachers. However, this did not happen either in School A or B. Teacher 3 pointed out that the FFL lesson plans could not be fully incorporated into her teaching because the examples referred to teaching reading in English.

### **5.6.2. Pacing**

Factors relating to pacing are explicitly stated in various curriculum documents (particularly 4.2.5., 4.2.7. and 4.2.12.).

#### **5.6.2.1. The use of time**

This is an aspect of teaching that all the teachers struggled with as indicated in the graphs. In spite of the external framing provided by the curriculum documents, none of the teachers kept their teaching to 90 minutes for literacy (with an hour allocated to reading related activities). The inability to adhere to the curriculum stipulation was largely a result of the lack of thorough planning (or no planning at all for Teachers 1 and 2).

Without a plan or a functioning timetable teachers were unable to monitor the use of time thus spending an inordinate amount of time monitoring learners, while those in other groups were disengaged. Where differentiated teaching was used, teachers were not consistent in the amount of time they allocated to ability groups. In spite of the strong external framing of the use of time, the internal pacing was determined by the teachers.

#### **5.6.2.2. The opportunity to learn**

The curriculum's framing of the opportunity to learn is the underpinning principle for the teaching of reading. Through the use of differentiated teaching, a structured process ensuring that learning is taking place, is necessary in order to meet the needs of all learners.

However, the lack of thorough planning in Teacher 1 and 2's practice results in a loss of opportunities to learn. In spite of Teacher 3's attempt at planning she still was not able to ensure the opportunity to learn for all her learners because of the level of disengaged time in her class resulting from individual monitoring. Teachers 2 and 3 made use of differentiated teaching, however, the opportunity to learn was compromised. Teacher 3 is also the only teacher who used group guided reading for her learners in the reading corner. This ensured that she was able to monitor her learners' reading development closely, however, this was only done for once during the observation period (and she confessed that this wasn't a regular practice because it was tiring for the learners and time consuming because the rest of the class still had to be monitored). Teacher 2 also

attempted to use group teaching however she was not able to control the full extent of the opportunity to learn amongst all her learners.

All the teachers had SEN learners in their classes, however, they were not fully aware of the teaching strategies that would ensure that these learners were able to benefit from engaged instruction. There was also no indication of the extent of the learning difficulties of their SEN learners. The level of interaction with SEN learners had implications for the use of time, especially where grouping was used. Where differentiated teaching was used, Teacher 3's interaction with her SEN learners in Group 4 took longer than learners in her first group (Day one observations).

### **5.6.2.3. Reading instruction: discourse**

Teaching reading involves exposing learners to texts, teaching them to decode (phonics, word and sentence level work), and inducting them into the process of becoming a reader.

The level of interaction and the communication about reading practice differed amongst the teachers. Teacher 3 used small groups for teaching reading instruction in the corner. Teacher 3's communication with learners in Group 3 and 4 was dominated by teacher-talk especially when there was no whole class teaching. This differed from the shared reading activity where she allowed learners to participate through questions (see Appendix 5c). This was not the case with Teacher 1 and 2.

There were differences between Teacher 1 and 3 when focusing on whole class teaching. Teacher 3 used whole class teaching to introduce the theme through a story or a game and thereafter differentiated the content of the activities. Teacher 1 used whole class teaching throughout her interaction with the learners, and this was largely controlled by the questions she posed to her learners which limited the answers that learners could give.

Teacher 2's level of verbal engagement differed depending on which group she was interacting with (see Appendix 5b). The picture reading activity was strongly framed by the teacher with no emphasis on making meaning from the image. She was the teacher who gave learners in the 'top' group more opportunities for reading sentences, but learners in the second, third and fourth groups were engaged with words and sound-letter relationships, with no meaningful exposure to texts through their instruction. These differences relate to the expectations teachers have of their learners,

especially those who show difficulty in learning, as well as the extent of their control in the learning process.

The teachers' observable practice is not congruent with the practice intended by the curriculum.

Learners are not given the opportunity to have any control over their learning (eg. the selection of texts) nor the level of interaction in reading lessons.

#### **5.6.2.4. Assessment**

The curriculum stipulates standards and expectations for what learners should know as they develop as readers in their Grade 1 year. As discussed in 4.2.6., 4.2.8, 4.2.10. and 4.2.12 there was a strong external framing of assessment.

In spite of the emphasis on the assessment process and the assessment standards relevant to teaching reading in Grade 1, the use of assessment in the teaching practices discussed above did not reflect the curriculum expectations. Teachers did not have a systematic process for assessing learners. The spelling tests were used to make conclusions about the overall reading development of the learners as opposed to assessing learners' using appropriate texts.

The teachers did not have the resources available to do this nor did they have knowledge of the processes for assessing reading in Grade 1.

#### **5.6.2.5. Monitoring the learners**

The teachers made use of monitoring because of the control they wanted to have in their classrooms, a strong form of internal framing. This practice is not made explicit in the curriculum, nor is there sufficient recognition of the challenges of monitoring large numbers of learners in multilevelled classrooms with few resources. The curriculum also assumes that teachers have the necessary strategies for classroom management when working with learners in ability groups (group guided reading).

#### **5.6.2.6. Differentiated teaching**

The curriculum documents do not have clear guidelines for how teachers should manage this practice. The curriculum assumes that teachers have the relevant resources to ensure that differentiated teaching can happen, though this was not the case for the classrooms in this research. The curriculum suggests that differentiated teaching of reading entails allocating learners to groups,



but there is little recognition of the strategies required to manage this, and the demands it makes on material resources and time.

- **If the teacher uses differentiated teaching, how is this managed?**

The management of differentiated teaching varied amongst the teachers. The common factor was that all learners were allocated to their groups (during the first term) and they sat according to these groups at their desks. The common challenge amongst the teachers was classroom management and ensuring that learning still takes place when the teacher is interacting with one group of learners (as is the case with Teacher 2 and 3). Teacher 2 and 3 managed differentiated teaching through the provision of different activities and styles of interaction for each group.

Teacher 1's management of differentiated teaching differed as she did not differentiate the teaching content. She used whole class teaching in spite of her firm understanding that learners do not have the same reading abilities nor did they develop at the same rate. She was, however, prepared to adjust the pace for slower learners.

- **What are the factors that affect differentiated teaching?**

The lack of access to suitable resources meant that differentiated teaching was not always effective, which impacted on the learners' reading development. Teachers thus became the primary resource in the process of teaching reading by providing SEN learners with less content, shorter sentences and more word level work.

The wide range of reading development amongst the learners meant that the teachers had to control the teaching of reading across a wide continuum of development. This also affected learners' ability to work independently while the teacher gave attention to other learners in the classroom. The absence of planning jeopardised differentiated group work. Without clear information in the curriculum for planning differentiated teaching, teachers had to make use of their own strategies for this purpose.

- **How does differentiated teaching impact on the use of time?**

The use of time in differentiated teaching was the same for all the teachers. Teacher 2 and 3's time graphs clearly indicate the extent of the time spent with each group. Even though this is the case, there was always disengaged instruction. Teacher 2 was not able

to interact with all the learners because she had spent too much time with one group. Teacher 3 spent more time with group 3 and 4 on Day one, which had implications for learning for the rest of the class; she did not have a strategy for making sure that learning happens equally for all learners.

### **5.6.3. Sequencing**

#### **5.6.3.1. Lesson routine and structure**

The curriculum strongly frames routine and structure for the classroom through the FFL lesson plans (as discussed in 4.2.7.). The practice above however indicates that the lesson routine and structure does not conform to the curriculum expectations; in fact it was largely absent. Each lesson was internally framed with the teachers controlling all learning. Without structure, routine and thorough planning, learning was compromised as teachers did not have measures in place to monitor the efficacy of their practice in relation to an overall structure.

#### **5.6.3.2. Content of activities**

Together with the FFL lesson plans, *Teaching reading in the early grades* offers teachers guidance into the content of activities for teaching reading. In practice, the content of teaching reading was intricately linked to the writing development of the learners. After explicit reading instruction (with word and sentence level work) learners would be expected to write out the words and sentences they had been exposed to. This is a form of integrating reading and writing; the writing reinforces the work done at the sound, letter, word and sentence level. This also provided learners with the opportunity to read what they had written, and in some measure made up for the lack of relevant resources for the levels of development of the learners (however Teacher 3 did use shared reading to expose her learners to reading material).

Part of the content for reading was the use of sentence makers related to the BTL reading programme. These were used by Teacher 2 and 3 for sentence level work for the learners in Group 1 in order to allow learners the opportunity to create their own sentences which they would re-write in their books and read to one another. The limitations of these sentence makers were apparent in Teacher 2's classroom. The words in the sentence makers limited learners' creativity.

During direct instruction teachers became the main providers of content to learners. Teacher 3 was the only teacher who made an effort to use various activities for content through the use of the

theme, however, when teaching happened over the week, content became focused on oral literacy through the use of flash cards and posters rather than focusing on reading. Teacher 3 was also the only teacher who organised her teaching in relation to a theme.

Teacher 1 and 2's control of the content also limited the words learners could use during word building. Learners were only allowed to use words that had the sounds that had already been introduced in class through phonics instruction. This also meant that the teachers did not read to their learners as they felt that books containing sounds that learners had not been exposed to would confuse them. By controlling the content of the activities, the teachers were able to frame the content in relation to their expectations of what learners would be able to understand. Therefore the content was selected according to the perceived low literacy levels of learners as well as the limited availability of relevant resources, rather than the assessment standards in the curriculum documents.

#### **5.6.3.3. Cognitive challenge**

The practice in the classroom indicated that reading development was not congruent with the expectations of the curriculum. In Term 1, learners in Teacher 1's class were mostly exposed to word and sentence level work with no use of group guided reading as the curriculum requires. Because there was no active engagement with books, it was not possible to see whether learners showed signs of being emergent readers.

In Term 2 learners in Teacher 2's class were not yet reading simple, familiar texts independently, as expected in the curriculum, and only learners in Group 1 were using phonics as a strategy for decoding words. Where learners in Group 1 were reading, it was syllabic with no fluency and the teacher did not model fluent reading to them by reading aloud from story books. Where Teacher 2 used picture reading with learners in Group 2 and 3, the activity was devoid of meaning, and learners simply reported what they saw in the picture rather than interpreting the images.

In Term 3 learners in Group 1 were reading in Teacher 3's classroom, though only 9 learners were reported as showing promise. The shared reading in Teacher 3's classroom (see Appendix 5c) shows that learners were still being actively taught about picture reading rather than knowing how to make sense of images in the book by themselves. Thus external framing was weakened because the teachers introduced reading content at a level where the learners would be able to understand the text.

It is interesting to note that where teachers did make reference to the curriculum documents, they did not relate to the documents discussed in 4.2.12. Where teachers made reference to the curriculum there was no indication of knowing about exemplars for teaching reading in isiXhosa.

#### **5.6.4. Teacher understandings: from the interviews (and conversations)**

This section will review some of the pertinent issues that emerged about the teachers' understandings of their practice of teaching reading.

##### **5.6.4.1. Expectations of the learners**

Each teacher had her own explanations about the abilities of her learners. The common thread however is related to the number of SEN learners in each class. They all reflected that they did not have the sufficient skills and knowledge to ensure that these learners would be able to learn to read.

Each teacher expressed concern about the level of development of learners when they enter Grade 1, which had implications for pacing. Teacher 2's concern about how to set the correct standards for each learner was interesting to note as this indicated that she did not have a realistic view of what learners should be able to achieve at the end of the year, which had implications for her pacing and sequencing. Teacher 3 overtly expressed her low expectations of her learners. Her reasoning was based on her experience of sending her daughter to a privileged school with English as the LoLT. She had different expectations for her own daughter than for the learners she taught in isiXhosa.

Throughout the interaction with the teachers there was an expression of teaching the learners against all odds, however, not with the understanding that these learners would be able to meet the criteria described in the external framing of the curriculum. Rather, teachers internally framed learning in relation to the SES conditions that affect learners' development of literacy.

##### **5.6.4.2. Planning**

Teacher's understanding of their planning and the levels of planning in both schools were a point of concern. The teachers struggled to plan at the levels required by the curriculum. There was neither formal collaborative planning nor communication about this as part of a community of practice, thus limiting their ability to change their practice.

Even though Teacher 3 had evidence of lesson plans, there was no evidence of long term planning or planning with the other teacher in her grade as a community of practice. This led to weak internal framing of pacing.

#### **5.6.4.3. Community of practice**

In school A, Teacher 1 and 2's experiences within the community of practice differed. Teacher 1's long teaching experience allowed her more autonomy in her practice of teaching reading. Her use of the reading programme BTL (since 2009) meant that she had established teaching practices that were not questioned by the other teachers.

However Teacher 2's experience of being a new teacher meant that her position in the community of practice was still in the process of being established. She reflected that the informal interaction amongst the teachers meant that her teaching was questioned and she felt insecure about the extent of her practices in a new school. Her farm school experience (where she was the only FP teacher) framed her understanding of pacing and sequencing, but this was not recognised in the new school.

Teacher 1 and 2's practice differed in relation to the extent of differentiated teaching and the inclusion of the BTL in the teaching of reading. Even though the observation periods were in different terms, their understanding of BTL and the reading practices differed in relation to the experience they have as Grade 1 teachers as well as teachers within the same school. The informal conversations in School A were the only forms of interaction amongst the teachers. These were inconsistent and they were not aimed at offering any support to the new teacher.

Teacher 3's community of practice wasn't clearly identifiable. Her experience at the school and her knowledge of BTL and other curriculum documents allowed her to continue her teaching of reading in spite of not having the broader support of other reading teachers. She did, however, make reference to the importance of external support of teachers in relation to the DoE's interventions for teachers in the FP.

#### **5.6.4.4. Teaching experience**

Teaching experience relates to the history and memories that teachers have about their practice and how these affect what teachers know and explain their teaching practice. This is largely related to

their formal training, their experience over the years as well as their experience of the changes in the curriculum.

All the teachers reflected on the challenges resulting from being trained in a context where there was no focus on the teaching of reading, which meant that they do not have a firm grasp of how to organise and teach reading. All the teachers reflected that their initial training was limited to an intensive phonics method that did not relate this practice to the reading of books. Hence their first induction into an alternative teaching method was the language experience approach used by the BTL reading programme.

Teacher 2 and 3 described their initial teacher training as insufficient for their understanding of current practice. Teacher 1, however, described her initial teaching practice as being useful especially for teaching learners who are struggling to understand sound-letter relationships. Her emphasis on an intensive phonics method shaped her understanding of a balanced approach to reading introduced in the NCS. She emphasised the need to combine all her experience in order to be relevant in terms of the reading development of all her learners.

Their experiences of teaching in different contexts (rural and township schools) also had different implications for Teacher 2 and 3. Teacher 2 described her previous experience positively but in relation to the complexities of being a new teacher in a township school with seemingly different teaching practices. Teacher 3 regarded her teaching experience in a farm school negatively as she did not stay very long at the school. This brings into question the experience of teaching reading in a rural and township school context and how all the teachers relate to these experiences.

Teachers 1 and 3 have been teaching in Grade 1 for over 20 years. This has had different implications for both teachers. Teacher 3 has been open to changing her practices hence adopting the use of the BTL reading programme in her practice over the years. She has adapted her practice with the understanding that children's development has changed and different practices are required. In spite of the positive changes (such as the BTL for teaching reading), Teacher 3 reflected that her learners' reading development is not supported in the home, which has implications for pacing and homework. This was her reasoning for the persisting challenges amongst learners who entered the classroom without the necessary skills for formal learning in Grade 1. This suggests that the learners' level of development on entry to Grade 1 has shifted since she first became a teacher: previously most of her learners were ready to begin formal learning, however, this is no longer the case. This has implications for the expectations she has of the learners.

Teacher 1's extensive teaching experience meant that her practices and way of understanding teaching were embodied hence her reluctance to adopt the full extent of BTL reading programme into her practice. She was aware of curriculum changes, but adapted them into her practice in ways which she felt best suited the learners in her classroom.

These experiences form part of the habitus these teachers possess for their current teaching practice. The practice described above is not divorced from their perceptions and history. Their current practices are also generated by the beliefs they have formed over the years of what works for teaching reading in their schools and classrooms. Thus their practices are generated or changed by the values and personal understandings each teacher has about teaching reading.

#### **5.6.5. Conclusion**

The analysis above indicates the tensions between the external framing of teaching reading in the curriculum and the internal framing as teachers respond to the perceived challenges in the classrooms observed. This relates to differences between the ideas teachers hold about their practice, their understanding of curriculum documents, the challenges of the context in which they teach, and the actual requirements of the curriculum.

This analysis also raises questions about what teachers know and how their knowledge can influence a change in practice or reproduce the same teaching practices in a context of curriculum change.

This discussion will be explored further in relation to the conceptual framework for this research and the extent to which the analysis answers the questions posed at the outset.

## **CHAPTER 6: DISCUSSION AND RECOMMENDATIONS**

### **6.1. INTRODUCTION**

The aim of this chapter is to discuss the findings of the research in relation to the questions posed at the outset, and the theory supporting the research discussed in Chapter 2. This research attempted to understand the teaching practices in reading lessons in three Grade 1 classrooms where isiXhosa is the LoLT. The focus in the observations was on the teachers' practices in relation to pacing and sequencing. The questions that guided the research were:

- How do Grade 1 teachers structure, sequence and pace their reading lessons?
- What are their practices with regard to sequencing and pacing?
- How do teachers understand or explain their practices?
- How does the context in which they teach influence sequencing and pacing?

This chapter addresses the questions and discusses the issues emerging from the research that might require further exploration.

### **6.2. How do Grade 1 teachers structure, sequence and pace their reading lessons?**

#### **6.2.1. Organising systematic learning**

The organisation of teaching reading was an area in which all the teachers struggled with in this study. This confirms one of the preliminary observations as discussed in Chapter 1. This can be related to the poor level of planning for lessons and, consequently, how teachers organised their reading instruction during the observation period. Only one teacher actively planned her lessons.

The organisation of systematic learning should happen on various levels beyond the practical level of daily lesson plans in order to promote what Morrow (2007) refers to as the "kind of learning which systematically advances the understanding of learners so that they can achieve organising insights into the world as it is" (p. 63). Teaching reading in the FP is fundamental for learners' further literacy development. Literacy can be seen as a series of stages on a continuum, each building on the other, and reading instruction needs to be organised with this in mind rather than as discrete lesson plans. The teachers' attitudes (discussed in Chapter 5) towards their teaching suggested that they did not fully understand the importance of laying solid foundations for learning in the early years. They failed to see that reading achievement in their classes has serious implications for how reading practices unfold beyond Grade 1 (Abadzi, 2008).



On the contrary, the teachers appeared to understand the teaching reading in terms of drilling a set of sound-letter relationships (Pludemann, 1997). This was understood as an important process that takes place prior to reading texts. Reading was not understood as a process that has long term effects for children’s progress in school, neither was it related to reading practices beyond the classroom. The practice observed in this study shows that teachers organise their reading lessons as a set of discrete activities rather than organising learning so that learners can make sense of reading within and beyond the classroom. Morrow (2007, p. 64) emphasises that:

it is misleading to think of literacy as discrete units of information or “generic decoding skills” as if they are merely useful tools. Developing these capacities profoundly shapes the thoughts and feelings that lie not only in the minds but also in the hearts, of people’s very understanding of the world and quality of their lives. This is not only a matter of content that is read, but of the ways in which written text reconstitutes, constructs and reconstructs experience. For access to the modern world, people need to learn the ways of thinking and feeling of that world, and literacy and numeracy — linked to the idea of ‘thinking for themselves’— capture something very central to those ways of thinking and feeling.

### 6.2.2. Degrees of control

The table below indicates the various categories for pacing and sequencing observed in the reading lessons in this research with the teacher as the focal point. These categories relate to the interaction that takes place between the teacher and the learner when reading instruction takes place, which has implications for how the teacher makes reading a meaningful process for learners.

PACING	SEQUENCING
External weak pacing	External weak sequencing
External strong pacing	External strong sequencing
Internal weak pacing	Internal weak sequencing
Internal strong pacing	Internal strong sequencing

(Table 6.1. C categories for pacing and sequencing observed in the reading lessons)

This table highlights who has control over the learning process (Robertson, 2008), which can be characterised by internal and external features (Hoadley, 2006).

### 6.2.3. Pacing

Learning was paced according to the levels of the learners' reading development rather than the curriculum standards and expectations for teaching reading in Grade 1, thus external pacing was weak and there was very strong internal pacing. This form of framing in working class contexts has been viewed positively by other researchers (Hoadley & Muller, 2007) since it has the potential to ensure that learning happens at an individualised level in the form of differentiated teaching (which will be discussed below). This form of "weak framing over pacing is identified as being crucial for facilitating access to school knowledge for working-class learners, creating the opportunity to individualize the rate of acquisition" (Hoadley & Muller, 2010, p. 73). However the findings in this research suggest that weak framing with differentiated teaching, leads to learning being compromised largely because of classroom management issues due in part to lack of planning. There is no guarantee, therefore, that weak pacing will support learning in working class contexts, unless the teacher can ensure that learning happens for learners in all groups simultaneously. Weak internal pacing places the responsibility on the teacher and requires strategy and skill on the teacher's part in order to manage the learning for all at different levels. Where this does not happen, as was the case in the three classrooms in this study, it is important to consider ways that the opportunity to learn can be protected.

The purpose of teaching is to provide learners with the opportunity to learn through quality instructional time. The use of time in the classrooms observed highlights the need for teachers to understand the importance of instructional time in learning especially in the early years of schooling (Abadzi, 2007). This has implications for the extent of internal pacing, in which all the teachers used time according to their own practices and beliefs, rather than external framing of a timetable, which may be rigid but provides structure for utilising time. In this study, the opportunity to learn was compromised by the amount of disengaged instruction as well as external distractions (especially in Teacher 1 and 3's practice). This has implications for the amount of time spent on learning.

The structure of learning, when it applies to a class of learners of different abilities, is dependent on internal framing, but a form of internal framing that ensures that learning takes place consistently. If quality teaching is expected to happen with internal framing, where the teacher makes the decisions about pacing and sequencing, this requires teachers who are capable, knowledgeable and understand the value of providing the opportunity to learn in spite of any contextual constraints.

Part of the process of internal pacing was the ability teachers had to communicate knowledge to learners. The methods teachers used were determined by the abilities of the learners rather than

extending the learners' abilities. The practices in this research can be understood as trying to take the level of development of learners into account by emphasising phonics and language structure, rather than exposing learners to books. However, this cannot be the only form of teaching reading (as is the case with Teacher 1 and 2's main form of practice). The use of drilling as part of reading instruction (through choral repetition of sounds) needs to be balanced with reading actual texts appropriate to learners. All the teachers in the study controlled the reading instruction so that there was little input from the learners either in response to questions or through joint interactions with texts. Using limiting questions for reading instruction imposes a limitation on the learners' growth in their understanding of the process of learning to read and how to make meaning from the process.

This research also demonstrates that each teacher had a distinct form of communication with the learners according to the ability group they were teaching at any given time. This was framed by the perceived level of development of each learner and the expectation the teacher had for certain children. The research suggests that where resources (such as reading books) are limited and where there is a wide range of development amongst the learners, teachers adopted a different style of teaching with each group which makes the process of monitoring reading development a challenge.

#### **6.2.4. Sequencing**

Sequencing was framed internally in the 3 classrooms. This was both at the micro-level of everyday structure and the sequencing of learning over a longer time span to ensure conceptual progression. Teacher's content selection was driven by learners' low levels of reading development; the availability of resources was also a factor. Therefore it may appear that pacing and sequencing were controlled by the teacher. However, the underlying principle of inclusivity and ensuring education for all learners meant that all decisions for learning were pitched within the development of the learners— what learners could do, rather than what learners should be able to do. This highlights the teacher's awareness of a continuum of development amongst the learners (Hoadley et al. 2010) but this development was not fully informed by the curriculum documents. Teachers were reluctant to use the workbooks from the DoE because there were not enough for all the learners, and the communication from the DoE about using the workbooks in their teaching was not to their satisfaction. Where content was indicated (and externally selected) through the BTL resources, teachers re-appropriated it to suit the abilities of the learners, a process of strong internal sequencing.

Internal sequencing has implications for how teachers understand the concept of reading as development and the selection of content for this process. However, in the case of teaching

isiXhosa, resources such as graded readers were not available. The reading books used by Teacher 2 for her 1<sup>st</sup> group illustrate the quality and level of available content (as the quality of the books contributed to the slow pacing). Teachers need to analyse the content they select for their learners. The external framing of content for teaching in isiXhosa only exists in the form of the exemplars (4.2.12); it is insufficient as these documents are not specific about the content that teachers should select. The FFL lesson plans are dominated by examples for teaching reading in English (which is only relevant for a minority of learners in South Africa), therefore, they are not sufficient for guiding the teachers in the selection of content for teaching reading. This highlights the challenge teachers have when organising systematic learning, which needs to be a balanced approach between external and internal framing of learning.

#### **6.2.5. Intended curriculum vs. implemented practice**

The relationship between the intended practices and the implemented practices brings into question the relationship between the curriculum expectations and the reality of teaching reading in the classroom. The reading curriculum for the FP is framed by documents that are dominated by the idea of teaching reading in a classroom where English is the LoLT. This has implications for the external framing of teaching reading and the understanding of teachers using an African language as a LoLT (often in a school with learners from working class communities and homes). The use of the curriculum by the teachers in this research indicates the disjuncture between the curriculum expectations of teaching reading and the practices in the classroom. This is a characteristic of an education system such as the one South Africa has inherited where there is a need to shift practices in schools still plagued by those inherited from apartheid's system of education (Fleisch, 2008).

If teachers know the curriculum standards for teaching reading, this does not mean that they will adopt the standards for their own teaching. This relates to the question of structure and agency and the choices teachers are able to make in the process of producing and reproducing their practices in their reading lessons.

Where teachers choose to alter their practice, this can be seen as an opportunity for empowering teachers as they teach according to their choices. However it is important to consider why practices that do not conform to good literacy teaching persist. All the teachers had an understanding of making the curriculum relevant to their context, but this did not translate into practices that promoted better teaching and learning in the classroom. An example of this is Teacher 2's elimination of shared reading from her practice because she felt this was a waste of time. This has implications for the organisation of learning where schools that are "least aligned internally are least

able to respond to external accountability requirement(s)” (Chisholm et al., 2005, p. 28) and this seems to be characteristic of the schools in this research.

### **6.3. What are teachers’ practices with regard to sequencing and pacing?**

#### **6.3.1. Embodied practices of teaching reading**

Some of the teachers’ practices could be said to be embodied; they were habitual, taken for granted, largely unconscious and therefore not open to reflection. Rote forms of phonics instruction suggest an embodied practice for Teacher 1 and 2; it was the automatic response to learners reading difficulties, rather than the result of reflection on their specific problems. The lack of shared reading in Teacher 1 and 2’s classroom illustrates that this was not an embodied practice (as discussed in their understanding of their practice). Other strategies that were emphasised involved breaking down and building up words, which are central for reading development in the early years (Hall, 2003). However, the large class numbers and the distractions of class management meant that these practices were thwarted and not consistently practiced.

It was interesting to note Teacher 3’s practice as she attempted to make use of the best practices in relation to the external framing. She used reading groups and shared reading as required by the curriculum documents. However, these practices only happened on the first day of observation rather than consistently throughout the week. This was largely due to the learners’ abilities and the teacher’s belief that intense instruction was not appropriate for the learners in every lesson during the week. Thus she was able to initiate new practices but not sustain them; it had not yet become part of her normal routine.

One of the strategies all the teachers used was sentence writing as a tool for developing reading. This shows that they are doing something right, however the writing was controlled by the teacher rather than emerging from the learners in order to emphasise the language experience approach as premised in BTL. This structure of reading lessons highlights the teachers’ understanding of the importance of writing in reading development. However, due to insufficient resources for the learners to read, the learners do not read meaningful texts, which is necessary for reading to develop. The limitation of resources means that the only way that learners are exposed to reading is in the classroom through the teacher’s instruction.

What was significant about the writing was the level of control each teacher had in this practice. Unless the learners wrote, the teachers would not have a sense of the learners’ literacy development because they did not get an opportunity to read. The use of words and sentences from the board was not seen as useful for reading assessment because the teachers (especially Teacher 2)

felt that learners memorised the words rather than read them because they could understand them. Therefore, through monitoring writing (where learners were expected to copy sentences from the board or their sentence makers) the teachers could get a sense of the learners' level of reading development. Thus teachers emphasise strategies that they can control rather than exposing learners to relevant reading material.

### **6.3.2. Differentiated teaching as a practice for teaching reading**

The principle of differentiating teaching in the reading lessons raises many questions for understanding the teacher practices in this study. Ability grouping was used as a form of managing and differentiating the teaching of reading for all learners. Differentiated teaching is expected to offer children the opportunity for individualised learning at their individual level of development. However the external framing in the curriculum is not clear about the level of structuring and planning this process requires. The level of planning has implications for what happens to the rest of the class while the teacher is busy working with one group. This raises the question of whether this teaching strategy is useful in large classes with young learners requiring individualised attention.

Differentiated teaching requires not only careful planning, but also expert classroom management and the availability of resources in order to create the opportunity to learn for all learners. Where classroom management in this study was not effective, the opportunity to learn was disrupted in all the classes. Differentiated teaching is a common teaching practice in the early years. However, managing the practice requires teachers who can plan as well as have the tools for assessing the learners' levels of reading development at regular intervals.

### **6.3.3. Assessment**

The use of assessment by all the teachers highlights the problem of how teachers can make the process of understanding their learners more meaningful for the improvement of practice. Assessment has implications for pacing learning and changing practices.

The methods of assessment in this research illustrate that the assessment process is not sufficiently understood in order to add value or alter practice in the classroom for either the learners or the teachers. All the teachers used a form of dictation or 'spelling tests' rather than assessing learners' ability to read a text. All the teachers asked learners to write the sounds and words — content related to their phonics development rather than their ability to read and make meaning of reading material.

Part of the assessment process was the benchmarking process used to establish the abilities of all the learners at the beginning of the year, referred to as baseline assessment. This is a process mapped out through external framing in the curriculum documents and all the teachers had a firm grasp of the importance of this process. The assessment patterns that followed thereafter, however, indicate that teachers were uncertain about how to use the results of the assessment to pace and sequence learning meaningfully.

#### **6.3.4. Community of practice**

Each of the teachers worked with a group of other teachers. The formal and informal establishment of a community has implications for how teachers understand themselves and their practice. This is a complex process where the individual teacher is aware of their practice in relation to other teachers as well as being aware of the need for teaching in relation to the needs of their learners.

Each teacher had a distinct position in their community of practice depending on the school culture. The teaching experience each teacher had as a Grade 1 teacher at a particular school was a strong indicator for a teacher's position in their community of practice. A teacher with extensive teaching experience had a superior position to that of a teacher who did not, as was the case with Teacher 1 and 2.

A community of practice has the potential to empower or destabilise a teacher's practice depending on how a teacher views their role and position in the community. This had implications for both the pacing and sequencing of the reading lessons (especially on the level of daily teaching). The experiences of the teachers' positions in their communities of practice highlight that this is an important part of being a teacher. However, it can have both negative and positive effects depending on the level of communication amongst the people in the community. This relates to the processes that teachers value, such as accountability, and whether this is an established practice, which is understood to empower teachers at the school and grade level.

#### **6.4. How do teachers understand or explain their practices?**

This is a complex process of understanding the mental lives of teachers. This suggests the need for reflection in order for teachers to become aware of their actions while teaching reading. This section will attempt to elucidate the issues arising from this theme.

##### **6.4.1. Teacher knowledge**

What is revealed about the mental life of the teachers in this study, demonstrates that more work needs to be done in order to understand how teachers make sense of their practice. In spite of

regular conversations with all the teachers, their ability to reflect on their own practice placed a limitation on gaining an in-depth understanding of their practices and what informs them. This suggests that a regular opportunity to reflect on practice is not available to the teachers in this study. The teachers' ability to articulate their thoughts about their practices was overwhelmed by the external factors that have repercussions on their practice such as the lack of support from the homes, insufficient resources or the lack of support from the DoE (at the district level).

This suggests a habit of thinking that focuses on external factors that leads to the belief that teachers have little or no control over the internal factors such as the extent of planning or the purpose of assessment in the process of reading development. This requires a different level of thinking and reflection beyond opportunities such as research interventions. This is not to suggest that teachers do not possess the necessary knowledge, but rather teachers need to become active in how they understand their mental lives in order to make the necessary links between what happens in the classroom and their role as teachers of reading.

#### **6.4.2. The role of memory, history and experience in current practices**

Much of the knowledge teachers did have was related to the memories, histories and experiences of being teachers in Grade 1. Often their training experience was insufficient for the expectations for teaching reading in the current context. An example of this knowledge gap related to teaching of SEN learners where training did not provide the necessary knowledge for SEN learners. This had serious implications for how the teachers structured learning and reading activities for these learners. This also related to their ideas about organising systematic learning of phonics instruction. Teacher 2 reflected that there was a process of organising this; however, she could not remember it. The question of habitus relates to the extent of the embodiment of the practices amongst the teachers. If there are important practices that are expected of reading teachers, then a teacher who does not embody these practices does not possess the habitus of a reading teacher.

Memory was also important for understanding the perceptions teachers had about their learners. All teachers reflected on their early experiences of teaching, when learners were more advanced in their literacy development than today. This was subjective knowledge based on their own experience rather than empirical evidence, but it had a profound impact on how they perceived the reading development of each learner. Again, this relates to a habit of thinking that focuses on external factors rather than seeking to understand learners within their context (and possibly as individuals) rather than comparing them to learners from previous years.



The teachers' personal experiences of being readers and writers is important to consider when trying to understand how they understand the practice of teaching reading, its internal logic and purpose. Langford (1989) explains this relationship as follows:

A social practice depends for its existence and identity on the overall purpose which its members share and are reciprocally aware of sharing; and it is their possession of beliefs and purposes which makes it possible for them to engage in such practices... a social practice [is] given unity and identity by the overall purpose which gives direction and point to the behaviour of its practioners. (pp. 27-28)

Memory and histories inform what schema people are using to make sense of their experience and purpose as teachers. Where there are gaps and inconsistencies in their memories (as there was with Teacher 2 and 3) this could be further explored through other research methods in order to understand what influences their teaching.

#### **6.4.3. What generates these practices?**

There are practices amongst the teachers that were consistently reproduced, whether or not these were best practices. Teacher 1 and Teacher 2's emphasis on decontextualised phonics instruction is an example of a generated practice, not because it is a best practice according to the external framing of the curriculum but because they were part of the habitus for both teachers, and the teachers understood them as relevant to the needs and abilities of their learners. This practice was also observed by Pluddemann (1997) in his study. The value teachers attached to planning and their understanding of the process, is also an example of how teachers' practices were reproduced. However, Teacher 3's experience with interventions such as BTL allowed her to sustain the change in her practice in spite of the challenges of structuring learning when many learners could not work independently.

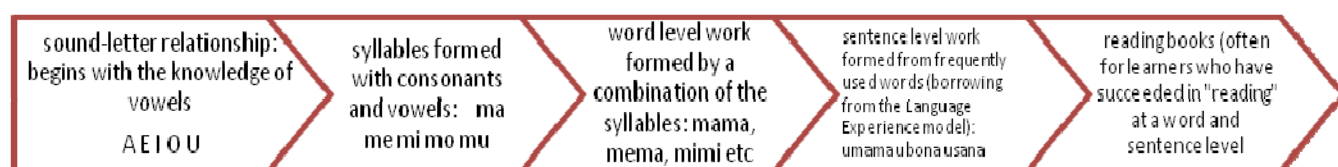
Thus practices are sustained because of the structure or context that teachers inhabit and the relevance of those practices in relation to the teachers' perceptions and the children's abilities. The context can be an enabling or disabling factor for teachers and how they view their practice. If the opportunity to change practices is not consistent with the teacher's views about their practice, practices are reproduced, often unconsciously. Practices can be altered by the teacher's willingness to change in spite of their personal experiences and histories. This requires a willingness to conform to the external framing as well as a desire for their further development as a teacher. This raises the question of how the opportunity for a change in practices is created by teachers in their schools or through external interventions and the potential for change in teaching practices.

#### 6.4.4. The theory of teaching reading

Each teacher's understanding of their practices can be understood as a theory of teaching reading. The conceptual schema they possess is represented in the diagram below as a linear approach to teaching reading (as opposed to the balanced approach framed in the curriculum). Figure 6.1. highlights the decontextualised nature of teaching reading which requires the teacher's control. It is also within the teacher's assumptions about what it means to be a young reader in Grade 1. The emphasis on skills without any meaning attached to the learning suggests that there are contextual limitations that reproduce this theory, such as teaching reading consistently in a context where there are not enough resources for Grade 1 learners.

The teachers' linear approach to reading practice is relevant to the structuring and classification of reading. Rather than seeing reading as a circular and interconnected process balanced by phonics instruction and exposing learners to meaningful texts, reading becomes a process where learners are exposed to skills. These skills are introduced hierarchically from simple language structure to more complex processes. This relates to the level of control that teachers can have in the learning process, especially in large classrooms in the early grades:

Figure 6.1: A linear approach to teaching reading



However, it is important to note that Teacher 3's practice (and her understanding of her practice) did not conform to this theory of teaching reading. Hers related to the extent of the activities that learners can be exposed to according to their levels of reading development (hence weak pacing). She did not have firmly established beliefs about the importance of phonics but rather used the BTL programme according to the extent that learners could grasp the practices in order to become readers.

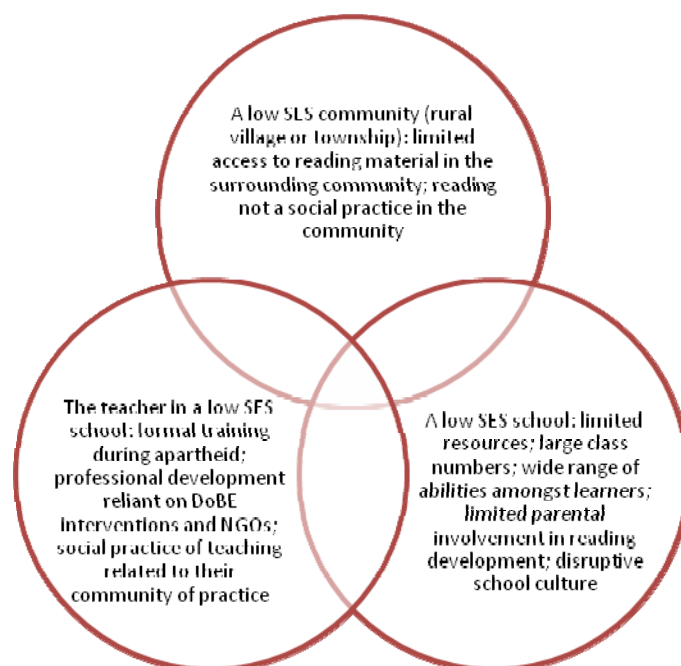
Both understandings of teaching reading relate to the extent to which teachers plan and how they understand their classroom practices within the broader literacy development of the learners. A

theory of teaching reading is thus dependent on the teacher and how they view their position as teachers of reading as well as the importance of reading in the lives of their learners.

### 6.5. How does the context in which they teach influence sequencing and pacing?

The diagram below indicates how the context in which the teaching of reading takes place has an effect in low SES contexts. Both the community and the school culture have implications for the kind of teaching and learning that takes place in the classroom, and for sequencing and pacing.

Figure 6.2: The effect of context in reading development



#### 6.5.1. Social class and teaching reading

The social class factor in this research relates to both the teacher and the learner. All three teachers have only taught in low SES contexts. This has implications for how they understand their own experiences as teachers as well as the experience of teaching learners who come from low SES communities.

This research demonstrates that apart from the historically influenced practices that the teachers possess, these practices also persist because of the learners that they have to teach. Teaching reading to learners who are already disadvantaged by the time they first enter a Grade 1 classroom (as is the case for learners in School A and B) means that teachers have low expectations of the learners because of these limitations. This has implications for the quality of teaching and the efforts

teachers will make to change their practices in order to ensure that young learners from low SES backgrounds are given the opportunity to learn how to read. The pedagogic process in low SES contexts requires a different outlook for teaching reading in order to provide learners with the opportunity to escape the poverty trap of a poor education system, characterised by low reading levels amongst poor learners.

### **6.5.2. Changing teaching practices in a context of social inequality**

The teaching practices in this research indicate that there is an opportunity for change in the pedagogic practices and an opportunity for existing practices to be harnessed for further learning in low SES contexts. The introduction and the use of BTL have brought about some changes in practice, but the extent of these changes varies from teacher to teacher. The idea of changing practices within a context of social inequality suggests that teachers need to make different choices when teaching reading in difficult circumstances. This relates to their practices as well as the ideas they possess about their practice.

There are certain limitations that are within the teachers' control and there are others that militate against changing practices. The level of resources has implications for the teaching of reading in the classrooms described in this study, however, this only applies if teachers lack creativity in using the resources already available to ensure that reading can take place. All the classrooms in this study had reading books available but the teachers did not use these for various reasons. Similarly, workbooks were available, but teachers did not work out a strategy where learners could share books in spite of the shortage of the books. The issue of absenteeism (of both the teachers and the learners) is a hindrance for changing practices, but highlights an issue in low SES contexts that is within the teachers' (and parents') control — change in this regard would result in more instructional time in the classroom.

## **6.6. RECOMMENDATIONS**

This section considers some recommendations for further research. It is important to note that even though this was a small case study of three teachers, the practices and the context reflect the reality for teachers in South Africa in low SES schools. The recommendations acknowledge that some of the emerging issues have been addressed in previous large scale research projects, but there is a need for further studies.

### **6.6.1. Communicating external framing of teaching reading**

Since 2002, pacing and sequencing have been strengthened in the curriculum documents providing teachers with better support. However, this has largely been dominated by English in spite of FP teaching being in African languages for the majority of the learners in South Africa. The content of teaching reading in isiXhosa should be governed by an understanding of phonology, morphology and orthography of the language (Trudell & Schroeder, 2007) as well as how the language is used by learners in real-life. There is a need to communicate the content of reading practices to teachers in order to harness the developments made in existing programmes such as BTL. However, where there are limitations, the teachers' ideas about teaching reading need to provide the focus.

This has implications for the context of teaching reading. Low SES contexts need to be reflected in documents so that practices are understood within the understanding of the limitations many teachers face. This also has implications for the processes of communicating the external framing of teaching reading to teachers. Teachers indicated that external involvement from NGOs has been successful, however, the DoE's interventions were viewed negatively. This relates to questions of professional development where teaching reading is concerned.

### **6.6.2. Professional development**

Professional development for teachers in the FP has become central in South Africa (Chisholm, 2005). The emerging issues in this research indicate that this is not a simple process of informing teachers of what is expected of them by the curriculum. Professional development requires a rigorous process where teachers have the opportunity to engage with their practice and the expected changes in a meaningful way. This requires a process that is localised (within schools) as well as external in order to balance the internal and external expectations for teaching reading.

In-service training for teachers needs to be strengthened in a meaningful way so that teachers can be approached as practitioners and professionals. This is a complex process that requires the willingness of the teachers to change their practices and gradually adopt new methods and practices within the understanding of their context, knowledge and experience.

The mental life of the teachers in this research demonstrates that in order to understand how teachers make sense of their practice, they need to become more reflective practitioners. Providing teachers with the opportunity for reflection assumes that this is a valuable process for professional development, rather than simply telling teachers about the best practices they have to adopt.

### **6.6.3. Assessment and reading development**

In order to reverse the inequalities that are perpetuated in pedagogy, Hoadley (2010) suggests that evaluation is a key element. The process of evaluation as it is understood by the teachers in this research highlights that the evaluative aspect of teaching still needs to be clearer for teachers in order for assessment to be a powerful tool for altering their practice.

Regulative and evaluative criteria in teaching reading in Grade 1 require teachers to have an understanding of the relationship of assessment, evaluation and reading development as well as the implications this has for sequencing and pacing. Without thorough assessment done by teachers who understand the relationship between assessment, teaching practices and learner development, reading development amongst learners in low SES contexts may be impeded because the opportunity to reflect on practices is not prioritised.

### **6.6.4. Teaching reading to Grade 1 learners in large classes**

Teaching learners in large classes has become characteristic of mass education especially in low SES schools. This has implications not only for the need to equip teachers with the necessary strategies, but it also raises the question of recruiting new teachers into the education system in the FP in order to make classes more manageable. Without new teachers (who are bilingual with an African language) teaching reading in the FP will continue to be characterised by large numbers that overwhelm teachers. Without new teachers in the FP, existing practices cannot easily be altered; new teachers would bring different perspectives, experiences and understandings of teaching reading to the existing communities of practice.

### **6.6.5. Reading development and corporal punishment**

The use of corporal punishment (which was seen in Teacher 1 and 2's practice) is important to address. Prinsloo and Stein (2004) also noted this in their research. Punishing learners because of their slow development in reading has implications for their identity as readers and how they develop. In order for learning to take place, the classroom atmosphere needs to be supportive and nurturing. This is also highlighted in the curriculum documents however; the practice I observed does not reflect this. A relaxed classroom atmosphere is important in the early years as it ensures that learners are not anxious, that they can make mistakes, which is central to the learning process. Where this does not happen (as is the case with two of the classrooms in this study), learning and reading for pleasure are compromised.

## **6.7. CONCLUSION**

The focus of this research was to understand the teaching practice in reading lessons amongst three Grade 1 teachers focusing on reading instruction. The focus of the practice was sequencing and pacing and an understanding of how teachers explain their practice. The research was conducted over three observation periods in separate school terms. The teachers were observed in their primary setting and various methods of data collection were used to gain an understanding of the practice. In spite of the different lengths of the observation periods in each classroom, common themes emerged.

The research revealed the complex process of teaching reading in a low SES context. Current and past experiences amongst the teachers had an influence on their practice. The research also revealed the complex relationship between external framing of teaching and the internal framing by teachers in their classrooms. The context where teaching happens also played a role in how teaching unfolded in each class. This context relates to the limitations of teaching in a low SES school. The teacher's response to the context of their practice formed an important part of understanding these practices as they often felt that they were doing their best given the circumstances in their schools and the children's homes. The analysis in this research revealed the complexities of understanding the practices in relation to how teachers understand their own practices.

This research has confirmed some of the problems concerning teaching reading in low SES classrooms where isiXhosa is the LoLT. New questions were also raised that need to be addressed in further research studies as reading is essential for the development of learners in basic education.

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## APPENDICES

### Appendix 1-Chall (1990): Stages of reading development

Stage designation	Grade range	Major qualitative characteristics and masteries by end of stage	How are these acquired	Relationship of reading to listening
Stage 0:  Prereading,  “pseudo-reading”	Preschool (ages 6 months to 6 years)	Child pretends to read, retells story when looking at the pages of book previously read to him/her; names letters of alphabet; recognises some signs; prints own name; plays with books, pencils and papers	Being read to by an adult (or older children) who responds to and warmly appreciates the child's interest in books and reading; being provided with books, paper, pencils, blocks and letters	Most can understand the children's picture books and stories read to them. They understand thousands of words of words they hear by age 6, but can read few if any of them
Stage 1:  Initial reading and decoding	Grade 1 and beginning of grade 2 (ages 6 and 7)	Child learns relations between letters and sounds and between printed and spoken words; child is able to read simple text containing high-frequency words and phonically regular words; uses skill and insight to “sound out” new one-syllable words.	Direct instruction in letter-sound relations (phonics) and practice in their use. Reading of simple stories using words with phonics elements taught and words of high frequency. Being read to on a level above what child can read independently to develop more advanced language patterns knowledge of new words and ideas	The level of difficulty of language read by the child is much below the language understood when heard. At the end of Stage 1, most children can understand up to 4000 or more words when heard but can read only about 600
Stage 2:  Confirmation and fluency	Grades 2 and 3 (ages 7 and 8)	Child reads simple, familiar stories and selections with increasing fluency. This is done by consolidating the basic decoding elements, sight vocabulary, and meaning context in the reading of familiar stories and selections	Direct instruction in advanced decoding skills, wide reading (with instruction and independently) of familiar interesting materials which help promote fluent reading. Being read to at levels above their own independent reading level to	At the end of stage 2, about 3000 words can be read and understood and about 9000 are known when heard. Listening is still more effective than reading



			develop language, vocabulary, and concepts.	
<p>Stage 3:</p> <p>Reading for learning</p> <p>Phase A</p> <p>Phase B</p>	<p>Grade 4-8 (ages 9-13)</p> <p>Intermediate grades:</p> <p>Grades 4-6</p> <p>Junior high school:</p> <p>Grades 7-9)</p>	<p>Reading is used to learn new ideas, to gain new knowledge, to experience new feelings, to learn new attitudes; generally from one view point</p>	<p>Reading and study of textbooks, reference works and trade books, newspapers and magazines that contain new ideas and values, unfamiliar vocabulary and syntax; systematic study of words and reacting to the text through discussion, answering questions, writing etc. Reading of increasingly more complex fiction, biography, nonfiction and the like</p>	<p>At beginning of stage 3, listening comprehension of the same material is still more effective than reading comprehension. By the end of stage 3, reading and listening are about equal; for those who read very well, reading may be more efficient</p>
<p>Stage 4: Multiple viewpoints</p>	<p>High school, grades 10-12</p> <p>(ages 15-17)</p>	<p>Reading widely from a broad range of complex materials, both expository and narrative, with a variety of viewpoints</p>	<p>Wide reading and study of the physical, biological and social sciences and the humanities; high quality and popular literature; newspapers and magazines; systematic study of words and word parts.</p>	<p>Reading comprehension is better than listening comprehension of material of difficult content and readability. For poorer readers, listening comprehension may be equal to reading comprehension</p>
<p>Stage 5:</p> <p>Construction and reconstruction</p>	<p>College and beyond (age 18+)</p>	<p>Reading is used for one's own needs and purposes (professional and personal); reading serves to integrate one's knowledge with that of others, to synthesise it and to create new knowledge. It is rapid and efficient.</p>	<p>Wide reading of ever more difficult materials, reading beyond one's immediate needs; writing of papers, tests, essays, and other forms that call for integration of varied knowledge and points of view</p>	<p>Reading is more efficient than listening</p>

## Appendix 2 – School related documents

### Appendix 2a: Proposal to the schools

**Research Proposal:** Masters in Education by full research thesis, Department of Education, Rhodes University

**Student Name:** Athambile Masola

**Student number:** g06m1115

**Field of research:** Early literacy in African languages (isiXhosa)

**Title:** Grade 1 teacher understandings of teaching early literacy in the context of curriculum change

**Supervisors:** Ms Sarah Murray  
Prof. Russell Kaschula

#### 1. Field

Early literacy in African languages (isiXhosa)

#### 2. Proposed title:

Grade 1 teacher understandings of teaching early literacy in the context of curriculum change.

#### 3. Context

Understanding the context of education in South Africa implies understanding the socio-political climate of South Africa. The theme that has often emerged is that despite the end of apartheid that was supposed to mean an end to the fractured and unequal education system, South Africa has two education systems. Fleisch (2008) writes

The first system is well-resourced, consisting mainly of former white and Indian schools and a small but growing independent sector. The first 'system' produces the majority of university entrants and graduates, the vast majority of students graduating with higher grade mathematics and science. Enrolling the children of the elite, white-middle and new black middle-classes, the first system does a good job in ensuring that most children in its charge acquire literacy and mathematic competences that are comparable to those of middle-class children anywhere else in the world. The second school 'system' enrolls the vast majority of working class and poor children. Because they bring their health, family and community difficulties with them into the classroom, the second primary school 'system' struggles to ameliorate young people's deficits in institutions that are themselves less than adequate. In seven years of schooling, children in the second 'system' do learn, but acquire a much more restricted set of knowledge and skills than children in the first 'system'. They 'read', but mostly at very limited functional level; they 'write', but not with fluency or confidence. They can perform basic numeric operations but use inappropriately concrete techniques that limit application. (p. 2)

These inequalities are reflected in the classrooms I have seen as well as the teacher practices I have observed. Underlying the inequalities in education has been the curriculum shifts that have happened in South Africa since 1994. The introduction of Outcomes-Based Education (OBE) meant that teacher training became central

in South Africa. The Revised National Curriculum Statement (RNCS) proposed new principles and values that were to underpin education as well as address the need for transformation in South Africa. This document emphasises the need for learners to be taught in their mother tongue especially at Foundation Phase (South Africa. Department of Education, 2002).

The implications of the inequalities in education can be seen in various assessment and research results. Results from the 2003 Systemic Evaluation of Foundation Phase learners indicated poor literacy and numeracy skills among Grade 3 learners in South Africa as well as a need for further understanding into factors that influence learner performance (South Africa. DoE, 2003). In 2006 the results from the Progress in International Reading Literacy Study was conducted. This large scale research is an international assessment conducted every five years and 2006 was South Africa's first involvement. This is an international comparative assessment of reading levels of Grade 4 learners, but Grade 5 learners from South Africa were included in the 2006 study. Results from this study indicated that learners in South Africa were performing poorly, below the average mean set out by the study (Howie & Van Staden, 2008). This research also looked further into the role of the teacher effectiveness and the context of the school. Howie and Van Staden (2008) also report on how low-income schools are able to have high-performing learners which ranges from a strong sense of leadership in the school to a positive relationship between the school and the home. The question of understanding the practice of teaching reading in Foundation Phase has also been researched. Bloch (1999) explains how teachers are meaning-makers therefore their understanding about language and language in education are central to what happens in the classroom (p. 42).

My pre-research observation has highlighted the need to understand teacher practice in Foundation Phase as well as understanding the experiences and interpretations teachers make from their training. I have observed teachers in Grade 1 where isiXhosa is used as the language of teaching and learning. Teaching literacy in these classrooms has shifted from the phonemic approach that has been dubbed the "old way" and the syllabic approach implemented through the resources from the Molteno Project, the "new way" of teaching literacy. My interests in this shift is around the question of the curriculum shift that has happened in South Africa in relation to the history of Bantu Education. Various teachers in the same school have interpreted the Molteno method in certain forms to suit their resources, their learners and the expectations they set on their learners.

#### Research Goal

I would like to understand how the teachers in your school make meaning of their teaching of Grade 1 learners. These will be the guidelines I will use for myself:

- How does the teacher training influence how they teach currently
- How have the curriculum changes and understandings affected their teaching
- What is their experience of shifting to Molteno
- How are the above thoughts reflected in the classroom

#### Research Methodology

The proposed research will take the form of qualitative research using case studies of classrooms underpinned by interpreting the classroom practice in relation to the interviews with the teachers.

#### Sampling:

The sampling of the research sites was purposeful as I approached schools that taught in isiXhosa at Foundation Phase. Depending on the staff willingness I would like to work with all the teachers in the Foundation Phase at each given school.

#### Data Collection:

The data will be collected through observations in class. I would like to video record these in order to have something visible to talk over with the teacher when reflecting on their teacher practice. After observations I would like to interview the teachers and use the video recorded lessons as part of the discussion. I would also like to analyse the resources used in the classrooms (Molteno textbooks) as well as readers that were used in the past following the phonetic approach to learning literacy.

The reason for using these methods is that I would like to understand for myself what is happening in the classroom and also allow the teacher to reflect on their teaching through watching their lessons during the interviews. By looking at the textbooks from both approaches of teaching literacy I would like to gain more understanding on how the shifts are reflected in teacher resources as well as the learner's books.

#### Data analysis:

I will interpret the teacher's lessons in relation to what they reflect about their lessons. The resources will allow me to understand in depth what the differences with the phonetic approach are and how teachers use these resources in the classroom.

Thereafter I will formulate a report for each school (respecting the confidentiality of the individuals) summarising the findings of teacher reflections of their teaching. The aim of this research is to understand what is happening in the classrooms therefore there is no guarantee that I as the researcher will be in a position to explain any further what the teachers are doing in their classrooms (i.e. this is not a critical evaluation of the teacher's practice in her classroom but it is rather an opportunity for her to reflect on their practice over the years.

#### Time frames:

The initial part of the research will involve teacher interviews about their reflections on their training and experience as teacher thus far. I am aware that this has already happened informally but I would like to recap on this and find out more through interviewing the teachers again ( and for the purpose of my records).

Thereafter I would like to spend a week in each teacher's classroom observing and video recording their lessons. Depending on the time available I would like to spend time after the time spent in classes reflecting on the observations with the teacher.

The school terms are as follows:

Third term: 13 July-23 Sep (11 weeks),

Fourth Term: 4 Oct-10 Dec (8 weeks )

I would like the teachers to indicate when they would prefer for me to be in their classrooms in the third term and when they would like to reflect on the lessons. I would like to use the final term referring back to the teachers if there are any queries I find when reflecting and writing up the thesis as well as the report for each school.

## Appendix 2b: Consent forms

### CONSENT/AGREEMENT FORM:

I (name)

In the capacity of (teacher/principal)

give Athambile Masola permission to make use of the information she gathered in this school (observations and interviews) as part of her research for a Masters in Education. This is with the understanding that the name of the school and the staff will remain anonymous in any correspondence (formal/academic or informal writing).

Signature:



Date: 26/05/2011

### CONSENT/AGREEMENT FORM:

I (name)

In the capacity of (teacher/principal)

give Athambile Masola permission to make use of the information she gathered in this school (observations and interviews) as part of her research for a Masters in Education. This is with the understanding that the name of the school and the staff will remain anonymous in any correspondence (formal/academic or informal writing).

Signature: Z. P. M. Masola

Date: 22.06.11

CONSENT/AGREEMENT FORM:

I (name  
KIKINTUZIWA ANGELA MARANGA

in the capacity as a teacher give Athambile Masola permission to make use of the information gathered in this school (in the form of interviews, classroom observations and any other information found) as part of her research project. This is with the understanding that the name of the school and staff members will be anonymous in any correspondence (form/academic or informal writing).

Signature: *Angela Maranga*

Date: 26/08/2011

Appendix 2c: Classroom observation tool (CLOS)

<p>Pacing:</p> <ul style="list-style-type: none"><li>the rate at which learning is expected to occur</li><li>the level of progression that is expected of learners, week by week, in Grade 1</li></ul>	<ul style="list-style-type: none"><li>How much time is spent introducing the lesson and setting it up?</li><li>How much time is allocated to different literacy activities (these are made specific in the sequencing section below)?</li><li>How much time is spent in transitions from one activity into another activity?</li><li>How much time overall is made available for students to learn?</li><li>How much time is spent on giving instructions?</li><li>How much time is used monitoring the learners while doing classroom activities?</li></ul>
	<ul style="list-style-type: none"><li>If the teacher uses differentiated teaching, how is this managed?</li><li>What are the factors that affect differentiated teaching?</li><li>How does differentiated teaching impact on the use of time?</li></ul>
<p>Sequencing:</p> <ul style="list-style-type: none"><li>the routine and structure of the activities used during the lessons</li><li>the ordering of knowledge that shows increasing cognitive challenge</li><li>the logic of the content of the activities in the lessons —in relation to introducing new skills to the learners in a lesson, the two week observation period and the timelines for the term</li></ul>	<ul style="list-style-type: none"><li>How is the lesson introduced?</li><li>In what sequence are the following activities taught in the lesson: Oral activity Picture reading Phonics Knowing the letters Letter-sound relationships Reading words Vocabulary building Reading isolated sentences Reading comprehension of connected texts Identifying the main idea of a text</li></ul>

	<p>Explaining or supporting understanding of text</p> <p>Comparing text with personal experience</p> <p>Comparing different texts</p> <p>Making predictions about what will happen next</p> <p>Making generalisations and inferences</p> <p>The ability to work independently with activities</p> <ul style="list-style-type: none"> <li>• How are transitions conducted between the different aspects in the literacy lesson?</li> <li>• How is the lesson brought to a close</li> </ul>
--	---

## Appendix 2d: Interview schedule

### Interview schedule

1. Yintoni eyabangela u'ba ube ngutishala?
  - a. Zintoni ozithandayo ngomsebenzi wakho?
  - b. Zintoni ongazithandiyo ngomsebenzi wakho?
2. Uqale nini ukutitsha kwesi isikolo?
3. Kwathini uze ukhethe iFP?
4. Ndicela undibalisele nge-training yakho?
5. Khawundibalisele ngabantwana beklas yakho?
  - a. Imeko emakhaya?
  - b. Indlela abaqhuba ngayo kwizifundo (ngakumbi isiXhosa)
6. Zinto zini ozicingayo xa ubalungiselela

### Translation:

1. What made you become a teacher?
  - a. What do you like about teaching?
  - b. What don't you like about teaching?
2. When did you start teaching at this school?
3. Why did you choose the FP?
4. Please tell me about your training.
5. Please tell me about your learners:
  - a. Their circumstances at home?
  - b. How are they progressing in class?
6. How do you structure your planning?

### Appendix 3 – Resources used in the classroom

#### Appendix 3a: Reading book used in Teacher 2's classroom

##### Isifundo 6 (Reading 6)



##### Isifundo 7 (Reading 7)

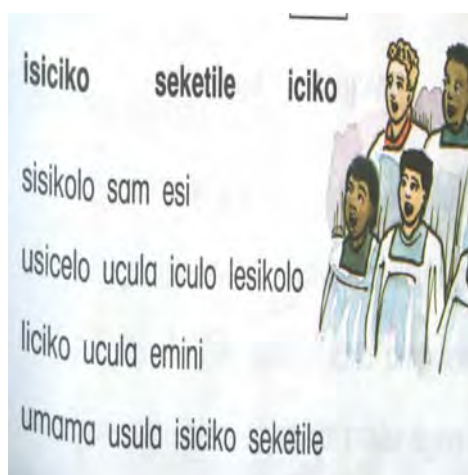


##### Isifundo 8 (Reading 8)

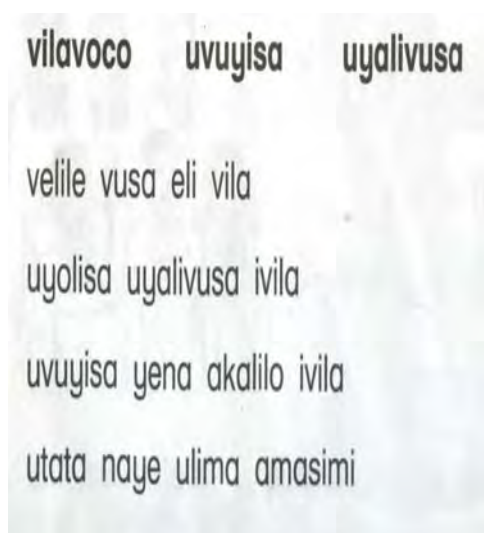




## Isifundo 9 (Reading 9)



## Isifundo 10 (Reading 10)



## Appendix 3b: Teacher 3's lesson plans

### Day 1:

- Devotions
- News/weather/days of the week/months
- Numeracy
  - Oral counting up to 50 using grid
  - Counting in 2s and 5s up to 50
  - Learners do counting rhymes
  - Workbook page 8&9
- Literacy
  - Relation of story from a book, "Izilwanyana zasekhaya"
  - Asking of questions
  - Sounds made by animals-explanation of tasks
  - Group 1 and 2: sentence maker sentence
    - Reading corner: inkomo ifuna amanzi
  - Group 3 and 4: building of first set of words using syllables and sounds
  - Tasks in groups
- Life skills

<ul style="list-style-type: none"> <li>○ Drawing of domestic animals/colouring in of dom animals</li> </ul>
<p>Day 2</p> <ul style="list-style-type: none"> <li>• Devotions</li> <li>• News/weather/days of the week/months</li> <li>• Numeracy <ul style="list-style-type: none"> <li>○ Counting rhymes</li> <li>○ Counting backwards and fowards up to 34</li> <li>○ Counting in 2s up to 34</li> <li>○ Workbook page 8 and 9 learners do the exercise</li> </ul> </li> <li>• Literacy <ul style="list-style-type: none"> <li>○ Revision questions of story “Izilwanyana zasekhaya”</li> <li>○ Reading by teacher with the learners</li> <li>○ Learners read alone</li> <li>○ Sorting of domestic and wild animal pictures/names</li> <li>○ Drawing of 2 domestic animals-writing their names underneath (Group 1 and 2)</li> <li>○ Groups 3 and 4 draw a picture of a cat-teacher do the spelling of the word (learners write)</li> </ul> </li> <li>• Life Skills <ul style="list-style-type: none"> <li>○ Learners look for domestic animals in magazines (cut and paste activity)</li> </ul> </li> </ul>
<p>Day 3</p> <ul style="list-style-type: none"> <li>• Devotions</li> <li>• News/weather/days of the week/months</li> <li>• Numeracy <ul style="list-style-type: none"> <li>○ Counting</li> <li>○ Oral mental</li> <li>○ Concept development</li> <li>○ Independent work/activities from the learners workbook page 8 (continuation)</li> </ul> </li> <li>• Literacy <ul style="list-style-type: none"> <li>○ Revision i.e. reading of big book “Izilwanyana zasekhaya”</li> <li>○ Guessing game about domestic animals</li> <li>○ Activities (for the day) <ul style="list-style-type: none"> <li>▪ Group 1 and 2-cut and paste a picture of a cow and write a sentence “inkomo ifuna amanzi”</li> <li>▪ Group 4-cut domestic animals from books and paste them to make a poster</li> <li>▪ Group 3-use play dough to build word ikati</li> </ul> </li> </ul> </li> <li>• Life skills <ul style="list-style-type: none"> <li>○ Relation of stories by the learners about domestic animals</li> </ul> </li> </ul>
<p>Day 4</p> <ul style="list-style-type: none"> <li>• Devotions</li> <li>• News/weather/days of the week/months of the year</li> <li>• Numeracy <ul style="list-style-type: none"> <li>○ Counting e.g. Backwards, forwards, rote counting</li> <li>○ Oral mental</li> <li>○ Concept development</li> </ul> </li> </ul>

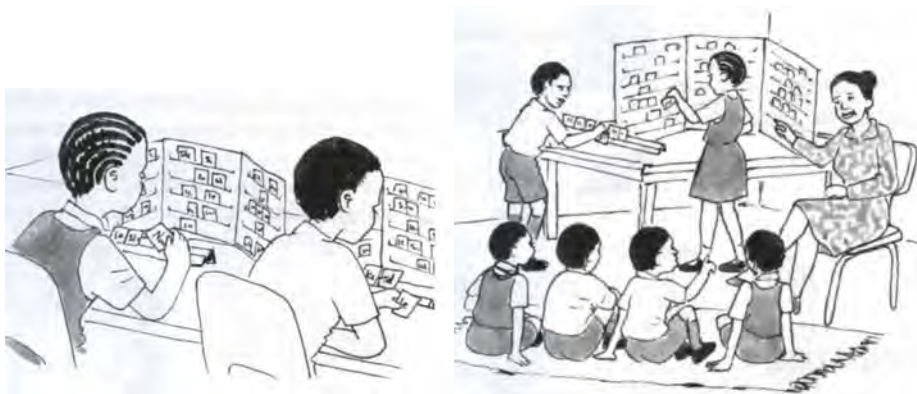
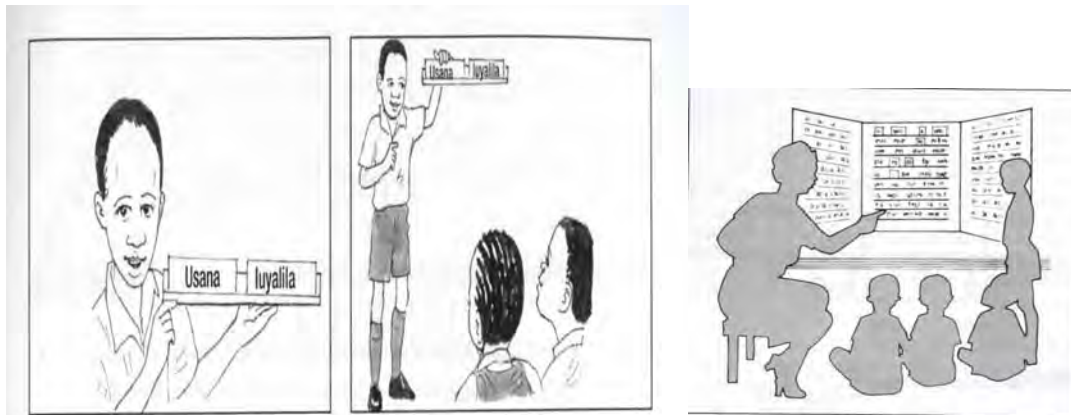
- Number sense
- Learners workbook exercises on page 9 the learners do the exercise
- Literacy
  - Sounds made by domestic animals
  - Game e.g. Clap no. Of legs of dom animals
  - Activities:
    - Group 1 and 2-building of a sentence using learners sentence maker eg. Ihashe lifuna amanzi
    - Group 4-colour in a horse and dog and write the letter underneath
    - Group 3-use play dough to build the word ikati in trays
- Life skills
  - Learners tell stories about their pets

Appendix 3c: Reading book used in Teacher 3's classroom



### Appendix 3d: Resources from *Breakthrough to Literacy*

- Pictures from the Teacher's book describing what the learning should look like:



### Appendix 3e: Extracts from learner book in Teacher 2's lessons

16 th may for group 2+3

#### **Bhala unobumba ongafaniyo nabanye**

1. a a h a a

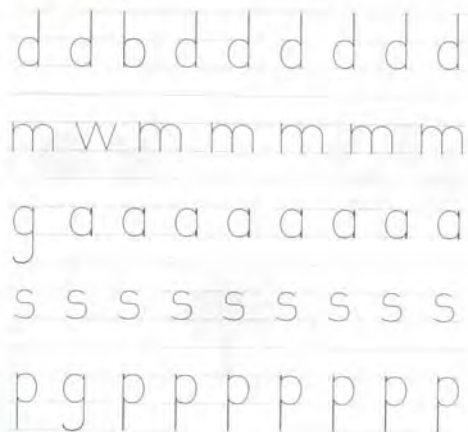
2. c c c f c

3. t s s s s

4. c o c c c

5. n n n e n

**Bhala unobumba ongafaniyo nabanye**



17<sup>th</sup> may group 2 and 3

**Tshatisa amagama nemifanekiso**

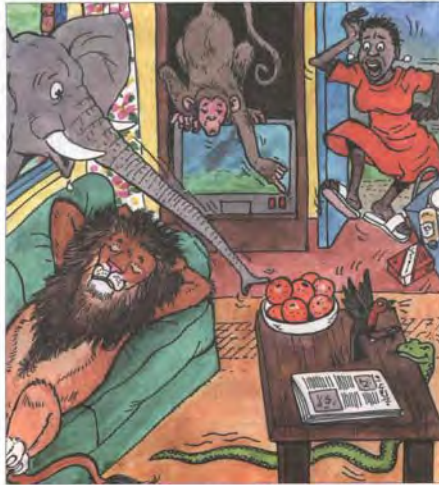
Zoba umfanekiso. Bhala igama lawo.  
Umzekelo: ikati – 1. no 8.



## Ziphi izilwanyana

Bhala ngalo mfanekiso.

Umzekelo: Inyoka iphantsi kwetafile.



### Appendix 3f: Teacher 1's word lists from learners' books

Eyam	(it is) mine
Ewe	Yes
Elele	Related to sleeping
Imela	Knife
Usisi	Sister
Utata	Father
Ulele	s/he is sleeping
USisa	someone's name
Ususa	related to remove
Umile	s/he is standing
Umama	mother
Amasa	hard skin
Amasi	sour milk
Aviwe	someone's name
Alale	related to sleep
Amava	experience
Iapile	apple
Imoto	car
ileli	ladder

Ilula	it is easy
Imilo	related to behaviour
Imali	money
Odwa	someone's name
Oweni	someone's name
Omo	omo(soap powder)
Omisa	related to drying
Oyama	someone's name
uNana	someone's name
nam	me too
nina	you (plural)
bona	see/look
ubuso	face
ubisi	milk
utata	father
itoti	tin
iti	tea

### Appendix 3g: Teacher 2's content of words

Words on the board: Mama, cula, usana, lu, u, vuka, luya, li, cula, lala, bona, lila, ya, utata, lufuna, usisi uyalala	Translation: mother, sing, baby, prefix, article prefix, wake up, syllable for lila(cry), syllable, father, wants, the sister is sleeping
Content of the test for group 1: vuka, lubona, umalume, ufuna, lulele, iti, kulala, ikati, kamama	Translation: wake up, can see, uncle, wants, slepping, tea, wants to sleep, cat, mother's repectively
Content of the test for Group 2 and 3: usana, utata, usisi, umama, ubona	Translation: baby, father, mother, he/she sees respectively



## Appendix 4 – Curriculum documents

### Appendix 4a-dFoundations for Learning: Foundations Phase Literacy Lesson plans Grade 1: term 1-4 overviews

#### First term overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Oral (Listening & Speaking)	Discussion on weather, birthdays, date, class and school activities etc			Discussion on weather, birthdays, date, class and school activities, describing object or picture etc						
	Learners tell daily news / daily recording on the board									
	Focussed listening activity								Discussion on oral story	
	Revision of sight words as a class				Revision of sight words in reading groups					
	Daily reading aloud of story / poem									
Phonics & Handwriting	Auditory discrimination / Phonemic awareness									
	Singing / acting out repetitive songs									
		First 2 phonic sounds taught c, a	2 new phonic sounds taught d, s + daily phonics revision	2 new phonic sounds taught i, r + daily phonics revision	2 new phonic sounds taught n, m + daily phonics revision	2 new phonic sounds taught t, l + daily phonics revision	2 new phonic sounds taught b, o + daily phonics revision	2 new phonic sounds taught h, e + daily phonics revision	1 phonic sound taught u + daily phonics revision	
					Word building _an	Word building _at	Word building _ot and _in	Word building ha_ and _en	Word building _up and _ut	
	Readiness activities: Gross & fine motor / hand-eye coordination									
	Handwriting: large patterns + own name	Handwriting: patterns + own name / date	Handwriting: c, a + name / date	Handwriting: d, s + name / date	Handwriting: i, r + name / date	Handwriting: n, m + name/ date	Handwriting: t, l + name/ date	Handwriting: b, o + name/ date	Handwriting: h, e + name/ date	Handwriting: u + name/ date

#### Second term overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Oral (Listening & Speaking)	Discussion on weather, birthdays, date, class and school activities etc.									
	Learners tell daily news									
	Focussed listening activity									
	Daily reading aloud of story / poem									
Phonics & Handwriting	Singing / acting out repetitive songs and rhymes									
	Revision of initial sounds +sh, ch, _ll, _ss	Revision of initial sounds + th, wh	Teach 3 letter consonant blends at beginning of a word + ee vowel blend	Teach 3 letter consonant blends at end of a word eg _nds, _tch + ea vowel blend	Teach oa, oo vowel blends (short as in book)	Teach magic e as in a_e	Teach magic e as in i_e	Teach magic e as in o_e	Teach magic e as in e_e	Teach magic e as in u_e
	Handwriting: upper case letters: I, L	Handwriting: upper case letters: F, E	Handwriting: upper case letters: C, O	Handwriting: upper case letters: Q, S	Handwriting: upper case letters: V, W	Handwriting: upper case letters: K, J	Handwriting: upper case letters: U, Y	Handwriting: upper case letters: X, Z	Handwriting: numerals: 2 - 5	Handwriting: numerals: 6 - 9
Reading		Activities using poem or song		Discussions / activities using a Shared reading text: a thank you letter (3rd book or text)		Discussions / activities using a Shared reading book : Big Book (4th book or text) esp characterisation/ cause & effect / prediction	Discussions / activities using a Shared visual text: a conversation poster or picture		Discussions / activities using a visual text: a advertisement	
	Discussions / activities using a Shared reading book : short story (1st book or text) esp cause & effect		Discussions / activities using a Shared reading book: Big Book (2nd book or text) esp characterisation/cause & effect					Discussions / activities using a Shared reading: story from a Learner's Book (5th book or text) cause & effect / prediction		
	Group Reading using same-ability groups, at least twice a week with each group: introduction of new sight words, reading for fluency from a reader(s), questioning									
	Paired reading									



Third term overview:

Oral (Listening & Speaking)	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Discussion on day chart, month chart, weather chart, birthday chart, class and school activities etc									
	Learners tell daily news / recording on the board at least once a week									
	Focused listening activities at least once a week									
	Daily reading aloud of story / poem									
Phonics / Handwriting	Singing / acting out repetitive songs and rhymes									
	Teach: st Revise: single sounds	Teach: st, ll Revise: single sounds	Teach: ll, ss Revise: single sounds	Teach: ff, ck	Teach: ck	Teach: -l as in st-, cl-, fl-, pl-	Teach: -r as in gr-, pr-, tr-, dr-, fr-	Teach: -ng	Teach: -mp, -nd, -nt	Teach: -ld, -lt, -ft
	Word building _am, -ub, st_	Word building _st, _ill	Word building _ll, _ss	Word building _ff, _ck	Word building _ck	Word building st-, cl-, fl-, pl-	Word building gr-, pr-, tr-, dr-, fr-	Word building -ng	Word building -mp, -nd, -nt	Word building -ld, -lt, -ft
	Handwriting Upper & Lower Case: I, T, L	Handwriting Upper & Lower Case: J, H	Handwriting Upper & Lower Case: F, E	Handwriting Upper & Lower Case: D, P	Handwriting Upper & Lower Case: B, R	Handwriting Upper & Lower Case: O, Q	Handwriting Upper & Lower Case: C, G	Handwriting Upper & Lower Case: A, K	Handwriting Upper & Lower Case: V, W	Handwriting Upper & Lower Case: N, M
Reading	Shared reading and writing / word and sentence level work									
	Big Book: Discussions on prediction, characters, giving opinions / shared writing, sequencing words in a sentence, sequencing sentences, activities on the characters, dramatization		Big Book: Discussions on prediction, characters, giving opinions / shared writing in groups based on a picture, discussions on text and illustrations of book, shared writing of the continuation of the story			Story from Reader or Learner's Book: discussions, giving opinions, shared writing, written comprehension on the characters / open-ended questioning, high frequency word game, dramatisation of the story		Posters: discussions and shared writing of simple posters	Big Book: discussions on prediction, characters, shared writing, paired discussions	
	Group Reading: each group at least twice a week: learning new words, reading from a book either together or individually, answering questions for comprehension									
	Paired reading: once a week									

Fourth Term overview:

Oral (Listening & Speaking)	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Discussion on day chart, month chart, weather chart, birthday chart, class and school activities etc									
	Learners tell daily news / recording on the board at least once a week									
	Focused listening activities at least once a week									
	Daily reading aloud of story / poem									
Phonics / Handwriting	Singing / acting out repetitive songs and rhymes									
	Teach: sh Revise: single sounds	Teach: ch Revise: sh	Teach: th	Teach: wh Revise: sh, ch & th	Revise: -r, -ck, -l, st	Teach: a-e	Teach: i-e Revise: sh, ch, th & wh at beg of words	Teach: o-e Revise: sh, ch, th & wh at end of words	Teach: u-e and e-e Revise a-e, i-e and o-e	Revision
	Word building sh_ _sh	Word building ch_ _ch	Word building th_ _th	Word building wh_	Word building -r, -ck, -l, st	Word building a-e	Word building i-e	Word building o-e	Word building 'silent e'	
	Handwriting Upper & Lower Case: U, S, X	Handwriting Upper & Lower Case: Y, Z	Handwriting Upper & Lower Case: C, O, A, D	Handwriting Upper & Lower Case: G, Q, L, H	Handwriting Upper & Lower Case: B, K, I, R	Handwriting Upper & Lower Case: N, M, P, J	Handwriting Upper & Lower Case: S, T, E, F	Handwriting Upper & Lower Case: V, W, X	Handwriting Upper & Lower Case: U, Y, Z	Revision
Reading	Shared reading and writing / word and sentence level work									
	Story and table showing one week from a calendar: discussions, interpreting information in a table	Table showing one week from a calendar: discussions, interpreting information in a table, shared writing	Big Book: Discussions on prediction, characters, giving opinions / shared writing in groups based on a picture, discussions on text and illustrations of book	Graph: discussions, interpreting information, doing a class survey and recording results in a graph	Story from Reader or Learner's Book: discussions, giving opinions, shared writing, written comprehension / open-ended questions	Story from Reader or Learner's Book: discussions, giving opinions, shared writing, open-ended questions	Calendar: discussions, recording / using information on a calendar	Poem or song: discussions and group presentations		
	Group Reading: each group at least twice a week: learning new words, reading from a book either together or individually, answering questions for comprehension									
	Paired reading: once a week									

UYILO LWESIFUNDO : ILITHERASI  
 IBANGA LOKUQALA (1)  
 IYURE NGEMINI-----1yure ,50miz.  
 IXESHA LILONKE –2 iiveki.  
 UMHLA EKUQALWE NGAWO-  
 UMHLA EKUGQITYWE NGAWO--  
 UMXHOLO WESIFUNDO –USAPHO  
 ISIHLOKO SESIFUNDO ( Ndiyathandwa ekhaya )  
 IKOTA YESIBINI

ISIPHUMO SESIFUNDO NEMIGANGATHO YOKUHLOLA	UNXULUMANISO KWESI SIFUNDO	IMISEBENZI YOKUFUNDA NOKUFUNDISA	INKQUBO YOHOLOLO
PF 1: UKUMAMELA  GH 1:Mamela  ngenyameko  kwimiyalezo nezaziso,  kwaye aphenhule  ngokufanelekileyo  GH 2: Bonisa ubuchule  bokumamela ngokuthi  amamele ngaphandle  ngokuphazamisa  GH 5: Mamela  imiyalezo baze  bayidlulise  ngokufanelekileyo	PF 2: UKUTHETHA  GH 6: Gqithisa  imiyalezo  PF 3: UKUFUNDA  NOKUBUKELA  GH  GH 3.4:Phuhlisa  intsingiselo  yesicatshulwa  esibhaliweyo  ngokuchaza ukuba  uyalithanda ibali  okanye akalithandi aze  anike izizathu  PF 4 UKUBHALA  GH 5.1: Ubhala  amagama amele  abantu abaqhelekileyo  iindawo, nezinto  UNXULUMANISO  NEZINYE IZIFUNDO  ISIFUNDO  NGEZOBOMI	Utitshala ufundela abafundi  ibali elimalunga nosapho,  baze bachaze iimvakalelo  zabo. (Ikasi yonke,  baphendula ngabanye  ngabanye imvakalelo zabo)  Kuxoxwa ngosapho  (ngokwamaqela)  kusetyenziswa  imifanekiso.Abafundi  bacacisa ulwelamano  namalungu osapho  olongezelelweyo.  Babala  ngokuthembekileyo  amalungu osapho, benikana  amathuba abanye bemamele.  Banikana imiyalelo  abazenzele yona, baze bayilandele.  Abafundi bamamela  kwizithethi baze	IINTLOBO ZOHLOLO  Umlinganebaqwalasela  ukuba  bayayilandela na imiyalelo.  Utitshala  Usebenzisa itshekhilist  eqwalasela ukuba  bayayilandela na imiyalelo  INDLELA YOKUHLOLA  Incoko yomlomo  Umfundi umamela  ngomdla aphenhule.  Unako ukuthabatha  inxaxheba aze abuze.  Ukubhala Uyaqaphela ukuzalana  kwezandi magama  Umboniso  Uyayilandela imiyalelo ukuze  abonise akwenzileyo umz.  Ukwenza imvulophu

	PF 2: UKUPHUHLISA	baphendule	ngephepha.
	EZENTLALO	imibuzo emalunga	YOKUREKHODISHA
	GH 3: Cacisa	neentsapho zabo.	Itshekhilisti /
	ulwelamamo	Abafundi bathetha ngamava	Incwadi yokubonwayo
	namalungu osapho	malunga neentsapho zabo.	uTitshala urekhodisha
	olwandisiweyo noluntu		akubonayo kwinkqubo
	ngokubanzi	Abafundi balandela imiyalelo	yokuvavanya umntwana
	INZULULWAZI	katitshala ngokuzoba	kumabakala nankalo zonke
	NGEZOBUGQI	imifanekiso yosapho.	zesifundo
	PF1: UPHANDO		
	NGEZENZULULWAZI	Abafundi babhala amagama	
	ENZA	amele usapho umz: utata,	
	GH 1: Zenzela	umama, ecaleni komfanekiso.	
	imiyalelo nokuboniso	Badlala umdlalo-mlinganiso	
	okanye ukuxela	wokunxibelelana	
	okwenziwayo	ngemfonomfono nezihlobo	
	IMATHEMATIKA	bedlulisa imiyalezo.	
	PF 1:	Bachazelana ngemo-zulu	
	AMANANI,UKUBALA	baze bazobe amafu,	
	NOLWALAMANO	amachaphaza emvula ,ilanga	
	GH1: Bala izinto	,umoya baze babhale lo	
	zemihla ngemihla	magama achaza imo-zulu.	
	ezithembakeleyo	Bachazela iklasi izinto	
	ubuncinane ukuya	ezinxitywa lusapho baze	
	kuma 34	bazibale(count) babhale	
	ngokuthembakeleyo	amanani ngamazwi-umz	
		lijezi zam zi 5-(zintlanu)	
		Amanani abhalwa	
		ngamazwi.	

IZIXHOB ZOKUFUNDISA Incwadi yokufunda Ipowusta Ikrayoni neepensile Oonotsheluz Imifanekiso	IZITHINTELO ZOKUFUNDA: Umfundi ongevayo kakuhle ngendlebe. Umfundi ongaboni kakuhle . Inani elikhulu labafundi Ukunqongophala kwezixhobo zokuncedisa ekhaya nasesikolweni.	AMATHUBA ONGEZELELWEYO Kongezwa izixhobo zokufunda. Ixesha lokuziphuhlisa liyongezwa.	Okuboniswa ngu Titshala malunga nesifundo.( Teacher Reflection.)
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Translation:

Learning area: Literacy

Grade 1

Hours a day: 1 hour 50 minutes

Time span: 2 weeks

Beginning date:

Ending date:

Lesson theme: Family

Lesson title: Being looked after in the home

Term 2

Lesson outcome and Assessment Standard	Integrating learning	Teaching and Learning process	Assessment process
<p>LS: Listening</p> <p>AS1: The learner will listen carefully to announcements and messages and answer appropriately</p> <p>AS2: Listens carefully without disturbance</p> <p>AS3: Can listen to instructions and follow them accordingly</p>	<p>LO2: Speaking</p> <p>AS6: Pass on messages</p> <p>LO3: Reading and Viewing</p> <p>AS3.4: Makes meaning from reading by sharing their opinion about the book</p>	<p>The teacher reads a story to the learners. The story should be related to the family. After the story learners should be encouraged to share their opinions about the story (this is for the whole class where learners answer one by one about their opinions).</p> <p>In small groups learners talk about their families</p>	<p>ASSESSMENT TOOLS:</p> <p>Peer Assessment</p> <p>Teacher uses a checklist monitoring whether learners are following instructions</p> <p>ASSESSMENT PROCESS:</p> <p>Oral</p>

	<p>LO4: Writing</p> <p>AS5.1: Writes common words related to places and things</p> <p>Integration with Life Skills</p> <p>LO 2: Living together</p> <p>AS 3: Explains the relationship amongst family members as well as the general community</p> <p>Science and Technology:</p> <p>LO 1: Research into technology</p> <p>AS 1: Creates instructions and is able to share what is happening</p> <p>Maths: LO 1: Numbers, counting and their relationship</p> <p>AS1: Count daily objects from the smallest to 34</p>	<p>guided by pictures. Learners should be encouraged to talk about extended family. They should count the number of family members they have, giving all group members an opportunity to share about their families. Create instructions for one another to follow</p>	<p>Listening and answering</p> <p>Asks questions and participates in class</p> <p>Writing</p> <p>Notes the relationships between letter sounds</p> <p>Picture reading</p> <p>Follows instructions eg. Can create a paper envelope</p> <p>ASSESSMENT RECORDING:</p> <p>Checklist</p> <p>Teacher notebook: noting observations and all assessment standards</p>
<p>Teaching Aids:</p> <p>Reading book</p> <p>Poster</p> <p>Crayons and pencils</p> <p>Flash cards</p> <p>Pictures</p>	<p>Barriers to learning:</p> <p>Learners who can't hear properly; visually impaired learners; large classroom numbers; limited resources; lack of resources at home and lack of assistance with homework</p>	<p>Extra Time:</p> <p>Create access to more resources, add more time in order for activities to be complete</p>	<p>Teacher reflection</p>

## Appendix 5-Extracts from the lessons

### Appendix 5a: Extracts from Teacher 1's practice

#### Day 1 reading instruction

<p>T: Masijongeni apha bethuna. Sasikhe sayenza mos le nto. Wonke umntu! Heyi! Yeka ezoo ncadwi wena. Sondela. Sihlonele, izo'hlala'pha. Izo'hlala apha kule ndawo Sihlonele, andifuni uhlale noKamva, sondela nawe Msindisi, sondela...Ndifuna ukumjonga umntu ongazu'mamela...ndimbone kakuhle. Sisi(talking to me) uzundijongele umntu ongajonganga apha. Ndiyavakala? Umntu ongajonganga kule nto sizoyenza ngoku. (organising learners on the mat). I want to see the person who is not listening and looking at this board so I can see them properly. [Speaks to me about watching learners who are not looking at the board].Ngubani umntu, kuqala ozondolathela isentence, isivakalisi esithi "umama ubona utata{tshixa}", "umama ubona utata{tshixa}". Ngubani umntu ozondolathela apha? Le nto ithi "umama ubona utata{tshixa}".</p> <p>L(chorus): yes miss, yes miss!</p> <p>T: Khawujonge pha, ujonge kuyo yonke indawo uba indawoni na, "umama ubona utata{tshixa}".</p> <p>L(chorus): yes miss yes miss!</p> <p>T: Kha'yokundolathela Siyahluma lo nto itshoyo, "umama ubona utata{tshixa}". Sifundise, yolathe, very good, masimqhwabeleni (learners clap). Nonke,</p> <p>L: umama</p> <p>T: aha...qala kakuhle</p> <p>L and T: umama</p> <p>T: aha, ngubani ozombonisa uba...thatha into pha, uzosolathela balibone uba umama ubona utata. Thatha irula phayana noba yipencil sizo'kwalatha ngayo. Yenke, iza nepensil leyo ke. Shshshsh. Yenke,</p> <p>L: umama ubona utata {tshixa}</p> <p>T: masiziqhwabele (learners clap). Niyawabona la magama mangaphi?</p> <p>L: mathathu</p> <p>T: mangaphi?</p> <p>L chorus: mathathu</p> <p>T: masikhe sipkhakamise iminwe yethu emithathu, usijongise kuwe, isipili, isipili sethu, sitsho</p> <p>L chorus: u-mama (T: sonke) u-mama</p> <p>T: hayini bethuna</p> <p>L chorus: u-mama ubona utata{tshixa}</p> <p>T: mathathu kaloku la magama. Masiphinde kwakhona</p>	<p>T:Lets take a look here. We've done this before right? Everybody! Leave those books alone. Sit closer, Sihlonele come sit here...(organising learners on the mat). I want to see the person who is not listening and looking at this board so I can see them properly. [Speaks to me about watching learners who are not looking at the board]. Who is going to show me the sentence "the mother sees the father fullstop"... "the mother sees father fullstop"? Who can point this out for me.</p> <p>L(chorus): yes miss, yes miss!</p> <p>T: You must look everywhere possible, "the mother sees the father fullstop" [in the classroom]</p> <p>L(chorus): yes miss yes miss!</p> <p>T: Go point it out for me Siyahluma. (repeats the sentence over and over again), point it out and read it. Lets clap for him (though the learner does not read through the sentence). Lets point it out, no no, lets do it properly</p> <p>L+T chorus: the mother can see the father</p> <p>T: No, point correctly, who can show him how to point out the words?</p> <p>L(chorus): yes miss yes miss</p> <p>T: Bring the pointer so you can show us how to point out the words. Hurry up so you can point out the words to us so we can see "the mother sees the father"[learner still points at the words incorrectly], no no, get a pencil of a ruler and you can point it out. Good, a pencil is good.</p> <p>L(chorus): the father sees the father full stop (prompted by the learner's pointing out the words)</p> <p>T: Very good, give yourselves a hand. Now how many words do we have here? How many words?</p> <p>L(Chorus): (three: umama ubona utata)</p> <p>T: Lets lift up 3 of our fingers and make them face you like a mirror, our mirror must face us(using the hands for breaking up the words). And we all say it together...</p> <p>L+T (chorus): the mother</p> <p>T: together!</p> <p>L(chorus): the mother</p> <p>T: no no people, there are three words here. Lets do it again.</p> <p>L (chorus): the mother sees the father fullstop!</p> <p>T: Now lets say out the spaces: the-space-mother-space-sees-space-the-space-father fullstop. All together!</p>
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<p>L chorus: u-mama ubona utata{tshixa}</p> <p>T: masibize nesithuba esiya</p> <p>L and T: umama isithuba ubona isithuba utata {tshixa}</p> <p>T: Sonke, umama</p> <p>L: umama isithuba ubona isithuba (learners mumble {tshixa})</p> <p>T: hayi kaloku mathathu</p> <p>L utata!</p> <p>T: Yenke, masiphinde kwakhona</p> <p>L and T: umama isithuba ubona isithuba utata {tshixa}</p> <p>T: very good, masiziqhwabele (learners clap) Mangaphi la magama?</p> <p>L and T chorus: mathathu</p> <p>T: (claps to the words) umama ubona utata{tshixa}, sonke</p> <p>L and T: (clapping to the words) umama ubona utata{tshixa}</p> <p>T: niyandibona mna, andithanga (repeats their mistake with clapping), yimani, yima. (clapping to the words) umama isithuba ubona isithuba utata {tshixa}, uyayibona le nto leyo? Siyaphumla, phumla, ubeke utshixa ekugqibeleni. Masikhe sitsho sonke, umama</p> <p>L chorus: (clapping to the words) umama isithuba ubona isithuba utata {tshixa},</p> <p>T: very good. Nantso ke. (clapping to the words) umama isithuba ubona isithuba utata {tshixa}, siyayibona sonke. Yenke, nasiya esasivakalisi. Umama ubona utata {tshixa}. Mamela ke ngoku, sesimqhekezile mos umama ne?</p> <p>L(chorus): yes miss,</p> <p>T: Ekuqaleni samqhekeza, ngubani umntu ozondiqhekezela okokuqala umama?</p> <p>L chorus: yes miss yes miss!</p> <p>T: Iza Msindise. UMsindise uzosiqhekezela okokuqala kuba sithini xa simqhekeza okokuqala. Siziqhekeza umama ngoku</p> <p>L: u-mama</p> <p>T: Kwakhona</p> <p>L: u-mama</p> <p>T: Kwakhona</p> <p>L: u-mama</p> <p>T: Very good, u-mama, sonke.</p> <p>L chorus: u-mama</p> <p>T: sonke</p>	<p>L+T chorus: the-space-mother-space-sees-space-the-space-father fullstop</p> <p>T: no no there are three words there,lets do it again!</p> <p>L+T chorus: the-space-mother-space-sees-space-the-space-father fullstop</p> <p>T: very good, give yourselves a hand of applause.</p> <p>[learners clap] So how many words do we have here?</p> <p>L+T chorus: we have 3. The mother sees the father (while clapping to a rhythm).</p> <p>T: Lets do it again: the-space-mother-space-sees-space-the-space-father fullstop, remember the pauses in between. So lets do it all together, mother?</p> <p>L+T chorus: the-space-mother-space-sees-space-the-space-father fullstop (clapping for every word).</p> <p>T: very good! That's it: the-space-mother-space-sees-space-the-space-father fullstop (clapping for every word). We all agree?</p> <p>L(chorus): yes!</p> <p>T: Good, now here is our sentence (points to the board): the mother can see the father full stop. Now you remember we've broken these words up before. When we did that we broke it up, who can remember...actually who would like to break the word up for me?</p> <p>L chorus: yes miss yes miss!</p> <p>T: Come Msindise. Msindise is going to break the word up for us and show us what we do when we break up the word. We're now going to break up the word mother.</p> <p>L: u+mama T: again (repeats this) Very good! U+mama! Lets do it together now!</p> <p>Lchorus: U+mama T: All together! (repeated), very good, give yourselves a hand!</p> <p>Learners clap</p> <p>T: now what letter is on its own when we say U+mama? Who? We must write it on it's own.</p> <p>L chorus: U</p> <p>T: U and then what follows?</p> <p>L: mama</p> <p>T: No no, it's u+mama, what is it?</p> <p>L chorus: mama</p> <p>T: yes, u, leave a space, mama</p> <p>(learners repeat this in unison)</p> <p>[class disturbance]</p>
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<p>L chorus: u-mama</p> <p>T: very good, very good. Masiziqhwabele (learners clap) ngubani kanene ohamba yedwa xa simqhekeza u-mama? Ngubani omele simbhale yedwa?</p> <p>L: ngu-U</p> <p>T: U, bani, kulandele bani ke ngoku?</p> <p>L chorus: ngumama</p> <p>T: ha-a</p> <p>L: mama</p> <p>L and T: ngu-u-mama</p> <p>L chorus: u-mama</p> <p>T: uyabona mos, kwalapha ne?</p> <p>L chorus: u-mama</p> <p>T and L: u isithuba mama (repeated)</p> <p>T: siyayibona sonke? Very good. (class disturbance). Masitsho kwakhona</p> <p>L chorus: u-mama</p> <p>T: hayi kaloku</p> <p>L and T: u isithuba mama (repeated)</p> <p>T: Very good, very good, masiziqhwabele. Ngubani umntu ozondithathela u isithuba mama andibekela apha? U isithuba mama, andibekela apha</p>	<p>T: lets go again</p> <p>L chorus: u+mama</p> <p>T: no no, u, leave a space, mama (learners join in). Very good, very good. Give yourselves a hand! (learners clap). Now who is going to choose a flash card for me and place it on the board for u-leave a space-mama?</p>
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## Day 6

<p>T: Bethuna, mamelani ke ngoku...Sifundile ne?</p> <p>L chorus: yes miss</p> <p>T: Sifundile ne?</p> <p>L chorus: yes miss</p> <p>T: uZukhanye makaphindele endaweni yakhe(class management). Sizoya ke ngoku sonke emethini ne? (learners move from their desks; class management), wonke umntu makaye emethini...(talks to me about her plans for teaching for the day). Ndifuna ukuba shiya emethini, bazofunda, eza-sentences zesa-stage....He bethuna masiyekeni ukungxola(back to the learners).Izolo ke Athambile, into ebesiyenza pha sizama ukwenza i-word-building, then nje sisenza i-word building siqale satshatisa satshatisa sabhala amagama. Sitshatisa uL, atshate neza-vowels zonke, simtshatise uM, atshate neza-vowels zonke. Then ke ngoku besizakungena kuzo zonke ezi sebezenzile, uL, M, N, nguT, ibe nguS, (class disturbance), nguM, N, nguT, nguB, nguN, ngu, nguF, ibe nguL, ibe nguS, I'm sure ziphelele apho. Ezi zandi sezizenzile. Then ke ngoku zizotshata zonke neza-</p>	<p>T: People, listen to me...we've read our words right?</p> <p>L chorus: Yes miss</p> <p>T: have we read our words?</p> <p>L chorus: yes miss</p> <p>T: Zukhanye, please go back to your place (class management). Lets go to the mat now. ? (learners move from their desks; class management), everybody must go to the mat... ...(talks to me about her plans for teaching for the day). I'm going to leave them with some work while they are sitting on the mat. They are going to do those sentences from that stage[stage 1]...People please stop making a noise. So yesterday we were trying to do the word building, so while we're doing the word building we started by forming syllables and created words. So we formed syllables with L by using all the vowels. Then we were supposed to do the same with all the sounds we've covered already, L, M, N, T, S, (class disturbance), M, N, T, B,N,F, L, S. I think that's all. These are the sounds we've covered so far. So now we're going to make them form syllables with all those vowels. Then they will do ma, (back to the learners), lets call them out, lets do them so</p>
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<p>vowels. Then bazo'thi ma, masikhe sibize uMiss asive</p> <p>Lchorus(with the teacher): MA, MI, MU, ME, MO.</p> <p>T: yenke, sibize ngapha,</p> <p>L chorus: LO(hesitant)</p> <p>T: ngubani kanene lo?</p> <p>L chorus: LO</p> <p>T: ngubani lona yedwa?</p> <p>L chorus: L</p> <p>T: yenke, utshatile ke ngoku wangubani?</p> <p>L chorus: LO</p> <p>T: ngubani?</p> <p>L chorus: LO</p> <p>T: yenke, ngubani lo?</p> <p>L chorus(with the teacher): LI, LU, LE, LA</p> <p>T: yenke. Ngoku ke namhlanje sizotshatisa ke ngoku uT. Simtshatisile uM, samtshatisa uL, sizotshatisa namhlanje uT, ne? Sotshatisa uT namhlanje. Naye samtshatisa ngola hlobo ne? Iza'ba nguTA, ibe nguTO, ibe bhuTI, sizamtshatisa ukufika kwam. Ndisaleqa apha e-ofisini, ndibuye, sisebenze. Siyevana?Ngoku nizokhabe nisenza phayana ezitafileni, ndi'zoninika umsebenzi, hlalani ezitafileni.</p>	<p>Miss can hear us.</p> <p>L chorus (with the teacher): MA,MI,MU,ME,MO.</p> <p>T: good, now lets do these ones</p> <p>L chorus: LO (hesitant)</p> <p>T: what letter is this?</p> <p>L chorus: LO</p> <p>T: what is this letter on its own?</p> <p>L chorus: L</p> <p>T: so when it forms a syllable it becomes?</p> <p>L chorus: LO</p> <p>T: what is it?</p> <p>L chorus: LO</p> <p>T: good! What letter is this?</p> <p>L chorus (with the teacher): LI,LU,LE,LA</p> <p>T: good! So today we're going to form syllables with the letter T. We've done this with M and L so today we're going to do that with T. We're going to form syllables from T. And we're going to use the same method we use every time we do this. So it's going to be TA then TI, but we're going to do that when I come back. I'm going to go to the office first and when I come back we're going to work. Understand? So now you're going to go back to your tables and do other work, so go back to your table.</p>
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## Appendix 5b: Extracts from Teacher 2's practice

### Teacher 2: Day 1 instruction with group 2 and 3

<p>T: Ok, ndifuna le igroup siqale ngoAkhona..., sizofundani sonke, siqale siye ebhodini, sifunde la magama</p> <p>L {shouts}: mama! Umama!</p> <p>T:sihambe sonke siye ebhodini, kubekho umntu owalathayo {spends time with Akhona: bhala apha...ndz'akubetha wena}</p> <p>T: Ndifuna igroup yonke, naba bakaMa'am_, sincedisane, siyofunda pha. Ndifuna ke ngoku abaya, basebenzisa ezi incwadi, umntu azothatha incwadi yakhe, uyayazi inumber yakhe, baze bazo thatha incwadi zabo, umntu uyayazi inumber yakhe (talking to group 1 learners)</p> <p>L chorus: umama, usisi, usana (without teacher interaction)</p>	<p>T: ok, so I want this group and we're going to start with Akhona..., we're all going to read. Lets all go to the board and read those words</p> <p>L {shouts}: mama! Umama!</p> <p>T: lets all go to the board, and there must be someone who's going to point the words for you{spends time with Akhona: write here...I'm going to smack you}</p> <p>T: I want the whole group, even Ma'am_'s children, we're going to help each other, we're going to read from the board. And I want those people who usually use the sentence makers to come and get their things, you know your number right, so come and fetch your sentence maker with your number on it (talking to group 1 learners)</p> <p>L chorus: mother, sister, baby(without teacher</p>
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<p>T: (nikrwinekile?) masizeni sonke guys, ndithe masizeni sonke guys</p> <p>Starts working with group 2+3 directly</p> <p>T: Ngubani lo...he?(repeats this with a learner)</p> <p>L: L</p> <p>T: uL masimtshatise no U, ise nguL? Ngubani?</p> <p>Lchorus: LU!</p> <p>T: ngubani? Ngubani ke ngoku lo?(points on the board and moves onto another word)</p> <p>Lchorus: vuka</p> <p>T: he? Ngubani lo?</p> <p>L: vuka!</p> <p>T: samtshatisa uV no U</p> <p>L chorus: VU</p> <p>T: ndiyabetha ke, ndiyabetha ke...(reprimands) masitsho...</p> <p>L chorus: Vuka</p> <p>T: apha?</p> <p>T: (points on the board) liqala ngabani? He?</p> <p>Learners are hesitant to answer</p> <p>T: uyafana mos lo na lo...kwakhona</p> <p>L chorus: luyalila</p> <p>T: aha...akekho uyalila apha (learners read something that is not on the board)...masifunde...kwakhona</p> <p>L chorus: lu-ya (breaking down the word)</p> <p>T: kuzafunda umntu abemnye, kuzafunda umntu abemnye...masifunde! (reprimands)</p> <p>L chorus: bona</p> <p>T: bona...size kengoku pha</p> <p>L chorus: cula</p> <p>T: liqala ngabani eli gama?</p> <p>L chorus: CCCC</p> <p>T: salitshatisa uC no U ngubani?</p> <p>L chorus: CUUU</p>	<p>interaction)</p> <p>T: (are you stuck?), let all read together guys, I said lets all read together</p> <p>Starts working with group 2+3 directly</p> <p>T: what letter is this...he? (repeats this with a learner)</p> <p>L:L</p> <p>T: lets join L with U, is it still L? What is it?</p> <p>L chorus: LU!</p> <p>T: What is it? And what is this word? (points on the board and moves onto another word)</p> <p>Lchorus: vuka</p> <p>T: and when we join V with U</p> <p>L chorus: VU</p> <p>T: I'm going to smack some people, I'm going to smack some people...(reprimands learners) lets all join in</p> <p>L chorus: Vuka</p> <p>T: this word?</p> <p>T: (points on the board) What letter does this word start with? Hey?</p> <p>Learners are hesitant to answer</p> <p>T: this word is the same as that word...again</p> <p>L chorus: luyalia</p> <p>T: No...there's no such word here(learners read something that is not on the board)...lets read it again</p> <p>L chorus: lu-ya (breaking down the word)</p> <p>T: Now you're going to read one at a time, you're going to read one at a time...lets read!</p> <p>(reprimands)</p> <p>L chorus: bona</p> <p>T: bona...next word</p> <p>L chorus: cula</p> <p>T: what letter does this word start with?</p> <p>L chorus: CCCC</p> <p>T: and when we join C with U?</p> <p>L chorus: CUUU</p>
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T: masifunde	T: lets read
L: cula...cula	L: cula...cula
T: ngubani lo?	T: and what's this?
L:lala	L:lala
T: kwakhona	T: again
L chorus: lala	L:lala
T: apha...bakhona abantu abangxolayo bethuna kodwa umntu unomsebenzi phambi kwakhe (to group 1). Thina sijonge apha iza'kuba yigem yenu (repeats), apha? (points to the board)	T: This one...I don't know why there are people making a noise but they have work in front of them (to group1). You guys look at me because it's going to be your turn soon(repeats), over here? (points to the board)
L chorus: lala	L chorus: lala
T: uqala ngabani la lala?	T: what letter does lala start with?
L chorus: LLL	L chorus: LLL
T: ngabani?	T: what letter?
L chorus: LLL	L chorus: LLL
T: uL, nanku'L, samtshatisa naA izkuba ngubani?	T: and when we join L with A what do we get?
L+T: la, very good	L+T: la, very good
T: uyayibona? Masifundeni kwakhona	T: Can you see it? Lets read it again?
L chorus: bona	L chorus: bona
T: kwakhona	T: again?
L: bona	L: bona
T: uqala ngabani uBona?	T: and what letter does bona start with?
L chorus: BBBB	L chorus: BBBB
T: okay, ngubani lo? Simtshatise uB no O ibengubani?	T: okay, and what letter is this? When we join B with O what do we get?
L chorus: BO	L chorus: BO
T: ngubani lo... umlomo wakho kaloku, makawenze la nto kaO	T: what's this?...your mouth must form the shape of O
L chorus: BO	L chorus: BO
T: asoze ibe nguBA kodwa nguBO. Sivene? Good masifundeni ke	T: you can't tell me BA when it's BO. Do you understand? Good, now lets keep reading.
L chorus: bona	L chorus: bona
T: mamelani ke thina [to group 1] masakheni izivakalisi...uthi wakugqiba isivakalisi sakho ubonise lo usecaleni kwakho usibhalile, umfundele, usizise apha kum...ndibone, uzandifundela nam ndibone sivene? Siyayazi uba iruler ibekwa phi Andisa? Masiyibeke phezulu Andisa (repeats). Henke, masifundeni apha ke	T: You guys listen up [to group 1], you must create sentences...and once you've created your sentence show the person sitting next to you and then write it down, then read it again, then come to me so I can see it, and then you'll read it to me too, do we understand each other? And we know how to use our sentence

<p>guys [group 2+3), ngubani lo?</p> <p>L chorus: lila</p> <p>T: (class disturbance)</p> <p>L+T: lila</p> <p>T: uqala ngabani uLi la?</p> <p>L chorus: LLLL</p> <p>T: ngoLLLL...kodwa abantu sithi sibizela lila...kodwa uqala ngabani? ngoL. Umtshatise laL nabani? (chats to group 1 learner), simtshatise Li, simtshatise nabani laLi, la L...samtshatise nabani?</p> <p>L chorus: LI</p> <p>T: samtshatise nabani?iii</p> <p>L chorus:iii</p> <p>T: noiii, isikhamiso esingu-iii. Zingaphi isikhamiso esinazo? Bakhona abazaziyo izikhamiso Ngubani onosibizela? Ngobani izikhamiso...ngoobani abazasibizela? He? (learner said something), very good, nguA, khawu'phinde mnta'am?</p> <p>L: a e i o u (one learner answers)</p> <p>T: ya, very good. Zintoni ezo? kutheni ingathi anizazi?</p> <p>L chorus: zizikhamiso</p> <p>T: kutheni ingathi anizazi? Zizikhamiso! Qho ke isikhamiso siyatshatise. Simtshatise la-i osisikhamiso no L. ibinguL kuqala, ne? (L=yes), ibi ngubani?</p> <p>L chorus: LLLL</p> <p>T: samtshatise nesisikhamiso singubani? Singu I, ngubani ngoku?</p> <p>L (uncertain): iii</p> <p>T: ngubani?</p> <p>L chorus: Liiii</p> <p>T: izakuba nguLi. Uba sinotshatise la L no A</p> <p>L chorus: laaaa</p> <p>T: very good izakuba ngubani?</p> <p>L+T: nguLaaa</p> <p>T: apha ngubani?</p> <p>L chorus: Lii</p>	<p>maker, Andisa? Put it on top of your book Andisa (repeats). Right, now lets read over here[back to group 2 and 3] what is this word?</p> <p>L chorus: lila</p> <p>T: (class disturbance)</p> <p>L+T: lila</p> <p>T: and what letter does it start with?</p> <p>L chorus: LLLL</p> <p>T: ngoLLLL...but some people are not saying it properly...what letter does it start with? With L. And if we join L with another letter? (chats to group 1 learner), we join it to make L, what vowel did we join it with? What letter?</p> <p>L chorus: LI</p> <p>T: and we join it with what letter?iiii</p> <p>L chorus:iii</p> <p>T: with iii, the vowel iii. How many vowels do we have? I'm sure some of you can remember the vowels, who can call them out for us? Hey? (learner said something), very good, say them again my dear?</p> <p>L: a e i o u (one learner answers)</p> <p>T: ya, very good. What are those? Why does it seem like you don't know them?</p> <p>L chorus: they are vowels</p> <p>T: But why does it seem like you don't remember them? They are vowels! So we use vowels to form syllables with other sounds. So if we take that vowel i and join it with L, it was first?</p> <p>L chorus:LLLL</p> <p>T: And then we joined it with the vowel and it become? With the i? And now it forms the syllable?</p> <p>L (uncertain): iii</p> <p>T: what?</p> <p>L chorus:Li iii</p> <p>T: It's going to be Li and if we join L with A</p> <p>L chorus: laaaa</p> <p>T: very good, it's going to be?</p> <p>L+T: nguLaaa</p>
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<p>T: masijongeni apha ke ngoku</p> <p>L chorus: lila</p> <p>T: (class disturbance)...kwakhona</p> <p>L chorus: lila</p> <p>T: masijongeni apha bethuna, masijongeni apha, sizokuya ngapha (referring to using sentence makers). Asikwazi ukuwafunda la magama kakuhle sivene? Sifunde,</p> <p>L chorus: lila</p> <p>T: lila, apha?</p> <p>L chorus: ya</p> <p>T: good, uqala ngabani la-ya?</p> <p>L: yyyyy</p> <p>T: Ha-a, asoze ufunde ungalathi, funda, walathe.</p> <p>L:yyyyy</p> <p>T: Ha-a, walatha bani? Owolathi tu! (works with the learner while standing by the board). Very good, ngubani lo?</p> <p>L chorus: yyyyy</p> <p>T: ...ngubani lo?</p> <p>L chorus: ya</p> <p>T: ya, ngubani lo?</p> <p>L chorus: yyyy</p> <p>T: samtshatisa u-y no-a bethuna? Ngubani ke ngoku?</p> <p>L chorus: ya</p> <p>T: ya! Ngo'ba kaloku ngubani...samtshatisa no-A? Asoze ibe ngu-ya, iba ngu-yi, simtshatise nabani? U-yiyiyi? noA? Khange ndithi mna A, yi, samtshatisa nabani la-yi? Kwizikhamiso zethu, a e i o u, samtshatisa nabani? Simtshatisa nabani? Sesiphi isikhamiso? A e i o u, samtshatisa nabani? Yi,yi, samtshatisa nabani?</p> <p>L chorus: yi yi</p> <p>T: ...sesiphi isikhamiso? Ngubani lo? (starts asking the learners for the vowel sounds by pointing to the letters)</p> <p>L chorus: a e i o u</p> <p>T: ne? Ndathi ke ngoku u-yi, ngu-yi mos lo? Ndathi yiiii, sesiphi esisikhamiso apha, esitshate naso, yiiii? Sesiphi isikhamiso? Xa ingu-ya, ngu-A kaloku guys, (class disturbance: Group 1 struggling to create</p>	<p>T: And what's this letter?</p> <p>L chorus: Lii</p> <p>T: now lets look over here</p> <p>L chorus: lila</p> <p>T: (class disturbance)...again</p> <p>L chorus: lila</p> <p>T: lets look here people, lets look here, we're going to do this now (referring to using sentence makers). We still can't read these words properly, are we clear? Lets read</p> <p>L chorus: lila</p> <p>T: lila, and here?</p> <p>L chorus: ya</p> <p>T: good, and what letter does ya begin with?</p> <p>L: yyyyy</p> <p>T: No, you can't just read without pointing with your finger, read and point.</p> <p>L: yyyyy</p> <p>T: no, what letter are you pointing at? You're not pointing(works with the learner while standing by the board). Very good, and what letter is this?</p> <p>L chorus: yyyyy</p> <p>T: when we join y with a? what does it become?</p> <p>L chorus: ya</p> <p>T: ya! Because what does it become...when we join it with A? It can't just be ya, if it's yi, what vowel have we used? Yiyiyi? And A? I didn't say A, yi, what is the vowel with yi? Remember our vowels a e i o u, what vowel did we use? What vowel did we use? Which vowel is it? A e i o u, which vowel is it. Yi, yi, what vowel do we use?</p> <p>L chorus: yi yi</p> <p>T:...which vowel is it? What vowel is this?</p> <p>(starts asking the learners for the vowel sounds by pointing to the letters)</p> <p>L chorus: a e i o u</p> <p>T: ok? And then I said yi, this is yi right? I said yiiii, so which vowel am I using? So when I say ya, it's A(class disturbance: Group 1 struggling to create sentences with new words). And if I use E, what does it become?</p>
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<p>sentences with new words). Uba ndimtshatisa no-E ngubani? Ye(learners start chorusing with her), uba ndimtshatisa no-i, ngu Yi(with the learners), YI kaloku nanku no-i, itsho lo nto (class disturbance)...(carry on reading the list on the board) ngubani ?</p> <p>L chorus: utata</p> <p>T: ngubani?</p> <p>L chorus: utata</p> <p>T: siyamazi utata ne? Ngubani lo?...Kwakhona</p> <p>L chorus: lufuna</p> <p>T: very good, apha ngubani?</p> <p>L chorus: li</p> <p>T: good, makubekho umntu abemnye azosifundela, umntu uzakundifundela ayohlala phantsi. Iza Lithemba, khasifundele. Uyabona mna xa ndalathayo andithi. Uba ndalatha apha, ndalatha uM, andalathanga bani, ngubani lo?</p> <p>L chorus: A</p> <p>T: good, ndifuna ke nawe xa ufunda encwadini yakho ulathe ngoluhlobo ndalatha ngayo. Uyabona? Masifunde (one learner starts reading faintly), kwakhona...wonke umntu uzofunda, uzohamba apha ufundile ne....(tries to end this session with the learners but some still struggle with reading the words so she continues with the phonics instruction) (class disturbance)</p> <p>Learner in group 2 and 3 starts reading the words on the board with the teacher monitoring and encouraging. The lesson ends with eating where the food is brought in.</p>	<p>Ye (learners start chorusing with her),and if I use i it becomes Yi (with the learners), yi remember and here's the letter i (class disturbance)...(carry on reading the list on the board) so what is it?</p> <p>L chorus: utata</p> <p>T: what is it?</p> <p>L chorus: utata</p> <p>T: We know this word right? So what's this word?</p> <p>L chorus: lufuna</p> <p>T: very good, and this one?</p> <p>L chorus: li</p> <p>T: good, now one person must come up and read for us, that person is going to read then go and sit down. Come Lithemba, come and read for us. Now you've seen me point when I read. So when I point like this, I'm pointing at M and I'm not pointing at this letter, what letter is this?</p> <p>L chorus: A</p> <p>T: good, so when you read from your book, you must point in the same manner i am pointing here. Can you see? Lets read(one learner starts reading faintly), again...everyone is going to get a chance to read... ....(tries to end this session with the learners but some still struggle with reading the words so she continues with the phonics instruction) (class disturbance)</p> <p>Learner in group 2 and 3 starts reading the words on the board with the teacher monitoring and encouraging. The lesson ends with eating where the food is brought in.</p>
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Observation on Day 6 the teacher deliberately selects Akhona to write vocabulary, *mama*, on the board. Other learners in her group attempt to assist her by spelling the word for her. During this

process the teacher is not fully aware of Group 2 and 3 as she is also trying to monitor Group 1. When she realises that Akhona cannot write the word she selected she interacts with Akhona:

Learner1: bhala u-M Akhona, bhal'uM omkhulu...miss akakwaz'ubhala uAkhona

Learner2: hayi, 'myeke!

Teacher: u-M-a-ma...okay, ukwazi ubhala bani?

Akhona: silent

Teacher: utata? Khawubhale utata ke, bhal'utata ke.

Learner 1: write M Akhona, capital letter M. Miss! Akhona cannot write.

Learner2: no,leave her alone!

Teacher: u-M-a-ma...okay, which word can you write?

Akhona: silent

Teacher: [father]? Write father then.

After this interaction with Akhona there is no follow up during the activities that follow. Learning focuses on instructions and providing work for other students. Where homework is instructed, Akhona gets the same homework as the rest of the class.

Observation on Day 7 indicates a further concentration on Akhona's writing again. She rubs out the words she has written incorrectly in her book (for an activity related to phonics) and insists that she writes correctly. The writing is meant to emphasise the sounds that have been learned in the previous activity and the Teacher spells out the sounds (*C-a-n-z-i-b-e*) she is supposed to write from the board. Often such interactions also include hidings on the hand when she does not write correctly.

Learner 2: Vuyolwethu

Vuyolwethu is also a repeating learner. His case has also never been followed up as he showed serious signs of neglect and was often violent in class. He often missed school and came with no stationary and often his school uniform was incomplete. A conversation during the observation (and a visit from her sister during class time) revealed that he stays with relatives and his siblings.

On Day 3 the teacher selects him to read vocabulary from the board in front of the whole class:

Teacher: Makahambe uVuyolwethu ahambe, ay'o'sifundela phaya, alathe yena yedwa ebhodini (she carries on monitoring other learners)...Lethu, hamb'osifundela ebhodini(Vuyolwethu goes to the board)...asingxoli ke xa kufunda umntu ebhodini...Latha, latha...ndijongile.Masijongeni bethuna ebhodini sonke.

(Vuyolwethu stands at the board)

Learners: qala phezulu!

Teacher: niya'mva nina xa efunda? Niyangxola kaloku. Ndimbethe'apho kweso sithuba umntu ongamameliyo. Funda kwekwe (long pause while teacher waits for him to read). Makahambe omnye ayofunda. Uxinge phi? (Vuyolwethu sits down after this)

Teacher: Vuyolwethu must go to the board and read for us. Use your fingers to point at the words...Lethu, go and read from the board!(Speaks to other learners) The rest of us shouldn't be making a noise when someone is reading from the board. (speaks to Vuyolwethu). Use your fingers, I'm watching!(Speaks to the other learners)Lets all look at the board please.

Learners: Start at the top of the list!

Teacher: Can you hear him? That's because you're making a noise. And I will give you a hiding for making a noise. Read my boy! (long pause). Someone else must go read on the board. Where did he get stuck?

This interaction is between the teacher, Vuyolwethu and the rest of the learners in Group 2 and 3. The conversation is framed as a guided reading session where Vuyolwethu is expected to read to the people in his group. What is significant is that the teacher is very aware of Vuyolwethu's inability to read but she insists that he reads instead of offering a different kind of support in the lesson. This indicates the teacher's approach to Vuyolwethu's learning as a struggling learner as well as the lack of support she gives him.

## Appendix 5c: Extracts from Teacher 3's practice

Guided reading in the corner: preceded by instructions for the rest of the class. The learners sit on the floor in a demarcated reading corner in the classroom. There is a big sentence maker that the teacher uses with a sentence holder. The sentence maker is a fold up chart with flash cards with words for the learners. The "reading leasson" is a process where learners select words from the sentence maker and place it in the sentence holder where reading happens at a word and sentence level. This is the process for each group (the difference being the level of work done depending on the abilities of the learners in each group, which will become clearer in this transcript)

Group1

<p>T: (gets the learners to settle down in the corner) Sifundile mos ne?</p> <p>L: yes miss</p> <p>T: ngoku sizo'khupha isivakalisi apha, ne? Esizakusenza kwisakhi sivakalisi, nawe uyozenzela kwisakhi sivakalisi sakho ne? Ummm(pause in instruction). Ithini kanene le nto? Nazi izilwanyana zasekhaya (reads with the learners). Asizukuzithatha ezi (points at the words on the big sentence maker), sizokhangela ezi. Yintoni kanene le? (using the big book)</p> <p>L: inkomo (chorus)</p> <p>T: hmmm?</p>	<p>T: we have read the bok right?</p> <p>L: yes miss</p> <p>T: Now we are going to take a sentence from this book. We are going to do this in our sentence maker and then you will do the same when you go sit at your table. Ummm...What does this say again?(showing them the book again). Nazi izilwanyana zasekhaya (reads with the learners). We are not going to use these words (pointing to some words on the sentence maker). We are going to use these. Can you remember, what is this?</p> <p>L: a cow</p> <p>T: hmmm?</p>
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<p>L: inkomo</p> <p>T: ndifundile apha ndathini kanene?</p> <p>L chorus: inkomo ifuna amanzi (with the teacher as well)</p> <p>T: Nditheni? Inkomo ifuna amanzi (all together) Apha ke kwisivakalisi sam akhona onke la magama ndiwafunayo, akhona la magama athini? Inkomo ifuna amanzi. Athini la magama?</p> <p>L: inkomo ifuna amanzi</p> <p>T: Sisivakalisi sethu esi Kwakhanya. Jonga apha. Sithini isivakalisi sethu?</p> <p>L chorus: inkomo ifuna amanzi</p> <p>T: (speaks to me-yifirst group yami le so it's not going to be a big problem, yilento ndiqala ngabo). Sithini isivakalisi? (together with the learners) Inkomo ifuna amanzi. Masisebenzise iminwe kaloku. Masibulele, ucinga kude wena.</p> <p>L: inkomo ifuna amanzi</p> <p>T: Zitheni kanene? kukho ntoni phakathi? Kukho ntoni? (learners don't respond) Sizo yenza ne, sizokuncedisana. Sizoncedi-sana. Umntu olibone kuqala igama andince ne?[teacher uses the big sentence maker as a model for what the learners will do at their desks when they use their own sentence makers]. Yintoni kanene le? Yintoni kanene le?</p> <p>L: Sisibami sivakalisi</p> <p>T: [deals with class disruption with learners at their desk and gives instructions the returns to Group 1 and settles them again because they got distracted] Yintoni kanene le?</p> <p>L: Sisibambi sivakalisi</p> <p>T: Sithini kanene? Sizakwenza ntoni apha?</p> <p>L: inkomo ifuna amanzi</p> <p>T: nyani? Kwakhanya? Sonke.</p> <p>L: inkomo ifuna amanzi</p> <p>T: siqala ngabani?!? Siqala ngabani?</p> <p>L: i (chorus)</p> <p>T: likhona ke apha eligama lithi inkomo. Zu'ndijonge ndilithatha phi, ndijonge ndilithatha phi na. Kweli khaya lokuqala (gestures to the big sentence maker). Siyajonga, uyabona? Ya'bona? Uzawajonga amagama. Sonke! (finds the word and shows it to the learners)</p> <p>L: nkomo</p>	<p>L: a cow</p> <p>T: I read this book and what did I say?</p> <p>L chorus: The cow wants the water.</p> <p>T: What did I say? The cow wants the water (all together). All the words in this sentence are available in my sentence maker. What are these words that I'm looking for? The cow wants the water. What are these words?</p> <p>L: the cow wants the water.</p> <p>T: This is our sentence for today. Kwakhanya please look here. What is our sentence today?</p> <p>L chorus: the cow wants the water.</p> <p>T: (speaks to me: this is my first group so it's not going to be a big problem, that's why I'm starting with them)What is our sentence? (together with the learners) The cow wants the water. Lets use our fingers please. Masibulele, you're daydreaming.</p> <p>L: the cow wants the water</p> <p>T: What's wrong with the words? What is in between our words? What is there? (Learners don't respond). We're going to do it. We're going to help one another. We are going to help one another. Whoever sees the word first from the sentence maker must please help me. [teacher uses the big sentence maker as a model for what the learners will do at their desks when they use their own sentence makers] What is this? What is this?</p> <p>L: a sentence holder</p> <p>T: [deals with class disruption with learners at their desk and gives instructions the returns to Group 1 and settles them again because they got distracted] Can you remember what this is?</p> <p>L: a sentence holder</p> <p>T: What do we do with this? What are we going to do here?</p> <p>L : the cow wants the water</p> <p>T: Really? Kwakhanya! All together!</p> <p>T: What (letter) do we start with? What (letter) do we start with?</p> <p>L: i (chorus)</p> <p>T: There is a word here that reads cow. You must watch carefully. Watch where I find it. In this first flap of the sentence maker. Are we looking? Can you see? You must look at the words. All together (finds the word and shows it to the learners)</p> <p>L: cow</p> <p>T: all together</p>
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<p>T: sonke</p> <p>L(chorus): nkomo</p> <p>T: yenke, liphelele ke ngoku igama lethu. Sifunde (she points the words to the learners)</p> <p>L: (chorus) inkomo</p> <p>T: sizkwenza ntoni?</p> <p>L: isithuba</p> <p>T: sizkwenza ntoni?</p> <p>L: isithuba</p> <p>T: masenze elilandelayo</p> <p>L: ifuna</p> <p>T: He?</p> <p>L: (chorus) ifuna</p> <p>T: sizokwenza eli liphakathi. Ngubani eli liphakathi? Ifuna(with the learners). Ngubani eli gama liphakathi?</p> <p>L: ifuna</p> <p>T: liqala ngabani? I funa, liqala ngabani? [throughout this process learners are chosen to find the letters in the big sentence makers and put them into the sentence holder that the teacher has and with every selection of the sound/word the teacher hold up the word and the learners read aloud]</p> <p>L: i (chorus)</p> <p>T: he?</p> <p>L: ifuna?</p> <p>T: lifakele. Itheni? Ifuna (with the learners). Uphi ufuna kengoku? Siyamazi sonke ufuna, sasimsebenzisile. Funa. FFF. (selects a learner to find it). Good. Jongisa iqela lakho kuqala.</p> <p>L: funa (chorus)</p> <p>T: he?</p> <p>L: funa. Akafundi uSibabalwe</p> <p>T: Akafundi uSibabalwe. Njani angafundi? (says something i can't hear)</p> <p>L: funa (chorus)</p> <p>T: Siqale ke. Masiqale phi kanene?</p> <p>L: inkomo</p> <p>T: buya umva, buya umva (group distraction)</p> <p>L: inkomo ifuna</p> <p>T: ntoni?</p>	<p>L: cow(chorus)</p> <p>T: Yes, now our word is complete. Lets read (she points the words to the learners)</p> <p>L: (chorus) the cow</p> <p>T: what are we going to do now?</p> <p>L: a space</p> <p>T: What are we going to do?</p> <p>L: a space</p> <p>T: lets do the next word.</p> <p>L: wants</p> <p>T: Hmm?</p> <p>L: [ifuna] (chorus)</p> <p>T: we are going to do the middle word. What is the middle word. Wants (with the learners). What is the word in the middle?</p> <p>L: wants</p> <p>T: What does this word start with?</p> <p>[throughout this process learners are chosen to find the letters in the big sentence makers and put them into the sentence holder that the teacher has and with every selection of the sound/word the teacher hold up the word and the learners read aloud]</p> <p>L: i (chorus)</p> <p>T: he?</p> <p>L: wants</p> <p>T: Put it in. What's wrong with it? Wants (with the learners). Where is the rest of the word? We know the word because we have used it before. [Funa, ffff] (selects a learner to find it). Good. Show the rest of the group first.</p> <p>L: wants(chorus)</p> <p>T: he?</p> <p>L: wants. Sibabalwe is not reading</p> <p>T: Sibabalwe is not reading? How can he not be reading?...</p> <p>L: wants (chorus)</p> <p>T: Lets start again. Where are we going to start?</p> <p>L: cow</p> <p>T: move back move back (shuffling sitting positions)</p> <p>L: The cow wants</p> <p>T: what?</p>
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<p>L: amanzi</p> <p>T: Kuzo'qala bani? Siqala ngabani apha?</p> <p>L: ngo-A (chorus)</p> <p>T: A. Ntombizandile, A. A hayi kaloku (cautions because the learner is not showing the rest of the group the sound)</p> <p>L: A</p> <p>T: Manzi ne? U-manzi naye ukweli khaya loku? Qala, not kweli lingasekugqibeleni. Lijonge. Masijonge ke ne? Lijonge u'ba lizakusuka phi na. Kuzafuneka uzenzele...Manzi. u-ma ngubani nabani?</p> <p>L: nguM noA (chorus)</p> <p>T: u-ma ngubani nabani?</p> <p>L: nguM noA (chorus)</p> <p>T: nguye lo? (learners hesitate) nguye lo? Manzi. Sonke</p> <p>L: Manzi (chorus)</p> <p>T: Khasifakele (using the big sentence maker). Masenze : inkomo ifuna amanzi (with the learners) Sigqibile?</p> <p>L: no ma'am</p> <p>T: sigqibile?</p> <p>L: isingxa</p> <p>T: isingxa. Ngubani ongakhange afake? Isingxa. Khaniziqhwabele. Mawagoduswe uzokwazi ukuzenzela. Makuqale umntu ongakhange eze.iza Kwakhanya, siqalele. Masibulele, hayi kaloku siyalijika ngoku...sigqibile ne?</p> <p>L: yes ma'am (chorus)</p> <p>T: [gives instructions for the next activity, as a conclusion for these learners]mamela ke ngoku, uz'thatha isakhi sivakalisi sakho usebenze (hands out learner sentence makers, starts monitoring the rest of the class)</p>	<p>L: water</p> <p>T: what letter comes first? What letter do we start with here?</p> <p>L: A (chorus)</p> <p>T: A. Ntombizandile! A, A, no no, (cautions because the learner is not showing the rest of the group the sound)</p> <p>L: A</p> <p>T: water right? Water is in this section of the sentence maker, right? Not the last one. Look at it. Lets all look. Lets see where we're going to find this word. You are going to do this yourself...water. what letters make up (ma)</p> <p>L: (M and A) chorus</p> <p>T: what makes up (ma)</p> <p>L: it's M and A (chorus)</p> <p>T: is this it? (learners hesitate) Is this it? Water. All together.</p> <p>L: water (chorus)</p> <p>T: Lets put it all together (using the big sentence maker). Lets do it: the cow wants the water (chorusing with the learners). Are we finished?</p> <p>L: no ma'am</p> <p>T: Are we not finished?</p> <p>L: full stop</p> <p>T: Full stop. Who will look for it and put it in for us. Full stop. Give yourselves a round of applause. Lets put these words back into the sentence maker now. You're going to do this yourselves now. Lets start with the people who didn't get a turn. Come Kwakhanya, please start for us. Masibulele, no no, remember to turn the card around...we're finished right?</p> <p>L: yes ma'am (chorus)</p> <p>T: [gives instructions for the next activity, as a conclusion for these learners], listen to me carefully. You're going to take your own sentence maker and work on it. (hands out learner sentence makers, starts monitoring the rest of the class)</p>
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Group 2:

<p>T: He, nibambalwa namhlanje...Sifunde mos apha ne?(holding up the big book) Besithetha ngantoni kanene?</p> <p>L: (chorus) Izilwanyana zasekhaya</p> <p>T: kuthethwa ngantoni apha? Kuthethwa ngezilwanyana</p>	<p>T: Hmm, there are a few of you today...So we read this today, right?(holding up the big book). Can you remember what it was about?</p> <p>L: (chorus) farm animals</p> <p>T: What did we read about? We read about farm animals</p>
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<p>zasekhaya ne?</p> <p>L: yes ma'am</p> <p>T: ngoku ke sizakwenza isivakalisi kwisibambi sivakalisi, uzosenza kwesi sakho wena, wenze esakho ne...and ndicela undijonge. Xa ndithatha igama ndicela undijonge u'ba ndilithatha phi, kwikhaya lokuqala okanye kwikhaya lesibini. Siyavana ne?</p> <p>L: yes ma'am (chorus)</p> <p>T: sifundile mos, sathi ngumlimi lowa ne? And then seza apha [class distraction with the learners at their desks] Sithe apha <i>nazi izilwanyana zasekhaya, nazi izilwanyana zasekhaya</i>(repeats the sentence with the learners reading with her)</p> <p>[disrupted by monitoring learners at their desk]</p> <p>T: mamela ke, simamele ne? Makoma...Yintoni kanene le?</p> <p>L: yinkomo (chorus)</p> <p>T: ithini kanene inkomo xa ikhala?</p> <p>L: moo (chorus)</p> <p>T: he?</p> <p>L: mooo (chorus)</p> <p>T: su'ba itheni xa ikhala?</p> <p>L: inxaniwe</p> <p>T: he? Inxaniwe. Pha emakhaya kukho abantwana abancinci andithi? Mhlawumbi, kokwenu ne...xa efuna into, uthini xa engakwazi ukuthetha? Wenza ntoni?</p> <p>L: uyakhala</p> <p>T: wenza ntoni?</p> <p>L: (chorus) uyakhala</p> <p>T: umama ucinga uba inoba utheni? Ula? Amlalise okanye amncancise. Wenza ntoni? Okanye amphe ukutya, ne? Le nkomo ayikwazi ukuthetha, xa ifuna into, iyakhala, ne?</p> <p>L: iyakhala</p> <p>T: Nantsi nalapha, kuthiwa, <i>inkomo iyakhala</i>, ithi</p> <p>L: moo</p> <p>T:ithini?</p> <p>L: moo (chorus)</p> <p>T: <i>inkomo ifuna amanzi</i></p> <p>L: <i>inkomo ifuna amanzi (chorus)</i></p> <p>T: Nje ngoba ikhala nje, ifuna ntoni?</p> <p>L: amanzi (chorus)</p>	<p>right?</p> <p>L: yes ma'am</p> <p>T: Now we are going to create a sentence using our sentence maker and holder. After this, you are going to create your own using your own sentence maker. And please look at me. When I take the words from the sentence maker please look where I take the word from, from the first or second flap, alright?</p> <p>L: yes ma'am</p> <p>T: We read together right? And we read about the farmer right? And then we read here... [class distraction with the learners at their desks] We read here <i>nazi izilwanyana zasekhaya, nazi izilwanyana zasekhaya</i>(repeats the sentence with the learners reading with her)</p> <p>[disrupted by monitoring learners at their desk]</p> <p>T: Now lets listen. We're listening right? Makoma!... Do you remember what this is?</p> <p>L: it's a cow (chorus)</p> <p>T: And what sound does a cow make?</p> <p>L: mooo (chorus)</p> <p>T: Hey?</p> <p>L: mooo(chorus)</p> <p>T: Why would it make that sound?</p> <p>L: it is thirsty</p> <p>T: Hmm? It is thirsty. At home, you all have babies right? Maybe you have one in your own home...When the baby wants something, what does the baby do because they cannot speak? What does the baby do?</p> <p>L: the baby cries</p> <p>T: What does s/he do?</p> <p>L: (chorus) the baby cries</p> <p>T: And your mom will probably think, what is wrong with the baby? She will make the baby sleep or breastfeed the baby. What does she do? Or feed the baby right? This cow also can't speak when it wants something, it cries right?</p> <p>L: it cries</p> <p>T: So here it reads the cow is crying, it says</p> <p>L: mooo</p> <p>T: what does it do?</p> <p>L: moo (chorus)</p> <p>T: the cow wants water</p> <p>L: The cow wants water (chorus)</p>
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<p>T: Angaphi la magama, masiwabale.</p> <p>L and T: inye, zimbini, zintathu</p> <p>T: masilibize esisivakalisi sethu, sizakwenza lo nto, sizakuthini?</p> <p>L and T: inkomo ifuna amanzi</p> <p>T: senze sonke</p> <p>L: inkomo ifuna amanzi</p> <p>T: [reprimands the learners at their desks]Sithini isivakalisi sethu?</p> <p>L: Inkomo ifuna amanzi,</p> <p>T: masenze sonke</p> <p>L and T: inkomo ifuna amanzi</p> <p>T: angaphi la magama?</p> <p>L: mathathu (chorus)</p> <p>T: adibene? Phakathi kukho ntoni?</p> <p>L isithuba</p> <p>T: Aluta! [reprimands learners at their desks again] Kukho ntoni phakathi?</p> <p>L: ispace</p> <p>T: he?</p> <p>L: (chorus) ispace</p> <p>T: ithi ke ngoku lo nto sizakwenza la magama, mathathu, phakathi kubekho ntoni, isithuba, angadibani ne, ngola hlobo senza ngayo. Sithini kanene?</p> <p>L: inkomo ifuna amanzi (chorus)</p> <p>T: sizakwenza eliya lokuqala. Ngubani eliya lokuqala</p> <p>L and T: inkomo</p> <p>T: sizolithatha phi eligama? He? [class disruption again]</p> <p>L: iii! (learners start finding words from the sentence maker into the small ruler)</p> <p>T: faka. Intoni?</p> <p>L: inkomo</p> <p>T: intoni?</p> <p>L: (chorus) inkomo</p>	<p>T: Since it is crying, what does it want?</p> <p>L: water (chorus)</p> <p>T: How many words do we have here? Lets count them.</p> <p>L and T: one two three</p> <p>T: Lets say our sentence, we're going to do that, what are we going to do?</p> <p>L and T: the cow wants the water</p> <p>T: Lets all do it</p> <p>L: the cow wants the water</p> <p>T: [reprimands the learners at their desks]What does our sentence say?</p> <p>L: the cow wants the water</p> <p>T: Lets all do it</p> <p>L and T: the cow wants the water</p> <p>T: how many words do we have?</p> <p>L: (chorus) there are three</p> <p>T: Are they all joined together? What is in between each word?</p> <p>L: there are spaces</p> <p>T: Aluta! [reprimands learners at their desks again] What is in between?</p> <p>L: a space</p> <p>T: hmm?</p> <p>L: (chorus) a space</p> <p>T: Now that means we are going to use these three words, and in between there will be? Spaces, so they are not all joined up together right? The same way we always do it. Can you remember what we do?</p> <p>L: the cow wants the water (chorus)</p> <p>T: we're going to start with the first word. What is the first word</p> <p>L and T: the cow</p> <p>T: where are we going to find this word? Hmm? [class disruption again]</p> <p>L: iii!(chorus) (learners start finding words from the sentence maker into the small ruler)</p> <p>T: Put it in. What are we putting in?</p> <p>L: the cow</p> <p>T: what?</p>
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<p>T: inkomo, ndijonge ke. Inkomo ligama elipheleleyo eli kweli cala. Ne? Ndjonge ke...(selects a learner to find the word and helps the learner find the word)[class disruption for loo break]Yeka, ndizakunceda...jonga apha, nkomo...uya bo? Uyabo? (holds up the card to the rest of the learners) Funda.Uyalijonga igama. Likhona apha?</p> <p>L: nkomo</p> <p>T: funda</p> <p>L: nkomo</p> <p>T: (class distraction) Funda, inkomo (with the learners). Siza kwenza ntoni ke ngoku...sifake isithuba ne? Besithe ngubani eli gama? Ifuna? Besithe ngubani?</p> <p>L: ifuna</p> <p>T: besithe ngubani? Ifuna. Lizaqala ngabani el agama, Ifuna? i?</p> <p>L: i</p> <p>T: i. Iza Sinethemba</p> <p>L: i</p> <p>L chorus: i</p> <p>T: u-funa ayilogama.... Ulapha kweli cala (pointing at the sentence maker) funa funa. Kaloku uqala phezulu xa ukhangela amagama. Ukhona umntu ombonayo u-funa? Iza. Akakmboni. Khamncede. Hlala phantsi, uzakuncedisa...Lisakhanya akujonganga kodwa...Wena uthatha ufunda ne? Siqale ke, sifunde?</p> <p>L: inkomo ifuna</p> <p>T: amanzi, mandithathelwe u- a, a! (class distraction and monitoring learners at their desk and this group given a break to the loo and return to the corner thereafter)</p> <p>L: aaaa!</p> <p>T: ngubani ongekafiki, nikhona nonke? Amanzi. Ndjonge ndi'zolithatha phi, amanzi. Kwela khaya lokuqala. Liqala ngabani?</p> <p>L: Ma</p> <p>T: ngubani nabani kanene? Ngubani?</p> <p>L: m, a</p> <p>T: he? Aluta (class distraction) Manzi, jonga (class distraction)...kushota bani ke ngoku? Manzi</p> <p>L: manzi</p> <p>T: funda</p> <p>L: (chorus) manzi</p> <p>T:...(class distraction and monitoring disturbs the rest of Group 2's reading time)Gqibezela la msebenzi, nithathe izakhi-zivakalisi...(gives instructions for them to move onto the next</p>	<p>L: (chorus) the cow</p> <p>T: The cow. Look at me. The cow is one word from this part (of the sentence</p> <p>maker), right? Look at me please. ...(selects a learner to find the word and helps the learner find the word)[class disruption for loo break]. Don't worry I'm going to help you, look here, cow. Can you see? Can you see. holds up the card to the rest of the learners) Read. You must look at the word.</p> <p>L: cow</p> <p>T: read</p> <p>L: cow</p> <p>T: (class distraction) Read, cow (with the learners). What are we going to do now?...We're going to leave a space? What did we say this word is?? Wants? What did we say?</p> <p>L: i</p> <p>T: i. Come Siyathemba.</p> <p>L: i</p> <p>L chorus: i</p> <p>T: [Funa] is not a complete word. It is on this side(pointing at the sentence maker) [funa funa]. Remember to start looking at the top of the sentence maker when looking for words. Is there someone else who can see the word [funa]? Come, he can't see it, please help him. You can sit down because he's going to help you. Lisakhanya, you're not looking. Now take and read. Lets start, read?</p> <p>L: the cow wants</p> <p>T: water, can someone please find the [a] (class distraction and monitoring learners at their desk and this group given a break to the loo and return to the corner thereafter)</p> <p>L: [aaa]</p> <p>T: Who hasn't had a turn yet? Is everyone back? Water. Watch where I am pointing. That first side of the sentence maker. What letter does the words begin with?</p> <p>L: [MA]</p> <p>T: Hmm? Aluta! (class distraction) [manzi], look. (class distraction)... what's missing now? [manzi]</p> <p>L: [manzi]</p> <p>T: read.</p> <p>L chorus: [manzi]</p> <p>T:...(class distraction and monitoring disturbs the rest of Group 2's reading time) Finish off that worksheet, then take your sentence makers... ...(gives instructions for them to move onto the next activity at their desks with no conclusion for the reading)</p>
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activity at their desks with no conclusion for the reading)	
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Group 4:

<p>T: Mamela ke, sifunde incwadi ne? Zinga phi izilwanyana ezi lapha? Thetha thetha?</p> <p>L and T: lihashe, inkomo, ihagu, inkukhu, ibhokhwe, ihashe</p> <p>T: Sesiphi esisilwanyana singekhoyo sasekhaya apha...(class distraction)</p> <p>L: ihashe</p> <p>T: kokwenu kukho ihashe?...Kokwenu kukho amahobe? (learner responds, but inaudibly), good...kukho ibhokhwe kokwenu? Ok....Mamela ke. Thina asizokuthatha le nto ilapha. Sesiphi esinye isilwanyana ebesikhe safunda ngaso, isilwanyana sasekhaya ebesikhe safunda ngaso</p> <p>L: ihagu</p> <p>T: No. Aha, kweza zivakalisi zethu zokuqala.</p> <p>L: zokuqala?</p> <p>T: ewe, eziya zokuqala. Pha kula magama athi umama, utata,</p> <p>L and T: usana, umalume, ubona(ewe), iti,</p> <p>T: sikhona isilwanyana sasekhaya pha...aha, sikhona isilwanyana pha</p> <p>L: umama ubona utata?</p> <p>T: not umama ubona utata, sikhona isilwanyana sasekhaya pha...he? Phakama, kha'phakame...sasitheni kanene?</p> <p>L: ikati kamama iyavuka</p> <p>T: sasitheni?</p> <p>L chorus: ikati kamama iyavuka</p> <p>T: sonke!</p> <p>L chorus: ikati kamama iyavuka</p> <p>T: masithethe Luyolo!</p> <p>L chorus: ikati kamama iyavuka</p> <p>T:...(helps a learner from another group with her work) Mamela ke, siza'thatha ikati ne? Ndifuna thina, senze ela gama lithi ikati. Siza'kwenza el agama lithini?</p> <p>L chorus: ikati</p> <p>T: wonke umntu uzondenzela. Wonk'umntu uzondenzela . Ela</p>	<p>T: Now, listen carefully, we read a book right? How many animals are in the story? Speak, speak?</p> <p>L and T: a horse, a cow, a pig, a chicken, a goat, a horse</p> <p>T: Which domestic animal is not in this story? ...(class distraction)</p> <p>L: a horse</p> <p>T: You have a horse at home?...You have birds at home? (learner responds, but inaudibly), good...You have a goat at home? Ok...listen up, we are not going to use the sentence maker. Which other animal have we read about, a domestic animal that we have read about?</p> <p>L: a pig</p> <p>T: no, no, from those sentences we started with at the beginning.</p> <p>L: the beginning?</p> <p>T: Yes, the first few sentences. Those words we did with [umama, utata,</p> <p>L and T: usana, umalume, ubona(ewe), iti]</p> <p>T: Isn't there a domestic animal we did there? Yes, we do have a domestic animal there.</p> <p>L: umama ubona utata?</p> <p>T: no, not [umama ubona utata]. There is a domestic animal there...hmm? Stand up, stand up please...Can you remember what we said.</p> <p>L: [ikati kamama iyavuka]</p> <p>T: what did we say?</p> <p>L chorus: [ikati kamama iyavuka]</p> <p>T: all together</p> <p>L chorus: [ikati kamama iyavuka]</p> <p>T: lets all join in, Luyolo!</p> <p>L chorus: [ikati kamama iyavuka]</p> <p>T:...(helps a learner from another group with her work) Listen up, we're going to use the word [ikati]. I want us to create the word that says [ikati]. What word are we going to do?</p>
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<p>gama lithi ikati liqala ngabani kanene?</p> <p>L: u u</p> <p>T: I-k-a-t-i, liqala ngabani?</p> <p>L: i</p> <p>T: he?</p> <p>L chorus: i</p> <p>T: Unjani kanene u-i? Thetha</p> <p>L: ihla uthi chaphaza</p> <p>T: thetha</p> <p>L chorus: ihla uthi chaphaza</p> <p>T: hayi su'thi ihla, ngubani omakehle?</p> <p>L: ndehla ndafaka ichaphaza</p> <p>T: he?</p> <p>L chorus: ndehla ndafaka ichaphaza</p> <p>T: good, Mamela ke, Avela</p> <p>L: Avela!</p> <p>T: (gives instructions to early finishers who were working at their desks) Siqala ngabani xa sibhala ikati?</p> <p>L: i</p> <p>T: khalibhale emoyeni...thetha, nde?</p> <p>L: ndehla ndafaka ichaphaza</p> <p>T: sonke</p> <p>L: ndehla ndafaka ichaphaza</p> <p>(uses small flash cards with letters on them and learners must find the letters that will make up the words ikati).</p> <p>T: ndizogalela apha ne? Ndizogalela apha. Umntu olibone kuqala ndizokumqhwabela. Umntu olifumene kuqala sizomthini? Sizomqhwabela. Inga, Inga, hayi, ndilindeneni, ndilindeneni...sizoqala ke ngoku. Masikhangele. And xa sikhangele asizukwenza ugsubgubh ne? Masikhangele, yima ho! Hayi, hayi, ndithe ndilindeneni. .. uba umfumene u-i, umgcine apha esandleni. uba umfumene u-i, umgcine apha esandleni. I, umgcine apha esandleni, masikhangele, ndithe i. Gqum'apho esandleni. Umntu ongeka fumani, akhangele alifumane, i, i, (class disturbance), likhangele, ...hayi thatha 1, 1....khani khangele pha, khani khangele pha oo-i benu. .. (class disturbance). Wonke umntu ufumene? Lijongise kum, lijongise kum, lijongise kum. Khalifunde, ulijone nawe.</p> <p>L chorus: i</p> <p>T: he?</p> <p>L chorus: i</p>	<p>L chorus: [ikati]</p> <p>T: everyone is going to create the word for me. Everyone is going to create the word for me. That word [ikati] what letter does it begin with?</p> <p>L: u, u</p> <p>T: [i-k-a-t-i] what does it begin with?</p> <p>L: i</p> <p>T: hmm?</p> <p>L chorus: i</p> <p>T: What does [i] look like?</p> <p>L: you go down with a dot.(writing in the air with their fingers)</p> <p>T: speak</p> <p>L chorus:you go down with a dot</p> <p>T: no, don't just say down, who must go down?</p> <p>L: I go down and I put a dot.</p> <p>T: hmm?</p> <p>L chorus: I go down and put a dot</p> <p>T: good, listen up, Avela!</p> <p>L: Avela!</p> <p>T: (gives instructions to early finishers who were working at their desks) What letter do we start with when we write {ikati}</p> <p>L: i</p> <p>T: write it in the air and say out loud...speak, I go,?</p> <p>L: I go down and I put a dot.</p> <p>T: all together</p> <p>L chorus: I go down and put a dot</p> <p>(Takes small fish cards with letters and syllables on them and starts placing them where the learners are sitting on the mat)</p> <p>T: I'm going to pour these here. I'm going to pour these here. Whoever sees the letter first, we'll clap for them. So what are we going to do for the person who finds the letter first? We're going to clap for them. Inga, Inga! No, wait for me to pour all of them out, wait for me...we can start now. Lets look. And when we look we're not going to make a mess right? Lets look. Wait a minute! No no no, I said wait for me...If you find [i] keep it in your hand(repeats this several times. Lets look. I said [i]. Cover it with your hand. Whoever hasn't found one, please look until you find it. [i, i] (class disturbance). Has everyone found it? Show me, show me show me. You look at it and read it.</p> <p>L chorus: i</p>
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<p>T: Beka'celani kwakho, khaniziqhwabele....(learners clap). Ngubani el agama kanene? Ikati. Ngubani ela gama?</p> <p>L and T: ikati</p> <p>T: kuza bani ecaleni kuka-i</p> <p>L: (learners hesitant)</p> <p>T: kuza bani? Hmm? Khanibhale emoyeni. Masenze nje, kuqale wena...u-right?</p> <p>L: (chorus) no miss</p> <p>T: Yes, khawuphinde! Aha aha aha! Ithi so isandla sakho, beka isandla entloko, u-right wena. Next. Hayi kaloku qala u-k. Kutheni engapha nje, beka isandla entloko. Ubhudile uLithemba. ...noAyabulela, noSinawe. Masibabonise. Ndehla, ndakekela. Masenze sonke ke ngoku, Sinawe!</p> <p>L and T: Ndehla, ndakekela, ndakekela (ndayaphi) ezantsi</p> <p>T: Masiphinde sonke</p> <p>L and T: Ndehla, ndakekela, ndakekela ezantsi</p> <p>T: ...Khandikhangelele uK...umbeke apha esandleni...ithi ndibone (class disturbance), baninzi oK...uzobona njani xa uphethe ipaki engaka Abongile. Bakhona, bakhona. Ungambonisi umntu, sumbonisa. Uba ulifumene, hlala so. Umntu makazikhangelele. Zikhangelele uK. ..bakhona, ndiyababona, bakhona. Waguquleni la...waguquleni, waguquleni, umntu olifumeneyo...u-i wakho umtheni?</p> <p>L: naku apha</p> <p>T: Zithathe zombini (class disturbance). Anisoze nibone, kukho amagama agqumekileyo, izandi ezigqumekileyo. Ungakhangeleli umntu Abongile ndiyakwazi ke wena. Umntu makzikhangelele. Tyhilani...zinintsi ezi zandi zilapha (class disturbance) Sonke sibafumene oo-K?</p> <p>L chorus: yes ma'am.</p> <p>T: hlala phantsi, ndiyeza ngoku...Bakhona abanye oo-K</p> <p>L: baninzi</p> <p>T: ewe baninzi, bakhona oo-K. Sanukhangela, umntu makazikhangelele. Umntu ofumeneyo makame ngenyawo, ndiza bona ababantu bangekazi fumani.</p> <p>L: ima ngenyawo Sinawe</p> <p>T: Anisoze nibafumane ooK ngalendlela nibufuna ngayo oo-k. Niyavumbulula mos. ...lithathe igama ulijonge. ...Khandibone, yenke, good, good!Yimani ngapha ababantu bafumeneyo...Soze niwafumane uba nizakuthi...Khangela, khangela, khangela, khangela...Niyongena ukhangela, khangela. Su'thatha abemaninzi. Uyasilibazisa. Khangela apha...khangela apha...(class disturbance)...Wonke umntu ufumene?...Mamela ke, iya etafileni yakho ne, uzakulenza lonke eligama. Uqalale wathatha bani kanene?</p> <p>L: (chorus) I</p>	<p>T: hmmm?</p> <p>L chorus: i</p> <p>T: put it next to you. Give yourselves a round of applause. What is the word we are looking for? [ikati] What is the word?</p> <p>L and T: [ikati]</p> <p>T: so what comes after [i]</p> <p>L: (learners hesitant)</p> <p>T: what comes next? Hmm? Lets write it in the air. Lets do this, you go first...you're correct?</p> <p>L: (chorus) no miss</p> <p>T: Yes, do it again! No no no! Do this with your hand. You, put your hand on your head, you're correct. Next. No, no, you're writing K. Why is it this way? Put your hand on your head. Lithemba made a mistake, and Ayabulela as well as Sinawe. Lets show them how to do it. I go down, I slant (to the left), I slant (to the right) Lets all do it together, Sinawe!</p> <p>L and T: I go down, , I slant (to the left), I slant (to the right) and go down</p> <p>T: Lets do it together again</p> <p>L and T: I go down, , I slant (to the left), I slant (to the right) and go down</p> <p>T:...Now lets look for K. How are you going to see if you have so many cards in your hand Abongile. There are more, there are more. Don't show anyone else. And if you've found it, sit like this. Each person must look by themselves. Look for your own K. There are more, I can see them, there are more. Turn the cards over, turn the cards over, turn the cards over, the person who finds it...Where is your i?</p> <p>L: here it is</p> <p>T:Take both your cards (class disturbance). You will never see them, there are word cards that aren't turned over, sounds that aren't turned over. Don't look for someone else Abongile, I'm watching you. Each person must look for themselves. Turn them over...there are many sounds here (class disturbance). Have we all found K?</p> <p>L chorus: yes ma'am.</p> <p>T: Sit down, I'm coming back just now...Are there any other cards with K?</p> <p>L: there are lots</p> <p>T: Yes there are many, there are Ks. Don't help the next person, each person must look on their own. When you've found the letter, stand up so I can see who has not found it.</p> <p>L: stand up Sinawe</p> <p>T: You'll never find them if you keep looking the way you are. You're just making a mess...take the card and take a look...Let me see, yes, good, good! Stand this side if you've found the cards. You'll never find them if you keep doing</p>
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<p>T: Beka u-i etafileni yakho. Uze ngabani?</p> <p>L(chorus): K</p> <p>T: Hamb'obeka etafileni yakho. Khangela u-k...mamela ke, sofaka bani?...Sithatha bani ngoku. A?</p> <p>L chorus: A</p> <p>T: Beka. Hayi sumbeka, hlala naye apha. Thath'u-A wakho uhlale naye phantsi.</p> <p>L and T: A</p> <p>T: Mandimbone u-A. Uphethe ezinye ezinto lo...Sithatha bani ngoku? A, A, yedwa. A! Luyolo, hlala kakuhle. A! A! Kuza bani? Kuza Bani?... Uzawathatha onke ne, uyolenza kakuhle. (starts monitoring the rest of the class after this)..Aluta, qokelela, kugqityiwe ngoku...(but continues with learners who were slower in this activity)</p>	<p>that. Look, look, look, look...You're lazy, look, look. Don't take too many. You're slowing us down. Look here...look here...(class disturbance)...has everyone found a card?...Now listen up, you're going to go to your table and you're going to create this word again. Can you remember which letter you took first?</p> <p>L: (chorus) I</p> <p>T: So go and put it on your table. Then what comes next?</p> <p>L(chorus): K</p> <p>T: Go put that on your desk. Look for K...listen up. What comes next?...What are we going to take now? A?</p> <p>L chorus: A</p> <p>T: Go put it down, actually don't go put it down, keep it with you here. Then take your A and put that next to you.</p> <p>L and T: A</p> <p>T: Let me see you A. You're holding something else...What letter are we looking for now? A, A, A only. Luyolo, sit properly. A! A! What comes next? What comes next?... Now you're going to take them all and create them nicely at your desk. (starts monitoring the rest of the class after this)..Aluta, please collect the rest, we're finished now... (but continues with learners who were slower in this activity)</p>
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Group 3: they are called to wait on the mat but the teacher is still busy monitoring the learners at their desks. Thereafter there is a disturbance when it is time to eat. The level of noise in the classroom at this point of the day makes learning very difficult (and difficult to follow the group work). ASme activity as group 4

<p>T: Hlala kakuhle, buya umva...hayi hayi, kufuneka ndikubone kaloku. Right, besincokole ngantoni kanene?</p> <p>L: izilwanyana zasekhaya</p> <p>T: Besincokole safunda ngantoni?</p> <p>L: izilwanyana</p> <p>T: he?</p> <p>L chorus: izilwanyana zasekhaya</p> <p>T: Siyesafunda ngezilwanyana ezilapha, zeziphi?</p> <p>L: yidonki, lihashe</p> <p>T: ikhona idonki apha?</p> <p>L: no</p> <p>T: Biza</p> <p>L(with the teacher helping): ihashe, ibhokhwe, ihagu, inkomoinja,</p> <p>T: ziphelile ne? Ne? Zintoni kanene ezi (showing them the book)</p> <p>L: zizilwanyana zasekhaya</p>	<p>T: Sit properly, move back...no no, I must be able to see you. Right, do you remember what we chatted about?</p> <p>L: domestic animals</p> <p>T: We chatted and read about?</p> <p>L animals</p> <p>T: hmm?</p> <p>L chorus: domestic animals</p> <p>T: We read about animals in this book, which animals?</p> <p>L: a donkey, a horse</p> <p>T: is there a donkey here?</p> <p>L: no</p> <p>T: call them out.</p> <p>L(with the teacher helping): a horse, a goat, a pig, a cow, a dog</p> <p>T: That's all right? Right? Do you remember what these are? (showing them the book)</p> <p>L: Domestic animals</p>
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<p>T: ...Zithini ingxolo zezilwanyana? Ithini ihagu? Khange siyenze ingxolo yehagu, ithini ihagu?(class disturbance). Ihashe lithini?</p> <p>Learners makes the sounds of the animals.</p> <p>T: khaniziqhwabeleni(learners clap). Ezi zizilwanyana kuthethwa ngazo apha bezifuna ntoni kanene?</p> <p>L chorus: amanzi</p> <p>T: he?</p> <p>Lchorus: amanzi</p> <p>T: kuba zitheni?</p> <p>L chorus: zingxaniwe</p> <p>T:Mamela ke. Kwezi zizilwanyana zilapha zikhona mos izilwanyana zasekhaya esingakhange sizibize ne? Zeziphi?</p> <p>L and T: ikati, ibhokhwe...inja</p> <p>T: ikhona mosinja apha...</p> <p>L: inkomo</p> <p>T: kaloku ikhona inkomo apha...Mamela ke, ngokuya sasiqala...umama utata...usisi...usana....iti, umama, utata, ubona...Mamela ke, kula magama, sikhona isilwanyana sasekhaya esi pha</p> <p>L: ikati</p> <p>T: ikati (class disturbance) Mamela ke, sesiphi isilwanyana sasekhaya...sasitheni kanene?</p> <p>L: ikati kamama iyavuka</p> <p>T: sasitheni?</p> <p>L chorus: ikati kamama iyavuka</p> <p>T: ikati yintoni?</p> <p>L: sisilwanyana sasekhaya</p> <p>T: ikati yintoni?</p> <p>L: sisilwanyana sasekhaya</p> <p>T: ndifuna ke thina sizike ezi zilapha senze ela gama thina, ikati, i-k-a-t-i ne?... (class disturbance) ikati ne. El agama lithi kati liqala ngabani, ela gama</p> <p>L chorus: i</p> <p>T: khanibhale emoyeni(learners do the motion) khaniziqhwabele. Ndinezizandi....sikhona isikhamiso apha ne? Sifuna bani? Sifuna bani?...</p> <p>L chorus: i</p> <p>T: Akukho'mntu uzakuphithizela...(class disturbance) Lithathe ulibeki apha kuwe esandleni, angaliboni ose'cang'kwakho. Sithatha bani? Sithatha bani? I, khamkhangele. Ayakhangelwa kaloku amagama. Khaniguqule. Iyaguqulwa le</p>	<p>T:...What sounds do these animals make? What does a pig do? We didn't do the sound of a pig, what does a pig say? (class disturbance). And a horse?</p> <p>Learners makes the sounds of the animals.</p> <p>T: Give yourselves a hand (learners clap). What were the animals in the story looking for?</p> <p>L chorus: water</p> <p>T: hmm?</p> <p>L chorus: water</p> <p>T: Because?</p> <p>L chorus: they are thirsty</p> <p>T: Listen up,. These animals are domestic animals right? But which domestic animal didn't we mention?</p> <p>L andT: a cat, a goat...a doog</p> <p>T: but we do have a dog here</p> <p>L: a cow</p> <p>T: but we also have a cow here...Listen up, when we first started reading...[ ...umama utata...usisi...usana....iti, umama, utata, ubona...]Listen up, with these words, there is a domestic animal there</p> <p>L: [ikati]</p> <p>T: [ikati] (class disturbance)Listen up, what is this domestic animal, what was it doing?</p> <p>L: [ikati kamama iyavuka]</p> <p>T: What was it doing?</p> <p>L chorus: [ikati kamama iyavuka]</p> <p>T: what is [ikati]</p> <p>L: it's a domestic animal</p> <p>T: what is [ikati]</p> <p>L: it's a domestic animal</p> <p>T: Now, I want us to ignore these animals and we're going to do this word, [ikati, i-k-a-t-i] right?... ( class disturbance) [ikati]. What letter does this word start with?</p> <p>L chorus: i</p> <p>T: Lets write it in the air (learners do the motion) Give yourselves a hand. I have these sounds (referring to the flash cards). Is there a vowel there? What are we looking for? What are we looking for?</p> <p>L chorus: i</p> <p>T:No-one should be moving around too muc...( class disturbance), take your card and keep it in your hand so the person next to you can't see it. What are we looking for?</p>
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<p>nto. Izandi, ziyaguqulwa, nikhangele esi sisifunayo. Sifuna bani?</p> <p>L and T: i</p> <p>T: Mfihle, mfihle apha esandleni</p> <p>L and T: i</p> <p>T: Khambhale emoyeni u-i, uthini? Athenkosi!</p> <p>L: ndehla ndafaka ichaphaza</p> <p>T: he?</p> <p>L: ndehla ndafak'ichaphaza</p> <p>T: yenke. Ufumene wonk'umntu? Ufumene wonk'umntu?</p> <p>L: yes miss</p> <p>T: Jongisa kum, jongisa kum, ngubani lo?</p> <p>L chorus: i</p> <p>T: Ngubani lo?</p> <p>L chorus: i</p> <p>T: beka 'pha ecaleni kwakho, beka 'pha ecaleni kwakho, beka 'pha ecaleni kwakho, uz'ohamba nalo, uba ulilahlile, beka ngapha kwakho. Uzo man'uwapakisha apho ke awakho ne. Simthathile sonke u-i mos ne? Masijonge kum ke ngoku. I-ka-ka-ka, kuza bani? Lithathe. Lithathe, ulibambe apha kuwe esandleni. Lithathe. Bakhona baninzi...Thatha ulibambe apha kuwe. Umntu ofumeneyo abuye umva ahlale kakuhle. Ndizo'mbona umntu ofumeneyo. (class distraction). Umntu ofumeneyo abuye umva...ukhangela bani? Mazisondelel apha kuni mani izinto, zizo'thi sa, mazithi sa! K! Khangela naku la mancinci, ukhangele naku la mancinci...ngubani umntu ofumeneyo uK?...good, okay okay. Bakhona, bakhona, good. Hayi Maphelo ufumene, sulala phezu kwabanye....Khangalani bakhona ooK. Kutheni uhleli phezu kwazo nje? Hlala kakuhle. Nang'emanintsi apha, engakhange aguqulwe. Abakhangeli. Asoze ashote abaya bebefumene, nini anikhangeli kakuhle. Masikhawulezise. Masikhawulezise. Okay, masenze nje, ngoobani abangekafumani?</p> <p>L: naba</p> <p>T: masikhangele apha (finds more flash cards that weren't included in the pile and gives the learners the letters that are missing)...bangaphi abantu abangekafumani? (class distraction)...Khangela, ndifuna la, guqula. Ufumene ne? Buya umva. Phakamisa ndibone ela lokuqala. Ngubani ela lokuqala?</p> <p>L chorus: i</p> <p>T:Ngubani ela lokuqala?</p> <p>L chorus: i</p> <p>T:Ngubani ela lokuqala?... </p> <p>L chorus: i</p> <p>T: (class distraction) Iza ndibone. Kuqala bani? U-i kufuneka</p>	<p>What are we looking for?i, lets look for it. You must look carefully. Turn the cards over. You must turn the sounds over, so we can find the one we're looking for. What are we looking for?</p> <p>L and T: i</p> <p>T: hide it in your hand</p> <p>L and T: i</p> <p>T: write it in the air for me? Athenkosi!</p> <p>L: I go down and add a dot</p> <p>T: he?</p> <p>L: I go down and add a dot</p> <p>T: Right! Has everyone found a card? Has everyone found a card?</p> <p>L: yess miss</p> <p>T: Show me, show me, what letter is that?</p> <p>L chorus: i</p> <p>T: What letter is this?</p> <p>L chorus: i</p> <p>T: now put it next to you, put it next to you, put it next to you, you're going to take it with you. Be careful of losing it, put it on the other side. You must keep placing your cards over there alright?So we all have i right? Now look at me. [I-ka-ka-ka] what letter comes next?Take the card. Take the card and keep it in your hand. Take it. There are many in the pile...take it and keep it with you. Whoever's found the card must move back and sit properly, so I can see who's got the card. (class distraction). Whoever's got a card please move backwards...which card are you looking for? Move the cards closer to you, so you can spread them out, spread them out! K! Look at those small cards as well, have you looked at the small cards. Has anyone found the letter K?...good, okay okay. There are more, more,good. No Maphelo, you've got yours, don't disrupt the others. Look properly, there are more Ks. Why are you sitting on top of the cards? Sit properly. Here are more cards over here, you just haven't turned them over. You're not looking properly. There have to be enough because the previous group managed to find them, you're just not looking properly. Lets hurry up, lets hurry up now. Ok, lets do this; who hasn't got the cards yet?</p> <p>L: they haven't.</p> <p>T: Lets look over here(finds more flash cards that weren't included in the pile and gives the learners the letters that are missing)...how many people don't have cards? (class distraction)....Keep looking, I'm looking for these, just turn them over. You've got hey? Then move back. Show me your first card. What letter is that on your first card?</p> <p>L chorus: i</p> <p>T: What is the first letter?</p>
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<p>abe ngapha, ngapha (learners get the order of the cards incorrectly), kuqala bani?</p> <p>L (chorus): i</p> <p>T: dibanisa...ugqwethile. yenke, iii. KA, la K uzohamba nabani? Uzohamba nabani? Uzohamba nabani?</p> <p>L: (answers inaudibly)</p> <p>T: thatha yena, thatha yena, uzombeka ngapha koA. Sithatha bani? A, A. Thatha A. Lilungise igama lakho, i-k-a...lilungise...Yilungise, i, yilungise...u-A sizombeka emva kobani, u-A? Jonga...hayi Maphelo, siqala ngo-i, size ngabani? Ngo-k. Good Aluta. K, k. Good (she monitors the learners who are getting it right). Umgqwethile u-A, umgqwethile u-A. Siqala ngo-i...(repeats the vowel sounds learners are getting incorrectly), Lilungise eli, lilungise. Qala ngo-i...(class distractions) Khandifundele, i-k-a (reads with the learner), kuzakuza bani? Zibamabe apha kuwe esandleni, thatha u-t. Uzalilungisa pha phantsi elo gama, uzalilungisa xa ufika pha etafileni. Uthathile, mandilibone. Uyayazi mos bekuqale bani ne? Kwaza bani, kwaza bani, ngoku kuza bani? Ngoku kuza bani?...Uthathe ke elokugqibela. i...ayingot lo, akakho nje, Kuza bani ekugqibeleni? U-t, u-t uhamba nabani? Tiiii, ngu-t nabani? Tiiii, ngu-t nabani?u-ti, ngu-t nabani? (class distraction). Ngubani owokugqibela?</p> <p>L chorus: i</p> <p>T: uhambe ke uyobeka amagama akho, azabayi 5, abeyi-5. Uhambe uyolenza etafileni. Abeyi-5. Uhambe uyolenza etafileni.... Hambokwenza igama etafileni Mbali...uqale ngolahlobo besiqale ngayo</p> <p>(Learning ends with working with a struggling learner and monitoring the rest of the class)</p>	<p>L chorus: i</p> <p>T: What is the first letter?</p> <p>L chorus: i</p> <p>T: (class distraction) Come show me. What's the first letter? The letter i must be on this side, this side. (learners get the order of the cards incorrectly),so what's the first letter?</p> <p>L chorus: i</p> <p>T: put them together...You've got them them mixed up. That's better. [iiii. KA]. So what letter do we combine K with? What letter?</p> <p>L: (answers inaudibly)</p> <p>T: take that card, that card and put it together with A. So which letter do we need to take? A. A. Take A. Fix your word. [i-k-a]...fix it...fix it...fix it. What letter comes before A?Look...no Maphelo, we're starting with the letter i, then what comes next? K. Good Aluta. K, K. Good (she monitors the learners who are getting it right). Turn the letter around, it's facing the wrong way...We're starting withi... (repeats the vowel sounds learners are getting incorrectly), fix this letter, this one. Start with i...(class distractions). Now read it for me, i-k-a (reads with the learner), and then what letter comes next? Keep the cards in your hand then take t. Put your cards on the floor so you can fix them, actually when you go back to your table you can fix them. Have you taken it? Let me see. You still remember which card we started withright?Then which letter, then which letter so now which is next? What letter is next?...Now take the last letter, i. That's not T, that's not how it is written. What letter comes at the end? T, T, and what letter do we combine T with? Tiiii, it's T and which letter? Tiiii, it's T and which letter? T and which letter? T and which letter? (class distraction) So what's the last letter?</p> <p>L chorus: i</p> <p>T: Now go to your table and put your cards down. You should have 5, you must have 5. Now go back to your table and build your word....Mbali! And do it the same way we did.</p> <p>(Learning ends with working with a struggling learner and monitoring the rest of the class)</p>
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