

**THE APPROACHES THAT FOUNDATION PHASE GRADE 3 TEACHERS USE TO
PROMOTE EFFECTIVE LITERACY TEACHING: A CASE STUDY**

by

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DECLARATION

Student number: **292-206-1**

I declare that **THE APPROACHES THAT FOUNDATION PHASE GRADE 3 TEACHERS USE TO PROMOTE EFFECTIVE LITERACY TEACHING: A CASE STUDY** is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

Signature
(Mrs J W Lawrence)

Date

DEDICATION

This work is dedicated to my precious grandchildren Andrew, Kai, Luke and Ella-Jane; may you always be excited about life and the wonder and joy of reading, discovering and imagining.

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Thank you to my loving and supportive husband Gilbert; my beautiful loving daughters Joy-Marie and Rose–Anne for always believing in me and their respective husbands, Tony and Brandan for their gentle encouragement.

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- Thank you to all my extended family who continue to hold me in their prayers.
- Thank you God, for the gift of life!

ABSTRACT

The changing role of literacy in primary education, with its emphasis on the acknowledgement of the learner's values, beliefs, culture, background and language is the focus of this study.

The research was concerned with understanding the literacy practices of Foundation Phase Grade 3 teachers who are able to intentionally promote and mediate literacy acquisition among their learners. A qualitative design was used to describe the approaches of effective literacy teachers.

The research study discovered that while the teachers made use of a number of teaching methods that underpinned a de-contextualised and constructivist approach, a socio-cultural approach to literacy was lacking. The results call for a broadening of the definition of literacy; one that acknowledges the socio-cultural background of the learners in developing a literacy disposition that prepares learners for a changing world.

KEY CONCEPTS

Effective literacy teacher, literacy identity, literacy as socially situated, socio-cultural theory, socio-constructivist theory, multiliteracies, scaffolding, strategies, Luke and Freebody's four-resources model.

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LIST OF ABBREVIATIONS

ANC	African National Congress
C2005	Curriculum 2005
DoE	Department of Education
FFLC	Foundations for Learning Campaign
FP	Foundation Phase
ICT	Information Communication Technology
LOLT	Language of Learning and Teaching
MOI	Medium of Instruction
MT	Mother Tongue
NLS	New Literacy Studies
OBE	Outcomes Based Education
OHP	Overhead Projector
PIRL	Progress in International Reading Literacy
QIDS-UP	Quality Improvement Development Support and Upliftment Programme
RNCS	Revised National Curriculum Statement
SA	South Africa
WCED	Western Cape Education Department

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CHAPTER 1

ORIENTATION

1. Introduction

Since the launch of Curriculum 2005 in March 1997, the media has continued to publish and print a dismal picture of the low literacy levels in the Foundation Phase (FP) and the poor Matric pass rates. The public's dissatisfaction with schooling is fierce, because of its inability to alter the dismal results. Numerous newspaper articles (*The Times* 2007; *Business Day* 2007a; *Cape Times* 2008) calling for the improvement of the teaching of literacy and numeracy continue to make the headlines. Schooling is held responsible for the poor literacy levels because the public links poor literacy levels with the development of behavioural and emotional problems. The expectation is that it is the school's responsibility to produce excellent literacy levels so that in turn excellent, obedient citizens who are law-abiding are produced. This, of course, according to the media articles, is not happening (*Mail and Guardian* 2007:17; *Cape Times* 2008:5; *Sunday Times* 2009:9), and schooling is being held responsible for all social ills.

Universities continue to complain about Grade 12 students who are entering tertiary education and are ill-prepared because they are unable to cope with the proficiency tests on entry to university. Prof Brian O'Connell, Vice-Chancellor of the University of the Western Cape, in *Business Day* (2010:4) stated "We have a national problem (regarding) the quality of our school leavers. It is a deep problem..." He also continued to report the fact that he was aware that South Africa's school learners were not without talent, but that the problem was that they were not competent because they were not taught properly at school. He did not elaborate on his observation of 'not taught properly'. In the same article, Jody Cedras, from the Department of Higher Education and Training, attributes socio-economic status and race to what he calls the "large and growing" gaps in education at school. From the daily media reports about poor literacy levels in our country, there is a burning need to discover who is promoting and effectively increasing the literacy levels of our Foundation Phase(FP) learners and how and where these best practices can be held up as positive examples of being 'taught properly'.

With the implementation of Outcomes Based Education (OBE) and the introduction of the new curriculum in 1997 the teachers, after workshops and training sessions, were expected to demonstrate the use of new OBE strategies, methods and techniques. Sadly, the expectations of the dramatic changes have not been fulfilled. Of course the emphasis on assessment and the completion of Outcomes Based Education Schedules have dampened the spontaneity and enthusiasm of many of the teachers. The issue of translating curriculum into good classroom practice is a problem.

The African National Congress (ANC) Polokwane Conference of 2007 declared that education and health should be the two key priorities of the ANC for the next five years, in order to improve the living standards of the workers and the poor, according to Blade Nzimande (a member of the ANC's National Executive Committee) (*Argus* 2008:5). This Conference also acknowledged that more should have been invested in education during the first decade of our democracy, because there was a need now to improve the quality of education in our schools, by focussing on the effective teaching of literacy and numeracy in the primary schools.

Tests such as the Progress in International Reading Literacy (PIRL) reported that more than three quarters of South African Grade 5 learners had failed to master basic reading skills and achieved the lowest scores in a literacy study of Grade 4 and 5 learners in 39 countries (*Cape Argus* 2007:3). Sarah Howie, Director for the International Association for the Evaluation of Educational Achievement, commented "What we need is proper implementation of the curriculum in its current form" (*Business Day* 2007b:3). The following media: *Cape Times*, *Cape Argus* and *Business Day* on the 30 November 2007 all reported on the poor results, both nationally and internationally, showing that our children lag behind their peers in other countries, including developing countries such as in Sub Saharan Africa.

The Department of Education (DoE) over the last two or three years has introduced interventions such as the Foundations for Learning Campaign (FFLC); the Dinaledi Schools programme to promote mathematics, science and technology education; the Quality Improvement Development Support and Upliftment Programme (QIDS-UP), aimed at supporting learning, teaching and school leadership at 3 500 under-performing primary schools in poor areas; the introduction of a pre-school Grade R year for all five-year-olds, and various other initiatives, such as reading tool kits and packs of books, Drop All and Read Campaign and the Writing Project to improve reading and writing levels (Pandor 2008:3).

A former Minister of Education, Naledi Pandor, in her address at the UNICEF sponsored FP Conference on 30th August 2008, argued for FP education to be treated as a critical area of

growth in South Africa. The objective of the Conference was to promote literacy as an issue of national and international importance and to provide a platform for teachers to share experiences and best practices. Literacy was emphasised as one of the essential building blocks upon which future learning is dependent.

The National DoE planned to conduct Systemic Evaluations at Grade 3 and Grade 6 levels across South Africa. In 2004 the Grade 6s were evaluated nationally and the Grade 3s were nationally evaluated in 2007. These evaluations are intended to assess the extent to which the education system has managed to achieve social, economic and transformation goals by measuring the performance of learners, taking into consideration the context in which they experience learning and teaching programmes. The outcomes of these assessments are used to inform interventions (WCED Directorate: Quality Assurance: 2005:2-4). However, both the Provincial Grade 3 Systemic Mainstream Evaluations of 2002 and 2005 continue to reveal statistics that are very low; for example, in 2001 the average overall percentage score in literacy was 36% and in 2005 the literacy score was 43% for English and 49% for Afrikaans as reported (Pandor 2008:3).

To address the low literacy levels, the National Minister of Education reported that a curriculum that is explicit about the skills and competencies of learners had been implemented, since reading is a core skill for learning and performing effectively. The FFLC, which was launched in March 2008, is a national compulsory campaign in order to reinforce and consolidate the NCS in an endeavour to improve the literacy and numeracy skills of the FP learners. However, the Minister of Education was cognisant of the fact that many of the teachers found it difficult to translate the curriculum into good classroom practice (<http://www.education.gov.za/dynamic/dynamic.aspx?=&id=8012> 2008/10/13).

Due to concerns about the poor results emerging from systemic evaluations of learners in Grade 3 and 6, the Western Cape Education Department (WCED) (WCED Literacy and Numeracy Strategy 2006–2016) at regional level has also offered support in order to improve the literacy levels and the pursuit of transformation of the poor Western Cape literacy results of 43%. There are further major concerns about the choice of language and learning and teaching (LoLT) brought about by the changing demographics and the need to be sensitive and supportive to the diverse cultures and languages in the classrooms. The use of mother tongue skills is to be upgraded to a level of mother tongue proficiency until at least Grade 6 (WCED Literacy and Numeracy Strategy 2006–2016 Executive Summary: sp).

It is obvious that there is a need to examine and reflect on the government initiatives and their focus on literacy in the primary school, particularly the FP where the emphasis is now

on assessment and national standardisation of literacy. Jansen (2008:7) argues that “The roots of our educational crisis lie not in “Matric” but in the foundation years where we fail to provide children with the basics of scientific literacy and numeracy on which they can build in later years.” The lack of progress in turning schools around, he asserts, lies with the inability of government to systematically improve teachers’ knowledge of the subject matter. He predicts that our schools are in a severe crisis and that this will have multi-generational consequences for our society.

Despite structural transformations that have taken place in the post apartheid South African education system, many schools still experience substantial social and educational disadvantages. Teachers which include FP teachers have been confronted by many changes in the past sixteen years since our first voting experiences as a democracy. The socio-economic changes are reflected in the classrooms by the changing faces of the learners and the different home languages that are being spoken. So literacy Grade 3 teaching and the literacy learning area (reading and writing) has become, for quite a number of FP teachers, a very daunting and exhausting exercise. Teachers are now confronted and challenged by learner diversity, culturally and linguistically, and by the range of learner ability and societal change. Everything about literacy today is more complex than it was in the past. However, it is furthermore expected of teachers to contend with a new kind of literacy, namely popular culture. The interests of learners have changed with the growth of technology and the strong influence of popular culture, e.g. Spiderman, Buzz Lightyear, Winnie the Pooh, Nintendo, Transformers, Ben Ten, Gormitis, etc. Often teachers do not acknowledge the popular culture that children are aware of, and that it is an integral part of their background knowledge. Teachers are fearful too of the influence of popular culture, and so do not integrate this into the teaching of literacy.

For FP Grade 3 teachers, implementing the language policy, the literacy practices and promoting additive bilingualism and the understanding thereof continue to be a struggle. While teachers attend workshops facilitated by the DoE, where they are given ideas, tips and where they are oriented to a particular new method, many still fail to understand what it means to mediate literacy because they have not received adequate training in early literacy learning, and so do not feel confident enough to implement the changes. The Revised National Curriculum Statement (RNSC) envisions teachers who are qualified, competent, educated and caring who will be able to fulfil the various roles outlined in the Norms and Standards for Educators of 2000 (Government Gazette No. 20844:9). While the DoE (2002a:9) defines teachers as “mediators of learning” often the FP teachers are constrained by the amount of administrative work and continuous assessment that is required of them,

so that these become the determining and limiting factors in what teachers cover during literacy instruction.

The DoE's emphasis on treating reading as skills and competences needs to be examined, since Hall (2004:54) notes that there is a new perspective on language and literacy learning. For Hall it makes more sense to talk about literacies as plural; literacies as changing as socially situated: in other words, that the learner's context and culture is of importance and that these need to be acknowledged and treated with respect. Hall (2004:55) questions how young children are getting enculturated into a range of literacy practices. She argues for children to be given the tools in preparation to participate in an increasing complex world. Hall's tools are not narrow; she calls for a shift in prescribing literacy pedagogy to promoting culturally sensitive pedagogies, and particularly to recognise the significant role of the teacher in literacy development (Hall 2004:63).

Similarly, Hall (2004:65) cites Luke and Freebody's (1999a) four-resources model, where learners acquire four types of competences or strategies; for example, as code-breakers, meaning makers, text users, text critics, in order to become well-rounded literate beings. This model validates the literacy practices undertaken by the teachers in the classroom and also provides an opportunity for what Luke and Freebody refer to as "productive development". This model provides teachers with strategies to scaffold learners' access to meet the changes arising from information-based cultures, economies and technology. Prinsloo (2005a:25) also cites Luke and Freebody's (1999b, 2000) four-resources model, which encourages educators to think about how literacy is enacted and manifested in distinct ways in peoples' lives and shaped by the dynamics of social power. They challenge educators to design pedagogies of multiliteracies that connect up with real and situated uses relevant to the lives of the social and cultural world of the learner that will encourage their learners to think critically.

Hall (2004:2) argues that literacy today is more complex than it was in the past, yet national policies demand that the single best way of fostering literacy in schools be prescribed. She believes that literacy policies need to be more inclusive of the diversity and societal changes that are happening in the world.

This study emphasises the situated nature of literacy and also the crucial role of context in understanding literacy in use. Literacy is always embedded in real life. Context refers to the ways in which broader socio-cultural categories impinge on and shape literacy through social power relations, the impact of institutions and ideologies.

Understanding literacy practices involves drawing on the interrelated dimensions, such as, for example, how power relations operate in social processes. Baynham (1995:246) argues that instead of the neat autonomous model of literacy as a neutral package of skills, the ideological model of literacy emphasises the variability from context to context, from social practice to social practice. Baynham (1995:246) asserts that literacy cannot be taken as a given, a known technology, transferable from context to context; literacy practices remain to be discovered, investigated and researched. This is what will be undertaken in this study.

Many educators believe that children must learn the 'skills' of reading and writing before contending with criticism, analysis and how the particular version of literacy registered by the school connects with their own milieu. This is but one of the approaches to language and literacy teaching that Gee (1990:xix) is so sceptical of: that language, literacy and discourse can be taught and learned as a set of individuated rules or knowledges independent of due consideration of social and cultural issues, questions and contexts. Gee (1990:xv) argues that to appreciate language in its social context, we need to focus not on language, but rather on what he calls 'Discourses' (with a capital 'D'). 'Discourses' for him include much more than language such as reading and writing, and in them "language has no necessary pride of place" and in these 'Discourses' language as purely print is not dominant, as cited in Perez (2004:28-29).

All school activities, and thus all literacy activities, are bound to particular Discourses. There is no such thing as 'reading' or 'writing', only reading or writing *something* (a text of a certain type) in a certain way with certain values, while at least appearing to think and feel in certain ways. We read and write only within a Discourse, never outside all of them. One can always read any one text in many ways, depending on the Discourse from within which one reads it. For Gee (1990:153), literacy is always multiple; there are many literacies, each of which involves control of secondary Discourses involving print, which according to him could be other sorts of texts and technologies, such as painting, literature, films, television, computers, etc.

Kapp (2006:34) acknowledges the work of Kress (1997), Gee (1990) and Street (1995), who have been at the forefront of reconceptualising the notion of literacy in a theoretical approach known as New Literacy Studies (NLS). She argues that they contest the notion of literacy as a set of neutral, technical skills. Luke and Carrington (in Fisher, Brooks and Lewis 2002:5) argue that literacy learning should be based within a broader curriculum and cultural context, rather than the pre-packaged literacy programmes found in most schools. Tierney and Readance (2005:1) argue that learners are equipped to deal with digitally based technologies and other text forms for a multilayered and multimedia world.

Donald, Condy and Forrester (2003:485) state that literacy development occurs through generating learning activities and texts that have immediate meaning and utilitarian value to the children in their particular community contexts (e.g. the growing of a vegetable garden in South Africa). Along similar lines, Prinsloo and Stein (2004:68) assert that the sites of early literacy practices should be investigated in order to discover how teachers invent their activities around literacy differently, despite following the same broad curriculum. Block, Oakar and Hurt (2002:178, 181) call for an analysis of what the best are doing in their classrooms to increase literacy achievement.

Smith (1989:353) suggests that individuals become literate not from the formal instruction they receive, but from what they read and write about and who they read and write with. He stresses that the methods of instruction and the social context (i.e. the situational, cultural, and linguistic milieu in which people interact) of the learning situation should be rethought. I agree with this view too, that literacy does not occur within a vacuum; it is a socially located and contested activity; and sixteen years into our democracy in South Africa, demographic shifts are a reality, particularly in the Western Cape, where I reside. The implementation of inclusive education, too, makes one aware of the need to help all of our learners become as fully literate as possible to be able to relate to the world technologically and according to Paulo Freire, also to be able to “read the world” (D’Olne Campos, 1990:1). Hall, Larson and Marsh (2003:315), however, remind us that teacher expertise in the intentional promotion of literacy in the early year’s classroom is of pivotal importance, rather than concentration on effective teaching methods.

1.1. Research problem

A great deal of earlier research (Chall 1992; Adams 1990) of traditional reading instruction focussed on how to improve the reading, reading comprehension and vocabulary etc. of the learners, so that the emphasis has been on one aspect of the learners’ reading ability and acquisition, in a developmental way commensurate with the learners’ reading readiness stage. In other words, the learners have to be a certain age before they can begin to read. The nature of effective primary literacy instruction has been debated in education for many, many decades (Adams 1990; Chall 1983). The role of the teacher in fostering and promoting literacy has not received as much attention as has which reading method works best. Literacy pedagogy has changed and developed from merely teaching reading and writing to the acquisition of basic skills.

The question following from this is: *What are the approaches and practices that FP Grade 3 teachers use to promote effective literacy teaching?*

The main research problem suggests several sub problems formulated as follows, and these questions will guide the research process.

- How are the concepts literacy and literacy teaching defined?
- Which theories of learning underpin literacy teaching approaches?
- What are the recent approaches and practices towards literacy teaching?
- What are the characteristics of the effective literacy teacher?
- What are the approaches and practices of Grade 3 FP teachers in the Kensington area, Western Cape, to promote effective literacy teaching?
- What recommendations can be put forward to promote effective literacy learning?

1.2. Aim of the research

The aim of this study will be to describe the approaches and practices that FP Grade 3 teachers use to promote effective literacy teaching.

The aim of the research suggests several objectives which are formulated as follows:

- To define the concepts of literacy and literacy teaching.
- To describe the theories of learning which underpin literacy teaching approaches.
- To describe the recent approaches and practices in literacy teaching.
- To identify and describe characteristics of the effective literacy teacher.
- To investigate the approaches and practices of the FP Grade 3 teachers in the Kensington area, Western Cape, in the promotion of literacy teaching.
- To recommend and describe what can be done to promote effective literacy teaching.

1.3. Motivation for the research

In my work with FP teachers, both pre-service and in-service, I am struck by the numbers of teachers who feel that while they are confronted by change, and while they are trying to respond as best as they can, they are not appreciated for the hard work and miracles that they are performing daily; rather, they are exposed to the negative bleak, depressing picture of the poor literacy levels in Grade 3 regularly held up in the media. They feel responsible. I feel that while there are those teachers who are underperforming, there are those very effective teachers who are intentionally, through their literacy practices, increasing and improving the literacy achievement levels of their learners.

Kallaway (2007:9) refers to the top-down policy solutions which seek to bypass teachers and the complex problems of pedagogy, and argues that these will not bring the desired results, neither will policies that neglect teachers' knowledge and insights in improving the literacy levels of the country. He argues that teachers are not consulted, nor are their years of teaching experiences affirmed and acknowledged.

Previous research such as Goodman (1992a) and Adams (1990) focused significantly on the learners' role in the reading process or reading instruction in the Foundation Phase. In this study, I would like to describe how FP Grade 3 teachers improve the literacy levels of their learners. According to Prinsloo and Stein (2004:68), teachers in each site invent their activities around literacy differently, despite following the same broad curriculum. They argue that how different teachers engage with literacy pedagogy has important consequences for the kinds of readers and writers children will become, and I agree with this notion.

The WCED Literacy and Numeracy Strategy of 2006-2016 launched in the Western Cape in August 2006 reported that in 2002 the WCED assessed the reading and numeracy results of a representative sample of the Grade 3 learners in all schools. This study found that only 36% of learners are achieving the reading and numeracy outcomes expected of a Grade 3 learner. The study found that the vast majority of learners in Grade 3 were performing two to three years below expectation – this presents a grave concern.

The WCED Literacy and Numeracy Strategy 2006–2016 's strategy with regard to literacy rests on the assumption that explicit teaching of phonics will take place nested in a “whole language” approach, in which the making of meaning is stressed, and the constructivist approach is applied, in which both reading and writing are considered critical components of

development. One of the main transformation goals of the immediate post-apartheid government was to ensure that all children, irrespective of their race, class, gender, religion and or other characteristics, had access to basic education that was of good quality. This policy is of extreme importance, and one wonders if and how it is being implemented.

The DoE Grade 6 Systemic Evaluation Report of 2004 (2004:2) in the Western Cape indicates that in its earlier years of democracy, South Africa paid more attention to the issue of access to education. It is only in its recent years of democracy that the focus has shifted to quality of education and suitable intervention and support programmes. One of the educational challenges as outlined in the specific goals of the draft Human Capital Development Strategy is to ensure that all learners from Grade 1 to Grade 6 read, write and calculate at the levels determined by the National Curriculum. Sadly, this is not occurring, judging by the low literacy levels (DOE 2004:3).

The following mixed messages indicate how confused teachers are becoming with curricula and methods that are constantly changing. Teachers are being orientated in workshops, given packages and tips, but do not understand what it means to mediate literacy as social practice because they may not have the necessary teaching qualifications, nor have they received sufficient training in understanding how to teach and mediate literacy as social practice. Prinsloo (2005a:4) argues that in order to respond to the perceived failures of schools, questions to do with early childhood literacy from a social practices perspective, specifically questions of children's acquisition and development of reading and writing practices and their application in schooling contexts, need to be examined.

I would like this study to provide an explanation and an understanding of the research question: "What are the approaches and practices that FP Grade 3 teachers use to promote effective literacy teaching?"

1.4. Research design and methodology

This research will be carried out by means of a literature study and an empirical investigation.

1.4.1. Literature study

The researcher will use both primary and secondary sources to provide a background to the empirical investigation. Primary sources are regarded as original written material of the author's own observations and experiences (De Vos, Strydom, Fouché, & Delport, 2005:315). In this study, the researcher also used journal articles, books and research reports. Secondary sources comprise material that is derived from someone else as the original

source (De Vos *et al.*, 2005:315). The secondary sources which will be used are reviewed articles and reports; however, Baily in (De Vos *et al.*, 2005:315) maintains that although there may be some grey areas in the primary – secondary distinction, the difference is generally clear.

1.4.2. Empirical investigation

McMillan and Schumacher (2001:14-15) distinguish between qualitative research and quantitative research designs. Quantitative and qualitative refer to distinctions about the nature of knowledge: how one understands the world and the ultimate purpose of the search. The form of data presentation is often the most obvious distinction: while quantitative research presents statistical results, qualitative research presents data as a narration with words. In this research, a qualitative design was used to describe the approaches of literacy teaching by Grade 3 FP teachers. The research was concerned with understanding the literacy practices of Grade 3 teachers and how they are able to facilitate literacy acquisition among their learners. Thus, the inquiry aimed to describe effective teachers' approaches as they were executed in the FP classroom. The case study approach was used in order to learn and discover. The exploration and description of the case study took place through interviews, the written work of learners and classroom observations, which provided detailed, in depth data collection methods that are rich in context.

1.4.2.1. Pilot study

The pilot study according to (De Vos *et al.*,2002:210) is one way in which the prospective researcher can orientate himself to the project he has in mind. The pilot study forms an integral part of the research process. Its function is the exact formulation of the research problem and a tentative planning of the *modus operandi* and range of the investigation. The pilot study was done on a small scale and in an informal way with relatives who are primary school teachers. This was done to test the sequence and grouping of the questions and to see if the open-ended questions would elicit relevant data and to avoid unnecessary errors.

1.4.2.2. Sampling and selection of participants

In a case study the sampling process is purposive rather than random, according to Babbie (2004:183-184). Sometimes there is a specific reason to choose a sample because of some of the units of analysis. Purposive sampling is one kind of non-probability sampling. McMillan and Schumacher (2001:598) define purposeful sampling as a strategy to choose small groups or individuals likely to be knowledgeable about the phenomenon of interest. The size of the sample therefore depends on certain constraints, such as the availability of the participants and their willingness to participate. For case study purposes the sample is relatively small

due to the search for in depth data in qualitative research, which will produce the richness of the sample's information.

The FP Grade 3 learners and teachers were chosen because of the concern about the low literacy level results and also because FP Grade 3 is the exit grade from the FP to the Intermediate Phase. This is considered an important shift. In this study, the researcher selected three FP Grade 3 teachers in the Kensington area, in the Western Cape. The teachers were recommended by their principals for their perceived performance at improving the literacy achievement levels of their learners.

1.4.2.3. Data collection methods

According to Babbie (2004:113), in the best of all worlds one's research design should bring more than one research method to bear on the topic. A study becomes vulnerable when a researcher uses only one data collecting method. In order to avoid such a weakness (De Vos *et al.*, 2005:296), this study made use of *firstly* semi-structured interviews as a method to gain a detailed picture of the participants' beliefs about or perceptions or accounts of a particular topic; in this case the approaches to literacy. Data was gathered by means of a semi-structured interview schedule, consisting mainly of open-ended questions, conducted individually with each of the three teachers. (see Appendix 5: Semi-structured Interview Questions).

Secondly, two classroom observations per FP Grade 3 teachers were done. Qualitative field observations, according to (McMillan & Schumacher 2001:42), are detailed descriptions of events, people, actions and objects in settings. The researcher carefully observed the FP Grade 3 teachers' literacy lessons and made detailed and comprehensive notes of everything that was taking place during the literacy lesson.

Thirdly, the written work of the learners was also obtained which allowed for an in-depth and precise analysis of data. Three learners were chosen, and the researcher selected work from the teacher based on two pieces of work per learner. They were given creative writing books. The Teacher 1 learner provided a narrative piece of 170 words and a friendly letter of 278 words. The Teacher 2 learner provided descriptive piece of work of 48 words and 44 words respectively. The Teacher 3 learner provided sentences comprising 33 words and 27 words respectively.

This triangulation method was used to allow the researcher in this study to observe the same practices, but from different perspectives. In this way the use of multiple methods gave the researcher the opportunity to compare the responses and data collected, and thus to obtain reliable, valid and accurate data. Strydom and Delport (in De Vos *et al.*, 2005:314)

state that by using a combination of procedures such as document study, secondary analysis, observation and interviewing, the researcher can much more easily validate and cross-check findings. Each data source has its strengths and weaknesses, and by using triangulation the strengths of one procedure can compensate for the weaknesses of another approach.

The researcher obtained permission from the Director of Research in the Western Cape Education Department, as well as the Circuit Inspector and the School Principals, to conduct the research because the study included observing the teachers during school hours and conducting the interviews at a convenient time that would neither disrupt the learning time of the learners nor the routine of the school (see Appendix 3 Official letter of approval to conduct research).

1.4.2.4. Data analysis

Data analysis is defined by De Vos *et al.*, (2005:333) as the process of bringing order, structure and meaning to the means of collected data. A qualitative study involves an inseparable relationship between data collection and data analysis. A qualitative study was conducted in order to build a coherent interpretation of the data. The researcher proposed to analyse data on a regular basis, as the recorded data was obtained and transcribed. The researcher read through all the written descriptions of observations (field notes), and the semi-structured interviews responses were transcribed and analysed and regularly read and re-read to see the patterns, the categories and the relationships that were present and emerging.

1.4.2.5. Reliability and validity

McMillan and Schumacher (2001:277) assert that evidence for validity is based on four components: content, response processes, internal structure and relations to other variables; and that reliability is used to judge the consistency of stability, equivalence and agreement. These techniques will be described in detail in Chapter 4.

1.5. Explanation of concepts

The following concepts are central to the study and receive further explanation.

1.5.1. Effective literacy teacher

The effective teacher is defined as one who assists learners in developing the disposition with the skills and the will to become motivated and strategic literacy learners (Morrow, Gambrell, & Pressley 2003:13).

1.5.2. Literacy identity

The literacy identity of the learner is defined as one where the learner's literacy identity reflects the seamless integration and acknowledgement of both his/her life and school practices, because they overlap and inform one another (Cope & Kalantzis 2002; Ryan & Anstey in Cumming-Potvin 2007:484).

1.5.3. Literacy as socially situated practice

Literacy as socially situated practice is defined as the teacher's acknowledgement of the language, thinking and culture of the learners and its use, to mediate the language and literacy development of the learners (Luke 1997:1; Gee 2000:21).

1.5.4. Multiliteracies

Multiliteracies are defined as other forms of representation besides the written form, such as visual images, technology etc. in the development of language and literacy teaching. (New London Group 1996:83; Makin & Diaz 2003:36).

1.5.5. Scaffolding

Scaffolding is described as the support that will help the learners to complete those tasks that they are unable to do without assistance (Hall 2003:317; Pappas 2008:131; Vygotsky 1962:104).

1.6. Limitations of the study

This study investigates the role of the FP Grade three teachers in promoting literacy teaching. This is a broad topic to be researched, and there is a great deal of debate around the literacy issue. To make it more manageable, only those areas which were fundamental to the matter were investigated, such as the skilful integration of the social cultural context and practices of the learners' life-worlds by the Grade 3 teachers during their literacy teaching, rather than purely focusing on decontextualised skills being taught.

This is a case study where the focus was on the approaches of the FP Grade 3 teachers. Only similar socio-economic schools have been the focus of it. Access to the schools was dependent on the approval and permission of the Western Cape Education Department and the co-operation of the three principals of the three teachers. One of the three teachers had to become the acting principal of the school when her principal was seconded to a position at Head Office. The substitute teacher who was appointed was prepared to cooperate with

the research study. The results in a case study cannot be generalised. Lack of generalisation of results is thus another limitation.

1.7. Outline of the study

Chapter 1 provides the introduction and the motivation to the study, the problem formulation and the aims of the study. It outlines the research design and methodology used and clarifies certain concepts used in this study.

Chapter 2 provides a theoretical background of the approaches of best literacy practices used by teachers to intentionally promote literacy development.

Chapter 3 describes the characteristics of the effective literacy teacher.

Chapter 4 gives a description of the research design. The method of data collection and analysis are explained.

Chapter 5 contains the presentation, discussion and interpretation of the findings.

Chapter 6 provides a summary, conclusions and recommendations. This chapter also highlights the limitations of the study.

1.8. Summary

In Chapter one, the orientation, background and concerns about literacy and the roles of the teacher in the development of literacy were outlined. The problem statement and the aims of the research have also been described. Motivation for the value of undertaking this research was also put forward. In the following chapter, a literature review on the role of teachers in fostering effective literacy practices in the FP will be given.

CHAPTER 2

LITERATURE REVIEW

2. Introduction

This chapter will define the concepts of literacy and literacy teaching, describe the theories of learning which underpin literacy teaching approaches, and describe the recent approaches and practices in literacy teaching.

For the purposes of this research, literacy is defined as the social cultural situated practices implemented by the Grade 3 teacher in promoting her learners into literacy practices that acknowledge their funds of knowledge. In chapter 3 the characteristics needed for effective literacy teaching will be described.

In my literature review, I explore how current research in the area of literacy informs our thinking and understanding about how effective teachers are in the literacy development of their learners. The theoretical lenses that I use are influenced by the New Literacy Studies, the New London Group, the development of multiliteracies and a social constructivist view to learning. Vygotskian and Neo-Vygotskian perspectives of language to Gee's (1996) notion of Discourse are also used. These lenses will be used to view the Grade 3 teachers in their teaching of literacy in the FP Grade 3 classrooms. This study makes use of these theories with the hope that they will offer productive ways of thinking about the roles of teachers in promoting children's literacy practices.

My criteria for selecting studies for this review of literature included the following: first, the studies had to focus on the literacy learning and teaching of instruction; second, I examined studies between 1996 and 2008, and third, I selected studies that focused on the effectiveness of teachers and literacy learning and teaching as it relates to FP Grade 3 teachers. The literature review explores the literature on effective literacy teaching in Grade 3. The focus is not so much about the relative effectiveness of various teaching methods, instructional programmes, teaching materials, or the 'natural' development of literacy in young children as it is about what characterises teacher expertise in the intentional promotion of literacy in the Grade 3 classroom. Recent studies (Hall, *et al.*, 2003; Pretorius and Machet 2004, Prinsloo and Stein 2004; Perez 2004; Banda 2003; Pressley 2006; Kapp 2006; Tiemensma 2007; Moore and Hart 2007) reaffirmed that to improve reading

instruction we must examine teaching expertise rather than expect a panacea in the form of materials.

This chapter will define the concepts of literacy and literacy teaching, describe the theories of learning which underpin literacy teaching approaches, and describe the recent approaches and practices in literacy teaching.

2.1. Defining the concepts of literacy and literacy teaching

2.1.1. Meanings of literacy

Traditionally the notion of literacy referred to the ability to read and write with the emphasis being on the learning of the sounds (phonics) to be able to read the printed text in a decontextualised way. Attention to reading has traditionally been seen as the main focus of literacy teaching. Street and Lefstein (2007:35) also assert that literacy has come to represent the way in which learners learn to read and write.

Many current literacy approaches continue to focus on behavioural and cognitive psychology of learning where the focus is on the individual rather than the social practices that are required for coping with change, according to Cope and Kalantzis (2002), Luke and Freebody (1999a), Kress (1997), and the New London Group (1996). Street and Lefstein (2007) argue that such approaches are not capable of developing education that inculcates creativity, innovation, ease with change and other dispositions that are highly valued in the 21st century.

Some of the approaches or methods in use in the FP classrooms include the following:

- **A skills acquisition approach**, which encompasses reading approaches or methods that move from the part to the whole (bottom up). According to Joubert, Bester and Meyer (2008:300), with this theory reading skills are developed step by step from letter and word recognition to the understanding of words, to the understanding of sentences and then the understanding of the whole text.
- The **Behaviourist view of reading**, which is a decontextualised approach, and sees reading as progressing from the parts to the whole (bottom up). Learners need to reach a certain level of technical and mechanical skills before they are exposed to authentic books and reading situations (Joubert *et al.*, 2008:296).
- **The Phonics Method**, according to Flanagan (1995:29) is one which encourages children to read each word separately in a sentence. She argues that comprehension is hindered because there is an enormous difference between reading words and reading text.

- **The Look-and-Say method**, state Joubert *et al.*, (2008:298), also known as the global method, is a reading method that is based on the Gestalt theory that focuses on the whole and not on the parts. Flash cards are used where the learner is guided to recognise and read words or phrases from books. In this method recognition of the word being flashed is emphasised without a context.
- **The Alphabet method**, described by Joubert *et al.*, (2008:296) is an archaic reading method that requires the learners to know the alphabet before they can start reading. The focus here again is a decontextualised one where the mechanical reciting of the letters of the alphabet is required.
- **The Psycholinguistic** aspects of reading, according to the New London Group (1996:61), which emphasise a concentration on phonological awareness, decoding, word recognition and literal comprehension such as recall rather than higher order thinking. Literacy pedagogy has traditionally meant teaching and learning to read and write in page-bound, official, standard forms of the national language. They argue that literacy pedagogy has been a carefully restricted project – restricted to formalised, monolingual, monoculture and rule - governed forms of language; in other words, skills-based with a great deal of emphasis on decontextualised text.
- **The Language Experience Approach**, Joubert *et al.*, (2008:298), defined as a reading method where the learner's own experience is used when learning reading and writing. For example, the learner dictates a caption to a drawing while the teacher writes this down. The learner then "reads" the caption repeatedly.
- **The Whole language approach**, which according to Perez (2004:230) and (Goodman 1992b) is based on the premise that children acquire the ability to read and write as naturally as they learn to walk and talk. Literacy acquisition occurs when children are provided numerous learning situations in which they are actively engaged in authentic, meaningful communication that has a connection with their lives. Literacy events are contextualised and meaning laden. Often the texts are created from the child's home language and personal experience. Joubert *et al.*, (2008:300) describe the **Whole language approach** as emphasizing the integration of all language domains. They view the language experience method as part of the whole language method.
- **An emergent** perspective of literacy, according to Teale and Sulzby (in Crawford 1995:79), is based largely upon the cognitive construction of knowledge. Literacy learning, for them, is not viewed as the acquisition of a series of reading skills, but rather as a dynamic, ongoing process that begins long before children begin formal schooling. Emergent literacy theorists believe that children acquire literacy best

through active engagement in meaningful, literacy related activities rather than through the direct explicit teaching of reading skills.

- **Social Constructivism, drawing primarily from Vygotskian theory**, view language and literacy as cultural tools, which transform behaviours as they become internalised. Language is viewed as leading development in contrast to the Piagetian notion that development leads language. Rather than passing through a series of invariant stages, children's language and literacy learning comes about through active engagement within a particular cultural and social context (Vygotsky in Crawford 1995:81).
- **A Thematic Approach**, defined by Joubert *et al.*, (2008:300) is a way of integrating learning experiences or learning units with a theme from the learner's world to make it relevant to him or her and thus easier to understand.
- **A Process Writing Approach**, described by Flanagan (1995:95) is a way of gaining a degree of control over one's imaginative powers. By writing you shape the thoughts and understandings that are in your head. The writing process consists of organizing the pre-writing activities, acting as a reader to each piece of writing, teaching editing skills, and assessing the writing. Burns, Roe and Ross (1996: 385) describe a process writing approach as a child-centred approach to writing in which children create their own pieces of writing based on their choice of topic, their awareness of audience, and their development of ideas from initial stages through revisions to final publication. The process, they state, is ongoing, with writing in some form generally occurring every day and with pieces in various stages of development.

From the above methods in use in the FP Grade 3 classrooms, it is apparent that literacy cannot be prescribed in a narrow way; rather there is the need to take into account the learners' language development levels and to adopt a view of literacy that exercises a more balanced approach in developing the literacy identity of the learner.

2.1.2. Theories of learning which underpin literacy teaching approaches

Some theories of learning which underpin literacy teaching can be classified as the Behaviourist theory with its emphasis on the acquisition of skills and where the learners are viewed as 'empty vessels'. In contrast, the Constructivist theory emphasizes the role of the learner as being actively involved in the construction of knowledge. The Social-constructivist theory in turn places great stress on the development of understanding through the need for social interaction, while the Social-cultural theory supports the view that literacy is a socially mediated process where learning and literacy emerge.

Often, in the traditional approaches to reading and literacy, the learner was viewed as one who absorbed the knowledge transmitted by the teacher, where everything was teacher-directed, where skills orientated approaches were based on textbooks and where behaviourist and cognitive science perspectives were at work (Crawford 1995:74). This resulted in disagreement among teachers and researchers, which has often centred around the relative importance given to the view of literacy with the heavy concentration on technical skills such as word recognition, decoding and spelling or higher order skills (Wray 2004:75).

Similarly, Gee (1990) highlights the fact that traditional perspectives, restricted literacy to an ability to read and write, in situated literacy in the individual and not sufficient acknowledgement of the social world of the learners; in other words literacy was taught in a decontextualised way rather than acknowledging the social worlds in which individuals actively participate. Makin and Diaz (2002:6) also support the view that a narrow focus on literacy, isolated from the social practices, institutions and ideologies from which it is constituted, ultimately limits the understandings about literacy itself and about the diverse ways in which children learn.

Many traditional views about literacy have failed to account for the variety of ways in which learners read and interpret situations differently, and how they share, convey and construct meanings about the world. Literacy today is more complex than it was in the past, yet national policies (RNCS 2002) demand that we stick to one type of literacy, that we assess against the standards and that we specify the single best way of fostering literacy in our schools. We are confronted by increasing diversity and societal change because of the use of technology, and so there is a need for schools to respond to this change in our lives. The information age of technology has led to the proliferation of multimodal texts such as cell phones, videos, CD ROMs, DVDs music, iPods, electronic games, the internet and the computer, where language is no longer the major resource for making meaning because of visual, audio, gestural and spatial meaning (New London Group 1996:80).

Tiemensma (2007:18) also supports the view that literacy cannot be defined without taking into account an individual's social and cultural context. For the purposes of this research, literacy is defined as socially situated practice - how the teacher acknowledges the language, thinking and culture of all his/her learners and uses these to mediate the language development of his/her learners. Literacy, according to Tiemensma (2007:32), is a complex concept with no universally agreed upon definition or standards.

A generation ago it was believed that learners learned to read through a series of discrete sequenced skills, or decontextualised skills (Street & Lefstein 2007:53). These assumptions are still very much part of the RNCS 2005. This curriculum is very much driven by a skills-based approach. Many of the commercially driven works are skills based “commodified packages”. This philosophy, since the 1960s, continues to be advocated by most government renewal strategies because of public belief in them and the great emphasis on standardised tests and assessments. Literacy is associated with prescription; that is, with rules about what is ‘correct and ‘proper’ usage Besnier in Street and Lefstein (2007:58).

The public debate about literacy has frequently taken a simplistic perspective focusing on a perceived achievement crisis. Literacy continues to be the focus of attention in South Africa currently, due to concerns about the poor results emerging from systemic evaluations of learners in Grade 3 and 6. The choice of language and learning and teaching is also a major problem.

In an Open Letter to all Primary School Principals in the *Mail and Guardian* (2006), the Deputy Director-General Tyobeka, PJ: General Education and Training for the Department of Education wrote: “Since the introduction of the National Curriculum Statement (NCS) 2006, many teachers believe they do not have to teach reading anymore.” Nothing could be further from the truth. Reading is probably the single most essential skill a child needs and it should be acquired as early as possible. She lists five areas that are critical for reading:

1. Phonemic awareness (understanding the sounds in spoken words);
2. Phonemes (linking sounds to the alphabet and combining these to form words)
3. Vocabulary (learning and using new words);
4. Fluency (reading with speed, accuracy and understanding); and
5. Comprehension (understanding the meaning of what they read).

This approach advocated by the Deputy Director-General of Education is very much a concentration on skills, and ignores literacy as a socially situated practice. No literacy programme is effective if it marginalises some children. We note the number of IsiXhosa learners in the Western Cape Schools who do not have English as their mother tongue/home language, or Afrikaans. A belief in literacy as social practice implies that the attitudes, feelings, expectations, values and beliefs of all participants (children, families, teachers, education managers and community members) play a central role in the literacy process.

The Foundations for Learning Campaign (FFLC) launched by the DoE in May 2008 -2011 is a four-year campaign to create a national focus to improve the reading, writing and numeracy abilities of all South African children. It seeks to provide energy as well as direction and inspiration across all levels of the education system, as well as in homes and the public domain, to ensure that by 2011 all learners are able to demonstrate age appropriate levels of literacy and numeracy. The campaign is a national response to national, regional and international studies that have shown over a number of years that South African children are not able to read, write and count at expected levels, and are unable to execute tasks that demonstrate key skills associated with literacy and numeracy. The FFLC as an intervention is traditional orientated because of its emphasis on skills and competences, rather than adopting a social practices perspective. The FFLC serves a purpose as a national standardised tool.

The literacy identity of a lifelong learner, envisaged by the curriculum is of one who is a confident and independent, literate, numerate, multi-skilled and compassionate, who respects the environment and is able to participate in a society as a critical and active citizen (DoE 2002a:9). Moore and Hart (2007:15) criticise inappropriate teaching, systemic constraints and a progressivist OBE curriculum for problems with reading. They argue for the urgent need for systematic and explicit teaching of reading, such as scaffolding and more overt instruction across the curriculum and through the different levels of schooling. They assert that unless attention is paid to the explicit teaching and reading through all levels of schooling, schooling will continue to be a vehicle for widening inequality. They hold the introduction of progressivist outcomes-based curricula of C2005, the subsequent Revised National Curriculum Statements (RNCS 2002) and National Curriculum Statement (NCS 2006) responsible for the deepening crisis. (Moore &Hart 2007:16).

Problems within the South African system, according to Rose (2006), Pretorius (2002) and Macdonald (2002) all point to the devastating effects of a lack of explicit teaching of reading, such as how to apply reading strategies, how to read instructions, how to find the main idea, how to summarise and how to make use of own funds of knowledge. There is a difference between having skills and having strategies. The explicit teaching of reading, particularly beyond the first three years of schooling, is of vital importance, especially for learners whose experience confined them to decoding in their mother tongue (e.g. IsiXhosa) and then were left to their own devices to learn how to read in English. Grade 3, as the transition into the Intermediate Phase, demands more independent reading on the part of the learner in being able to access textbooks and worksheets, e.g. solve problems. In the meantime many teachers continue to feel overwhelmed by the range of demands placed on them by the

changing curriculum, the linguistic diversity in the classroom and particularly the administrative workload expected of them.

Moore and Hart (2007:27) explain that although the RNCS 2002 and the NCS 2006 are supportive of literacy development in theory, in practice there seems to be very little time to focus on these fundamental skills. Efforts to reduce the number of assessment tasks and related administration which take up a lot of time could go a long way to creating more space to engage in explicit and focused literacy support and development in the classroom. Explicit teaching, which involves teaching learners how to restate their understanding and how to articulate their thoughts, according to Moore and Hart (2007:28) should be made an urgent priority in schools at all levels. In their study they expose the consequences of a lack of explicit focus on literacy across the curriculum through all stages of schooling.

It is clear that the traditional view of literacy as decontextualised skills is not adequate in this day and age. Literacy is a complex issue and while government's intervention efforts are not producing the desired results in increasing the literacy levels of the learners, continued demands are being made on the FP teachers which are overwhelming them. For this reason, the implementation of a Social Constructivist and Social-Cultural approach with its emphasis on the development of language and literacy should be made an urgent priority.

2.1.3. Reconceptualization of literacy

This section will discuss how literacy teaching has been reconceptualised. As a result of globalisation, technological innovation and other social change, it is now required of literacy and literate practices to encompass a greater range of knowledge, skills, processes and behaviours than ever before. Society has moved away from a reliance on print toward digital technology, including sound, music, words and still and moving images argue Bull and Anstey (2007:1). Pretorius and Machet (2004:45) assert that the acquisition of literacy skills is the product of a set of socio educational circumstances that translate themselves into specific literacy environments for learners; in other words, they are also of the view that literacy is specific to the socio-cultural context of the learner's experience, life-world and prior knowledge.

Makin and Diaz (2002:306) highlight the influence of technology which has led to the dramatic shift in the way we define literacy; this has resulted in children reading laterally rather than sequentially. They caution that children's literacy skills are being undervalued and not taken into consideration in the classroom. Makin and Diaz (2002:326-329) cite The New London Group (1996), where they refer to two important changes in society that have influenced literacy education; the globalization of communication and the growth of

technology. These changes include the concept of literacy as social practice. Cope and Kalantzis (in Makin & Diaz 2002:36) state that as literacy practices change and expand, a socio-cultural approach accommodates the notion of 'multiliteracies' which incorporates other forms of representation, including visual images and gestures, as well as language. The New London Group (1996), argues that literacy has traditionally been used as a token of power and status, and that the definition of literacy needs to be broadened to encompass burgeoning new forms of literacy, and hence the conception of multiliteracies. To allay fears, they emphasise that pedagogy of multiliteracies is intended to augment existing teaching practices, rather than replace them.

It is further recommended that literacy should imply a meaning other than purely linguistic; in other words, not just a concentration on the development of language skills only, but that it also needs to incorporate visual, aural, gestural, spatial and multimodal meanings. Because of the major shifts in traditional perspectives on literacy, the multimodal nature of literacy practices (which includes access to DSTV, CD ROMs, IPODS, viewing animated cartoons, etc) extends the possibilities for what counts as children's literacy practices and for the need to value the diverse literacy experiences of homes and communities that the learners bring into the classrooms (Makin & Diaz 2002:35).

The nurturing of children's dispositions to become comfortable with the way in which they draw and represent their mental images is cited by Kress (in Makin & Diaz 2002:44), who makes a plea for encouraging children's dispositions towards the multimodal forms, for example, electronic games, play stations, CD ROMs, etc, that some of the learners encounter in their homes. He sees children as negotiating their way around a variety of multimodal texts. Makin and Diaz (2002:37) highlight the fact that children's literacy experiences at home and in the community are multimodal and global in nature to an extent previously unknown, particularly for very young children. Kress (in Makin & Diaz 2002:306-307) also sees children as competent interpreters of their social worlds. Bourdieu (in Makin & Diaz 2002:306-307) states that the habitus or values you exhibit are the dispositions you have developed, inclining you to behave in certain ways, how your language is used, and whether you have a rich vocabulary or a limited one. He argues that children do not necessarily develop literacy in the same ways.

With the shift in the definition of literacy teaching, there is now a need to extend the range of literacy pedagogy so that it does not unduly privilege alphabetical representations (only print), where the focus is purely a language one, but also brings into the classroom multimodal representations, and particularly those typical of the new digital media. This makes literacy pedagogy all the more engaging for its manifest connections with today's

communications milieu, according to Kalantzis and Cope (2008:1). They argue that literacy learning in the classroom will become more relevant and authentic to the diversity, both linguistically and culturally, that a number of our learners are exposed to. Literacy teaching will also contribute to preparing our learners to communicate and to read the world not just in a linear way but to acknowledge and respond appropriately to the digital changes taking place in our world.

Green and Dixon (1996:292) also refer to the perspectives on what constitutes literacy, and how these have changed dramatically. They argue that current positions on definitions of literacy tend to cluster around two major dimensions 'the individual dimension' and the 'social dimensions'. From the individual dimension, they argue that literacy is defined as a person's ability to read and write where literacy becomes a personal mental attribute to be used for individual benefit. In contrast, the social dimension sees literacy as a social practice and a cultural phenomenon. Perez (2004:27), in referring to the socio cultural perspective of literacy, cites Cazden 1988; Gee 1990, 2000; Heath, 1983; and Street, 1984, who also view literacy from a socio-cultural perspective and emphasise the ways that learners use language to achieve their goals. They also acknowledge the multiple literacies that some learners bring to the classroom as they construct learning, because of their access to, for example, CDs, cellphones, DVDs and cartoon network channels.

This section has focused on the need to broaden the definition of literacy which has as its emphasis the socio-cultural context of the learner that embraces multiple literacies, in contrast to the traditional notion of literacy as purely reading and writing, with its concentration on the printed word.

2.2. Recent approaches and practices in literacy teaching

This section will now describe the recent approaches and practices in literacy teaching which will be used as lenses in this study.

2.2.1. The New Literacy Studies

The New Literacy Studies (NLS) was a movement in the early 1980s that took part in a larger "social turn away" from a focus on individuals and their 'private' minds, towards interaction and social practice. The NLS (Barton 1994; Gee 1996; Street 1995; Heath 1983; Street 1984) are based on the view that reading and writing only make sense when studied in the context of social and cultural practices. The NLS, according to Street (2005:77), represents a new tradition in considering the nature of literacy, focusing not so much on acquisition of skills, as in dominant approaches, but rather on what it means to think of literacy as a set of social practices. It also acknowledges multiple literacies, and asks the question 'whose literacies

are dominant and whose are marginalised or resistant'. The NLS is based around the idea that reading, writing and meaning are always situated within specific social practices within specific discourses (Discourse). The NLS as social practice is rooted in social theory and concerned with discourse and power.

Baynham and Prinsloo (2001:84) cite Barton and Hamilton's (2000:1-15) characteristics of the NLS perspective on literacy as follows:

- Literacy is best understood as a set of social practices. These are observable in events which are mediated by written texts.
- There are different literacies associated with different domains of life.
- Literacy practices are patterned by social institutions and power relations, and some literacies are more dominant, visible and influential than others.
- Literacy practices are purposeful and embedded in broader social goals and cultural practices.
- Literacy is historically situated.
- Literacy practices change and new ones are frequently acquired through processes of informal learning and sense making, as well as formal education and training.

The NLS argues that literacy is not to be studied as an individual skill, but should acknowledge the social, cultural and political practices of the learners. School-based literacy practices should be integrated with the learners' homes, communities and society. The learners' backgrounds are to be respected both culturally and linguistically, and diversity is to be acknowledged. The seminal studies in the NLS acknowledge the work of Scribner and Cole (1981), Heath (1983) and Street (1984). These three works were responsible for the movement focusing on the 'social turn' in the literacy work that was birthed in the late 1980s and 1990s (Prinsloo 2005a:16).

Scribner and Cole (Prinsloo 2005a:9) viewed literacy as social practices. Different forms of literacy were highlighted in their studies with the Vai people in Liberia, and they observed that school literacy was only one of these forms. They emphasised the importance of context in which literacy was being practised, and for this reason, multiple literacies should be acknowledged and that literacy be studied as social practice. Scribner and Cole (1981) distinguished the difference between the cognitive effects of literacy as separate from the effects of schooling and other social practices. Scribner and Cole, cited in Prinsloo

(2005a:10), were the first researchers to introduce the term *practice* to conceptualise literacy. They stressed the fundamentally social and cultural practices rather than individualised and decontextualised acquisition of literacy skills. They also argued that schooling and literacy were not synonymous, because they were 'highly differentiated'.

Similarly, Shirley Brice Heath's *Ways With Words* (1983) is a study of the communicative practices of three local communities in a South Carolina town, carried out over a period of about ten years. This study highlighted the important role that the community plays in the acquisition of literacy and language. Heath argued too that the literacy event was contextually and culturally embedded. Heath (in Prinsloo 2005b:15) suggested that teachers should find out more about the communicative practices and traditions that children from different socio-cultural, linguistic and socio-economic backgrounds brought to school contexts, and to be aware that children's language and social behaviour often demonstrated the rules of communicative competence they had acquired successfully in their communities. Heath believed that to understand problems and challenges, such as in literacy teaching with struggling readers, there needed to be a focus on how communicative competence (Hymes 1972) was acquired in socio-culturally specific and complex settings.

Heath's work (1983, 2001) focused on the direct observation of the social practices of the learners. She viewed the teacher and learner as ethnographers of the practices of literacy in the community. She moved away from literacy as a formal practice in the classroom to multiple forms and practices of literacy in the community, and her focus was to see the effects social practices have on the learners in the school environment. Heath's findings from her observations were that learners from middle-class backgrounds were more likely to be successful at school because the values and practices in the home were similar to those at school. She also discovered that some learners were marginalised because their home social practices were not valued and acknowledged because they did not synchronise with the school's literacy practices, so they were continually disadvantaged. In other words, because their funds of knowledge were not accessed, their life experiences were ignored or not acknowledged.

Street's seminal ethnography, *Literacy in Theory and Practice* (1984), marked the shift in the field of literacy studies from an ethnography of communication to a more insightful understanding and examination of power relations. In that book, Street exposed the autonomous model of literacy which posits literacy as a decontextualised set of skills with universal application, as just another literacy ideology, one tied to specific views of the world and relations of power. Street (1984:1) used the phrase 'literacy practices' in order to focus on the social practices and conceptions of reading and writing. Street argues that the

autonomous model is a narrow, culture specific literacy practice and assumes a single direction. The NLS criticized the autonomous model for being inadequate, because according to Street, it makes assumptions that 'the cognitive consequences' will result in the learning or acquiring of literacy (Street & Lefstein 2007:116). Against these assumptions, Street poses an ideological model of literacy, which emphasises the social practices of reading and writing and argues that when we read and write we bring our prior knowledge, our life experiences and our socio-cultural funds of knowledge to our reading and writing, and all of these are rooted in conceptions of knowledge, identity and being.

Street, as cited in Street and Lefstein (2007) and Street (1984:41), argues that the autonomous model of literacy disguises the cultural and ideological assumptions that underpin it, and that the autonomous model imposed Western conceptions of literacy onto other cultures. He offered an alternative, namely the *ideological model* of literacy, which offers a more culturally sensitive view of literacy practices as they vary from one context to another. The ideological model posits that literacy is a social practice, and not simply a technical and neutral skill, and that it is always embedded in socially constructed epistemological principles. For this reason, according to Street (2001:8), literacy is always contested, both its meanings and practices, hence particular versions of it are always 'ideological'; they are always rooted in a particular world-view and a desire for that view of literacy to dominate and marginalise others (Gee 1990; Street & Lefstein 2007:42).

Gee (1990:67) was another proponent who viewed language and literacy acquisition as forms of socialization. In this case it meant socialization into mainstream ways of using language in speech and print and mainstream ways of taking meaning and of making sense of experience. Gee (1990:66) refers to the Heath (1983:235) assertion that in order for a non-mainstream social group to acquire mainstream school based literacy practices, with all the oral and written language skills this implies, these individuals must recapitulate the sorts of literacy experiences the mainstream child has had at home. This approach fits perfectly with Scribner and Coles' (1981) practice account of literacy. In line with Street's ideological approach of literacy, it claims that individuals who have not been socialised into the discourse practices that constitute mainstream school- based literacy must eventually be socialised into them if they are ever to acquire them. According to Gee (1990:67), discourse practices are always embedded in the particular world view of particular social groups; they are tied to a set of values and norms.

Prinsloo (2005a:25) cites Luke and Freebody's (1999, 2000) *four-resources model/framework* which encourages educators to think about how literacy is enacted and manifested in distinct ways in peoples' lives and shaped by the dynamics of social power. They challenge

educators to design pedagogies of multiliteracies that connect up with real and situated uses relevant to the lives of the social and cultural world of the learner that will encourage their learners to think critically.

The four-resources model explicitly considers the kinds of knowledge and practices children need to learn to acquire useful literacies. Freebody (1992:48) argues that to become a successful reader an individual must “develop and sustain the resources to play four related roles as; code breaker, text-participant, text-user, and text-analyst”.

To sum up, the NLS according to Street (2005:77) represents a new tradition in considering the nature of literacy, focusing not so much on acquisition of skills as in dominant approaches, but rather on what it means to think of literacy as a social practice. It also acknowledges multiple literacies, and asks the question ‘whose literacies are dominant and whose are marginalised or resistant’. The NLS is based around the idea that reading, writing and meaning are always situated within specific social practices within specific discourses.

2.2.2. The New London Group

The New London Group (1996:62) is a group of researchers, including C Cazden; B Cope; N Fairclough; J Gee; M Kalantzis; G Kress; A Luke; C Luke; S Michaels; and M Nakata, who met in 1994 to discuss the state of literacy pedagogy. They followed in response to the NLS because they suggested that the traditional conceptions of literacy were insufficient because they relegated literacy practices to a narrow set of ideologically motivated discourses that were too limiting for the contexts that learners are facing in the age of technology, according to the NLG (1996:1), where the focus is on the need to design and redesign. They called for a new approach to literacy because of the multiplicity of communication channels and increasing diversity, both culturally and linguistically. They also called for a reconceptualization of literacy, hence multiliteracies, as a broader view in contrast to the previous traditional view of language based approaches. They want literacy pedagogy to account for the context of diversity, for example the numerous cultures and texts, such as multimodal ones and not just those involving print. They view the issue of differences as of critical importance. They argue that culture, language and gender are not to become barriers to educational success.

The New London Group sees literacy education as it is currently being implemented as inadequate for the task of preparing learners for full participation in their working community and personal lives. They argue that the literacy curriculum needs to change to take into account the multiliteracies of the 21st century and the multiliteracies of the

learners' diverse linguistic and cultural backgrounds, hence a pedagogy of multiliteracies (1996:63).

They recommend that the literacy curriculum be organised around the concept of design, so that there is creative meaning making and transforming on the part of all who are involved in literacy. They view diversity and multiliteracies as resources in pedagogy. They argue that people have multiple overlapping identities because they belong to many different communities and use many different discourses. They see listening and reading as productive forms of designing because the listeners and readers make meaning by combining what they are taking in with their own experiences (Cope & Kalantzis 2002:9-37).

The New London Group views literacy in a much broader view compared to the autonomous model/prescriptive one, and hence their new approach to literacy pedagogy is referred to as "multiliteracies". They argue that the traditional approach to literacy is restricted to formalised, monolingual, monocultural and rule-governed forms of language (Cope & Kalantzis, Cazden *et al.*, 1996:61). The New London Group's *four part pedagogy of multiliteracies* assumes a teaching, learning situation that works at promoting learning conditions that will lead to acknowledging all of the interests that learners bring to the classroom and curriculum. The four critical aspects according to Street, Cazden, Gee, Kalantzis and Cope (1996:85-88) include:

- *Situated practice*: immersion and experience in meaningful and authentic practices in order to attain mastery, skills and knowledge of real-life practices through critical engagement of relevant and meaningful tasks.
- *Overt instruction*: developing a language and an understanding of how different modes of meanings work to represent reality in texts in order to enable students to gain a conscious awareness of and control over what is being learnt through their engagement with various texts and their interactions with other students and teachers.
- *Critical framing*: critical interpretation of the social and cultural context of particular design of meaning in order to help learners "frame their growing mastery in practice (from Situated practice) and conscious control and understanding (from Overt instruction) in relation to the historical, social, cultural, political, ideological and value-centred relations of particular systems" (The New London Group in Cope & Kalantzis 2002:34).

- *Transformed practice*: Transfer and creation and recreation of designs of meaning from one context to another. Learners apply what they have learnt and put this understanding to work in reaching their own goals and fulfilling their own values

The *four part pedagogy* will be used as one of the lenses in the empirical investigation of the role of the literacy teacher in the FP Grade 3 classroom.

To sum up, The New London Group's multiliteracies approach demonstrates that there is change taking place in the world, such as access to technology, for example computers and CD Roms, and that literacy teaching needs to address and negotiate diversity in the classroom, and for this, study the FP Grade 3 classroom.

2.2.3. The socio-cultural theory of Vygotsky

Lev Vygotsky (1896-1934) was a Russian psychologist whose aim was to bridge the gap between the social and psychological human aspects of behaviour. He worked in the 1920s and 1930s. He was concerned with the social origins of thought. In particular he traced how children's 'internal' thinking develops out of their social interactions with other people.

Vygotsky argued that children are social beings who develop and learn through their interactions with teachers and parents. The social milieu in which learners acquire literacy will influence their development. The main implication of Vygotskian theory for teaching is that learners need opportunities to learn with the teacher and skilled peers (Tiemensma 2007:21). This theory underlines the assumption in this dissertation that the role of the teacher is of vital importance in the literacy development of the FP Grade 3 learner, e.g. how the teacher guides, shapes and facilitates. Vygotsky asserted that the social and cultural context strongly influenced how children learn.

Socio-cultural theory is the concept that children learn through their relationships with other people, particularly in dialogue between each child and a more knowledgeable person. Vygotsky emphasised the importance of family, social interaction, adults and more capable peers, and that learning occurs first on the social level and then on an individual level. There are three major concepts constituting the socio-cultural theory: the zone of proximal development (ZPD), scaffolding, and the role of the adult. The distance between what a child can do independently (actual level) and what the child can do with assistance (potential level) is called the zone of proximal development, and influences children's learning when they encounter a problem to solve. Scaffolding is a support system between adults and children as they move along the learning continuum. The role of the adult can guide children's learning in many areas. Vygotsky viewed supportive learning as a socially mediated process that adults and more mature peers provide as children try new tasks.

Scaffolding is a belief of Vygotsky that uses parents and teachers as support mechanisms for learners; enabling them to accomplish more difficult things that they would not be able to do without collaboration. Performing tasks that one can already do does not help to increase knowledge. (Perez 2004:31-32).

Cumming-Potvin (2007:487) states that scholars have developed the metaphor of scaffolding from social-constructivist theory to describe how adults support children's learning through assistance. Identifying at least two developmental levels to describe children's learning and capabilities, Vygotsky (1978) in his seminal work explicated the metaphor of scaffolding. The first or actual developmental level indicates a child's level of mental functioning on an independent task; the second level measures a child's accomplishments with the assistance of others. The zone of proximal development, argued Vygotsky, was the difference between a child's independent and potential levels of functioning, the latter being triggered through scaffolding. To foster learning environments where students are encouraged to question language and respond critically to texts, scaffolding through a range of literacy strategies has become increasingly important for twenty-first century classrooms (Cumming-Potvin 2007:488). Types of scaffolding, according to Gibson (in Rodger 2004:108), would include, for example, offering explanations, inviting student participation, verifying and clarifying learner understanding, modelling desired behaviour, and inviting learners to contribute clues.

The difference between Vygotsky and neo-Vygotskians is that Vygotsky's theory argues that intellectual discovery is not only a development process, but a largely social process where the role of the adult plays a supportive role. Vygotsky viewed supportive learning as a socially mediated process wherein adults and more mature peers provide the strategies as learners try new tasks involving language. Neo-Vygotskians have a more practical application: while Vygotsky developed the theory, they are more practical in that learners are seen as active meaning makers and knowers, so that learning is accomplished through collaborative interaction and transaction as teachers share their expertise to guide and assist learners to construct their own understanding as cited by Pappas 2008:131 in Flood, Heath, and Lapp (2008).

Neo-Vygotskians, according to Rodgers (2004:109,123), differ from Vygotsky, in that they take his notion of learning and teaching further by suggesting strategies such as scaffolding and apprenticeship to support Vygotsky's learning and teaching theory.

Makin and Diaz (2003:18) suggest that the work of the Neo-Vygotskian scholars has foregrounded the social and cultural nature of literacy instruction and development, and refer to the work of Cazden (1988) and Moll (1990) and their new ways of thinking.

Neo-Vygotskians such as Wells (1999) and Wells and Chang (1992) with their socio-constructivist/socio-cultural perspectives and views, reflect conceptualisations about how teachers and learners work together so that knowledge can be seen as the joint construction of meaning. This classroom collaboration between teachers and learners represents a challenge to the long-lasting transmission oriented tradition in schooling. Based on Vygotskian's (1962, 1978) ideas that have been extended from others (Moll 1990, Wells 1999), learners are seen as active meaning makers and 'knowers' so that learning is accomplished through collaborative interaction and transaction as teachers share their expertise to guide and assist learners to construct their own understandings (Pappas 2008:131).

Calkin (2001:11) asserts that instruction that will help learners most is grounded in observations that acknowledge what they are already doing. Bruner (1978) describes the teacher's role as "scaffolding", Halliday (1975) speaks of it as "tracking", Vygotsky (1978) talks about working in the child's "zone of proximal development", and Clay (1985) speaks of the importance of sensitive observation accompanying each stage of teaching. Each of these researchers uses a different metaphor to suggest that teachers provide temporary support to enable a learner to work in ways that are a step beyond what the learner could do independently. "What the child can do in cooperation today he can do alone tomorrow. Therefore the only good kind of instruction is that which marches ahead of development and leads it; it must be aimed not so much at the ripe as at the ripening function" (Vygotsky 1962:104).

To sum up, Vygotsky's Socio-cultural theory supports the view that literacy acquisition is a socially mediated process when an adult/teacher or a more 'knowledgeable peer' provides the required assistance that a learner/peer needs in order to complete a new task, or construct new knowledge.

In the FP Grade 3 classroom the socially mediated process will occur when learners are given ample opportunities to share their knowledge through oral discussions, their drawings, and their own interpretations of stories, poems and dramatizations of work begun by the teacher.

2.2.4. Literacy within a social practices perspective

Current definitions indicate that literacy cannot be defined without taking into account the social and cultural context. More recently, researchers have suggested that a child's literacy identity is characterised by life and school-based discourse worlds that overlap and inform one another (Cope & Kalantzis 2002; Ryan & Anstey 2003). The ideal literate subject /learner, as constructed in the RNC (DoE 2002), is a critical and analytic reader and writer who will be a productive and responsible citizen. Findings show this is not taken up in schools. Rather, in the school the ideal literate subject has a good vocabulary, writes neatly, spells correctly and reads fluently with expression and comprehension. The emphasis on skills, like encoding and decoding texts, rather than meaning, creates a limited literate subject, argues Dixon (2007:ii), whereas a view of literacy from a socio-cultural theory of learning seeks to understand how children interpret who they are in relation to others, and how they have learned how to process, interpret and encode their world.

The Socio-cultural Theory of literacy is derived from Vygotskian (Vygotsky 1978) views that emphasise the social world where learning and literacy emerge. Literacy cannot be considered to be content free or context free, for it is always used in service of or filtered through the culture. Literacy is always socially or culturally situated, that is, the environment and purpose provide the socio-cultural context within which meaning is constructed. A socio-constructivist's framework of literacy rejects the view that literacy consists only of decontextualised linguistic skills (sounds of letters, knowledge of word, etc.) and that becoming literate requires the learning of discrete skills. Rather, it seeks to understand and acknowledge the cultural context of the learners. The notion of literacy as a set of autonomously transferable basic reading and writing skills gives way within a socio-cultural framework to a more functional, constructivist and culturally relative view of literacy as a situated social practice where knowledge construction is mediated by the teacher (Perez 2004:4-6). The social constructivist theory emphasizes the important role of social interaction in learning where the learners are given opportunities to co-construct through scaffolding by means of sustained conversation between the teacher and the learner.

The Social Constructivist Theory (Crawford 1995:81) contains the following assumptions and practices:

- Language and literacy are socially constructed.
- Language and literacy are culturally specific.

- There is no set of universal, invariant developmental stages.
- Literacy is based on the intent to make sense of social events.
- Young readers and writers engage in the same type of literacy processes, though at a less sophisticated level, as those engaged in by older children and adults.
- All children are perceived as ready to learn and as active sense makers.
- Reading and writing behaviours reflect their culture and are characterised by purposefulness and intentionality.
- It focuses on what children can do.
- Children do not acquire literacy but make sense of it by interpreting a complex network of signs and symbols.
- It advocates child initiated activities.
- Children in a literate, print orientated society are naturally interested in print and literacy.
- It discourages teacher directed, large group instruction.

Social Constructivists believe that the reading and writing behaviours of very young children are reflective of their culture, and are characterised by both purposefulness and intentionality, i.e. they will write about things that interest them and from their own experience, e.g. popular culture or fashion or cars, depending on the sex or the age group. Their research also indicates that the sense-making process that young children engage in is not qualitatively different from those engaged in by older children and adults (Crawford 1995:81).

Within the social constructivist and socio-cultural perspective, the role of the teacher is of vital importance. It is the teacher's beliefs and values that affect her performance in the classroom, because her assumptions will affect both the content and pedagogy of the curriculum; e.g. how the teacher shapes gender-racial identities. Current research and perspectives define literacy within a socio-cultural context, not just as the multifaceted act of reading, writing and thinking, but as constructing meaning from printed text within a socio-cultural context (Barton & Hamilton 1998; Gee, 1996, 2000; Heath 1983; Street, 1995).

Similarly, a critical perspective of early literacy builds upon many of the same assumptions as social constructivists theory, such as the emphasis on the social context of the learner, with awareness that the power bases within the socio-political contexts are not equal, e.g. see

Bourdieu 2.2.5. The critical perspective of literacy learning recognises that just as children come from different cultural backgrounds, so they also bring different primary home-based discourses to school with them. Children's primary discourses embody not only the language but also the behaviours, values and beliefs of their cultures, and these serve to identify them with particular social groups (Gee, 1996). Early literacy learning and the ways in which it is facilitated in school systems therefore become a powerful force in identity formation (Solsken in Perez 2004:34).

Views about what constitutes literacy must take into account the social practices and situations embedded in our daily uses of text. Previously, early research on literacy ignored the social context of the acquisition and use of literacy and treated it as neutral. The NCS 2006 and the OBE curriculum, with its emphasis on literacy as skills rather than literacy as social practice, has neglected the home language of many of the learners as they have moved in pursuit of a better education away from their townships and disadvantaged circumstances. The socio-cultural practices of these learners are not being acknowledged and valued sufficiently because the teachers are not equipped to teach in the home language of all their learners, since the language policy allows different language speakers, for example, Xhosa, French, or Portuguese in a Western Cape classroom.

In an increasingly pluralistic society it is important to recognise that literacy is not an autonomous cognitive practice, but is an interactive process where talk/oral/verbal/communicative competence plays a significant role in defining and negotiating meaning as readers and writers transact with text in a socio-cultural environment (Perez 2004:6).

The implications of the above are that the role of the teacher is of paramount importance in acknowledging the socio-cultural context of the learners in developing their language and literacy levels. For example, the FP Grade 3 teacher must allow for sufficient learning opportunities where learners are allowed to share their knowledge during oral sessions, through drawings and interacting with other learners, or dramatization activities where learners are given time to interpret and reinterpret their stories together as they construct knowledge and develop their literacy dispositions and identities.

It is clear that FP Grade 3 learners have to be exposed to stimulating reading material and literature that they can relate to as they construct knowledge and make meaning during their literacy development.

The FP Grade 3 teacher must provide literacy experiences that encourage and promote literacy as situated social practices that develop the literacy identity of the learners.

2.2.5. Bourdieu's social practice

Pierre Bourdieu (1930-2002) as a sociologist assumed all social practices are political enacting contested positions of power. Cumming-Potvin (2007:486) cites Bourdieu (1991) who refers to the relationship that exists between the type of cultural capital (that is, the experiences and ways of doing and thinking about things) which school should build upon that a learner brings to school and the way in which the curriculum could build on this cultural capital, by for example, if some of the learners' parents are hawkers, explore this area of expertise and knowledge in the lessons. Thus, acknowledging the socio-cultural context of the learners and affirming their literacy identities. (Bourdieu in Albright & Luke 2008:11).

For this reason the interconnections, between language and literacy as social meaning systems emphasise that literacy is never value free. Bourdieu's (1991) theory of social practice highlights the significance of language in constructing power relations according to Makin and Diaz (2002:306-307); in other words, whose language and experiences are being acknowledged and whose are being ignored in the classroom.

Bourdieu's *Social Practice theory* explores the ways in which social structures influence actors and practices, such as learners and the school system. So the question that needs to be asked is: how does the school system influence Grade 3's literacy levels? Bourdieu's theory suggests that we analyse literacy events with an eye to the ways in which historical and social forces have shaped a person's linguistic '*habitus*' or *disposition of the learner*, such as the values that impinge upon that person's/learner's actions in the moment. A social-constructivist view of learning acknowledges a wider social cultural field, such as the cultural capital theory of Bourdieu (1991) of learning and pedagogy.

Bourdieu's social and cultural power theory names the middle class as the advantaged groups who have more access to facilities than those who don't, such as the township schools versus the Model C schools. This is how educational practices are reproduced, dependent on the social and cultural power that is unequal. The social capital you have is dependent on who you network with, your membership, who you are related to, how you are validated, legitimated, acknowledged and valued. Children do not necessarily develop literacy in the same ways. They bring with them their different histories of privilege and disadvantage, what Bourdieu refers to as economic, cultural, social, symbolism and linguistic capital, and they also bring their sets of dispositions (*habitus*, ways of doing things unconsciously). Bourdieu sees social practice as the interaction between a *habitus* and situation/field. In other words, how to act/behave comfortably in a situation, how used to it

you are, how vocal you are, your acceptable language patterns, social graces - these all make a difference to how children are accessed, and to what they learn.

To sum up, the question that is asked is: how and what kind of social capital is each FP Grade 3 literacy teacher developing in the acquisition and development of the learner?

2.3. Summary

The traditional meaning of literacy is too limiting in its focus on skills which are often taught in a decontextualised way, with very little relevance to the life-world and experiences of the learners. In others words, insufficient attention is paid to the social-cultural context of the learners. In contrast, The New Literacy Studies, the New London Group, Vygotsky and Bourdieu have as their common thread in literacy the importance of the acknowledgement of the social cultural practices of the learner. They overlap in that a reconceptualization of literacy does not supplant the skills-based approach, but rather it augments it through its more balanced approach. A socio- cultural approach embraces other forms of representation, such as visual images and gestures, as well as new forms of literacy – multimodal, rather than just print.

This chapter has reviewed the literature of the traditional approach to literacy, with its skills-based approach. It has also reviewed the New Literacy Studies, which emphasises the importance of the context of the learner and community. In contrast the New London Group, reminds us of the need to remember that in preparing our learners we should redefine literacy as multiliteracies. This chapter has also focused on Vygotsky's socio-cultural and constructivist theory, which emphasises the significant role of the adult (the teacher) during the construction of knowledge and learning. In comparison the Neo Vygotskian theories focus on the provision of scaffolding and supportive strategies which the FP Grade 3 teacher is able to use during the acquisition and development of literacy. This chapter also reviewed Bourdieu's theory of social practice, which highlights the need to examine the social relations and to be aware of how power is reproduced during literacy instruction.

These lenses will be used to view the Grade 3 teachers in their teaching of literacy in the FP Grade 3 classroom. This study makes use of these theories with the hope that it will offer productive ways of thinking about the roles of teachers in promoting effective literacy practices.

In Chapter 3 characteristics of the effective literacy teacher will be discussed.

CHAPTER 3

CHARACTERISTICS OF THE EFFECTIVE LITERACY TEACHER

3. Introduction

This chapter will identify and describe the characteristics of the effective literacy teacher and how they impact and contribute to the literacy development and achievement levels of Grade 3 learners. The S.A. Concise Oxford Dictionary (2008:192) defines characteristics as 'typical or a feature of a person, place or thing.' For purposes of this study the typical characteristics of the effective Grade 3 literacy teachers will be described. The term 'criteria' is deliberately not chosen or used, because this suggests principles or standards by which something may be judged or decided. In this case study I am also describing the approaches used by the Grade 3 teachers during their teaching of literacy, and not judging them. As part of the literature studies, national and international studies will be reviewed and referred to in this part of the literature review.

Wharton-McDonald, Pressley, & Hampton (1998:102) and Hall & Harding (2003:315) have observed that there is a lack of systematic study of effective teachers and a lack of understanding of their practices and perspectives. Since 1990s, several researches such as Wray, Medwell, Fox & Poulson (2000); Block, Oaker & Hurt (2002); Morrow, Gambrell & Pressley (2003); Hall and Harding (2003); and Topping and Ferguson, (2005) began to determine what exemplary literacy teaching looks like or should be. Researchers in South Africa concerned with the role of the teacher in literacy teaching include the following: Kapp (2006); Banda, (2003); Donald *et al.*, (2003); Prinsloo and Stein, (2004); Pretorius and Machet, (2004); Stein and Mamabolo, (2005) Tiemensma, (2007); and Condy, (2008).

Mazzoni and Gambrell (in Morrow *et al.*, 2003:2) warn that although best practices can be described, they cannot be prescribed. They assert that best practices can only be achieved when knowledgeable, dedicated and reflective teachers adapt instruction to fit the strengths and needs of children in their classrooms.

The need for flexibility and astute judgement on the part of the effective FP literacy teacher in responding to the learners' diverse needs and language development will now follow.

3.1. Effective teachers and custom fit versus one size fits all

Literacy teaching is more complex these days; in other words, not a single prescriptive method or approach is sufficient, and therefore there is a need, a demand, for a custom fit - not a simple 'one size fits all' – approach. A 'custom fit' responds to the unique needs of each group of learners, where literacy teaching is practised as a mixture, an integration of learning areas of the curriculum, where it sees the value of linking reading and writing, where the learners' social cultural background is acknowledged and all of these are skilfully and seamlessly linked and adapted by the literacy teacher. Effective literacy teachers not only bring research into practice, but they also understand their students' strengths and needs as well as their cultural community, and adapt instructions to promote optimal learning in the fullest sense of what it means to become literate. According to Morrow *et al.*, (2003:12), effective literacy teachers constantly self question, reflect, teach and re-evaluate in order to inform their literacy teaching.

For Hall (2003:322) too, effective literacy teaching in the early years of school is far more than 'method'; rather it is a complex mix of philosophy, method, teacher development and school culture. She argues that from her reviews, effective teachers are eclectic in their approach to literacy teaching. She continues to suggest that we should question the validity of perspectives that seek to find a single best approach. The effective teaching of literacy, according to Hall (2003:322), cannot be packaged in teacher-proof scripts or prescriptive programmes on the assumption that 'one size fits all'.

Hall's (2003:323) reasons are supported by the view that learners nowadays are increasingly diverse, not just academically, but linguistically and culturally. This makes adopting a single approach to teaching literacy highly unlikely. This certainly is very relevant in the Western Cape schools, where Afrikaans, English, Xhosa, French and Portuguese learners learn together and mix together. In Luke and Carrington's (in Fisher *et al.*, 2002) view, a broader curriculum and cultural context is what literacy learning should be based on, rather than the pre-packaged literacy programmes found in most schools.

Similarly, Reid and Comber (in Makin & Diaz 2002:30) remind us that children bring different funds of knowledge; for example, their background knowledge and representational resources, such as choice of books, DVDs, music, movies and magazines, to the task of learning literacy, and cautions that a one size fits all literacy programme cannot work.

In the next section the focus will be on some of the instruction techniques that effective literacy teachers make use of to promote and increase the literacy levels of their learners.

3.2. Instruction techniques used by effective literacy teachers

In this section we will look at some instruction techniques that effective teachers make use of in their literacy lessons and teaching. These include: the provision of high quality reading instruction, teaching of problem solving and critical thinking, instruction in social interaction and collaborative opportunities for learning and the integration of transmission and constructivist models of teaching.

3.2.1. Provision of high quality reading instruction

Moore and Hart (2007:15), while they emphasise the importance of the first three years of schooling and the acquisition of literacy, support the view that there is an urgent need for systematic and explicit teaching of reading across the curriculum and throughout the different levels of schooling, and not just during the first three years. They refer to C2005 and the confusion created by OBE and the 'no need to teach reading'. Grade 3 represents the shift from Foundation Phase to Intermediate Phase where learning to read in order to read to learn will certainly improve the pathway to life and success. They assert that unless attention is paid to the explicit teaching and reading through all levels of schooling, schooling will continue to be a vehicle for widening inequality.

Literacy achievement depends crucially on the nature and quality of instruction that learners receive in the classroom states Condy (2008:610). She questions why some teachers are able to achieve high literacy rates with their learners, while others, working in the same school and the same environment, are not. Morrow *et al.*, (2003:61) recommends that there is a need to study exemplary teachers to determine how they became exemplary, because not enough is known about the delivery of instruction, in order to compare explicit approaches to more open, embedded approaches. Instruction in basic literacy skills would include vocabulary instruction, comprehension instruction, fluency instruction, writing instruction, instructional strategies, group work instruction, small group instruction and peer instruction, phonics instruction, phonemic awareness instruction and phonological instruction, scaffolded instruction, and word recognition instruction.

Pressley *et al.*, (1996:365) argue that effective primary reading teachers have a privileged understanding of literacy instruction because they are aware of the elements of their teaching, in part because their teaching is the result of many decisions about what works in their classrooms and what does not. The teachers in their study were chosen on the basis of their perceived effectiveness.

The section just reviewed has highlighted the need for the effective literacy use of explicit instruction in the acquisition and development of literacy teaching in the FP for the Grade 3

learner. How the effective teacher of literacy teaches problem solving and critical thinking as important practices for literacy teaching will now be discussed.

3.2.2. Teaching problem solving and critical thinking

Previous research by Wray *et al.*, (2000:82) also highlighted the need to acknowledge teachers' actual behaviours during the teaching of reading; such as, for example, questioning, which acts as scaffolds or as supports to help learners think at a higher level than if left on their own. Wharton-McDonald *et al.*, (1998:117) recommend that metacognitive thinking be encouraged in learners by asking them to explain how they arrived at a particular answer, and to name the strategies and clues they had used. This practice was encouraged to allow the learner to model his/her thought processes for the rest of the class, and in this way learn to solve problems and to think critically.

In some of the teaching practices that are used by some teachers of literacy, Hall (2003:317) asserts that effective teachers make extensive use of scaffolding, where they tune in to their learners' thinking and through careful monitoring of their learners' conceptions and misconceptions, intervene with the necessary assistance and challenge to think critically and to solve problems. Morrow *et al.*, (2003:15) also assert that children often need concentrated instructional support to learn important skills and strategies, e.g. how to solve problems and how to apply strategies, which they would have difficulty discovering on their own. They refer to the 'responsibility model,' which offers such support. In general the model describes a process in which students assume a greater degree for a particular aspect of learning.

Assessment is used as a scaffolding tool by effective teachers when they assess students' conceptual understandings, beliefs, and values, and link new ideas, skills and competencies to prior understandings. They also provide experiences that equip each child with sufficient background knowledge to succeed with literacy tasks. This principle is also consistent with Vygotsky's (1978) notion of 'zone of proximal development'(as discussed in Chapter 2) which suggests that optimal learning occurs when teachers determine children's current level of understanding new skills, new ideas and strategies that are at an appropriate level of challenge. The gradual withdrawal of instructional support is also known as scaffolded instruction because its 'supports' or 'scaffolds' are gradually removed as students demonstrate greater degrees of proficiency. The gradual release of responsibility and scaffolded instruction is consistent with constructivist principles when used with meaningful, authentic contexts. From a social constructivist perspective, literacy is a social act, argue Morrow *et al.*, (2003:15).

Block *et al.*, (2002) also emphasised that teaching abilities could have a greater impact on learner attainment in literacy, such as for example a teacher's awareness of the learners' needs and particular areas of learning that need improvement. The explicit teaching of skills provides a strong foundation for constructivist activities, such as literacy skills, problem-solving and collaborative skills, among others.

This section has emphasised the need to instruct and equip learners with the strategies to solve problems and to think critically in their literacy development in the FP Grade 3 learner. The next section will describe the importance of instructing learners in collaborative opportunities for literacy learning and development.

3.2.3. Instruction in social interaction and creating collaborative opportunities for learning

In a synthesis of research of cooperative learning, Slavin (1991) as cited in Morrow *et al.*, (2003:253) found that when teachers made use of cooperative learning it not only increased student achievement but also improved the learners' self concept and social skills. Research indicates that learners in cooperative learning groups have consistently shown greater achievement than those who participate in traditional grouping schemes.

Perez (2004:315) suggests that when learners collaborate and hold instructional conversations with peers and teachers about their learning activities, reading, writing and projects, they creating meaning together from a shared text that they may be reading, or construct a story, or collaborate at a computer as they construct a story for a writing activity. She observes that when groups work successfully at accomplishing tasks, a positive interdependence develops among group members. Smith (in Perez 2004:316) suggest that for culturally and linguistically diverse learners, the opportunity to build on each other's background knowledge, the face-to-face interaction and contextualization of the task and the social nature of the groups make cooperative learning an important strategy for literacy learning.

Makin and Diaz (2004:278) suggest that the effective teacher of literacy makes use of principles of collaborative learning such as shared purposes, shared goals and explicit guidelines for collaborative processes. Designing collaborative interactions is important in ICT, as learners can then learn from and with each other. Morrow *et al.*, (2003:1) report in their findings that what research reveals about literacy instruction should inform us as to how we go about the very important job of providing literacy experiences of instruction for our learners. They assert too that there is a need to acknowledge the collaborative and change-oriented nature of the field of literacy, and that there is a need to broaden the

traditional concept of literacy to one which embraces and validates the socio-cultural world and practices of the learners.

To sum up: a perspective of literacy as social practices acknowledges the need for opportunities in the classroom for structured social interaction through instruction for collaborative opportunities of learning that the effective literacy teacher provides.

The next section will discuss the value of astutely combining both transmission and constructivist approaches in the promotion of FP Grade 3 literacy instruction and development.

3.2.4. Integration of transmission and constructivist models

This section will describe the didactic value of integrating both transmission and constructivist approaches in the facilitation of literacy as social practice in the FP Grade 3 classroom.

Morrow, *et al.*, (1999:462-475) report that both transmission and constructivist models of learning were used by exemplary teachers in the study researched by them. Similarly, Morrow *et al.*, (1999:462-475) reported that a vast amount of research regarding early literacy instruction exists, which focused only on evaluating one method of instruction such as vocabulary or comprehension, whereas in contrast, studies of teachers – effective teachers, integrate different relevant and authentic real-life situations in their approaches to their literacy teaching. Their research proposed that studying exemplary teachers' practices and beliefs regarding construction models of learning, explicit instructional approaches and balanced perspectives, would meaningfully enhance all those who facilitate the acquisition and development of literacy instruction towards a better understanding of these issues.

Wharton-McDonald *et al.*, (1998:103) support the view that the voice of the teachers – including their personal theories and specific patterns of practice - must be heard, because previously they were omitted from research. They highlight the complexity of primary literacy instruction and support the conclusion that effective primary school literacy instruction is a balanced integration of high quality reading and writing experiences and explicit instruction of basic literacy skills. Wharton-McDonald *et al.*, (1998:103) report that in their research the teachers made use of balanced instruction and whole language practices. Integrating whole language and skills instruction has great potential for developing competent readers and writers. All of the teachers, according to their study, made use of a mixture of direct skills instruction and 'authentic' whole language type activities. All the activities were also meaningfully linked to ongoing themes.

This section has looked at the instruction techniques that effective teachers make use of in their literacy lessons. It has identified the importance of providing reading instruction, the need to teach problem solving strategies and critical thinking, emphasised the facilitation of collaborative learning and highlighted the need to balance transmission and constructivist approaches in the development of literacy as social practice.

Some of the social practices that effective literacy teachers use in their FP Grade 3 literacy classes will be discussed in their pursuit to develop their learners' literacy dispositions and identities.

3.3. Practices of effective literacy teachers

While the previous section has focused on some instruction techniques of the effective teacher, this section will now focus on how practices such as the skill of questioning, the creativity and innovativeness of the teacher, the integration of the curriculum, literacy and language, and the teacher's teaching behaviour contribute to increasing the literacy levels of the learners.

3.3.1. The skill of questioning

Previous research by Wray *et al.*, (2000:82) highlighted the need to acknowledge teachers' actual behaviours during the teaching of reading, such as, for example, questioning, which acts as scaffolds or as supports that help learners to think at a higher level than if left on their own. Similarly, Block *et al.*, (2002) also emphasised that teaching abilities could have a greater impact on learner attainment in literacy, such as, for example, when the teacher is aware of the learners' needs, and particular areas of learning that need improvement. Through questioning, the teacher is able to increase the literacy skills such as higher order questioning, rather than just recalling facts.

3.3.2. The creativity and innovativeness of the literacy teacher

Tiemensma's (2007:73) research on the facilitation of voluntary reading in the development of a supportive literacy environment emphasises the creative role of the literacy teacher in demonstrating literacy concepts relating to the reading and writing processes. The role of the effective teacher should be of one who provides high quality reading instruction, such as, for example, introducing learners to stimulating literature material and literacy lessons which include appropriate and relevant themes and topics being taught, and which demand careful preparation and planning.

Prinsloo and Stein (2004:68) view the classrooms as sites of early literacy practices which should be regarded as complex, multi-semiotic communicative environments, rather than

viewed as 'black boxes', which according to my understanding are structured, closed, predictable and programmed compared to being transformative, designing and redesigning creative classrooms. These 'multi-semiotic environments', according to Prinsloo and Stein (2004:68), are in sharp contrast to the 'reading readiness' position. They argue that the differences result from how the teachers in each site invent their activities around literacy differently, despite following the same broad curriculum. In other words, what is being produced by children and what is being modelled for the learners by their teachers will influence their literacy development as competent and independent readers and writers.

The teachers' use of imagination, their creativity and their links with the social cultural context of their learners all contribute to influencing the literacy development of their learners in a very positive way. Prinsloo and Stein (2004:82) argue that the way in which different teachers engage with literacy pedagogy has important consequences for the kinds of readers and writers these children will become, both within school environments and as independent readers outside of school.

To sum up: this section has focused on the dynamic, creative role of the teacher in providing authentic literacy practices that will contribute to the development of the literacy identities and social practices of the learners.

3.3.3. The skilful integration of the curriculum, literacy and language

The skilful integration of the curriculum, literacy and language, demands careful planning and preparation and insight in contrast to a decontextualised approach, which ignores the cultural and social lives of the learners.

Hasset (2008:295), in advocating her *multi dynamic literacy theory*, emphasises the role of the teacher in choosing the best materials and approaches to meet the learners' literacy needs, as well as their socio-cultural contexts for learning. She places great emphasis on the use of language and literacy in early literacy instruction, rather than a decontextualised skills approach, which she refers to as 'scripted instruction'. Hasset (2008:295) supports a *socio-cultural approach* in the teaching of language and literacy where reading skills and methods do not stand on their own, but where they are 'dynamically reinvented' to fit specific socio-cultural contexts that demonstrate the FP teachers' skilful integration of the curriculum, literacy and language. A *Thematic Approach* is viewed by Joubert *et al.*, (2008:300) as a way of integrating learning experiences or learning units such as literacy and language with a theme from the learner's world to make it relevant to him or her, and thus easier to understand.

To sum up: the practice of integrating the literacy and language skills, such as listening, speaking, reading, writing and reasoning, with the curriculum in a relevant and authentic way, has great didactic and pedagogical value when it promotes the learners' literacy development in a culturally sensitive manner.

3.3.4. The exercise of the teachers' beliefs, judgement, integrity and teaching behaviours

Block *et al.*, (2002:178-183) in their study also support the view that what students achieve in literacy depends greatly on the instruction they receive, the classroom context created and actions taken by the teachers. Similarly, when reviewing the evidence of their study, Hall and Harding (2003:125) discovered that the skill of the teacher is critical, regardless of the many curriculum approaches and packages that have been found both to work and to fail. Pressley (2006:11) also asserts that excellent teachers learn from experience what works and what does not work, and that they use only what works.

Fehring (2003:27) explains that the practice of asking teachers to articulate their beliefs, their classroom routine and the relationship of these activities to theoretical foundations should be viewed for their beneficial nature. She argues that if teachers are encouraged to articulate what is effectively their internalised reflective knowledge, not only will they develop their professional competence to relate practice and theory, but they will also build up their knowledge base by sharing judgements.

When skilful, knowledgeable and dedicated teachers are given the freedom and latitude to use their professional judgement to make instructional decisions that enable children to achieve their literacy potential, then optimal assessment and instruction can be achieved, regardless of how well a particular practice is shown to be effective by research, assert Morrow, *et al.*, (2003:13).

Topping and Fergusson (2005:125) in their study of effective literacy teaching, highlight the importance of integrity and the preferred teaching styles or behaviours of teachers. They caution that when identifying effective programmes for raising literacy standards, the effectiveness of the programmes could vary greatly according to the implementation thereof, depending on the integrity of the teachers concerned. Topping and Ferguson (2005:125, 141) in their research further explored whether highly effective teachers of literacy used teaching behaviours that were independent of any specific programmes, whether these were consistent between teachers and different contexts and whether teachers' perceptions corresponded with observations of their behaviour. They discovered

that teachers are sometimes aware and sometimes not aware of what they do, and sometimes aware and sometimes not aware of what they do not do.

In the study of Hall and Harding (2003), they concluded that effective teachers of literacy had a wide and varied repertoire of teaching practices and approaches, and supported the argument that more studies were needed to explore the characteristics of effective teachers in general and literacy teachers in particular.

To sum up this section: the effective literacy teachers' practices of questioning as a scaffold has been described, the importance of the teacher's creative use of imagination when planning, preparing and implementation of the lessons has been demonstrated, and the role of the teacher when choosing resources and approaches when meeting the needs of the learners' learning abilities and socio-cultural contexts were noted.

3.4. The effective literacy teacher and the social cultural context

Literacy cannot be considered to be content free or context free, for it is always used in service of or filtered through the culture. Thus, literacy is always socially and culturally situated. A socio-cultural constructivist framework of literacy rejects the view that literacy consists of decontextualised linguistic skills (sounds of letter, knowledge of words; etc.) and that becoming literate requires the learning of discrete skills. The notion of literacy as a set of autonomous, transferable basic reading and writing skills gives way within a socio-cultural framework to a more functional constructivist and culturally relative view of literacy as situated social practice. In an increasingly pluralistic society it is important to recognise that literacy is not an autonomous cognitive practice, but is an interactive process where talk/oral/verbal plays a significant role in defining and negotiating meaning as readers and writers transact with text in a socio-cultural environment (Perez 2004:6).

Smith (1989:353) suggests that individuals become literate not from the formal instruction they receive, but from what they read and write about and who they read and write with. He stresses that the methods of instruction and the social context (i.e. the situational, cultural, and linguistic milieu in which people interact) of the learning situation must be rethought. I agree with this view too that literacy does not occur within a vacuum; it is a socially located and contested activity, and sixteen years into our democracy in South Africa, demographic shifts are a reality, particularly in the Western Cape where this research is situated.

The value of English literacy is the focus of Kapp's research (in Thesen & Van Pletzen 2003:32) where she highlights two senior teachers' classroom constructions of English literacy. She illustrates how these teachers' notions of appropriate English literacy are

inextricably bound to their constructions of their students as border-crossers: how teachers view learners who associate English with social mobility, and see it as a means to transcend the poverty and violence of the township while still maintaining their Xhosa identity. Kapp supports the view that the teachers' ways of valuing, thinking and talking about English (Gee 1990 & Pennycook 1998) are strongly connected to socially situated attitudes and notions of the value of English literacy.

For Banda (2003:124) it is not just the use of English that is of critical concern, but more so a failure to utilise the multilingual situation and multiliteracies to the benefit of the Black learner. Banda also calls for an awareness of the value of local literacies and the uses of everyday literacy practices for the acquisition of more powerful standard literacies. He supports Gee's (2000:50) call for 'communities of practice', where there is an alignment and merging of local literacies and schooled literacies. In this way learners would then become aware that the diverse local cultures and literacy practices are resources for more powerful literacies, and that there is no need to be embarrassed by them but that according to Banda (2003:127) everyday literacy practices could become windows or stepping stones to educational discourses.

Makin and Diaz (2002:6) argue that language and literacy are learnt in meaningful, goal-directed, socially specific situations, and that we should acknowledge that literacies are changing and multiple, and that teaching literacy as a one skill based on print is insufficient for the twenty-first century. They define literacy as social practice and direct us to examine the social situations we provide in early childhood settings to enable each child to demonstrate and extend their literacy.

Children today experience a different kind of world from that of their early FP teachers. The world has changed; there is more exposure to visual literacy, digital technology, iPods, CDs, videos and more access to popular culture. We need to recognise that different kinds of pedagogy and curriculum are required for successful literacy education – such as the availability of books, authentic texts and materials from the community. All the latter resources, in addition to the 'class' reader will have to be used in helping the learners to become critical and independent readers, writers, thinkers and constructors of meaning from as early a period as possible.

Development in literacy occurs through generating learning activities and texts that have immediate meaning and utilitarian value to the children in their particular community contexts state (Donald *et al.*, 2003:485). Also in Stein and Mamabolo (2005:38), we read how literacy became more meaningful for a teacher when the connection was made between

home and school, and the impact it had on her children and her approach to the teaching of literacy. Her literacy pedagogy approach now moved from a focus on classroom-based instructional procedures to a more ecological model, which according to Barton (1994:29) takes as its starting point the interaction between individuals and their environments. This then meant working with local cultural practices and community needs as well as school models in a more local mix, in an effort to make the culture of her classroom more authentic. Through a reconceptualization of the whole literacy programme within her specific context, she creatively engaged with these dilemmas, bringing new meanings to this situation, which moved beyond autonomous models to more inclusive ecology-based literacy pedagogies. Stein and Mamabolo (2005:41) explain how one teacher tried to create a world in which literacy could occur through taking forms of social action; by engaging with the learners on issues that were of importance to them about their culture and identity in relation to their home backgrounds and the use of their language outside of the classroom.

Prinsloo and Stein (2004:82) in their study argue that the way in which teachers engage with literacy pedagogy has important consequences for the kinds of readers and writers the learners will become, both within school environments and as independent readers outside of school. They also suggest that literacy pedagogies, which interact productively and sensitively with indigenous local forms of knowledge, could be important starting points, for example by helping learners to feel that their experiences are valued and also to provide opportunities for the learners to critically reflect on these experiences. Similarly, Hasset (2008:295) also argues that the socio-cultural contexts for learning are important, and that it depends on the flexibility and judgement of the teacher to choose the best materials and approaches when meeting the literacy needs of the learners.

Literacy can marginalise groups of children through privileging certain types of texts, and we have seen this happening in the past. Barrat-Pugh (in Makin & Diaz 2004:5) offers insights into children as writers, and explores children's writing practices as mediated by ethnicity, class and gender. Adopting a perspective of literacy as social practice implies that different issues will be part of different realities. It is of crucial importance that critical literacy be explored as a way of extending children's literacy learning, by making use of popular culture, media and digital texts. Whilst one is aware of the inequalities in the access to schooling, many of the learners in the Western Cape do have access to television and access to DSTV offering cartoon networks, Disneyworld, etc. These learners should be given opportunities to become more discerning and critical about the messages regarding the use or abuse of power that are being conveyed via super heroes e.g. Ex Men, Ben Ten and Bakugan.

Similarly, the preparation and introduction of learners to multiple literacies is strongly supported and advocated by Tierney and Readance (2005:1). They suggest literacy programmes that are designed to prepare students for the multiple literacies that already exist in the day to day experiences of their lives as they enlist digitally based technologies and other text forms in a multilayered and multimedia world.

In order to avoid reading and writing as school subjects which bear little relation to the reality of the learners' world, Cairney (1995:47) also supports the view that one learns about literacy within a social context, as an extension of relationships with other people. Giroux, as cited by Cairney (1995:47), warns as well that far too often literacy is a process of initiating the poor and underprivileged into the dominant cultural tradition.

In Pretorius and Machel's (2004:45-47) study of the socio-educational context of literacy accomplishment of lessons for reading in primary schools in disadvantaged schools, their findings indicated that the acquisition of literacy skills is the product of a set of socio-educational circumstances that translate themselves into specific literacy environment for learners. In other words, there is a strong interrelationship between school and the home environment. In this study they also explored some of the literacy practices and perceptions of the FP teachers. They argue that teachers constitute an important component of the social context.

Literacy is not context free. Literacy as social practice directs us to examine what social situations we provide in early childhood settings to enable each learner to demonstrate and extend their literacy learning, so that alienation is avoided and that we go beyond understandings of literacy as pre-reading or pre-writing, listening and talking, and rather include the variety of literacy practices with which we engage and through which we construct meaning in our social lives. A view of literacy as a skill promotes the belief that literacy is neutral. A singular view of literacy does little to acknowledge the connectedness of literacy factors such as ethnicity, race, age, class, occupation, gender or geographic location.

The implementation of inclusive education, too, makes one aware of the need to help all of our learners become as fully literate as possible to be able to relate to the world and, according to Paulo Freire, "read the world". In order to be relevant, teachers today need to be encouraged to embrace best practices in pedagogy and technology and to integrate these into the social environment of the classroom. Teachers must be able to understand literacy learning well enough to adapt the learning environment, materials and methods to particular situations and students in order to foster literacy development (Morrow *et al.*, 2003:3).

3.5. Summary

This chapter has identified and described the characteristics of the effective literacy teacher and how they impact and contribute to the literacy development and achievement levels of Grade 3 learners. The delivery of the teachers' instruction techniques, such as the explicit teaching of reading, the teaching of skills, the use of scaffolding, the facilitation of collaborative learning, the integration of transmission and constructivist models of teaching were described. The implementation of the practices of the effective literacy teacher, through the skill of questioning, the creativity and innovativeness of the literacy teacher, the integration of the curriculum, literacy and language, and the teacher's beliefs and teaching behaviours were explored. The acknowledgement of the social cultural context by the teacher, such as the validation of local literacies, the exposure to multiliteracies, and the role of critical literacy were examined.

The literature review in this chapter has focused on the role of the effective teacher in the mediating of literacy instruction skills and strategies, the implementation of relevant literacy practices, and the crucial acknowledgement of the socio-cultural context in contributing to the literacy development and identity and disposition of the Grade 3 learners in becoming competent readers, writers and thinkers.

In the next chapter, the research design and methodology will be discussed.

CHAPTER 4

RESEARCH DESIGN AND METHODOLOGY

4. Introduction

This chapter describes the research design used in the empirical investigation. It includes the sampling of participants and procedures for data collection by means of two classroom observations per teacher, three individual semi-structured interviews and the written work of learners. It also describes how data was analyzed. The research followed primarily a qualitative approach to describe the approaches that FP Grade 3 teachers use to promote effective literacy teaching. The aim was to explore in detail the approaches that FP Grade 3 teachers use to promote effective literacy teaching. Understanding was acquired by observing, analyzing and narrating participants' meaning of their literacy practices, beliefs, perceptions, behaviours, etc. This aim is consistent with qualitative research which is concerned with understanding the social phenomenon from the participant perspectives (Babbie, 2004:281).

4.1. Research design

This section explains the planning of the pilot study, the compilation of the interview schedule with its open-ended questions, how permission was sought and obtained to conduct the research, and the selection of participants.

4.1.1. Literature study

The researcher used both primary and secondary sources to provide a background to the empirical investigation. Primary sources are regarded as original written material of the author's own observations and experiences according to De Vos *et al.*, (2005:315). In this study, the researcher also made use of journal articles, books and research reports. The secondary sources which were used are reviewed articles and reports, newspaper articles and the internet.

4.1.2. Empirical investigation

McMillan and Schumacher (2001:14-15) distinguish between qualitative research and quantitative research designs. Quantitative and qualitative refer to distinctions about the nature of knowledge: how one understands the world and the ultimate purpose of the search. The form of data presentation is often the most obvious distinction: while

quantitative research presents statistical results, qualitative research presents data as a narration with words. In this research, a qualitative design was used to describe the approaches of literacy teaching by FP Grade 3 teachers. The research was concerned with understanding the literacy practices of FP Grade 3 teachers, and how they are able to intentionally promote and mediate literacy acquisition among their learners. Thus, the inquiry aimed to describe effective teachers' approaches as they were executed in the FP Grade 3 classroom.

4.1.3. Pilot study

The pilot study, according to De Vos *et al.*, (2002:210), is one way in which the prospective researcher can orientate himself to the project he has in mind. The pilot study forms an integral part of the research process. Its function is the exact formulation of the research problem, and a tentative planning of the *modus operandi* and range of the investigation. Blanche and Durheim (1999:298) state that pilot studies may take on two distinct forms, depending on the nature of the research. The first type is more "free range", in which open-ended questions are asked and participants' opinions about the study are used to improve the research. This type of pilot study is useful in exploring the potential issues pertinent to the study prior to a more structured format being put into place. The second type of pilot study is more structured.

In this study the researcher used a more 'free range' one in order to ascertain certain responses and to determine whether the relevant data obtained would relate to the research question. During the actual study the semi-structured interview used a set of predetermined questions to engage the participants.

4.1.4. Permission

For research conducted at an institution, such as a university or school, permission and approval for conducting the research should be obtained before any data are collected (McMillan & Shumacher 1997:195). Thus, before the researcher visited schools, permission was sought from the relevant administration to carry out the research and gain entry into the three schools. The researcher drafted a letter (Appendix 1) to the Western Cape Education Department to ask for permission to conduct the research. Permission was granted on the condition that official programmes and classes were not disrupted. The researcher was also required to submit a one page description of the research project that would be investigated (Appendix 2).

The researcher then visited the school principals of the selected schools with the letter of approval from the Western Cape Education Department (Appendix 3). These letters were

personally delivered. The principals agreed verbally to the researcher's request. The researcher obtained permission from the Director of Research in the Western Cape Education Department, as well as the Circuit Inspector and the School Principals to conduct the research, because the study included observing the teachers during school hours and conducting the interviews at a convenient time that would not disrupt the learning time of the learners or the school programme.

4.1.5. Selection of participants

The qualitative researcher seeks to understand a phenomenon as it occurs in its broader context. In the case of this study, three primary schools were purposefully selected from the same socio-economic area. They were also all conveniently located for the purposes of this study.

The three schools are from the Kensington area, a suburb of Cape Town. The schools are well-established in the community. Two of the schools are better resourced than the third one. At the third school most of their learners commute to the school by bus, taxi and train, and 60% of their learners are Xhosa-speaking from the Langa and Khayelitsha communities. These three schools have a good reputation in the area and have a good supportive partnership with the immediate neighbouring community. The playgrounds are all neat and tidy and securely fenced. Discipline is maintained and there is a healthy work ethic displayed at these schools. The mission and vision statements of the three schools demonstrate sound educational and moral values. The three principals and teachers were very cooperative about the research study. The teachers are suitably qualified and their classrooms are reasonably well resourced, with stimulating environments. The socio-economic status of the parents at these three schools ranges from either unemployed, dependency on social welfare payments, self-employed or lower income, to some professional classes.

4.1.5.1. School 1

At school 1, 85% of the learners have English as their first language; the rest of the learners have Afrikaans, Swahili, French or Xhosa as their home language. Learners attend school by means of private transport or walk to school. The school has a warm, welcoming atmosphere, where a Christian ethos is present. The learners who attend this school have parents who are low middle income earners. They are established families in an established and settled community. School fees are about R880 per quarter. Fundraising efforts occur with the parents' approval and involvement of the staff. School 1 has a good relationship with its parents, where they are supported in many creative ways because they see themselves as partners, and collaborate well together. Teachers make appointments with

parents if there is a problem with the child, and they turn up readily. Teachers also call parents at home.

Resources are also received from the School Governing Body, the DoE and parents' companies which sponsor the school. School 1 has two computer laboratories and a store room of books. Each teacher has a collection of books in his/her class that he or she can monitor and control. The school is securely fenced. It paid for its own security fencing, and because of vandalism a costly alarm system was also installed.

4.1.5.2. School 2

School 2 has a beautiful garden with many colourful flowers. The playgrounds are neat and clean. The entrance to School 2 is welcoming, with plant containers beautifully painted. 60% of the learners have English as their home language, 26% Afrikaans, and 4% Xhosa as their home language. The school is in a residential area, with a good reputation and a long waiting list. The parents of the learners who attend this school are from the working class; the majority work in commerce, have office jobs, or are in domestic service. Many depend on a child grant, and about 20% of the parents are unemployed. Parental involvement is fairly good, and fundraising is supported by means of activities such as surf walks, school fetes and school concerts, which are held regularly. School 2 has a well known choir, with an excellent reputation.

The financial management of the school is supported by its fundraising to supplement school fees. The school has two computer laboratories. There is no science laboratory. School 2's religious values and philosophy have helped the surrounding community to see the protection and safety of the school building as its joint responsibility.

4.1.5.3. School 3

School three is neat and tidy in appearance. The entrance to the main building displays work of the learners, laminated messages and notices. This school is in an industrial area and is surrounded by many factories. At School 3, 60% of the learners have Xhosa as their home language, 20% English, 15% Afrikaans, and 5% of the learners are foreigners-who have French and Portuguese as their home language.

The majority of the learners commute from Langa and Khayelitsha in order to get a better education. Geographically, school three is closer to taxi, bus and train routes. Many of the children are from informal settlements. The parents are mainly single parents, many receive social welfare grants, and many are unemployed. Some of the work of the parents includes domestic service or factory work; office based workers are in the minority. Some of the

employers of the parents sponsor their learners at the school. Poverty is a stumbling block in the contribution to resources and payment of school fees; however, fees are paid by the learners who have both parents working.

Fundraising is a problem at this school because of transport and the use of a travelling clip card which only extends till Friday. School 3's parental involvement is not very satisfactory because of distance, the language barrier, and low levels of literacy. School 3 has a good reputation in the townships because of the upward mobility of Xhosa speaking learners. The school is proud of the linguistic progress they are making. By Grade 3 most learners can speak English. They make use of peers to do interpreting and translating.

4.1.5.4. Why FP Grade 3 teachers were selected

The FP Grade 3 learners and teachers were chosen because of the concern about the low literacy level results and also because Grade 3 is the exit grade from FP to the Intermediate Phase. This is considered an important shift.

In this study, the researcher selected three Foundation Phase Grade 3 teachers in the Kensington area, in the Western Cape. The researcher asked the principals of the three different schools to select the FP Grade 3 teachers whom they perceived to be effective literacy teachers, who would be most able to provide the information about the phenomenon under investigation. In view of this the researcher used a sample of only three teachers to take part in the study. This is considered an adequate sample for reliable data analysis in qualitative research. However, it was envisaged that the data collection would continue until the data were saturated.

In this investigation the researcher made use of purposeful sampling which McMillan and Schumacher (2001:598) define as a strategy to choose small groups or individuals likely to be knowledgeable and informative about the phenomenon of interest. This would include a selection of cases without needing or desiring to generalise to all such cases; and for this study it would refer to the three FP teachers.

In a case study the sampling process is purposive rather than random, according to Babbie (2004:183-184). In this type of sampling the researcher selected cases that would provide contrasting experiences (De Vos *et al.*, 2002:275). The purpose of the case study is to learn and discover. This is what this study hoped to do; to explore and describe through detailed, in-depth data collection methods, involving multiple sources of information that are rich in context. These included the interviews, documents (for example in this case study the written work of learners) and classroom observations.

As such the researcher needed access to and the confidence of participants. Babbie (2001: 285) points out that case study researchers in contrast with grounded theorists, seek to enter the field with knowledge of the relevant literature before conducting the field research. This is what the researcher did in her preparation.

4.2. Researcher's role

The researcher recognised the possible influence that she could have on the responses of the participants. She is familiar with the schools visited in the Kensington area, and her familiarity with the participants and her own experience allowed her to establish a relationship of trust with the participants.

4.3. The research instruments

Data collection methods refer to the tools of research. In this research, interviews, classroom observation and written work of learners were used as data collection methods.

4.3.1. Interviews

In this study, semi-structured interviews were used to gain a detailed picture of the participants' beliefs about or perception of their approaches to effective literacy teaching. An interview schedule or guide (De Vos *et al.*, 2002:302) provided the researcher with a set of predetermined questions that were used as an appropriate instrument to engage the participants.

Producing the interview schedule beforehand forced the researcher to think explicitly about what was hoped the interview might cover. The researcher anticipated possible difficulties that might be encountered in terms of question wording or sensitive areas, such as making provision for open-ended, unbiased and non-judgemental questions to allow the participants to express themselves freely.

This took time and thought. Having determined the overall issues to be covered in the interview, the researcher had to think about the broad range of themes or question areas to be covered in the interview. These were then arranged in the most appropriate and logical sequence.

De Vos *et al.*, (2005:296) sees the semi-structured interview as a method to gain a detailed picture of a participant's beliefs about, perceptions and accounts of a particular topic. The semi-structured interview schedule consisting of 22 open-ended questions was prepared to gain insight into the FP Grade 3 teachers' approaches to literacy in this qualitative study.

4.3.1.1. Administration of semi-structured interview schedule

The researcher met with each individual teacher at a convenient time and place where the teacher was reminded again of confidentiality and honesty.

The responses were recorded by the researcher manually as field notes in a chronological manner.

4.3.2. Participant classroom observations

Participant observation is described as a qualitative research procedure that studies the natural and everyday setup in a particular community or situation. De Vos *et al.*, (2002:280-281) use the term participant observation, rather than simply observation, since they suggest that all forms of observation are basically similar and depend to a greater or lesser extent on participation because of the direct contact with the subjects of observation. Participant observation, according to them, is typical of a qualitative paradigm, which implies that data cannot really be reduced to figures. They recommend that an unobtrusive role be taken by the observer/researcher in order to achieve the objectives of the study.

Participant observers do not generally test predetermined ideas and do not develop hypotheses prior to the inquiry, because an open-ended and naturalistic approach is followed (De Vos *et al.*, 2002:281). The researcher encouraged a healthy and professional relationship with the teachers so that the quality of data could be enhanced throughout the project.

De Vos *et al.*, (2002:289) propose the following advantages of participant observation:

- By observing in an unobtrusive manner, the researcher will achieve the most objective experience of the community.
- It gives a comprehensive perspective on the problem under investigation.
- It aims at in-depth investigation of a problem under investigation and is of a qualitative nature. This is of special importance in cases of studying the attitudes and behaviour patterns of respondents in their natural situation.
- It can be utilised if the researcher has a good chance of gaining access to the field.

4.3.2.1. *Conducting the classroom observation*

In participant observation the gathering of data boils down to the actual observation and the taking of field notes, which should consist of everything the researcher sees and hears. Field notes should contain a chronological description of what happens to the setting and the participants (De Vos *et al.*, (2002:285). The field notes should be written up in well formulated reports at the first available opportunity. The researcher carefully observed the Grade 3 FP phase teachers' literacy lessons and made detailed and comprehensive notes of everything that was taking place during the literacy lesson.

The first classroom observations took place at Schools 1, 2 and 3 at the end of the first school quarter. The second classroom observation took place at School 1 and 2 during the second school quarter. At school 3 the teacher had to assume the duties as acting principal and was not available for the second classroom observation. Schools 1 and 2 had their third classroom observation in the fourth quarter. The second classroom observation for School 3 took place in the fourth quarter with the substitute teacher. A summary of the observations done is reflected below.

Table 1 Table of Classroom Observations

Name	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
Teacher 1 School 1	First observ.	Second observ.		Third observ.	3
Teacher 2 School 2	First observ.	Second observ.		Third observ.	3
Teacher 3 School 3	First observ.				1
Substitute School 3				Second observ.	1
Total no. of Observations	3	2	0	3	8

4.3.2.2. Administration of observation notes

The researcher had a major task in making accurate and systematic notes as soon as the observation session had ended. Keeping the objectives of the qualitative research in mind helped the researcher to stay on track. Through numerous readings and interpretations of the field notes, the researcher could analyze and identify themes and patterns that were emerging at this stage of the data collection. Qualitative field observations, according to McMillan and Schumacher (2001:42), are detailed descriptions of events, people, actions and objects in settings.

4.3.3. Document study

The purpose of the document study was to corroborate and confirm the data relating to the FP Grade 3 teachers' approaches to literacy teaching (Babbie 2004:146-147). Examples of three of the Grade 3 learners' work were obtained during the last quarter.

The written work comprised creative work, letter writing, narrative writing and synopsis writing. One learner's written work per class was obtained during the last quarter of Grade 3, with the purpose of enhancing the data collection and to help with interpreting the teachers' promotion and mediating of literacy acquisition and development of the learners.

Teacher 1's learner wrote a narrative of 170 words and a letter of 278 words (Appendix 7.1). Teacher 2's learner wrote two descriptions; one of 48 words and one of 44 words (Appendix 7.2). Teacher 3's learner wrote sentences: one set of 33 words and another of 27 words (Appendix 7.3).

4.4. Data analysis

Data analysis is defined by De Vos *et al.*, (2005:333) as the process of bringing order, structure and meaning to the means of collected data. A qualitative study involves an inseparable relationship between data collection from data analysis. A qualitative study was conducted in order to build a coherent interpretation of the data. The researcher proposed to analyse data on a regular basis as the recorded data was obtained and transcribed. The researcher read through all the written descriptions of observations (field notes) and the semi-structured interviews responses were transcribed and analyzed and regularly read and re-read to see the patterns, the categories and the relationships that were present.

4.5. Reliability and validity

McMillan and Schumacher (2001:277-281) assert that evidence for validity is based on four components: content, response processes, internal structure and relations to other variables; and that reliability is used to judge the consistency of stability, equivalence and

agreement. Reliability and validity can become serious threats for the researcher engaging in participant observation. It is impossible to arrange for exactly the same situation in order to reach the same results as in the original study; for example, to make a comparison of the first classroom observation with the second one, and therefore reliability is hard to achieve. For this reason the triangulation method was employed to support the reliability and validity of the teachers' literacy approaches, and to corroborate data collection strategies (Babbie 2004:146-147).

4.6. Triangulation method

Triangulation was used to allow the researcher in this study to observe the same practices, but from different perspectives. In this way the use of multiple methods gave the researcher the opportunity to compare the responses and data collected, and in this way obtain reliable, valid and accurate data.

Strydom and Delport (in De Vos *et al.*, 2005:314) state that by using a combination of procedures, such as document study, observation and interviewing, the researcher can much more easily validate and cross-check findings. Each data source has its strengths and weaknesses, and by using triangulation the strengths of one procedure can compensate for the weaknesses of another approach.

4.7. Research ethics

Research ethics refer to a set of principles to guide and assist researchers in deciding which goals are most important and in reconciling conflicting values. Ethics deals with the conduct of research with humans, which has the potential to create a great deal of physical and psychological harm. Researchers need to be sensitive to ethical principles because of their research topic and face-to-face interactive data collection (Johnson & Christensen 2000:63-64).

The following guidelines were followed to ensure the ethical acceptability of this study. Ethical issues need to be addressed when doing research. A major ethical issue in research is that it brings no harm (physical, psychological, legal or harm to a person's career or income) to the research object (Babbie 2005; Neuman 2000). In this study the purpose of the classroom observations and the semi-structured interviews were explained to the teachers, and it was emphasised that there were no right or wrong answers, but that their openness and honesty would be appreciated.

Another basic rule is voluntary participation (Babbie 2005; Neuman 2000). Participation in this study was voluntary. The participants were also informed that they could refuse to

participate at any time, but they all gave their consent to participate in the research. Confidentiality was assured from the beginning of the research programme. The aim of the research was explained to the participants, and they were assured that data would only be used for research purposes with the view to improving education. Anonymity of the participants and their schools was guaranteed to all participants.

4.8. Limitations of the study

This study investigates the role of the FP Grade 3 teachers in promoting literacy teaching. This is a broad topic to be researched, and there is a great deal of debate around the literacy issue. To make it more manageable, only those areas which were fundamental to the matter were investigated.

This is a case study where the focus was on the approaches of the FP Grade 3 teachers. Only similar socio-economic schools have been the focus. Access to the schools was dependent on the approval and permission of the Western Cape Education Department and the co-operation of the three principals of the three teachers. One of the three teachers had to become the acting principal of the school, when the principal was seconded to a position at the Head Office of the Western Cape Education Department. The substitute teacher was then prepared to cooperate with the research study, hence school three has only two observations.

The limitations of the research are acknowledged. The researcher made use of a small sample approach. This case study was limited to three schools and a small sample of three teachers. A case study design focuses on one phenomenon to understand in depth, regardless of the number of persons or sites in the study. For this reason, the data collection is not generalizable in any way, and is of limited predictive value. Qualitative studies aim at extension of findings rather than generalization of results (McMillan & Schumacher 2006:336). Descriptions allow others to understand similar situations and extend these understandings in subsequent research. However, the findings do suggest patterns that occurred during the FP teachers' literacy approaches that are similar, and also the differences encountered in the small sample of the three schools in the Kensington area of the Western Cape.

4.9. Summary

This chapter gives a description of the research design and methodology. The permission to conduct the research in the Kensington schools was sought and obtained. The selection of the participants, the sample size, research role, data gathering instruments, the data

analysis, issues of validity and reliability, triangulation of findings, the research ethics and limitations of the study were discussed.

In the next chapter the presentation, discussions and interpretation of the findings will be given.

CHAPTER 5

PRESENTATION AND DISCUSSION OF FINDINGS

5. Introduction

In this chapter the presentation, discussions and interpretation of the findings will be given. The previous chapters dealt with the literature study and the research methodology. In this chapter the data gathered in the empirical study is analyzed and discussed in the light of the research question:

What are the approaches and practices that Foundation Phase Grade 3 teachers use to promote effective literacy teaching?

Data were gathered by means of classroom observations, semi-structured interviews and the written work of learners.

The FP Grade 3 learners and teachers were chosen because of the concern about the low literacy level results and also because Grade 3 is the exit grade from the FP to the Intermediate Phase. This is considered an important shift. Motivation for choosing this sample was discussed in Chapter 4. The qualitative researcher seeks to understand a phenomenon as it occurs in its broader context. In the case of this study, three primary schools were purposefully selected from the same socio-economic area, and they were also all conveniently located for the purposes of this study.

5.1. Overview of teacher 1's teaching during observations

This section will describe the observations of each teacher's behaviour, the use of instruction techniques and the acknowledgement of the socio-cultural background of the Grade 3 learners.

5.1.1. Teacher's teaching behaviour

Teacher 1 is an experienced, dynamic, pleasant, confident and articulate teacher. She has fifteen years of experience and was nominated by her principal for this research. She exhibits a lovely sense of humour. She does not stress about small incidentals. She is completely relaxed with who she is and with what her expectations are of her learners.

There is also a creative and lively vibe in the classroom. When a learner complains that another learner is not doing what is required of the activity, she calmly suggests an alternative to the lack of focus. She works systematically and logically. When the learners are required to do group work, they are reminded of their responsibilities in their groups and of the need to cooperate with one another, and there is a lovely buzz in the classroom. She facilitates her group work in a very structured way. One can see that this class is used to working cooperatively in groups. She interacts with her learners in a very relaxed manner, and is aware of their particular learning needs. She demonstrates sensitivity too about their physical needs and gently reminds a learner "your mother must have your eyes seen to". She has created within her class respect for each other's work and so they are all happy to have their work, particularly their spelling, checked by their peers. When she issues a command the learners respond in a very cooperative way. The learners are given many opportunities to apply code-breaking strategies and to make meaning as text participants.

5.1.2. Teacher's use of instruction techniques

Teacher 1 makes use of the board and the overhead projector (OHP) very comfortably. The classroom is a rich print environment, and there are many colourful posters, worksheets and books relating to ongoing themes. She very effectively makes use of soothing and pleasant background music, and uses this resource as a means of creativity and as a mechanism to control the noise level in her classroom – "If I can't hear the music, then the talking is too loud". She encourages critical thinking when she challenges them to think about the examples they are using - "A hamster in a jungle- think about that". She skilfully scaffolds her learners to construct new knowledge and learning. She clarifies and constantly checks to see if her learners are aware of what they are expected to do. She reminds them to be aware of detail during a lesson on bias. She focuses on gender identity and reminds the class not to make assumptions about male and female roles. She has excellent explanation skills, and is thorough in her instructions, constantly informing them about what she is going to do. She clarifies, and reminds the learners of the process of the exercise that she demonstrates or models. She seamlessly integrates literacy, language and relevant learning areas pertaining to the work she is focusing on.

5.1.3. Teacher's acknowledgement of the socio-cultural background

Teacher 1 is innovative and creative, and enthusiastically stimulates the learners in a non-threatening way to make use of their imaginations for different exercises - "You are going to write your own story". All of this is done in a very encouraging and empowering manner. She is comfortable with code-switching and makes use of Afrikaans 'Lekker, lekker' 'Asseblief tog' and is aware too of 'Kanalla' (the Malay word for thank you), acknowledging the

different home languages in her classroom. She makes use of examples that relate to their life world, their prior knowledge, their 'funds of knowledge' their 'cultural capital' e.g. "the mall, KFC," etc.

5.2. Overview of teacher 2's teaching during observations

5.2.1. Teacher 2's teaching behaviour

Teacher 2 is a very dynamic and enthusiastic teacher. She encourages good behaviour and courteous manners and says 'Say grace'. When the caretaker enters the room, Teacher 2 models good manners and behaviour, – 'Thank you sir'. The Learners are reminded to 'Greet when you go in'. The classroom is characterised by a high level of learner engagement and interaction. Teacher 2 is aware of the time constraint. She counts five seconds to find a partner for a pair work exercise. She engaged in a combination of whole class teaching and small group teaching, and it was very clear that she was very comfortable with the coordination of keeping all her learners creatively busy while she was focusing on a small group of learners on the mat. The learners are very comfortable with group work and pair work from the way they respond to tasks. They are also acquainted with the rules of cooperative learning when working in a group, e.g. listening to and looking at each other, taking turns, respecting each other. During the Khanya interactive, talking stories programme in the computer room, they were reminded again of the basic rules of listening, respecting and looking at each other during their inputs. Teacher 2 has an excellent rapport with her learners. The learners are used to self expression, from the way they relate and communicate with the teacher and each other. During a written exercise - 'Take out your class work book and write your own sentences', 'own' is emphasised by the teacher. The learners enjoyed the lesson with their dynamic teacher. She provides explicit moral intervention e.g. when she asks the class 'Do we speak about people being ugly - we never say people are ugly'. A learner supplies an alternative answer 'dress ugly or pretty'. She makes use of physical activity too, to create a happy working atmosphere.

5.2.2. Teacher 2's use of instruction techniques

During the Khanya Talking Stories in the Computer room, the learners responded and interacted confidently and enthusiastically to the commands of the computer. The scanning technique was exercised and knowledge of the words, e.g. defining meanings, was focused on. Use of the computer during talking stories demonstrated an example of contact with multiple literacies. She integrated reading and writing very effectively. Excellent questioning skills were executed by Teacher 2, encouraging the learners to think.

During her literacy and reading lesson she models decoding skills and higher-order comprehension strategies when needed. She taught a range of literacy skills and knowledge at the word, sentence and text level through the context of a shared text. Vocabulary was extended when new words were taught within the context of interacting with the whole text. She also successfully nurtured and facilitated self regulation in her learners' use of strategies, such as scanning and being creative. Learners are encouraged to do their own work, such as writing their own sentences. Good scaffolding is provided in this class and literacy lesson. She insists on meaning and understanding. Teacher 2 insists that a word be used in a sentence to demonstrate its meaning. For the application of a language activity, meaningful sentences and examples were supplied by the learners, who were totally involved in the lesson. Scaffolding occurred frequently whenever she made use of the learners' responses to encourage them to construct knowledge, to solve a problem, to articulate more clearly their thoughts or to explain how they had arrived at their particular answer. Buddy reading is a practice she encourages and successfully makes use of with an older learner reading to and with younger children, the older learner gets a chance to practice his/her reading skills. She made use of explicit instruction or overt instruction when teaching antonyms and pronouns, she explicitly taught about the purposes and processes of literacy re word recognition and writing an extended text, and metalanguage was reinforced. She was explicit in her instructions and she encouraged critical thinking, e.g. during the teaching of antonyms she also made use of a wide range of questions.

5.2.3. Teacher 2's acknowledgement of the socio-cultural background

When presented with popular culture, Teacher 2 accepts the responses but does not engage with them, e.g. 'I'm superman's clothes'. Examples of popular culture as supplied by learners in response to the question 'What is your favourite TV programme?' are Hannah Montana, Brandy and Whiskers, High School Musical, Dragonball, Ben 10, Fantastic 4 - these are accepted as responses by the teacher and are another indication of the reconceptualization of literacy as multiliteracies, where the focus is not just concentrated on linear print for these Grade 3s. Situated and cultural practices are an indication of background knowledge and funds of knowledge of learner, e.g. in an awareness of the world of cars, the learner gives the comparison a 'snail is slow and a cheetah and Ferrari are fast'. She encourages her learners to make use of their imagination, for example, 'Pretend you are any piece of washing on the line'.

5.3. Overview of teacher 3's teaching during observations

5.3.1. Teacher 3's teaching behaviour

Teacher 3 is very thorough in her approach; she works logically and systematically, and stimulates her learners to think critically. Teacher 3 is an experienced teacher who organises and manages her class in a very structured way. Her lesson started with whole class teaching, then group work, then individual tasks. Her teaching style is very thorough and it is very clear that she understands the learning and thinking process of the learners. The seating arrangement of the desks is in the formation of a horse-shoe. The classroom is neat and tidy, with solid desks. The learners are very well-behaved. The classroom context of Teacher 3 is one of a class of eager beavers at work, ready to please because they are so readily affirmed and because of their rapport with their teacher. Her listening skills and her ability to interact with her learners create scaffolding opportunities that allow the learners to construct knowledge. The spontaneous responses from her learners during the discussion on Mother's Day are an indication of how she supports her learners to express themselves. In a supportive manner she corrects incorrect pronunciation, e.g. 'United Stage of America' for 'United States of America' and then also gives the familiar term, 'America'.

5.3.2. Teacher 3's use of instruction techniques

She organises her class by means of whole class teaching, then group work, then pair work, then independent work. The classroom of Teacher 3 is a rich literacy environment and well resourced classroom, with many colourful, stimulating and relevant charts, posters, books and material pertaining to Grade 3's work. During the oral comprehension, the learners were actively involved. A quiz served as consolidation and application of the lesson, girls versus boys, creating a lively competitive spirit. She reminded her class to listen to instructions during the quiz; which was also a guided activity, involving listening, speaking and thinking. She displayed extensive knowledge of her subject, and presented the factual knowledge in a very explicit manner at a level which also challenged the learners. She is comfortable when developing the board summary, and succeeds in modelling too the neat formation of letters and handwriting, providing a consistent example to the learners and presenting the link between reading and writing at the same time. In her teaching she made use of code-breaking and decoding, for example, 'sound the word', the use of grammar, such as Antonyms 'inhale/exhale'; reference to technical terms; such as the title of the book, Illustrations – 'Show me the picture'; 'Romans starts with R'. She also encouraged the Grade 3s to make use of the encyclopaedia. During the lesson on Mother's Day, the learners had opportunities to make meaning, to interpret and infer the meaning - 'must be able to read between the lines'.

During the dramatization of the nursery rhyme, the learners had the opportunity to give their interpretation of the actions, words and story. As text users - strategies were provided for reading and writing - 'Do you know what it is to imagine?' Learners were able to give the correct answers during consolidation of the new facts and learning they acquired during the lesson. Critical thinking, or 'critical framing' (New London Group) was encouraged 'Do you think I should keep a dragon as a pet?'; 'Go find out if a crocodile is covered with scales''. She succeeded very well in integrating her literacy lesson, with learning areas such as geography, history, language study, religion, music, numeracy, reading and writing. She demonstrated confident content knowledge during her lesson. She is flexible in her lessons, when she integrates seamlessly the curriculum and the language components such as listening, speaking, reading, writing, reasoning and thinking. She creatively makes use of teachable moments and appropriately does incidental teaching.

5.3.3. Teacher 3's acknowledgement of the socio- cultural background

She gently affirms her learners, and is relaxed with code-switching as she makes use of Afrikaans colloquialism 'Kwaai, kwaai''. Moral values are demonstrated and reinforced when she reminds her learners that 'We are all human' in her diverse class of Xhosa home language learners, Afrikaans and English learners. She listens very sensitively and attentively to her learners' responses, and uses these to provide scaffolding to facilitate further understanding and learning. Good interaction occurs during the question and answer session about Mother's Day; she encourages critical thinking among her students. 'Why are you going to make her feel special?' The class consists of a number of Xhosa home language learners. She is able to make connections between home and school e.g. Mothers' Day: "Why do we make cards; What did you do for your mother on Mothers' Day?"

She also makes use of her learners' prior knowledge/cultural capital with great ease. She sensitively honours and acknowledges the learners' ways of thinking and talking. She gently corrects without embarrassing the learner, and supplies the correct answer. In her multilingual situation, where she has a number of Xhosa learners, opportunities are given to speak in Xhosa, and a Xhosa home language learner who is able to translate in English does so. The non-Xhosa speakers are taught to count in Xhosa and Afrikaans. She easily code-switches: 'Julle luister nie'; 'Daar oorkant'. She refers to the learner's social situation "'Have you read your book at home?" with the expectation of homework having been completed. Teacher 3 displays a sexist attitude when she says 'Girls are good, girls do everything' and unconsciously promotes overt bias.

Teacher 3 made use of a number of activities, such as singing, poetry, dramatization, physical exercise and flashcards during the lesson to maintain the interest and attention of the learners.

5.4. Analysis of observations

The analysis of the data is reflected in terms of the observations, interviews and written work of each of the teachers. This section will present in tabular form the data of the observations of the Grade 3 teachers' definitions of literacy teaching, the theories of learning underpinning their teaching, their approaches and practices and their effective characteristics as observed.

The findings for each area will also be given. The supporting evidence for the observations, interviews and written work is reflected in the attached appendices.

5.5. How literacy teaching is defined as observed

Table 2 Literacy teaching as observed

Teacher 1	Teacher 2	Teacher 3
<ul style="list-style-type: none"> • Use of rhyming words, e.g. fat,cat,mat • Listening exercises. • Teacher reads story, words on screen, flashes words on board, reads list of words, odd one out, identify, same sounds, 4 letters, but three sounds. • Phonological awareness, e.g. 4 letters, not sounds. • Phonemic awareness, silly words. • Syllabification - clapping. • Pronunciation some say 'agen, or again', underlining of sounds with ai sound then clap. • Reading and writing of words. • Use of words in sentences. • Writing of own stories, punctuation. 	<ul style="list-style-type: none"> • Use of imagination. • Oral stimulation. • Very interactive class. • Game, language study, opposites. • Antonyms, learners responses to questions, elicit use of opposites and • Focus is socio-cultural. • Popular culture answers acknowledged fleetingly. • Contextual meaning encouraged. • Learners challenged to think, to give meanings, to infer. • Phonological awareness. • Phonemic awareness. • Correct pronunciation during decoding emphasised. 	<ul style="list-style-type: none"> • Use of learner's prior knowledge and social cultural context. • Questioning that encourages her learners to think critically and to respond. • Gently corrects and supplies correct answer. • Interacts sensitively to learners' response; affirms learners. • Reads a story. • Writes on board. • Helps learners with decoding. • Explicitly explains instructions or new information. • Seamlessly teaches male/female, language structures. • Gives familiar terms and

<ul style="list-style-type: none"> • Use of capital letters reminder date. • Big book reading –in a shared reading lesson, the teacher reads with the class or a group, using an enlarged book or chart that has big print. • Big books with enlarged texts and vivid illustrations are ideal for doing shared reading with the whole class or group - situated practice, social-cultural practices. • Meaning is emphasised. • Flash cards visual literacy, prediction exercises e.g. What do you think..., plan cover of a book. • Dialogue, use of imagination. • Oral, reasoning and thinking. • Language study, e.g. Synonyms, tenses. 	<ul style="list-style-type: none"> • Holistic teaching. • Incidental teaching. • Relevant immediate response. • Scaffolding provided. • Comparisons are made. • Use of flashcards. • Learners read. • Solve problem, provide options. • Responses to question. • Explicit instruction provided when needed. • Work as pairs, groups collaboratively. • Reinforcement of language structure occurs through meaningful use of sentences. • Individual learners write own sentences. Word level, sentence level • Learners, encouraged to be creative. • Focuses on punctuation and the meaning it creates. • Literacy teaching integrated. 	<p>doesn't embarrass learner.</p> <ul style="list-style-type: none"> • Gives historical facts. • Lesson is integrated, both language and other learning areas. • Reading and writing takes place. • Scaffolding reinforces appropriate detail. • Listening comprehension. • Meaning and understanding. • Makes use of dramatization, singing. • Acknowledgement of Xhosa, Afrikaans, English. • Learners reminded to answer in full sentences
<ul style="list-style-type: none"> • See Appendix 4.1 (A) Teacher 1 Observation 1; Appendix 4.1 (B) Teacher 1 Observation 2; Appendix 4.1 (C) Teacher 1 Observation 3 	<p>See Appendix 4.2 (A) Teacher 2 Observation 1; Appendix 4.2 (B) Teacher 2 Observation 2; Appendix 4.2 (C) Teacher 2 Observation 3</p>	<p>See Appendix 4.3 (A) Teacher 3 Observation 1; Appendix 4.3 (B) Teacher 3 Observation 2</p>

5.5.1. Findings of literacy teaching as observed

The three teachers' definition of literacy teaching as observed during the classroom observation is influenced by their implementation of OBE, the NCS and the FFLC, which supports a skill based approach. See Tyobeka (2006) as she lists five areas that are critical for reading:

1. Phonemic awareness (understanding the sounds in spoken words);
2. Phonemes (linking sounds to the alphabet and combining these to form words)
3. Vocabulary (learning and using new words);
4. Fluency (reading with speed, accuracy and understanding); and
5. Comprehension (understanding the meaning of what they read).

From this directive from a National Director General of Education, the three Grade 3 FP teachers are trying to be compliant. In their teaching they also make use of a combination of the Psycholinguistic Approach, with its focus on decoding and literal comprehension; a 'Whole language' approach nested in a constructivist approach, with its emphasis on the integration of language components with themes, and comprehension and meaning.

5.6. The theories of learning as observed

Table 3 Theories of learning as observed

Teacher 1	Teacher 2	Teacher 3
<ul style="list-style-type: none"> • Phonics Method. • Look and say Method. • Psycholinguistic Method. • Social Constructivism. • Whole language. • Language experience approach. 	<ul style="list-style-type: none"> • Language experience approach. • Socio-constructivism. • Psycholinguistic. • Phonics Method. 	<ul style="list-style-type: none"> • Behaviourist. • Psycholinguistic. • 'Whole language' in a Constructivist. • Language Experience Approach- language and culture are linked; based on developmental theory of language.
See Appendix 4.1 (A) Teacher 1 Observation 1; Appendix 4.1	See Appendix 4.2 (A) Teacher 2 Observation 1; Appendix 4.2	See Appendix 4.3 (A) Teacher 3 Observation 1; Appendix 4.3

(B) Teacher 1 Observation 2; Appendix 4.1 (C) Teacher 1 Observation 3	(B) Teacher 2 Observation 2; Appendix 4.2 (C) Teacher 2 Observation 3	(B) Teacher 3 Observation 2
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5.6.1. Findings of theories of learning as observed

The theories of learning which underpin the three Grade 3 teachers' literacy teaching as observed include a Behaviourist view of reading, The Phonics Method, The Look –and- say Method , The Language Experience Approach, The Psycholinguistic approach, A “Whole language” in a Constructivist approach.

5.7. The approaches and practices as observed

Table 4 Approaches and practices as observed

Teacher 1	Teacher 2	Teacher 3
<ul style="list-style-type: none"> • Logical and systematic. • Explicit instruction. • Overt instruction. • Scaffolding. • Transformed practice. • Creative work. • Stimulating material. • Constantly informs learners about what she is going to do. “I’m going to.....listen to instruction etc; • Encourages code-breaking, text user e.g. Use word in own sentence; • Teacher models, encourages meaning making- write your own story. • Transformative action practice- make your own book. • Group-work- collaborative learning. • Encourages and instils 	<ul style="list-style-type: none"> • Is interactive, dynamic and her practices focus on the learners active and meaningful involvement in the learning process and particularly during literacy teaching. • Is explicit and thorough in her instructions. • Challenges the learners to think about their responses/answers. • Motivates them to be creative. • Encourages them to work cooperatively. • Enthusiasm is reflected back to her by the manner in which her learners respond to the tasks they have to do. • Passionate about learners giving their best and understanding the importance of reading. • Encourages independent thinking, reading and writing. • Generous in her affirmation 	<ul style="list-style-type: none"> • Teacher-directed, teacher guided. Structured, thorough, well-prepared, confident. • Engages firmly, yet sensitively with learners. • Is explicit and thorough in her instructions. • Demonstrates good questioning that encourages her learners to think. • Makes use of physical activity to maintain interest of class. • Changes pace of lesson and introduces quiz as activity to hold attention of learners and to consolidate new information just acquired and constructed and learnt. • Counting introduced in English, Afrikaans and Xhosa. • Good content knowledge.

<p>visual literacy –</p> <ul style="list-style-type: none"> • Prediction strategy. • Critical thinking. • Scaffolding – mind map • –process writing - structured activity. Importance of drafts and editing; • Metalanguage. • Integration of language and learning areas and curriculum. • Guided writing exercise. • Critical framing strategy when teacher makes use of technical writing terms, genre terminology – ‘fantasy’, ‘characters’. • Reading strategies are reinforced as a way of solving problems. 	<p>and praise of her learners’ work and contributions.</p>	
<p>See Appendix 4.1 (A) Teacher 1 Observation 1; Appendix 4.1 (B) Teacher 1 Observation 2; Appendix 4.1 (C) Teacher 1 Observation 3</p>	<p>See Appendix 4.2 (A) Teacher 2 Observation 1; Appendix 4.2 (B) Teacher 2 Observation 2; Appendix 4.2 (C) Teacher 2 Observation 3</p>	<p>See Appendix 4.3 (A) Teacher 3 Observation 1; Appendix 4.3 (B) Teacher 3 Observation 2</p>

5.7.1. Findings of approaches and practices as observed

The **approaches and practices** implemented by the grade 3 teachers during literacy teaching as **observed** include the following: The three teachers have an interactive approach with their learners. The learners in Teachers 1’s and 2’s class were more actively involved in their participation of the activities because of their ability to communicate more spontaneously in English. In Teacher 3’s class, where there were more Xhosa home language learners, they were less spontaneous because their English skills are not as well developed to cope with English as a medium of instruction. In answering a question they are trying to understand what the teacher is saying and what is required of them, so they are busy formulating their answers, which cannot be an automatic response. All three FP teachers made use of group work and pair work, and from the way in which the learners responded to the task it was

very clear that they were familiar with the routine. The three teachers were equally experienced and confident in their explicit instruction of, e.g., explanation of an instruction in completing an exercise, or explaining the meaning of a word to enrich the learners' vocabulary, or focusing on a code-breaking exercise, such as the difference between 'agen and again'. They also skilfully integrated the lesson with other learning areas, e.g. geography, history and numeracy, and also taught the language skills, listening, speaking, reading, writing and reasoning in a holistic way. As experienced teachers, they often provided scaffolding as they assisted and supported their learners in their understanding or construction of new knowledge.

5.8. The effective characteristics as observed

Table 5 Effective characteristics as observed

Teacher 1	Teacher 2	Teacher 3
<ul style="list-style-type: none"> • Encourages pride in work, uses music to create creative atmosphere and to calm class. • Gives clear instructions, good explanation skills, times learners and informs them about how much time they have for activity. • Teacher facilitates a task in a guided manner- to complete picture, part given then complete whole picture- focus on assumptions and bias and stereotypes; gendered identities. • Teacher deals very sensitively "we're not laughing at pictures". • Learners encouraged to have respect; to listen to their peers as they share their explanations; • Refers to their social cultural situation – authentic ' in Mitchell's plain I see firewomen, 'need to change our thinking'- 	<ul style="list-style-type: none"> • Dynamic, confident, creative, exciting, innovative. • Deep passion for teaching. • Understanding of her learners needs. • Committed, passionate about literacy. • Understands importance value of freedom being literate means, flexible. • Excellent teacher. • Explicitly teaches and demonstrates solid values e.g. Being respectful, greeting, not to label people as 'ugly' etc. • Allows learners to express their opinions, • Encourages them to think, corrects pronunciation, not 'shoft- but soft'. • Involves many of the learners in the matching activity. • Enthusiastic about interactive, talking, computer. 	<ul style="list-style-type: none"> • Enthusiastic. • In control of the learning. • Well prepared, interacts well with her learners • Stimulates the learners to think. • Classroom is bright, colourful and fairly well resourced. • Coordinates her micro-teaching effectively while the rest of the class are busy with their own tasks. • Integrates her teaching and learning with the relevant learning areas. • Sensitively responds to the linguistic and cultural diversity that her learners bring to her classroom. • Stimulates and motivates her learners to communicate with her. • Holds their attention with her expressive ability to describe and explain.

<ul style="list-style-type: none"> • Teacher acknowledges learners cultural attitudes- • Learners are challenged. • Overt instruction about thinking and speech bubbles – • Teacher encourages use of imagination. thinking outside the box. • Socially situated practice – ‘did you see they are stealing cables nowadays’. • Teacher provides opportunities that connect new concepts with learners every day lives and practices. • Links with gender – man hanging up washing; • Encourages good manners. • Learners to think • Self access of dictionary books etc; • Higher order thinking. • Pair-work, peer assessment. 	<ul style="list-style-type: none"> • Guides the learners explicitly through the programme and the activities. • Reminds learners about rules for working in cooperative group e.g. ‘look at your partner when you speak’. • Reinforces gender bias ‘girls will love this shopping’. • Acknowledges pop culture responses of learners e.g. High school musical etc’. • Develops code breaking practices e.g. Give me word with ‘ai’ sound; find meaning of word. • Reminds learners to take note of question mark when reading. • The text participant practice is developed ‘what do you think ‘shore’ means during independent reading. 	<ul style="list-style-type: none"> • Models good neat handwriting on the board. • Makes use of activity cards and flashcards to help the learners who do not have English as their home language.
<p>See Appendix 4.1 (A) Teacher 1 Observation 1; Appendix 4.1 (B) Teacher 1 Observation 2; Appendix 4.1 (C) Teacher 1 Observation 3</p>	<p>See Appendix 4.2 (A) Teacher 2 Observation 1; Appendix 4.2 (B) Teacher 2 Observation 2; Appendix 4.2 (C) Teacher 2 Observation 3</p>	<p>See Appendix 4.3 (A) Teacher 3 Observation 1; Appendix 4.3 (B) Teacher 3 Observation 2</p>

5.8.1. Findings of the effective characteristics as observed

The **effective characteristics** that the Grade 3 teachers exhibited during their literacy teaching as **observed** included the following: they skilfully demonstrated knowledge about phonics instruction, phonemic awareness instruction, phonological instruction, vocabulary instruction, word recognition instruction, fluency instruction, comprehension instruction, handwriting instruction, language study instruction and writing instruction. While these three teachers were experienced in their facilitation of literacy skills, it was often done in a

decontextualised way with slight reference to the socio-cultural context of the learners. All three teachers encouraged their learners to think and to express their opinions, and to use their imagination; the thinking critically part was not pursued sufficiently. The three teachers were creative and innovative in the presentation of their lessons, while Teachers 1 and 2 were less anxious than Teacher 3. The three teachers were knowledgeable about their learners' needs. During the observations there was evidence of the integration of literacy, language and other learning areas in the curriculum. The socio-cultural contexts of the learners did not receive adequate attention during the observations; this characteristic of the three teachers was not evident in a dynamic way. All three FP teachers are passionate, confident, dynamic teachers with a very structured teaching style.

5.9. Analysis of semi-structured interview

This section will present in tabular form the data of the semi-structured interviews relating to the Grade 3 teachers' definition of literacy teaching, the theories of learning underpinning their teaching, their approaches and practices and their effective characteristics as recorded. The findings for each area will also be given.

5.9.1. The definition of literacy teaching as recorded

Table 6 Definition of literacy teaching as recorded

Teacher 1	Teacher 2	Teacher 3
<ul style="list-style-type: none"> • As decoding, phonics. • Sight reading. • Awareness of different sounds. • Visual representation, drawing, mind maps. • Interactive, comprehension. • Whole language, drawing. • Literacy as socially situated. • Contextualised, sounds. • Phonics. • Discussions. • Vowels, digraphs. 	<ul style="list-style-type: none"> • Phonic method. • Look and say. • Sentence strips. 'still need to do reading.' • Decoding, words. • Talking story. • Faith in beehive series(controlled vocabulary) • Use pictures to stimulate mind to get words. • Children don't have imagination. • Social cultural context, phonics. • Teacher reads aloud to learners. 	<ul style="list-style-type: none"> • Make it simple, use 'red and blue book.' • Decoding, breaking up of words. • Building sentences. • Lots of creative writing. • Spend a great deal of time, half the day, reading and writing, together.' • Best to keep books at school' for control purposes. • Purpose of reading – communication to help themselves in the real world. • Comprehension is important.

<ul style="list-style-type: none"> • “reading opens world; otherwise they are lost” reading is important-explain this metaphor. 	<ul style="list-style-type: none"> • Learners read. • Group reading. • Buddy reading system. • Emphasis on understanding. comprehension • Demonstrate understanding in role-plays, skits • Learners encouraged to read, to join library. Take out books, to read own choice of book to class. • Parents to motivate learners to read at home. • Teacher motivates parents to help. • She encourages learners to ‘read everything’ • Sentence strips, pictures, talking stories, writing sentences, use of pictures, get words, build pictures in mind, phonics, extra time. • Read aloud to learners. group reading, pair reading, buddy reading, • Comprehension, importance of understanding. • Allow learners to take books home. • ‘Reading is everything.’ • Passionate. • Read everything, comics, newspapers; how important reading is. 	
<p>See Appendix 6.1: Teacher 1 response to semi structured interview</p>	<p>See Appendix 6.2 Teacher 2 response to semi-structured interview</p>	<p>See Appendix 6.3 Teacher 3 response to semi-structured interview</p>

5.9.1.1. Findings on the definition of literacy as recorded

The **definitions of literacy teaching** of the Grade 3 teachers include the following as **recorded**: The three FP Grade 3 teachers emphasised phonics, sounds, decoding, breaking up of words, building sentences, awareness of different sounds, sight reading, sentence strips and the importance of reading. All of these aspects mentioned encompass reading approaches that are a skills-based approach. The three teachers also emphasise 'comprehension'. They emphasise the use of pictures and drawing in order to stimulate the mind.

Teacher 1 states 'Reading opens world; otherwise they are lost'- suggesting learners are in need of being saved; thus opening their minds which are locked to creativity and great possibilities; reminiscent of "Freire's reading the word to read the world".

Teacher 2 says 'Reading is everything', suggesting the all consuming, driving force to knowledge and learning. Teacher 2 is the most passionate and vocal in giving her reasons for reading.

Teacher 3 states 'Communication to help themselves in the real world' expresses concern for the learners in her class to express themselves because they do not have English as their home language. Teacher 3 does not appear to view the classroom context as an integral part of the 'real world'.

5.9.2. The theories of learning as recorded

Table 7 The theories of learning as recorded

Teacher 1	Teacher 2	Teacher 3
<ul style="list-style-type: none"> • Behaviourist Method. • Psycholinguistic . • Whole language. • Social Constructivism. 	<ul style="list-style-type: none"> • Psycholinguistic. • Social constructivism. • Behaviourist Method. • Whole-language. • Phonics Method. 	<ul style="list-style-type: none"> • Psycholinguistic Method. • Language experience approach. • Social constructivism. • Whole language. • Phonics Method. • Behaviourist Method. • Literacy as skills based. • FFL. discrete based skills, heavy emphasis, filling in missing words, finding word, crossword puzzles, dictionary work.
<p>See Appendix 6.1: Teacher 1 response to semi structured interview</p>	<p>See Appendix 6.2 Teacher 2 response to semi-structured interview</p>	<p>See Appendix 6.3 Teacher 3 response to semi-structured interview</p>

5.9.2.1. Findings on the theories of learning as recorded

The teachers' voices and philosophies are made explicit when describing their methods. They all make use of the Phonic method and the Psycholinguistic method with its emphasis on decoding, word recognition and meaning making. In their description, aspects of whole language and a constructivist approach are also emphasised. The influence of the intervention and implementation of the FFLC, where the five components for successful reading are also acknowledged, is present. All three teachers agree on the importance of reading and literacy for their learners.

5.9.3. The approaches and practices of the effective literacy teacher as recorded

Table 8 Approaches and practices as recorded

Teacher 1	Teacher 2	Teacher 3
<ul style="list-style-type: none"> • Group work, scaffolding. • Overt instruction. • Explicit instruction. • Demonstrations. • Modelling. • Interactive. • Stimulating material relevant to learners “get things they are interested in”, importance of daily personal reading slot. • Challenge- use of internet, thicker books”; use of resources- rich classroom environment attests to this. 	<ul style="list-style-type: none"> • Interactive, group work. • Pair work. • Visual stimulation. • Use of imagination. • Importance of oral, buddy reading system. • Dramatisation. • Role-plays, skits, encourage use of library. • Ability groups for reading, motivating and encouraging. • Prioritises teaching of literacy. 	<ul style="list-style-type: none"> • Interactive, readers. • Activity cards. • Pictures, whole class teaching. • Group work, provides scaffolding. • Sensitive to needs of learners. e.g. struggling readers and advanced readers. • Dramatization, singing.
<p>See Appendix 6.1: Teacher 1 response to semi structured interview</p>	<p>See Appendix 6.2 Teacher 2 response to semi-structured interview</p>	<p>See Appendix 6.3 Teacher 3 response to semi-structured interview</p>

5.9.3.1. Findings on the approaches and practices as recorded

The three teachers report on the importance of explicit instruction and the need to be thorough when helping weaker readers. They refer to the different types of reading from, for example, activity cards to independent reading, to Buddy reading. They recognise the value of reading aloud to their learners, and arranging opportunities for differentiated group work and pair work. The teachers are innovative and creative in the varied experiences and activities that they make use of in their mediating of literacy, for example by means of skits,

dramatization, role-plays and by stimulating the learners to make use of their imagination. They make use of resources such as flash cards, activity cards, pictures, the use of the internet and the use of the computer, and encourage the use of the library.

Teacher 3 has more Xhosa home language-speaking learners in her class who do not have English as their home language; she suggests that the Education Department should , ‘Go back to basics and a step-by-step approach, because the children are able to read perfectly but with no understanding; unable to read between the lines’. Teacher 3 makes use of learners who are able to assist with translations in her class to help those who do not fully understand English.

5.9.4. The characteristics of the effective literacy teacher as recorded

Table 9 Grade 3 teachers' characteristics as recorded

Teacher 1	Teacher 2	Teacher 3
<ul style="list-style-type: none"> • I must be the role model, making aware. • A lot about me is interacting, very dynamic, confident, showing them, allowing them to see me as wrong, personal not inhuman. • Stimulating her learners. • Bringing all types of material. • Great deal of emphasis on discussions, oral, speaking, group work daily. • Encouraging learners to read, do personal reading. • Own choice in class and at home. • Research projects. • Importance of interesting and stimulating her learners. • Grouping according to 	<ul style="list-style-type: none"> • Passionate about children. • Loves them, deep knowledgeable about what works. • Confident about her own perspectives and theories of literacy. • Aware of the needs of her learners, in touch with what her learners needs are. • Passionate about wanting all her learners to be able to read. • Her reasons are sound: if you read well, you write well. • Sensitive about working with struggling weaker readers. • Good links with parents. • Good balance, do what is best for child; love is for children and teaching. • Committed to learners, make a promise at beg of year with learners ‘to do our best ’, good sound values/standards/rules apply in class. 	<ul style="list-style-type: none"> • Passionate about teaching. • Committed and dedicated; • Sensitive and understands the needs of learners who do not have English as their home language. • ‘if they can’t write, let them do it orally’ • Provide extra activities. • Believes that learners ‘must be able to read’. • Makes use of Xhosa home language learners who understand English and who are able to speak it, to translate to other Xhosa home language learners. • Understands the importance of acknowledging and valuing the thinking and language and culture. • Sees the need to

<p>abilities; sensitivity according to levels of learners.</p> <ul style="list-style-type: none"> • Sensitivity to learners needs. • Importance of not embarrassing learners when self-correcting. • Importance of timing when dealing with slower learners. • I do a lot of reflection "don't do the same" • Practices cooperative learning and respect and tolerance and diversity in class. • 'If I say something wrong, correct me'- learners given freedom to correct her.- speaks of good rapport with learners. • Use of imagination. 	<ul style="list-style-type: none"> • Secure, confident relaxed personality. 	<p>embrace diversity</p> <ul style="list-style-type: none"> • Teaches learners to respect each other.
<p>See Appendix 6.1: Teacher 1 response to semi structured interview</p>	<p>See Appendix 6.2 Teacher 2 response to semi-structured interview</p>	<p>See Appendix 6.3 Teacher 3 response to semi-structured interview</p>

5.9.4.1. Findings of the characteristics of the effective literacy teacher as recorded

The three FP teachers are passionate, enthusiastic, confident, knowledgeable, experienced teachers, who are skilful and sensitive about their learners' needs. They are very hardworking, and in their lesson presentations they were well-organised, systematic and thorough. Each teacher realises the importance of the need to interact well with her learners, and is knowledgeable about her learners particular learning needs. While they refer to the importance of comprehension and understanding in their literacy teaching, they are focused on a skills acquisition approach. In managing their literacy lessons, they do whole class teaching, and also implement the use of group work, pair work and independent work. Each teacher is also aware of the need to provide stimulating relevant material and activities. They realise the importance of having links with parents, caregivers and home to

promote and support the learners' literacy growth and development. They are aware too of the need to embrace cultural and linguistic diversity.

5.10. Analysis of written work of learners

This section will present in tabular form the analysis of the written work of the learners relating to the Grade 3 teachers' definition of literacy teaching, their theories of learning which underpin their teaching, their approaches and practices and their effective characteristics as reflected. The findings for each aspect will be given.

5.10.1. Literacy teaching as defined in the written work

Table 10 Literacy teaching in the written work

Teacher 1	Teacher 2	Teacher 3
<ul style="list-style-type: none"> • The learner's workbook displays a great deal of extended writing, different genres, forms such as narrative writing, responses to a sequence of pictures, letters in the creative writing book- extensive. • The learner writes confidently and clearly and expressively. The teacher provides positive feedback with <i>'what a beautiful story!'</i> <p>(please note the researcher chose the written work of the learner)</p>	<ul style="list-style-type: none"> • Socio-cultural practice, constructivism. • Language experience approach is consistent with what she does in class. • The learner writes confidently and creatively, good flow to language, good use of vocabulary and language, visually represented, teacher affirms work by her comments which are encouraging and appropriate to the text <i>'I like your style'</i>. • The learner is also complimented on her use of imagination. • There is also evidence of the learners being taught how to plan by means of mind mapping. • The handwriting is also neat- care has been taken. <p>(please note the researcher chose the written work of the</p>	<ul style="list-style-type: none"> • The learner's work reflects a synopsis of a story; the sentences recall the detail in the story. • The writing is well formed and neat. While the learner's writing is affirmed by the teacher's comment- <i>'a lovely synopsis, well done'</i>. The writing lacks the 'voice' of the learner. • The second piece of work is also a decontextualised piece of sentence writing emphasising the use of the 'tion' combination of letters, (Sentence level work). <p>(please note the researcher chose the written work of the learner)</p> <p>Note: Substitute teacher's work at this stage. Teacher 4.</p>

	learner)	
See Appendix 7.1 Written Work of Teacher 1	See Appendix 7.2 Written Work of Teacher 2	See Appendix 7.3 Written Work of Teacher 4

5.10.1.1. Findings of literacy teaching in the written work

They are implementing a process writing approach where they are allowing the learners to visualise, to use their imagination, so that it is not a purely controlled guided and limiting exercise, such as filling in words or completing the sentence. Teacher 3 is more phonics oriented, so that it is a sequential language development exercise (because of her learners' particular language and learning needs), whereas for Teachers 1 and 2 they are allowing their learners to express themselves more freely, judging from the different exercises in their books. There is evidence of a Language experience approach, a Social constructivist approach, which underpins OBE; where the learners are actively constructing and creating their own knowledge from their own experiences, e.g. the writing books reflect extensive writing in the learners' creative books, with the teachers' affirming and encouraging comments. There is evidence too of decontextualised, skills-based, discrete steps of writing.

5.10.2. The theories of learning evaluated in the learners' written work

Table 11 Theories of learning in learners' written work

Teacher 1	Teacher 2	Teacher 3
<ul style="list-style-type: none"> • Behaviourist method. • Psycholinguistic method. • Whole language approach. • Language experience approach. • Social constructivist approach. • Creative writing. • Learner is writing a narrative (170 words); a friendly letter (278 words) 	<ul style="list-style-type: none"> • Behaviourist method. • Psycholinguistic method. • Whole language approach • Language experience approach. • Social constructivist approach. • Creative writing. • Learner is writing a description of her clothes (48 words); a description of a witch (44 words) 	<ul style="list-style-type: none"> • Behaviourist method. • Psycholinguistic method. • Literacy as skills based. • Filling in missing words. • Finding word. • Crossword puzzles. • Dictionary work. • Writing sentences. • Learner's work reflects sentences (33 words); a paragraph of (27 words)
See Appendix 7.1 Written Work of Teacher 1	See Appendix 7.2 Written Work of Teacher 2	See Appendix 7.3 Written Work of Teacher 4

5.10.2.1. Findings of the theories of learning in learners written work

The teachers' work reflects attempts at process writing where there has been planning, drafting and editing. All encourage creative, personal writing. However, Teacher 1's and Teacher 2's learners' work reflects more fluency and flow in their writing; suggesting that they are more comfortable and communicatively competent in their use of the English language.

Teacher 1's learner reflects fluidity, accuracy, understanding and sincerity. She writes from her own experience and it is clear that she enjoys writing. Both pieces of work, the narrative (170 words) and the friendly letter (278 words) of this Grade Three learner displays a connection between her socio-cultural context and a good command of the English language. The teacher's role and approach to mediating literacy teaching is revealed in this learner's written work. (See **Appendix 7.1 Written Work of Teacher 1.**)

Teacher 2's learner writes from her own experience, world view, socio-cultural view and knowledge as a little girl interested in fashion and what she knows about pop culture fashion. The writing is very authentic in terms of the wishes and values being expressed. The little girl's disposition comes through too, following her spontaneous, confident, articulate behaviour in the class during the observations. The teacher's approach to literacy teaching is reflected in the choice of genres that this learner has to write about. Both pieces (of 48 words and 44 words) are descriptions that the learner can relate to, because it is about her life-world (see **Appendix 7.2 Written Work of Teacher 2.**)

Teacher 4's (substitute teacher) learner's work displays a more decontextualised, guided and structured style with the use of controlled vocabulary and correctness of sentences, because of the development of the language skills of the learners in her class. Both pieces (of 33 words and 27 words) are composed of sentences focusing on decoding, for example the use of the 'tion' sound. The teacher's skills-based approach to literacy teaching is reflected in her approach to writing (See **Appendix 7.3 Written Work of Teacher 4.**)

5.10.3. The approaches and practices as evaluated in the learner's written work

Table 12 Approaches and practises in learners' written work

Teacher 1	Teacher 2	Teacher 3
<ul style="list-style-type: none"> • Writing Book displays, and attests to the teacher's passion for literacy, because of the fluidity of the language, the use of language and vocabulary and the visual representations. • The writing is also socially situated. • Learners are exposed to different genres of writing 	<ul style="list-style-type: none"> • Consistent with what was observed in the classroom teaching and interaction and with her answers and views, perspectives shared in the semi-structured interview. • She is an affirmative teacher and an encouraging one in terms of the quality of writing of the learner. 	<ul style="list-style-type: none"> • Skills based, a developmental approach to language is evident, step by step approach series of discrete skills e.g. Word level, sentence level, teacher-directed.
See Appendix 7.1 Written Work of Teacher 1	See Appendix 7.2 Written Work of Teacher 2	See Appendix 7.3 Written Work of Teacher 4

5.10.3.1. Findings of the approaches and practices in the learners' written work

There is evidence of a process writing approach (see 2.1.1), because of the evidence of terminology such as, for example, 'draft', 'edit,' 'write your own story'. The teachers also supply assessment and positive feedback to the learners' work. There are different genres of writing that have been covered in the Grade 3 classrooms, for example sentence writing, messages, paragraphs, letter writing, expressive personal writing dialogues, use of thinking bubbles and speaking bubbles, free writing, mind mapping and colourful visual representations.

5.10.4. The characteristics of the effective literacy teachers as evaluated in the learners' written work

Table 13 Characteristics of Grade 3 teachers' in learners' written work

Teacher 1	Teacher 2	Teacher 3
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<ul style="list-style-type: none"> • One who encourages reading and writing and literacy in a very integrated way. 	<ul style="list-style-type: none"> • Comes through in the learner’s writing, free flowing, relaxed, good use of imagination in the narrative writing of the learner. ‘I am the black witch.’ 	<ul style="list-style-type: none"> • Structured, prescriptive, guided and controlled, introduces new words, then use of words in sentence.
<p>See Appendix 7.1 Written Work of Teacher 1</p>	<p>See Appendix 7.2 Written Work of Teacher 2</p>	<p>See Appendix 7.3 Written Work of Teacher 4</p>

5.10.4.1. Findings of effective literacy teachers characteristics in learners’ written work

The three FP teachers are enthusiastic, creative and knowledgeable about the writing process. They also display a sensitivity towards the development of the writing skills and the different writing needs of their learners. They are conscientious about providing positive feedback. The writing pieces of the learners reflect that the work is assessed regularly, where they are also required to focus on the use of writing strategies, extension of vocabulary and accurate spelling. Their work also exhibits explicit teaching and instruction in the conventions or rules in the use of punctuation and the use of capital letters. There is evidence too of daily writing activities and exercises, where reading and writing are integrated. Scaffolding as a tool for decoding is provided in assisting the learners to become more confident and fluent in their use of the English language.

5.11. Summary of observation findings

5.11.1. Literacy teaching as defined during classroom observations

- The three teachers’ definition of literacy teaching as observed during the classroom observation reflects the influence of their implementation of OBE, the NCS and the FFCL, which support a skills-based approach to literacy.
- From the classroom observations, the three teachers all demonstrate a combination of a skills acquisition approach and methods such as the language experience approach, a psycholinguistic approach, whole language and social constructivism with its focus on comprehension and meaning.
- They are explicit in their teaching and knowledgeable about their content.
- They also manage and organise their classes effectively with whole class teaching, group work and individual work.

- They make use of questioning, which allows the learners to give their opinions when needed, or questions are asked to reinforce facts and information. Their questioning is also used for scaffolding purposes.

5.11.2. The theories of learning observed during classroom observations

- The **theories of learning** which underpin the 3 FP Grade 3 teachers' literacy teaching as observed include a Psycholinguistic Approach, Phonics Method; Look and say Method; "Whole language" in a Constructivist Approach, Language Experience Approach (with tentative links made with language and culture).

5.11.3. The approaches and practices observed during literacy teaching

- The three teachers have an interactive approach with their learners. The learners in Teachers 1 and 2 classes were more actively involved in their participation of the activities because of their ability to communicate more spontaneously in English.
- In Teacher 3's class, where there were more Xhosa home language learners, they were more reticent about expressing themselves in English because their English skills are not as well developed to cope with it as a medium of instruction. In answering a question they are trying to understand what the teacher is saying and what is required of them, so they are busy formulating their answers, which cannot be an automatic response.
- All three FP teachers made use of group work and pair work; from the way in which the learners responded to the task it was very clear that they were familiar with the routine.
- The three teachers were equally experienced and confident in their explicit instruction, e.g. explanation of an instruction in completing an exercise, or explaining the meaning of a word to enrich the learners' vocabulary; or focusing on a code-breaking exercise, such as the difference between 'agen and again'.
- They also skilfully integrated the lesson with other learning areas e.g. geography, history and numeracy, and also taught the language skills: listening, speaking, reading, writing and reasoning in a holistic way.
- As experienced teachers they often provided scaffolding as they assisted and supported their learners in their understanding or construction of new knowledge.

- They skilfully demonstrated knowledge about phonics instruction, phonemic awareness instruction, phonological instruction, vocabulary instruction, word recognition instruction, fluency instruction, comprehension instruction, handwriting instruction, language study instruction and writing instruction.
- While these three teachers were experienced in their facilitation of literacy skills, it was often done in a decontextualised way with slight reference to the socio-cultural context of the learners.
- All three teachers encouraged their learners to think and to express their opinions and to use their imagination; the thinking critically part was not pursued sufficiently.
- All three teachers were creative and innovative in the presentation of their lessons, but Teachers 1 and 2 were less anxious than Teacher 3.
- The three teachers were knowledgeable about their learners' needs.
- During the observations there was evidence of the integration of literacy, language and other learning areas in the curriculum.
- The socio-cultural contexts of the learners did not receive conscious or purposeful attention during the observations; this characteristic of the three teachers was not evident in a dynamic way.
- All three FP teachers are passionate, confident, dynamic, teachers with a very thorough teaching style(see Chapter 3).

5.12. Summary of semi-structured interview findings

5.12.1.Literacy teaching as defined and recorded during the semi-structured interview.

- The **definitions of literacy teaching** of the Grade 3 teachers include the following as **recorded**: The Behaviourist Method, Phonics Method, Decontextualised skills, Use of reader series (graded), Look and say Method, Psycholinguistic approach (where meaning is emphasised, variety of reading material, OBE - Learning Outcome 5 : Thinking and reasoning) contextual meaning; reading not confined to a 'reading period'; Buddy reading; Whole language (integration of language components with theme, comprehension and meaning).

- The three FP Grade 3 teachers emphasised phonics, sounds, decoding, breaking up of words, building sentences, awareness of different sounds, sight reading sentence strips and the importance of reading.
- All of these aspects just mentioned encompass reading approaches that are a skills-based approach. The three teachers also emphasise 'comprehension'. They make use of pictures, and encourage the learners to draw in order to stimulate the mind.
- Teacher 1 states 'Reading opens the world; otherwise they are lost'- suggesting learners are in need of being saved; thus opening their minds which are locked to creativity and great possibilities; reminiscent of "Freire's reading the word to read the world" (Freire 1987).
- Teacher 2 says 'Reading is everything', suggesting the all consuming, driving force to knowledge and learning. Teacher 2 is the most passionate and vocal in giving her reasons for reading.
- Teacher 3 states 'Communication to help themselves in the real world' and expresses concern for the learners in her class to express themselves because they do not have English as their home language. Teacher 3 does not appear to view the classroom context as an integral part of the 'real world'.

5.12.2. The theories of learning as recorded during the semi-structured interview

- The teachers' voices and philosophies are made explicit when describing their methods. They all make use of the Phonic method, the Psycholinguistic Method with its emphasis on decoding, word recognition and meaning making. In their description, aspects of Whole language and a constructivist approach are also emphasised.
- The influence of the intervention and implementation of the FFLC with the 5 components for successful reading are also acknowledged. They all agree on the importance of reading and literacy for their learners.

5.12.3. The approaches and practices of the effective literacy teacher as recorded

- They all report on the importance of explicit instruction and the need to be thorough when helping weaker readers.

- They recognise the value of reading aloud to their learners, and arranging opportunities for differentiated group work and pair work.
- They refer to the different types of reading from, for example, activity cards to independent reading, to Buddy reading.
- Teachers 1 and 2 are more innovative and creative in the use of resources, use of imagination, use of internet, the computer and buddy reading.
- The teachers are innovative and creative in the varied experiences and activities that they make use of in their mediating of literacy, for example by means of skits, dramatization, role-plays and by stimulating the learners to make use of their imaginations.
- They make use of resources such as flash cards, activity cards, pictures, the use of the internet and the use of the computer, and encourage the use of the library.
- Teacher 3 has more Xhosa home language speaking learners in her class who do not have English as their Home Language; she suggests that they (the 'Education Department') should, 'go back to basics; and a step-by-step approach because the children are able to read perfectly but with no understanding; unable to read between the lines'.
- Teacher 3 makes use of learners who are able to assist with translations in her class to help those who do not fully understand English.

5.12.4. The characteristics of the effective literacy teacher as recorded

- The three 3 FP teachers are passionate about increasing the literacy levels of their learners.
- They are enthusiastic, confident, knowledgeable, skilful, experienced teachers, who are sensitive about their learners' needs, so that differentiated learning can take place.
- While they refer to the importance of comprehension and understanding in their literacy teaching, they are focused on a skills acquisition approach.

- They realise the importance of the need to interact well with their learners. Each teacher realises the importance of the need to interact well with her learners, and is knowledgeable about her learners' particular learning needs.
- In managing their literacy lesson, they do whole class teaching, and also implement the use of group work, pair work and independent work. They encourage and implement group work and for reading purposes, and learners are grouped according to ability. The Buddy system is also made use of.
- They are creative and innovative, and articulated the need to stimulate the imagination and to provide and make use of relevant material and activities in their lessons.
- They are very hardworking, and in their lesson presentations they were well-organised, systematic and thorough.
- They realise the importance of having links with parents, caregivers and home to promote and support the learners' literacy growth and development.
- They are aware of the need to embrace cultural and linguistic diversity and they encourage learners to respect each other.

5.13. Summary of written work findings

5.13.1. Literacy teaching as defined in the written work of the learners

- Teachers 1 and 2 are implementing a process writing approach where learners do pre-writing activities, write a first draft, then edit, revise and finally write a neat version of their writing.
- Learners are allowed to visualise, to use their imagination, in contrast to making sentences that require the repetition of words, so that it is not a purely controlled guided and limiting exercise.
- The third teacher (with her large number of Xhosa home language learners who do not have English as their home language) has a more structured phonics oriented approach in her teaching of writing, so that it is a sequential language development exercise; whereas for teachers 1 and 2 they are able to enable their learners to express themselves more freely, judging from the different types of writing exercises in their books.
- There is evidence of a Language experience approach, a Social constructivist approach, which underpins OBE; where the learners are actively constructing and creating their own knowledge from their own experiences, e.g. the writing books reflect extensive writing in the learners' creative books, with the teachers' affirming and encouraging comments.
- There is evidence too of decontextualised, skills-based, discrete steps of writing.

5.13.2. Theories of learning as demonstrated in the written work of the learner

- The teachers' work reflects attempts at process writing where there has been planning, drafting and editing.
- All encourage creative, personal writing.
- Teachers 1 and 2 learners' work reflects more fluency and flow.
- Teacher 3's work displays controlled vocabulary and correctness of sentences more guided and structured because of the language needs of the learners in her class.

5.13.3. The approaches and practices of the effective literacy teachers as reflected in the written work of the learners

- There is evidence of a process writing approach, because of the evidence of terminology such as for example, 'draft', 'edit,' 'write your own story'.
- The teachers also supply assessment and positive feedback to the learners' work.
- There are different genres of writing that have been covered in the grade 3 classrooms, for example sentence writing, messages, paragraphs, letter writing, expressive personal writing, dialogues, use of thinking bubbles and speaking bubbles, free writing, mind mapping and colourful visual representations.

5.13.4. Characteristics of the effective literacy teacher as reflected in learners' work

- The written work of the learners reflects evidence of regular monitoring and assessment of the learners' work.
- They are implementing the writing process as required by the curriculum. Positive feedback is provided as reflected in the books.
- There is evidence of writing strategies, vocabulary extended, accurate spelling, explicit teaching in rules of use of punctuation and use of capital letters, daily writing activities, integrated reading and writing, provision of scaffolding decoding, and knowledge of the phonic method.

5.14. Summary of Chapter

This chapter has provided the presentation and the discussion and the findings in response to the research question: ***What are the approaches and the practices that the FP Grade 3 teachers use to promote effective literacy teaching?*** The data were presented in tabular form according to the classroom observations, the semi-structured interviews and the written work of the learners. The data also discussed each section of the teachers' definition of literacy teaching, the theories of learning which underpin their literacy teaching, the practices and approaches and the effective characteristics of the effective literacy teacher as observed, recorded and reflected in the written work of the learners.

The final chapter will focus on the researcher's interpretation of the findings, the conclusions and recommendations.

CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS

6. Introduction

The purpose of this chapter is to provide a summary of the findings of the research as well as the researcher's conclusions and recommendations. The conclusions (paragraph 6. 2) are based on the literature study (chapters 2 and 3) and empirical research (chapters 4 and 5) and a combination of the above two factors. The chapter will also provide the researcher's interpretation of the research findings.

6.1. Conclusions from the literature study

From the literature study in Chapter 2, the researcher found that: the traditional meaning of literacy is too limiting in its focus on skills which are often taught in a decontextualised way with very little relevance to the life-world and experiences of the learners, and with not sufficient attention being paid to the social-cultural context of the learners. In contrast, the lenses that were used in this research; The New Literacy Studies, the New London Group, Vygotsky, Bourdieu and the four-resources model / framework have as their common thread in literacy the importance of acknowledging the social cultural practices of the learner. These lenses overlap in that a reconceptualization of literacy does not supplant the skills-based approach; rather it augments it through its more balanced approach. A socio- cultural approach embraces other forms of representation, such as visual images and gestures, as well as new forms of multimodal literacy, rather than just print. These lenses were used to view the Grade 3 teachers in their teaching of literacy in the FP Grade 3 classroom. This study made use of these theories with the hope that it would offer productive ways of thinking about the roles of teachers in promoting children's literacy practices.

Vygotsky (1962, 1978) argued that children are social beings who develop and learn through their interactions with teachers and parents. The social milieu in which learners acquire literacy, the classroom and the home, will strongly influence how children learn. Scaffolding, as one of the strategies of an effective teacher, according to Gibson (in Rodger 2004:108), would include, for example: offering explanations, inviting student participation, verifying and clarifying learner understanding, modelling desired behaviour, and inviting learners to contribute clues.

Bourdieu's social practice theory in (Makin and Diaz 2002: 306-307) explores the ways in which social structures influence actors and practices; such as learners and the school system, and in this study how the Grade 3 teacher influences and promotes the Grade 3s' literacy levels and literacy identities, particularly with regard to popular culture that most of them are confronted with in their homes and communities and even schools. The learners should be given opportunities to become more discerning and critical about the messages regarding the use or abuse of power that is being conveyed via super heroes, e.g. X Men, Ben Ten, Bakugan, Barbie and the way in which these characters portray gender, race and class.

The socio-cultural theories of language of, e.g. Gee 1990, 1996; Heath 1986; Perez 2004; Street 1984, provide an important way of thinking about the 'reader' in relation to the text and the context of reading. They help us to think outside the box of a skills-only approach, asserts Hasset (2008:301). She argues that socio-cultural theories shift us away from cognitive-psychological frameworks of literacy, where reading is thought to happen in the head, to a view of literacy as deeply embedded and inseparable from specific contexts and purposes for reading (Cazden 1988; Gee 1990; Heath 1983; Street 1984) see paragraph 2.2.1. In the literature study in Chapter 3, the researcher found that Hall and Harding (2003:125) discovered that the skill of the teacher is critical, regardless of the many curriculum approaches and packages that have been found both to work and to fail. For Hall (2003: 322), effective literacy teaching in the early years of school is far more than 'method'; rather it is a complex mix of philosophy, method, teacher development and school culture. She argues that in her studies she has discovered that effective teachers are eclectic in their approach to literacy teaching.

Wharton, *et al.*, (1998:103) support the view that the voice of the teachers – including their personal theories and specific patterns of practice - must be heard, because previously they were omitted from research. Being able to articulate their internalised reflective knowledge, argues Fehring (2003:27), would help teachers to develop their professional competence by sharing their practice and theory, see paragraph 3.3.4.

Kallaway (2007:9) also supports the notion that teachers be consulted and that their knowledge and insights and years of teaching experience should be affirmed and acknowledged, rather than neglected, as these could contribute to improving the literacy levels in the country.

The ideal literate learner as constructed in the RNCS (DoE 2002) is a critical and analytic reader and writer who will be a productive and responsible citizen. Findings show this is not taken up in schools. Rather, in the school the ideal literate learner has a good vocabulary, writes neatly, spells correctly and reads fluently, with expression and comprehension. The emphasis on skills, like encoding and decoding texts, rather than meaning, creates a limited literate subject, argues Dixon (2007:ii), whereas a view of literacy from a socio-cultural theory of learning seeks to understand how learners interpret who they are in relation to others, and how they have learned how to process, interpret and encode their world. Hasset (2008:301) argues that construction is a key term, because reading is seen as the active construction of meaning for a particular social purpose from within a particular cultural group. Readers, according to her, construct meaning by drawing on and using knowledge resources (e.g. background knowledge, knowledge of skills) as well as identity resources (e.g. cultural identity, cultural practices, cultural tools, and the perceived significance of the activity) Hasset (2008:301).

In summary, the conclusions drawn from the literature research are that:

- Literacy has been redefined and there is a need to engage with new literacies.
- Literacy teaching is a combination of the skill of the teacher, a complex mix of philosophy, method, teacher development, school culture and home background.
- Literacy identity and disposition of learners need to be purposefully developed.

6.2. Conclusions from the empirical investigation

The empirical investigation indicates teachers who are compliant in terms of the current departmental directives that they have been confronted by, as the country has made changes in the educational system in its pursuit of democracy. In their attempts to implement the curriculum changes, their teaching has been influenced by the requirements of OBE, NCS, RNCS and FFLC, with its focus on improving the literacy levels of the country. All of these have viewed literacy instruction from a decontextualised skills perspective, with references to 'a whole language approach nested in a social constructivism'. The focus of this study has been on describing what effective teachers do in the classroom in increasing the literacy levels of their learners. The intention of this study was to describe and to gain insight into how the teachers promote literacy teaching in their Grade 3 classes through

what was observed or communicated in the semi-structured interview or evaluated in the written work of the learners.

The findings that emerged have demonstrated that:

- The three FP teachers' literacy teaching and instruction is greatly influenced by a skills acquisition theory and Psycho-linguistic approach with its focus on meaning.
- The greater part of the teaching time is transmission and constructivist with explicit teaching, and cooperative learning.
- The classrooms were examples of well-organised, well-managed, competent, hard working, enthusiastic teachers aware of their learners' learning needs.
- They make use of whole class teaching, group work and one- on- one when meeting individual needs.
- The links with the socio-cultural contexts of the learners are not pursued sufficiently.
- They have contact with parents, some more easily than others.
- The present development of the literacy identity and disposition of the learner is concentrating on the development of having a good vocabulary, being able to write neatly, spell correctly and read fluently with expression and comprehension; and the cultural identity and background of the learners are not being validated sufficiently.

6.3. Recommendations

In the following section recommendations will be made.

6.3.1. Recommendations for teachers to become more effective literacy teachers

It is recommended that FP teachers make the shift from viewing literacy purely as a psycholinguistic, decontextualised skills perspective, as happening only in the 'head' to a socio-cultural view and understanding where reading is deeply embedded and inseparable from specific social contexts.

While decoding is acknowledged as a vital part of literacy instruction, it has to be developed concurrently in combination with other strategies, such as Luke and Freebody's 1999 four-resources model.

It is recommended that learners receive more explicit language and literacy instruction and that there is a move away from a reliance only on series of readers with their controlled vocabularies.

Perez (2004:46) argues that within a socio-cultural theoretical frame, viewing literacy as multiple literacies acknowledges the native and home literacy practices that learners bring to the school literacy tasks. It allows for investigating and validating learners' multiple literacies and cultural resources affirming their cultural identity, in order to inform school literacy practices and build a community of learners. As teachers we need to understand that our particular language and literacy socialization contributes to how we create classroom literacy contexts, and influences how we set standards or expectations for school literacy. The more we learn about the diverse cultural and linguistic experiences of our learners, the better prepared we will be to create appropriate literacy environments.

It is recommended that teachers focus on more conscious, purposeful development of the literacy identities of the learners.

Where there is fleeting reference to the learners' socio-cultural backgrounds, there needs to be more deliberate integration and acknowledgement of the contributions made by the learners in the construction of knowledge. Makin and Diaz (2002:333) argue that children's home languages, dialects and experiences must be built upon in the development of their literacy identities. Similarly, Banda (2003:124) too supports the practice of accessing local literacies and building upon them.

It is recommended that Luke and Freebody's (1999) Four-resources practices needs to be developed concurrently as the learners develop language and literacy.

For example, in text coding practices such as deciphering print: 'How do I crack this code?' the related knowledge would be exercises such as predicting, checking and confirming or changing predictions. Text participants' practice would, for example, provide opportunities for making meaning, drawing inferences from texts and interpreting texts, analyzing, comparing and making links to prior knowledge and experiences.

Text user practices would include; using text for social purposes, asking for what purpose this text has been used, requiring knowledge of different genres or types of text and interacting with others about text.

The text analyst practices would give opportunities for: seeking and identifying ideological meanings in texts, questioning what the text wants the reader to believe, discovering the knowledge that text positions readers and recognizing and talking about opinion and bias in texts.

These practices would again incorporate a socio-cultural view of literacy, and it would also augment and not supplant in any way the decoding skills which are also absolutely necessary for literacy development.

It is recommended that while both skills and strategies are important in early literacy instruction, much more emphasis be placed on strategies instruction, as these are plans for solving problems.

Wharton-McDonald, *et al.*, (1998:117) recommend that meta-cognitive thinking be encouraged in learners by asking them to explain how they had arrived at a particular answer; to name the strategies and clues they had used. This practice is encouraged to allow the learner to model his thought processes for the rest of the class and in this way learn to solve problems and to think critically.

Meta-cognition, according to Jordaan and Jordaan (in Joubert *et al.*, 2008:144), is the pinnacle of the rise in intellectual abilities, because, they argue, that the ability to have knowledge of one's own thought processes is an advanced ability, and it entails a person 'learning to learn' and obtaining insight about his/her own ability to make associations, to distinguish, to formulate concepts and rules, and be able to control the application of these abilities. This would certainly include the ability to apply strategies to solving problems, and in this case literacy.

It is recommended that teachers develop greater flexibility and judgement in choosing the best materials and approaches to meet the learners' needs as well as their socio-cultural contexts for learning, and not be bound to a reading series.

It is important for the FP teachers to reflect on questions such as, are the books that are being selected culturally sensitive books? Do they contain texts that are relevant to the learners' own cultural contexts and to contexts with which they need to become familiar? Are there texts that may heighten their appreciation of diversity and alternative ways of viewing the world? Are there references to inclusivity in relation to matters such as class, race and gender? It is important to display and use different languages to raise children's

awareness of linguistic diversity. Teachers need to choose teaching materials and methods that respond to children's learning differences as well as to differences in culture and language.

It is recommended that teachers develop an awareness of the increasing impact of technology and popular culture on children's early literacy development.

While we recognise that not all learners have electrification or access to technology in their homes, many learners are aware of the pop culture characters because of marketing and advertising in the areas in which they live. Learners need new skills in order to read CD-ROMs or DVDs. They no longer read sequentially in multimodal contexts, but also laterally, as they follow hyperlinks or navigate using icons; this cannot be ignored by the Foundation Phase teachers. The New London Group, see paragraph 2.2.2., advocates a multiliteracies approach that will assume a teaching learning situation that works at promoting learning conditions that will lead to acknowledging all of the interests that learners bring to the classroom and curriculum. For example, allowing learners to draw and allowing them to make use of their knowledge of popular culture when creating their own narrative scripts and images when writing, and dramatizing.

It is recommended that opportunities be created where acknowledgement of the strengths, skills and expertise of teachers can be shared and developed.

Opportunities need to be created for professional development, where teachers' morale needs to be consciously worked at, where the teachers learn to trust their judgement; where they share their strengths, their strategies and best teaching and learning practices. Teachers are to be encouraged and affirmed wherever literacy teaching levels are being increased.

6.3.2. Recommendations for teacher training

The researcher's recommendations for Teacher Training in the FP are that:

- Students' conceptual understanding, knowledge, expertise and skills with regard to the teaching of literacy be thoroughly developed, particularly with regard to the different methods, approaches and the different theories that underpin them; that they understand the practical application of each method and that they understand the didactic value of each and how it contributes to literacy development in meeting the literacy needs of different learners; that they are aware too of the

strengths and weaknesses of each method, such as the alphabet method, the phonic method, the look-and-say method, the eclectic method, the language experience method, the whole language approach, the Psycholinguistic approach.

- Students' conceptual understanding to be developed with regard to the broadening of the definition of literacy or the reconceptualization of literacy instruction, such as a social- cultural approach to literacy; the application of Luke and Freebody's four-resources practices for literacy teaching, and the need for a multiliteracies approach to literacy.
- That more effective literacy teachers approaches be researched and incorporated into the FP teacher training program.
- More research be conducted across different categories of schools in order to ascertain how best practices in literacy teaching are being implemented.
- Literacy specialists be appointed to mentor and develop best practices with regard to the role of multiliteracies in order to implement and augment a more balanced approach with the skills-based approach.
- Respect, understanding and an awareness be developed for the acknowledgement of the socio-cultural contexts of all learners and their different languages.

6.4. Concluding remarks

The aim of this case study was to study and discover the approaches that the Grade 3 literacy teachers use to promote literacy learning. Qualitative research design was followed in this case study.

After defining literacy and examining the redefinition of literacy, the case study focused on discovering the particular approaches of the FP Grade 3 teachers by means of classroom observations, a semi-structured interview conducted with the teachers, where open-ended questions were asked, and the evaluation of the written work of learners.

Although the teachers in the sample agreed on the importance of reading and literacy, in the promotion of the literacy acquisition and development of their learners what emerged is that there is a discrepancy, in that literacy as socially situated practices is not acknowledged or used as scaffolding sufficiently in the development of the learners' literacy identity.

To conclude, Makin and Diaz (2002:333) plea that teachers in making a difference 'push the boundaries' and open themselves to changing literacy practices in the homes and communities of the learners they teach.

Appendixes

Appendix 1: Request for official approval to conduct research

7 Spring Gardens

PINELANDS

7405

11 February 2008

Mr Anthony E Petersen

Director

Central EMDC

Mowbray

Dear Mr Petersen

RE: PERMISSION TO DO POSTGRADUATE RESEARCH FIELDWORK AT PRIMARY SCHOOLS OF THE EMDC

I have been in correspondence with the EMDC since November 2007 seeking official permission to visit schools to conduct my research.

I initially sent a letter to Mrs Mapungu, Circuit Manager, on the 28th November 2007 (copy attached).

After visits to Mowbray, further correspondence and telephone calls, I have been informed that you will need to provide such permission.

In terms of my work programme for the year, I have set the last week of February to start the research fieldwork. You will therefore appreciate the need to avoid any delays and my desire to start as I have scheduled.

Kindly indicate whether this is not acceptable to the department.

Yours faithfully

Jane Lawrence (Mrs)

Appendix 2: Description of Research Project

M.ED (DIDACTICS) **DESCRIPTION OF RESEARCH PROJECT**

J.W. LAWRENCE

TITLE OF RESEARCH: Approaches to literacy teaching in the Foundation Phase – A case study.

RESEARCH QUESTION: What are the approaches that FP grade 3 teachers intentionally use to promote literacy development?

The focus of this study is on the changing role of literacy in the curriculum in primary education. The field of literacy is changing and making new demands in terms of the skills required for a changing world. Literacy can no longer be viewed, purely as a reading skill or as an autonomous set of neutral skills independent of context. Literacy and the curriculum are to be seen as applied, practiced and situated socially and culturally.

The literate subject is a social subject whose literacies are specific to their situated places in the world and for this reason; literacy is learnt in communities of practice where it is both constituted and constitutive. With the new perspective on literacy and learning as plural, changing and socially situated, it places great emphasis on acknowledging each learner's values, beliefs, culture, background and language.

The media and research tell us that there is a crisis in education. Society unfortunately has become disillusioned with the school's inability to produce excellent results since people see schooling as the most important tool for improving society and for accelerating upward mobility. Schools, as far as society is concerned are not producing sufficient students who are literate enough and who have the necessary skills to participate in and transform the knowledge economy.

The role of teachers has changed too in their understanding and their implementation of the different government's education interventions and initiatives such as for example, the National Curriculum Statements.

My argument is that while our teachers are confronted by increasing diversity and societal change there are many effective teachers who continue to work hard at producing literate learners who are independent readers, writers and thinkers, who are able to cope with knowledge construction and production; in an inclusive education classroom and world.

Hence the purpose of this research is to do a qualitative study and to describe and to gain insight into the practices, beliefs and pedagogies that Foundation Phase grade 3 teachers use to promote and produce literate social learners who are excited and confident about reading, writing and thinking, and who are able to participate enthusiastically in an increasing complex world.

It is hoped that this research data will add to the contributions made to the improvement of our literacy levels in our country and to teacher development.

Jeanette (Jane) W Lawrence

19 February 2008

Appendix 3: Official letter of approval to conduct research

E-mail from Dr Ronald Cornelissen
Sent: 05 March 2008 09:30 AM
Subject: Permission to conduct research

From: "Ronald S Cornelissen" <rcornelissen@pgwc.gov.za>
To: <lawg@mweb.co.za>
Sent: 05 March 2008 09:30 AM
Attach: 20080229-0049 (Approaches to literacy teaching (J. Lawrence - M.Ed)).doc
Subject: Permission to conduct research

Dear Ms Lawrence

Your request to conduct research in Western Cape schools has been approved. Please find herewith attached the letter granting this approval.

Regards

Ronald S. Cornelissen

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Appendix 4.1 (A) Teacher 1 Observation 1

Field notes transcribed

TEACHER 1

OBSERVATION 1

Teacher 1 School 1 grade 3 - Literacy

After interval – prayer – stretched – we're going to do some exercises – I don't want to see a case in any face. What did I just use – rhyming words – stretch apple – only those who can chew – I want to hear – children make sounds. Now face me – like we're doing karate. Stretch with repeat and criss cross – count 1-10 stop – I had to laugh - couldn't figure what was required – now touch right arm and right knee – now sit down.

I'm going to read story – this is revision – teacher – book monitor hand out her books – pick up papers - In – leave for

Cher sit quietly and look at thick hard cover

Switch on light – OHP – ah ah ah (No!) teacher puts on transparency – children start reading. Books in cupboard, neat charts. I'm going to put words on screen and you write down in order. What is the date today – Remember the month – it gets capital letter put lunch boxes away and pencil bags only have a clear desk – no erasers – are you ready

The words are – teacher was going to play bingo

Bruce what are you doing

What you Looking for. Teacher looks for his book

Worksheet on table – good and bad touching

I'm going to flash words on board

Eyes must be on board

Interruption – I had disturbances – I'm coming.

Yes here – cat, sat, mat fat

..... it to you again (quick movement). Put your head down when you finished. Who's not ready – don't cheat – are you ready – mark correct flashed again

Let's read – cat mat sat fat – well done Bryce

Now I've got new words – I'm going to give you longer time – listen to instruction – what must you do – write word – circle odd – what is odd – are you reading

Hear reading fast

No talking – man, can, far tree

I'll do it again - teacher reads aloud – you suppose to circle odd one out

Is julle reg – ja juffrou kan ek dit vir julle wys – ja juffro – check friends / peers work

Odd one out tell – why ee sound – what else except

Gently corrects – there are 4 letters not 4 sounds

All have n sound - what else 4 letters can = 3

I'm going to say it out of my head – I want to see if you can remember – some are silly words that rhyme

Pot, sot bot for x 3

What sound in middle

Janine write down words

Neatly pot sot bot for

Is he correct clap

Sit up straight – I'm going to read your

I realised when I marked your work you had problems with ai and ay

Transparency on OHP

Say Ai again x 3

Some people say agen – I'm going to say again

You listen

Interruption – come back late

Teacher puts picture on board – fishing

Teacher reads – come underline all the words ai, then you clap

Everybody reads – class reads fluently

.... Underline the words – who can help him – if you shout I'm going to be upset

No shouting – put your hands down I'll call – 2 boys at transport

Reason why I'm asking them – what does he do after he baits – class says he waits – where else

Logically and systematically the teacher helps the learners to identify 'ai'

Ronel's name is on board for not following rules. One boy

All the words have been done. Why were you laughing – good manners, bad manner ok Bryce we've underlined all the words.

We are not going to read the word we are going to clap the word with ai sound. Don't ay the word

Teacher reads with children follow correct successfully – good listening skills ex

Teacher says very good

Now write ai sound and write down all the ai sounds – only words at the top – don't worry with words at bottom

Tall, sank, wait chair rain train again

Your mother must have your eyes seen to

Class is now busy

Only few minutes. You are going to write your own story. You are going to make a book today. Let your friend check your spelling.

Learner "teacher, she's messing with this.

Teacher: "put it behind her.

On the table – card from Naeela to teacher – how much she loves teacher.

Teacher writes sentence on board

1. The girl made a
2. The boy has a boat he wants to

Lots of worksheets in classroom

When did you get spectacles – Grade 2

Bryce where did you get learn from

I see a case – once you have completed come to the floor very quietly

2 bookshelves Can I switch the OHP off

Bryce why are you writing and

Bryce no capital letters. I didn't say write capital letters

Learners are on mat – remember your groups

Teacher facilitates – teacher times 3 slow learner – classroom rules – Afrikaans "e" With words

Teacher says Who has birthday in April – no birthday

Come to floor guys – 3

Lovely happy buzz

I'm going to read Big Book – Sun... Book – whole idea you are going to write your own

Read cover with me

What information is on book – what is book about – you've they do same actions – teacher takes 3 books from bookcase. If I walked in library I'm browsing – its holidays – what do you think the book is about - Irwin – humour – squashes

If I had choice – I'll take fruit – what about – makes you healthy – all the children need fruit cut it up – Nazeem's answer. I'm the king of the mountain – what do you think book is about – what other animals could be – monkey, fly, caterpillar, ants, snake, gorilla – can give answers cockroach and butterfly a bloodsucker, a Teacher writes next new word on board. Teacher pulls face – did anyone say dog – yes. What sound does cow make

Whose animals came in

Prediction exercises

Life cycle of butterfly – fiction / non fiction

Why because it is true

Who is the author – John Locklear

Who did the illustrations

You are going to write – book needs a cover – today we are only going to plan a cover!

Learners read just like me – teacher reminds children of correct intonation

Teacher reminds children of speech bubbles

Who is the girl – Naeela (she's not here today).

Children read – repetitive lines of story

What is a tunnel – like Cango Caves – you can walk through – when it rains – by the trains – when you run when you go to Robertson – people shout – in the mountains – Goudini Spa – through the tunnel its dark - what about annuals, diggers, rabbits – burrow, moles – sound don't let mole bite you – lekker lekker till he bites your toes. He doesn't like humans. Why do you think he closes up the hole – doesn't like sun light.

I went into the zoo, there I saw a monkey – just like you book – simple

Now we are going to write a simple – one sentence on a picture. Draw a mind map, plan – first decide what you are going to write about – e.g. fruit, animal, school children, my teacher. First decide among yourselves – that's all – teacher gives instruction – in your group – Group 1 stand – in leaders

I'll give you a number – 6 Group

Learners repeat 6 – 1; 1 – 6 group leaders

Teacher counts and numbers class 1 – 6

We are doing group work skills – listen, be patient, talk, co-operate – everybody must give input. I'm going to come around to see if group leader is..

Kanalla – asseblief tog, please

Learners in groups

Teacher makes decision – choose 2 animals

Teacher writes on newsprint (1) choose 2 animals

You only need one page 3 crayons – sit on floor and face each other

If he is not co-operating tell me – Just write the way you say it. We'll be editing later 1,2,3, look at me! Finger on the lip. We didn't choose a scribe – for today – leader must keep everybody on track – stay on topic – I'm going to give you guidance today.

As a group decide which animals

Don't write about lion and mouse etc.

Thank about strong animal and weaker animal

You can choose 2 strong animals

Teacher models

A flea and a dog

Why do you think I chose a flea and dog. Flea is talking to dog.

Bird and elephant etc. Bird and crocodile

Just checking

Learner "bird cleans teeth"

Where is story taking place

River, forest,, beach

Remember it is fantasy

Where is it taking place

Characters – flea and dog

Who are your main characters

Learners baboon and hyenas, Lion and hamster, Tiger and lion, Frog and fly, Horse and dog

Write it down

My backyard – everything is happening at my house – are you going to Shoprite

Not a sentence – just one or 2 words

Wonderland – remember you are making up the story

Stretch – shout – sit down

Group 1

Remember we are going to edit and publish

Feedback – frog and fly – pond

Frog eats fly

Teacher - teacher listening skills

Horse and donkey – farm

Baboon and hyena – mall

Going to mall – hungry to eat people

No violence – chaos in mall

Going to KFC – no humans in story

Lion and hamster – jungle

Hamster – jungle??

I'm just questioning

Lion and ostrich – school

Very well managed lesson

Appendix 4.1 (B) Teacher 1 Observation 2

TEACHER 1

OBSERVATION 2

Teacher 1 School 1 grade 3 - Literacy

I'm going to do the gingerbread later. Take pride in your work. Music in background. Put away everything – you just need a pencil – I'm going to put a picture on your desk – don't turn it around. If I can't hear the music – then the talking is too loud – Kyle what are you talking about

Just make sure – not somebody with same picture in your group – look at your picture – I want to make sure different pictures are in your group – relax!

Neat clean board

All have picture – complete picture for me – finish the picture – it doesn't have to be a perfect picture – you have 15 minutes

Leave background – where do you think it is – don't press hard on your pencil – Janine you have 10 minutes left – who has pencil – teacher, teacher I have one

Give the person a face – some hair and a background. Something like 7 minutes. Left. Where do you think that is taking place.

Teacher facilitates – what is this

Learners are all busy drawing. I'm more interested in the people in the picture. Draw the faces of the people.

Very well disciplined class – good classroom control. You all have easy pictures – "mine is difficult". Lovely music playing. Everyday you tell someone you love them – 5 minutes – then we'll do something else.

Teacher how do you spell – "fact" f.a.c.t. e is wrong in brick tor factory

Please get done with picture – where is your face – please give him a pencil – did you hear him say thank you.

Village where's your dictionary – I want to see if you going to open in the right place. Are you guys ready. V – at the back V

Pictures are about biases – teacher shows me the pictures – put your names at back of picture – lots of rubbing out.

She's asking me how to spell – what must she do – use the dictionary

All people with ballet dancer – compare your picture – show each other

People with mini car explain

People with dreadlocks – all grouped together / fireman / firewoman

Ask the people what they drew in the picture – a man / woman male / female

Buzz as groups are busy

OK! Now I'm going to put pictures on the board – I want you to listen to people with ballet dancer – Majiet – explain . Put your pencil down

We're not laughing at picture. 5/6 said woman is the ballet dancer

6/6 – man – builder – why would you choose a man – the ladies don't. wah, wah, man strong, can

People with 2 cards – hold picture up doesn't matter what it looks like – why did you decide man – 2 men can fix – a man can always do the work

Boy crying – Kyle. A man works on a car. A man and a lady – a woman can fix a car

2 men are strong. men work on cars, men can fix cars

Teacher I just can't fix a tyre

I know by the jeans – jeans doesn't matter

Teacher "....." Teacher it does matter"

Person sitting at sewing machine – grannies, girls – 4 men – dreadlocks

Fireperson – group – show. Man – looks so strong

Man because a woman can also do be a firewoman – I knew it

Bread is delivered for lunch.

people – ladies nails are long – woman and man – they were looking at my picture – she guided you – she has a bangle – a shirt – they are both women

Teacher says- you guys did not look for detail, woman – building a roof – you people didn't look for detail' – "you have a choice"

Sexism – women have been doing these jobs for years – in Mitchells Plain I see firewomen – we call this BIAS we always think men do this – cars – women – cook. Who is in the kitchen on Sunday – sometimes – I love beading – think of a woman – rugby – a man – think of soccer – man – both

We must start changing our thinking. I'm going to give you a new picture

What do you think he is thinking

Teacher draws thinking as a – speech bubble and talking

Teacher draws attention to difference between thinking bubble and speech bubble

Think about pattern on garment, About his children . Can they all hear you

All the money he's going to get. Sell jacket to someone and money. His happy with job he's doing. Funky clothes..If he gets..Making clothes for the poor children...About a car

Talk to the class – don't whisper in someone's ear. What could they be saying to each other

What are we, Where are we going to put it...If it is going to work...Could they only be talking about.....The car

May be they saying – thinking outside the box – did you say Nicholas was late again – go to eye specialistGoes to special place for lunch

They fixing the telephone wires. Did you see cables they are stealing nowadays

I'm going to give each person – get up very quietly make thinking bubbles and speech bubbles....Teacher shows picture of a man hanging up washing

Part – activity to do – study picture – complete...Don't damage pictures – they belong to the school

Use half a page. Teacher gives instructions – put page down in front of you. Nuar where to sit on bench – thinking bubble and talking bubble

Teacher explains, what are you thinking when I ask $5 \times 3 =$ I'm thinking at moment you are rude – 5×3 must I give the calculation or give the answer

Teacher demonstrates – pairs – 1 to think – 1 to talk

Teacher says 3 on bench for week now you thinking – I'm nasty etc..Learners are all busy with activity.....Don't write thinking – think – write thoughts in here

Appendix 4.1 (C) Teacher 1 Observation 3

TEACHER 1

OBSERVATION 3

Teacher 1 School 1 grade 3 - Literacy

Reading

Group on floor (8)

Teacher writes – sums on board for

Book G Beehive series

Teacher sits with flashcards

Learners put books on floor

Eye – exercises – up down

Which way do you read in SA and S A.....

Look at picture – tell me about picture

Talk to me – ship sailing – small boat

Big boat – tell me families – rough seas – coming to unknown land – bye – ways of unknown land – when do you think this story happened – who can do calculations – more or less – do sum on board – 2008-1820

Cone lets read together – read until fluency intonation and express

ASS ST says intonation punctuation. What did I say about a comma

Learners read with expression. Individuals read. Read and I am going to ask questions

Learner reads well

Lots of books on

“mishap” – what does this mean? Think about this word – read word within context of sentence – read sentence again!

Praises reading – read beautifully

Do we wear veldskoene – what is it

Rest are following in books. Highways and Byways

Flashcard “sailed” give a word that sounds the same but different meaning

Car for sale / sail

Boat will said

Opposite of began end give sentence

Tortoise ended the race

Find the word searched in your reader – what are you doing now – looking – synonyms – metalanguage

Clap the word because – syllables – how many

Learner wants word on board – because – what sound is in middle – now write word on board

Learners run to write words on board....Maud autumn.. teacher says I want daughter. That au sound....Austen, hauled

Teacher allows learners to read words and clap repeat – say number of syllables

Name of person – what is wrong maud. Learners name needs capital letter”

What tense is hauled – present tense or hauled – past teacher

Books received Salmaan Khan – Literacy , Muyahid Kemp - literacy...Bilyees Khan – literacy, creative writing

Lots of grammar exercises,..Mind maps,....English and Afrik work...Phonics “igh” “l” sound, Negative forms, Collective nouns.

Appendix 4.2 (A) Teacher 2 Observation 1

TEACHER 2

OBSERVATION 1

Teacher 2 School 2 grade 3

... after interval – exercise....(for what we have received. Get out your class work book

Hang and stretch and keep it there. Arms slowly in line with your shoulder, keep it there – down and out. Learners love it 1-10. Lovely atmosphere 9½ - 10. Children are giggling...Just once and no more ok

You are going to imagine you are any piece of washing on the line – no underpants, no bra. learners squeal. Learner He wants to be a bra. Have you decided. Close your eyes – washing can't talk. Learner – I am going to be the wind. I'm just a breeze, blowing stronger – blowing you along the line. Learner I'm superman's clothes – can't blow.....Poem , Once I saw a little bird.

Make circle on mat – sit down – make space. Learners- noise loud. There's always a problem. Move a bit over. Teacher helps to arrange learners – be careful. Teacher cleans board. Before we start . Teacher writes. Antonyms on blackboard...Just big English word for children "opposite".I'm going to be the postman and hand out letters. Close your eyes – no peeking – silence in room.....Someone sniggers – that must be Alexander – can only be him – be careful those sitting at door – interruption

Open for yourself – these who received card – not going to play on if you talk all the time – we are going to match up opposite e.g. for instance boy – give teacher – sit on desk

Lauren put your card down – whoever ... "I have" We want to hear the word – I have small - Is small opposite to big. Natasha – what do you think is opposite to big

What can be big and what canSipho – a tree can be big and an ant can be small.

Right – no no – Sipho has wrong. When would you speak about – your work is right and wrongSomething can be right something can be wrong.

Mr Fisher says pretty who has the opposite – child says ugly – Sipho is not alone – do we speak about people being ugly – we never say people are ugly. Dress ugly or pretty – Leaner says slow – fast he didn't read his card property....Learners snail is slow cheetah Ferrari fast...Sweater is slow – whatever that is.....Narrow I have wide – lovely.....Road narrow what is the meaning.....Road must either to down. What is the meaning – then.....I didn't say that – children laugh....Sebastian – good – bad.....Some children can be good – how Teacher asks.....How is somebody bad – who breaks into house – when you know....When you do the right thing....Anaara sharp – last time Teacher gave the answer -Blunt I thought you said blood...Give e.g.Sipho, Jane....A pencil can be sharp and blunt.... Is not sharp – what is meaning of blunt – flat....earners say but what is the meaning....what next soft not soft loud

to loud when do you use or how can you use children....how would you use it. is soft and loud...next next next! X 4.... to make a noise – no no thank you – move back coffee hot or cold,day can be hot or cold...thin fat someone can be thin fat...young old how you use it – I'm not listening. Someone can be young / old...Teacher says grandpa old and you are

Thick ,thin,the log can be either thick or thin

New,old,how do you use that ,The book can be new – person is young

Mr Kew, Tall,short

Mr De Lilly – teacher says thank you sir,Sir flat – strong voice – give child a chance

Who did not get a chance, Aakule you must find the opposite of right ...Is she right – give together learners find opposite on mat.Quick quick .Children encouraged

Learners count 5,4,3,2,1..5 seconds to find partner and then children read- pair work

Give him another chance sharp or blunt, Learner has to read it – say it

All opposites (flash cards) are on mat and L has to find correct partner..I don't want a chance – you did have a choice – big / small...Ls are enjoying activity – now what are going to do...We are going to read children – can't read upside down...Read together – unison reading

Ones in front bend down..Teacher points with pencil to all examples...Teacher discovers group who are not reading...Give me other opposites – they didn't hear you..Sipho touched my private part....I didn't she – apologise – accepting that ...Dirty or clean,sweet or Love or hate,wild or tame....Where will you find tame in circus....Glass, cups, light or dark

Paste on the board – choose 4 on one side – choose – take out your own class work emphasise book – written example

Appendix 4.2 (B) Teacher 2 Observation 2

Teacher 2 School 2 grade 3 - Literacy

Children are all excited at their computers..Learners switch on computers – have a problem just wait – 2 learners per computer..After switched on wait – neat, tidy room.“Did you switch on at bottom – 007 did you 007 – Iris name..I’m waiting for everybody to be in ..Can’t use Cami Maths yet – we want to but we cant....Beautiful neat, relevant posters – Cami Maths – nice program...Teacher explains about Cami Maths – had it for a test period – now school needs to buy it and put it on...OK – see if there is an activity that you can do on your own...Macmillan Talking Storms – concentrate on lots of comprehension...First listen. Story by Jenny Seed. The children in Lindiwe one Learner clicks – teacher walks around...Screen if – not aligned. Story narrated from computer. Learners are engrossed in the story – some read with eyes, some with mouth – one learner controls the scrolling for the whole class...Anchio reading story..One Learner points to illustrations on screen..Learners read with the story the repetitive part. The socks were wet and muddy – very animatedly...Principal interrupts on intercom – about a bowl that was mistakenly taken – intercom...Teacher replays page 15..Interruption – Mr Johannesen – comes into class...“Did you enjoy the story” Now we going to see what activity you can do. Clicks on picture of each child – pg 1 – e.g. “I’m a racing driver” picture comes alive – movement not static...Task / Activity – voice says – click on the boy then girl – continue the conversation write your partner ..Let’s hear what the boy says – girl says?.. remember tips – listen to ..get prog and ok – tick..remember you can’t have a conversation alone – 2 minutes – one listens, one talks...Buzz in the class – remember it can be about anything ...You must look at your partner when you speak. “Greet when you go in – open your mouth when you speak “brom, brom,” class laughs..In class we’re going to do this. Let’s see what’s next – click on TV – choose one and talk about this – learners speak about. Remember tips – they gave – you must listen to each other – another thing we’re going to try – on screen the word “cars” “families”, school, shopping, TV programs...Teacher says remember you talking about families now – checked on schools, shopping etc....(gender inequality) The girls will love this “shopping” class gets louder and louder – TV program – one must listen – what is your favourite TV program – Hannah Montana, Hands go up – Brandy and Mrs Whiskett – very exited...Teacher claps –, High School Musical – Dragon ball, Ben10, Fantastic . Learners are very excited. Teacher doesn’t know all these programs – questions High School Musical isn’t it a concert. Activity 2 – listen – let’s read sentence together...Story – Lindiwe’s Baby – Click on underlying word...“Jabulani played with Jabulani’s car...learner’s car...grammar - why not her...Correct use of personal pronoun..Click – read – Lindiwe..Learners clap when they give correct sentence...Pronouns page...Learners click – individually – now work on their own....Interrupt....Teacher comes to ask about parent at home...Click on all colours and how we going to read pronouns – we not going to shoutTeacher says give me pronoun in yellow etc..Learners put up their hands...

Gender inequality session...Pink a girl can answer because we like pink...Teacher says don’t talk nonsense”. Teacher doesn’t really know all the colours e.g. turquoise...Teacher draws on white board – direction in which they will read pronouns...Talking Stories...Learners read all the pronouns. Teacher asks learner how are you feeling today – do you think you can do it – sharp tone....Pronoun exercise – “click on word with line”...Now type in word that must appearTeacher walks around and corrects...e.g. the girls play with there x their babies – picture moves – teacher says go, read and find missing pronoun – read sentence...Great laughter from the class as the illustrations come alive..Pilot Study – teacher reminds me!..We will have to finish..Finish sentences with pronouns in class. Next week we will start with Activity 3 – play different games..Another class is waiting for us

Appendix 4.2 (C) Teacher 2 Observation 3

Teacher 2 School 2 grade 3 - Literacy

Reading

Turn to a page Sailor's Friend..Ask for extra book..8 learners on floor..Teacher sits on chair – teacher says p23..Look for word "visit" – p23 now read sentence...“knocked” still on same p – say where it is ..learner reads sentence “good looking” – now turn over “beautiful”..teacher smiles...4th par 2nd row...what do they mean by “great Dane” – animal..what type – teacher gives difficult categories...on same p24 “surprise” – 2 the first ..learners says last paragraph – “surprise” word “struggle” – learners...“gripped” – learner identifies...We going to quickly concentrate on sounds. Give me word with “ai” sound a and i – sailor, train said e..Sound “ocu” o and u – hear ou about mountain without..Lovely happy atmosphere amongst learners...A word that means the same as shouted...Must be on page – I’m going to give you clue..It’s not on top – learner gives yelled...Give word for stood – opposite sat...Last word before we start reading...Meanings – one word that means one – alone – nobody with you – teacher says...Last par third sentence...Read and concentrate on punctuation...I can see if you are taking note of your., ? !...I’m going to find passages – 1st P 2nd last and last passage – what did he miss, and he missed the –...Learners read with great expression and intonation....P25 – paragraph under picture – teacher affirms and praises “good”...When you see a ? or must sound like a question teacher models correct express...Teacher has lovely rapport with learner...Story – Lets go back – start from beginning...Learner reads – rest of class is quietly working...What do you think the word “shore” means - coming home for a while – went on leave – learner ask question – learner uses finger and teacher quietly says finger....Sipho very articulate and expressive...Close your book – make a group of 3 – use cards and build sentences. Must be a verb...Learners were making sentences – given envelopes with lots of individual laminated words and together they were constructing their own sentences:.....I enjoyed the lesson – teacher gave me books of Arimaarah Kauthar and Siphoesihle - creative writing

Appendix 4.3 (A) Teacher 3 Observation 1

TEACHER 3

OBSERVATION 1

Teacher 3 School 3 grade 3 Literacy

How many eyes must look at me..Children say 66 – how many eyes has each child got – 2 – so 36 so I must double...Severo scored 6 goals – calls learner up – Class wants to hear what you doing. You the teacher you must tell them I'm going to break up 30 then double 30. He takes 60 then 6 I'm going to double...So how many eyes must look 72...If one eye is closed – how many 71...If I add Mrs Links and Mrs Jones – how did you get 76 – counted in 2s...On Sunday is a very special day...John Paul – Teacher is Mother's Day..What is it about..It's a day we give mother a card...Why mothers day and not special day..Learner – give present...Learner – day for all mommies...Teacher – why, why...Why you going to make her feel special?...Learner – when you sick mommy takes care of you.

What has mommy done for you..Learner mommy throws you a party (does she pick you up – gives you a party..Learner – takes me to doctor – teacher interacts with learners responsibility..Learner – makes food..Teacher moves around – teacher says I can't hear – Learner – she buys me clothes – Teacher he's grateful..Learner – Mayre (dogs name) what does mom do for you that's special – learner – party packets – Xhosa Learner..Teacher – special day for mommy – she is so kind, does many things for us – get up early – what can I do – make breakfast – make a card, tea in bed, do housework – teacher – kwaai, kwaai says – we're going to treat her special..Read a story – how mother's day started – history – I don't see 62 eyes – lets put our hands under our buttocks – teacher reads story – Greeks come from - it's overseas – where do you think Greeks come from - Learner answers Greeks – from Scotland..Teacher Greece – have you heard started with Romans – starts with R – Rome – I don't have my map but I will show you where Greece and Rome..People who come from Greece – is a ..Teacher writes..Country,People..Greece,Greeks - say the word – can you hear K,Rome,Romans...Born in SA – we are all human...Teacher provides scaffolding..People who come from SA – South Africans....Great emphasis on language..Who I'm speaking about God – goddess...Learners say goddess – female..England – called Mothering Sunday..Unison – mothering Sunday...Repetition and reinforcement. Unison – mothering Sunday.In United States of America...Teacher develops Board summary...Learner says United Stage of America. Teacher says United States. We usually say America...Teacher writes Anna Jarvis 1905 – where is she from – Learner says USA America when 150 years ago – long time or short time..Learners say long...National Day...Teacher teaches difference between International and National..Teacher continues to read facts..2nd Sunday in May...Learners stand – arm up, down, forward up, down...Right arm up Right - down x 2 ...Both arms down..Learners sing – if you want to beIf you want to answer raise your hand – stand – “on Sunday when Llewellyn – when do we celebrate – “every 2nd Sunday in May”...Teacher asks questions – surprise to be given – answer the question...1st question – first listen..teacher provides scaffolding – 2nd day – Tuesday not Sunday...teacher positively affirms..Sara Lee – first Romans and Greeks..Who did Greeks and Romans honour..Did gardens teacher says say goddesses...Teacher repeats – gardens – even though she didn't pronounce it correctly she gets point...Mother's Day was called Mothering Sunday – Learners answer in full sentences – haven't got surprise for everyone – must wait for increase – otherwise I'll be poor...Learners point at Anne Jarvis – give you ½ point – repeat "" other learner helps...All those who scored 1 point stand...I want a winner – girls are good,...Girls do everything..“when did Jarvis die”...learners struggle to read 1905 – teacher....scaffolds 1920, 1999, 1914 etc...learner corrects herself...How did people celebrate Mothers Day in the past – attending church, writing letters...Hand is always up - seeing psychologist.... Have visitor – sum go toGive point to Sara Lee..Very competitive..Name 3 things – listen to instruction...Teacher provides good scaffolding...Surprise is going to come late...Applause – teacher and learners very excited...Very enthusiastic teacher...Simon says – ex...Count 10 Eng Afri Xhosa..Tarryn – count in Xhosa – eyes learners closed...Tarryn counts on her fingers...Did she go home to learn it – I'm glad to hear somebody is going home to learn.

Teacher brings out tape recorder..Sing – Grandfather carried snuff..Are you awake- 62 eyes – heads down...Rich literacy environment....I need you to pay attention – heads down..Listen to nursery rhyme -In Gr 2 and Gr R did you listen – before crèche – who sang first nursery rhyme...Mommy – do you remember – Dad Barney Mary had a little three blind mice...Little red riding hood – baa baa black sheep – 3 little bears...Now you are going to sit quietly and listen carefully to 2nd nursery rhyme...Teacher sings – Don't like – how does the thing work...Mommy..Fell asleep...Tape – humpty dumpty – learners listen...Sorry wrong one...Teacher interrupted...Tape little bo beep – played – learners hum teacher claps – rhythmically...Little mary – learners have their books ...Teacher “leave your books” ...Class were you well behaved..2nd time – sing-a-long...teacher is so typical – CD gets dust...now sing along...what is going on to-day...learners sing..teacher says sing for me..learners sing enthusiastically..CD gets stuck again – teacher says don't be rude to CD..5 verses in song..what the 1st verse is about – learners little lemon – whose lamb Mary...what was against the rule...you must focus...interrupt – learner bumps file..learner – lamb followed her to school...teacher – so it was against the rule..where are your brains today...teacher, learner, learner – don't do that...“made her laugh and play”...Sometimes make mistakes – 62 no teacher...7 eyes.

In nursery rhyme there are characters..What do we need – a lamp, a Mary, a teacher, children, a principal, need rules, xhosa, “against the rules”..Class are you allowed to bring animals..No learners say ... will be consequences...Dramatisation..Is Mrs Adams – male or female – learners repeat F...“look at Teacher me?...CD player again for drama...Learners point to lamp..Children listen and respond..Come we sing and they do!..Teacher says – laugh – American. Dragon trees – sit quietly on mat – half moon...Grans stand in corner – Margie Kays in another corner..Teacher explains to group – trees write at back and literacy book – reading cards – instructions – tells you what to do – write then you do your work..Teacher strong discipline...Dragon – Casey read story – sits on Teacher’s chair...Interruption – I’m busy – julle luister nie...Class is very well behaved...Learners books are very neat..Looked at literacy book – a lot of work...What is today’s date ?...All the learners are busy...Teacher on mat – put your books down....What is the name of the book – Dragon. Show me picture of dragon..Have you read book at home. Put it down and look at me – now you read the book...I’m your brother / sister – you want to describe the dragon – now what are you going to tell them – what would you say..Do you know what it is to imagine..Dragon can fly – fire out of his mouth...Somebody must help me...Geswin – green, longDinosaur – fire out of his mouth..That sounds better...Learner describing in detail..Is a dragon heavy or light..He builds his own house – what did he use..Fold arms and sit up straight. Finds trees that are cut down – glad you read the book..Teacher gives facts – monstrous beast..What do you think monstrous – tall and very big – beast is an animal...In encyclopaedia – legs like a crocodile. ..Teacher puts flashcard on board – monstrous beast..Teacher big jaws – bones...Swallows us whole – Gershwin – inWe don’t want to use small words...Teacher Inhale / exhale breath...Dragon exhales – fire..Teacher explains - – fiery breath..Do you think I should keep a dragon as a pet? No. (murmur)...His my friend – why do I want ...To swallow the thieves who stole my UNO...To protect me from crime – some people have dogs...Dragon has scaly body – teacher provides scaffolding – go find out if crocodile is covered with scales – this afternoon – dogs -“proud of your daddy” – positive affirm”...what do wings – helps them to fly...Imagine – If my dragon stops thief from stealing my car...Very friendly teacher...Don’t shout out – one there, daar oorkant...Homework – teacher holds up – sound the word...Took long oo repeat, again what’s the word took...Class repeats...Teacher flashes and calls out children’s names and they say the word..Now you going to read sentences for me..Everybody reads Floppy was frightened..All the flashcards are read..Teacher we must look at the words..I’m going to give you a permission card to draw permission...One learner to read.

Appendix 4.3 (B) Teacher 3 Observation 2

TEACHER 3 (Substitute teacher for Teacher 3)

OBSERVATION 2

Teacher 3 School 3 grade 3 - Literacy

READING

Group on floor – read author and illustrator

Have you read...Tell us in your own words...Children gave answers confidently ...Read and explain- learners...Crocodile story – excellent, expressive reading, good information given...Good articulation / enunciation...Does mommy buy fish...Stockfish / hake / snoek- learners responses...Each child gave title of book – name of author and illustrator....A Monster Mistake...What happened at the seaside....6 learners on mat...Big walk – Surf walk....Teacher tested critical thinking....I teach what works!?...Very competent teacher – maintained good classroom discipline...teacher referred to life – world of learners e.g....What kind of fish do you eat at home?....“I teach good values” ...Classroom Environment – long list of other words for ‘nice’ – e.g. gorgeous, fantastic....Good posters around classroom...SPCA....Letters to teachers and friends box....Definitions of prism, pyramid etc....Types of examples in literacy book....Sentences e.g. Tommy Turtle

“ea” sound sea beach etc 12 approx (individual list)...worksheets – what isuse of capital letters – metalanguage – e.g. definition....We use a capital letter at the beginning of a sentence etc...Answer questions – dialogue....Comprehension Valentine’s Day....Excellent quality and quantity...A great deal of writing exercises – saw literacy book and life skills books....Received – Sarah Lee Gertzen – life skills literacy...Literacy book – worksheets – phonics – e.g. tion – soundSentences...Letters written to teacher....Life skills – practical handwriting...And prayers of gratitude – Dear God thank you for loving us. Amen....Cursive writing

Appendix 5: Semi-structured Interview Questions

1. How do you believe reading should be taught?
2. How do you believe writing should be taught?
3. How much time do you think should be spent on reading and writing all literacy / language activities?
4. What are the methods / techniques that you use when teaching reading and why do you use these methods?
5. What activities do you believe help learners to become competent readers and writers?
6. Do you allow learners to bring their own books to school and why?
7. Do you allow learners to take their readers home? Why?
8. What do you believe is the most important reason for teaching reading?
9. Which reading materials do you believe are the most useful?
10. Do you group your class?
11. How do you group them and why?
12. How do you help struggling readers?
13. How do you help the advanced ones?
14. What links do you have with the parents / caregivers of your learners?
15. How do you motivate the parents to encourage the learners to read?
16. Over the years have you changed your method of teaching reading? Why?
17. What would you say are the greatest challenges facing teachers today in the teaching of literacy?
18. What suggestions would you give about improving the quality of reading instruction?
19. Why do you think you are considered to be an accomplished literacy teacher today?
20. What do you always expect from your learners?
21. How do you deal with the home languages that your learners use when communicating with you during a literacy lesson?
22. How do you help learners relate to each other, particularly when they come from different home backgrounds, speak different languages, have a different culture, religion?

Appendix 6: Summary of Teachers responses to Interview

NB The names of the teachers and the schools have been changed to protect the confidentiality of the sources.

	Questions	Teacher 1 School 1	Teacher 2 School 2	Teacher 3 School 3
1.	How do you believe reading should be taught?	Trying to get children to read is important, I must be the role model – read different kinds of newspapers etc. Sight reading is only way. Listening to other people read. Make aware of different sounds – 5 yrs old, way you talk is way you read is the same. Making aware (emphasised)	Back to old days, strips, your words, pictures, groupwork, talking stories, still need to do reading, group work, concentrating on numeracy, talking story must be done every week, miss out on normal reading, when you test child, talk story, parent involvement, parents must be words. When we test them at end of quarter a little bit too late – parents having been doing what they supposed to do. Beehive series reader – it follows with words of previously.	Make it simple, red and blue book of yesterday use introduce like we did it in college many steps left. Today the learners reciting it – breaking up of words and building up of sentences.
2.	How do you believe writing should be taught?	Pictures start making aware, whatever you write is in your imagination – Draw, picture first – sequencing then write about how you feel, draw a mind map – reading comprehension, understand – children can't read sentences. I do different things – I don't go by book, I'm not structured, I can't stick to what the department limits me. A lot about me is interacting – bicycle, spec, bus.	Writing sentences must start from oral / pictures – child must get idea where it comes from – not doing as before – have pictures get words from there – children give few sentences, put on board then build up from there – weaker ones, don't have an idea – don't have imagination, build pictures in mind, not reading like we read.	Writing – letter choose pattern write in air, sound write on backs emphasis on writing tool roundness of letters use 2 spaces. Writing sentences – also breaking up of words and put together as a start lots of creative writing – don't take into consideration tenses, just take it from there.

	Questions	Teacher 1 School 1	Teacher 2 School 2	Teacher 3 School 3
3.	How much time do you think should be spent on reading and writing all literacy / language activities?	grade 3 a lot – speaking is more important, more you talk, give info, give presentation, it’s about me showing them, talk and write, contextualised it must be. What kind, allow children to see me as wrong too, reading to them a lot of them can’t read e.g. snake (Bryce)	Language which will involve phonics – spend a great deal 30 minutes extra time book reading – book reader – Eng used for talking story – every Friday reading period – read story to class, teacher, learners or quiet period.	Half the day – you don’t complete lesson, children forget day before – from reading go onto writing.
4.	What are the methods / techniques that you use when teaching reading and why do you use these methods?	Me talking stories, computer, children enjoy, interactive reading has improved, listening, then follow activity and also the parents are involved. Flashcards playing games, Bingo, Afrikaans improved, learners are now reading on their own. Sounds phonics must be mastered.	Group reading it works – do individual work, pair reading last year, buddy reading system group grade 6’s read to grade 3’s it worked well they also helped weaker ones.	An intro doesn’t have to be a related- to write then let them do it orally story – discuss book, picture to predict, from there getting their interest, then new words, use word in sentences, read with expression, emphasise punctuation etc.
5.	What activities do you believe help learners to become competent readers and writers?	Competent. Lots of comprehension, listening to stories, bring all types of material, discussion, lots of group work daily.	Reader question and answer page, reader / story, comprehension from reader – did they read and did they understand. Teacher asks question. Once read a whole story, act out by group skit, role-play enjoyed by children.	Comprehension, filling in missing words, finding word in word block, crossword puzzles, dictionary work.
6.	Do you allow learners to bring their own books to school and why?	Yes half an hour of reading own books, play games, names of animals, bill keys, spelling tests random, vocabulary can’t spell, go to library, research projects assignments LO5	Yes, because it is a book child likes – take out books from library – sometimes their own. Fridays normally, enthusiastic can I read my story next week.	Yes things they are interested in. Compulsory reading for one hour, they like to share their stories if they are interesting, often it is the previous years story e.g. Cat in the Hat, mobile library.

	Questions	Teacher 1 School 1	Teacher 2 School 2	Teacher 3 School 3
7.	Do you allow learners to take home their readers? Why?	Readers are taken home yes, Basal, Talking Books, Aanstap-Afrik, even Congolese	Yes, parent involvement	Taking readers home, they are supposed to but no they lose their books, parents don't care and don't want to pay, can read newspaper anything they can read. Best to keep books at school. We have a parent problem, they can't get their school fees together, let alone lost books.
8.	What do you believe is the most important reason for teaching reading?	Reading opens world, they have to read otherwise they are lost.	Child must be able to read – reading is everything – question papers, read other textbooks, can't do numeracy can't do problem solving, technology where they give instructions or even write. If you read well you able to write well. Children nowadays are so lazy – find interesting ways. Writing don't know how to spell e.g. use of cell phone, how to write letters / address envelopes.	Communication – to help themselves in the real world.
9.	Which reading materials do you believe are the most useful?	Visual, colourful posters, pictures, get things they are interested in.	Everything, comic books / newspapers	Readers, activity cards, pictures
10.	Do you group your class?	Yes. e.g. according to abilities why, sometimes random, slow readers not able to catch up e.g. Irwin and Borkese need more challenge, if I move them	Group, yes.	Yes
11.	How do you group them and why?		In ability groups child feels more secure in their own group – buddy system – weaker one with stronger learner.	According to ability so that they can work on level which they are at.

	Questions	Teacher 1 School 1	Teacher 2 School 2	Teacher 3 School 3
12.	How do you help struggling readers?	Struggling-take them out go to lower level and get from Grade 2, I go through slowly-Irwin can read, Bryce can't read only at 3 letter word.	LSN teacher, keep after school, work in their groups individually at tables, take out words they struggling with, put words on paper. After school helps a lot the child feels more free.	Identify problem and then take from there with extra work more basic level and work from there to assist them e.g. comprehension read questions to them – unable to write – then let them do it orally.
13.	How do you help the advanced ones?	Give more and more, go on internet-Encarta thicker books only 2 or 3 use advanced ones to help others I believe in peer help.	Go on their own with a buddy, pair and group work. Read their stories to others and encouraging them. This acts as a motivator. One hundred books, sign one out, read and bring back and ask questions. Take talking stories home.	Extra activities, extra books to read, more challenging like – put onto next level e.g. newspaper, magazine.
14.	What links do you have with the parents / caregivers of your learners?	When there are problems I call in the parents immediately from Feb I already interact, when the problem is severe I reassess.	Call them in, telephone speak, have parent meeting, phone calls.	Just by letter, major problem, call parents in and work out programme especially can't give individual attention where required.
15.	How do you motivate the parents to encourage the learners to read?	Motivate parents-not much you can do they will listen, you call them in ask them to switch off TV, sit with books call them in to help children to read, some com in to read – Volunteers – Mrs Khan comes in every Tuesday.	Encouraging them the way I know the class, what reading is all about – how important reading is. I've never had a parent that I've had to beg. They always willing.	Read with them, paired reading etc.
16.	Over the years have you changed your method of teaching reading? Why?	Not Foundation Phase trained – your barriers to reading Course-Choral reading-reading is important-give the word rather than embarrass them-important-	Methods have stayed the same because it works. Talking story has changed.	There was a time I tried to suit OBE, nowadays I go according to group work – I follow steps of the past. In the past we had a series called Oxford, so thin, 2 lines mainly pictures Cathy and Mark more meaningful. Stories today you must be able to read between

	Questions	Teacher 1 School 1	Teacher 2 School 2	Teacher 3 School 3
		correcting???		the lines and our children don't have the skills for comprehending.
17.	What would you say are the greatest challenges facing teachers today in the teaching of literacy?	Challenges – resources so many, don't know where to start every time something new. Admin downside to reaching too many changes. Our children could read without Admin, Phonics of Foundation Phase, vowel digraphs, important of Foundation Phase.	Too many things thrown at teacher that is not stable – given to teachers, but no substance. Try this and that, no backing, chopping and changing this is causing stress, go back Admin to do, doesn't have meaning in the class. Taking away teaching time otherwise you could be teaching. Doesn't work everything is change, every year change, it's a Mad House, evaluators come along making it more stressful. Go back to what works.	Children not taught in their Mother Tongue communication is very difficult, some are able to read perfectly but with no understanding, not getting extra parental help, parents too busy working, no time for kids and the Classes are overloaded.
18.	What suggestions would you give about the improving the quality of reading instruction?	Go slower with the little ones, Grade R begin and end of last sound, formal Gr R allow for discovery, Let children start from Grade 1.	If it works for you it may not work for everyone – Beehive Old series worked for us, why change better it and add Talking stories.	Go back to basics, group work, not leaving out any steps. It must be a step-by-step process.
19.	Why do you think you are considered to be an accomplished literacy teacher today?	Always interested in what's new, what can I do differently – I also do a lot of reflection, I don't do the same.	I teach to try to teach all – I try to do what is best for child, I neglect my admin, filling in of forms. My love is for the children and teaching. I don't want to fill in forms.	Learner comes first, learner must accomplish – if you've done that you're done. Where do you want to take the learner, getting a cheque and you haven't achieved what you supposed to do.
20.	What do you always expect from your learners?	Cooperation, you don't have to be clever, respect, open and honest? If you don't know I will help you, if you tried your best. Nobody has to compete. I give a little bit	To do their best and work hard. If 30% is your best then I will be happy if that is you very best. At beginning of year we make a promise – I will do my best. At end of year I ask, did everyone do	To listen, to cooperate and to learn.

	Questions	Teacher 1 School 1	Teacher 2 School 2	Teacher 3 School 3
		of homework every day.	their best.	
21.	How do you deal with the home languages that your learners use when communicating with you during a literacy lesson?	I encourage Xhosa, Congolese French – if they want to speak it is fine by me.	We don't have a problem Xhosa is, but English is their home language.	Home language, use children who understand Xhosa to assist with translations empower children, teachers need to empower learners.
22.	How do you help learners relate to each other, particularly when they come from different home backgrounds, speak different languages, have a different culture, religion?	Diversity – children accept each other when they come from home – if “kaffir” is used in my class I don't go by that, nobody will be allowed. This is how we treat each other. If I say something wrong, you correct me. The Congolese seem to fit in better Khayelitsha learners struggle – identity struggle accept and move on.	Respect, accept each other understand each other, we are not all the same. At beginning of year we have a lesson I am Special Star, child puts picture in the star and then write something about self. All different, all special, all unique, not all the same.	Themes different cultures, different religions, I took children and put them in different cultures and had them explain about e.g. Had a sangoma. Learn to respect each other and ways of life, foreigners and children still have fights name calling Zimbabweans etc.

Appendix 6.1: Teacher 1 response to semi structured interview

Questions	Teacher 1, School 1
How do you believe reading should be taught?	Trying to get children to read is important, I must be the role model – read different kinds of newspapers etc. Sight reading is only way. Listening to other people read. Make aware of different sounds – 5 yrs old, way you talk is way you read is the same. Making aware (emphasised)
How do you believe writing should be taught?	Pictures start making aware, whatever you write is in your imagination – Draw, picture first – sequencing then write about how you feel, draw a mind map – reading comprehension, understand – children can't read sentences. I do different things – I don't go by book, I'm not structured, I can't stick to what the department limits me. A lot about me is interacting – bicycle, spec, bus.
How much time do you think should be spent on reading and writing all literacy / language activities?	Grade 3 a lot – speaking is more important, more you talk, give info, give presentation, it's about me showing them, talk and write, contextualised it must be. What kind, allow children to see me as wrong too, reading to them a lot of them can't read e.g. snake (Bryce)
What are the methods / techniques that you use when teaching reading and why do you use these methods?	Me talking stories, computer, children enjoy, interactive reading has improved, listening, then follow activity and also the parents are involved. Flashcards playing games, Bingo, Afrikaans improved, learners are now reading on their own. Sounds phonics must be mastered.
What activities do you believe help learners to become competent readers and writers?	Competent. Lots of comprehension, listening to stories, bring all types of material, discussion, lots of group work daily.
Do you allow learners to bring their own books to school and why?	Yes half an hour of reading own books, play games, names of animals, bill keys, spelling tests random, vocabulary can't spell, go to library, research projects assignments LO5
Do you allow learners to take home their readers? Why?	Readers are taken home yes, Basal, Talking Books, AAnstap-Afrik, even Congolese
What do you believe is the most important	Reading opens world, they have to read otherwise they are

Questions	Teacher 1, School 1
reason for teaching reading?	lost.
Which reading materials do you believe are the most useful?	Visual, colourful posters, pictures, get things they are interested in.
Do you group your class?	Yes. e.g. according to abilities why, sometimes random, slow readers not able to catch up e.g. Irwin and Borkese need more challenge, if I move them
How do you group them and why?	
How do you help struggling readers?	Struggling-take them out go to lower level and get from Grade 2, I go through slowly-Irwin can read, Bryce can't read only at 3 letter word.
How do you help the advanced ones?	Give more and more, go on internet-Encarta thicker books only 2 or 3 use advanced ones to help others I believe in peer help.
What links do you have with the parents / caregivers of your learners?	When there are problems I call in the parents immediately from Feb I already interact, when the problem is severe I reassess.
How do you motivate the parents to encourage the learners to read?	Motivate parents-not much you can do they will listen, you call them in ask them to switch off TV, sit with books call them in to help children to read, some com in to read – Volunteers – Mrs Khan comes in every Tuesday.
Over the years have you changed your method of teaching reading? Why?	Not Foundation Phase trained – your barriers to reading Course-Choral reading-reading is important-give the word rather than embarrass them-important-correcting???
What would you say are the greatest challenges facing teachers today in the teaching of literacy?	Challenges – resources so many, don't know where to start every time something new. Admin downside to reaching too many changes. Our children could read without Admin, Phonics of Foundation Phase , vowel digraphs, important of Foundation Phase.
What suggestions would you give about the improving the quality of reading instruction?	Go slower with the little ones, Grade R begin and end of last sound, formal Gr R allow for discovery, Let children start from Grade 1.

Questions	Teacher 1, School 1
Why do you think you are considered to be an accomplished literacy teacher today?	Always interested in what's new, what can I do differently – I also do a lot of reflection, I don't do the same.
What do you always expect from your learners?	Cooperation, you don't have to be clever, respect, open and honest? If you don't know I will help you, if you tried your best. Nobody has to compete. I give a little bit of homework every day.
How do you deal with the home languages that your learners use when communicating with you during a literacy lesson?	I encourage Xhosa, Congolese French – if they want to speak it is fine by me.
How do you help learners relate to each other, particularly when they come from different home backgrounds, speak different languages, have a different culture, religion?	Diversity – children accept each other when they come from home – if “kaffir” is used in my class I don't go by that, nobody will be allowed. This is how we treat each other. If I say something wrong, you correct me. The Congolese seem to fit in better Khayelitsha learners struggle – identity struggle accept and move on.

Appendix 6.2 Teacher 2 response to semi-structured interview

Questions	Teacher 2, School 2
How do you believe reading should be taught?	Back to old days, strips, your words, pictures, group work, talking stories, still need to do reading, group work, concentrating on numeracy, talking story must be done every week, miss out on normal reading, when you test child, talk story, parent involvement, parents must be words. When we test them at end of quarter a little bit too late – parents having been doing what they supposed to do. Beehive series reader – it follows with words of previously.
How do you believe writing should be taught?	Writing sentences must start from oral / pictures – child must get idea where it comes from – not doing as before – have pictures get words from there – children give few sentences, put on board then build up from there – weaker ones, don't have an idea – don't have imagination, build pictures in mind, not reading like we read.
How much time do you think should be spent on reading and writing all literacy / language activities?	Language which will involve phonics – spend a great deal 30 minutes extra time book reading – book reader – Eng used for talking story – every Friday reading period – read story to class, teacher, learners or quiet period.
What are the methods / techniques that you use when teaching reading and why do you use these methods?	Group reading it works – do individual work, pair reading last year, buddy reading system group grade 6's read to grade 3's it worked well they also helped weaker ones.
What activities do you believe help learners to become competent readers and writers?	Reader question and answer page, reader / story, comprehension from reader – did they read and did they understand. Teacher asks question. Once read a whole story, act out by group skit, role-play enjoyed by children.
Do you allow learners to bring their own books to school and why?	Yes, because it is a book child likes – take out books from library – sometimes their own. Fridays normally, enthusiastic can I read my story next week.
Do you allow learners to take home their readers? Why?	Yes, parent involvement
What do you believe is the most important reason for teaching reading?	Child must be able to read – reading is everything – question papers, read other textbooks, can't do numeracy can't do problem solving, technology where they give instructions or even write. If you read well you able to

Questions	Teacher 2, School 2
	write well. Children nowadays are so lazy – find interesting ways. Writing don't know how to spell e.g. use of cell phone, how to write letters / address envelopes.
Which reading materials do you believe are the most useful?	Everything, comic books / newspapers
Do you group your class?	Group, yes.
How do you group them and why?	In ability groups child feels more secure in their own group – buddy system – weaker one with stronger learner.
How do you help struggling readers?	LSN teacher, keep after school, work in their groups individually at tables, take out words they struggling with, put words on paper. After school helps a lot the child feels more free.
How do you help the advanced ones?	Go on their own with a buddy, pair and group work. Read their stories to others and encouraging them. This acts as a motivator. One hundred books, sign one out, read and bring back and ask questions. Take talking stories home.
What links do you have with the parents / caregivers of your learners?	Call them in, telephone speak, have parent meeting, phone calls.
How do you motivate the parents to encourage the learners to read?	Encouraging them the way I know the class, what reading is all about – how important reading is. I've never had a parent that I've had to beg. They always willing.
Over the years have you changed your method of teaching reading? Why?	Methods have stayed the same because it works. Talking story has changed.
What would you say are the greatest challenges facing teachers today in the teaching of literacy?	Too many things thrown at teacher that is not stable – given to teachers, but no substance. Try this and that, no backing, chopping and changing this is causing stress, go back Admin to do, doesn't have meaning in the class. Taking away teaching time otherwise you could be teaching. Doesn't work everything is change, every year change, it's a Mad House, evaluators come along making it more stressful. Go back to what works.
What suggestions would you give about the	If it works for you it may not work for everyone – Beehive Old series worked for us, why change better it and add

Questions	Teacher 2, School 2
improving the quality of reading instruction?	Talking stories.
Why do you think you are considered to be an accomplished literacy teacher today?	I teach to try to teach all – I try to do what is best for child, I neglect my admin, filling in of forms. My love is for the children and teaching. I don't want to fill in forms.
What do you always expect from your learners?	To do their best and work hard. If 30% is your best then I will be happy if that is you very best. At beginning of year we make a promise – I will do my best. At end of year I ask, did everyone do their best.
How do you deal with the home languages that your learners use when communicating with you during a literacy lesson?	We don't have a problem Xhosa is, but English is their home language.
How do you help learners relate to each other, particularly when they come from different home backgrounds, speak different languages, have a different culture, religion?	Respect, accept each other understand each other, we are not all the same. At beginning of year we have a lesson I am Special Star, child puts picture in the star and then write something about self. All different, all special, all unique, not all the same.

Appendix 6.3 Teacher 3 response to semi-structured interview

Questions	Teacher 3, School 3
How do you believe reading should be taught?	Make it simple, red and blue book of yesterday use introduce like we did it in college many steps left. Today the learners reciting it – breaking up of words and building up of sentences.
How do you believe writing should be taught?	Writing – letter choose pattern write in air, sound write on backs emphasis on writing tool roundness of letters use 2 spaces. Writing sentences – also breaking up of words and put together as a start lots of creative writing – don't take into consideration tenses, just take it from there.
How much time do you think should be spent on reading and writing all literacy / language activities?	Half the day – you don't complete lesson, children forget day before – from reading go onto writing.
What are the methods / techniques that you use when teaching reading and why do you use these methods?	An intro doesn't have to be a related- to write then let them do it orally story – discuss book, picture to predict, from there getting their interest, then new words, use word in sentences, read with expression, emphasise punctuation etc.
What activities do you believe help learners to become competent readers and writers?	Comprehension, filling in missing words, finding word in word block, crossword puzzles, dictionary work.
Do you allow learners to bring their own books to school and why?	Yes things they are interested in. Compulsory reading for one hour, they like to share their stories if they are interesting, often it is the previous years story e.g. Cat in the Hat, mobile library.
Do you allow learners to take home their readers? Why?	Taking readers home, they are supposed to but no they lose their books, parents don't care and don't want to pay, can read newspaper anything they can read. Best to keep books at school. We have a parent problem, they can't get their school fees together, let alone lost books.
What do you believe is the most important reason for teaching reading?	Communication – to help themselves in the real world.

Questions	Teacher 3, School 3
Which reading materials do you believe are the most useful?	Readers, activity cards, pictures
Do you group your class?	Yes
How do you group them and why?	According to ability so that they can work on level which they are at.
How do you help struggling readers?	Identify problem and then take from there with extra work more basic level and work from there to assist them e.g. comprehension read questions to them – unable to write – then let them do it orally.
How do you help the advanced ones?	Extra activities, extra books to read, more challenging like – put onto next level e.g. newspaper, magazine.
What links do you have with the parents / caregivers of your learners?	Just by letter, major problem, call parents in and work out programme especially can't give individual attention where required.
How do you motivate the parents to encourage the learners to read?	Read with them, paired reading etc.
Over the years have you changed your method of teaching reading? Why?	There was a time I tried to suit OBE, nowadays I go according to group work – I follow steps of the past. In the past we had a series called Oxford, so thin, 2 lines mainly pictures Cathy and Mark more meaningful. Stories today you must be able to read between the lines and our children don't have the skills for comprehending.
What would you say are the greatest challenges facing teachers today in the teaching of literacy?	Children not taught in their Mother Tongue communication is very difficult, some are able to read perfectly but with no understanding, not getting extra parental help, parents too busy working, no time for kids and the Classes are overloaded.
What suggestions would you give about the improving the quality of reading instruction?	Go back to basics, group work, not leaving out any steps. It must be a step-by-step process.
Why do you think you are considered to be an accomplished literacy teacher today?	Learner comes first, learner must accomplish – if you've done that you're done. Where do you want to take the learner, getting a cheque and you haven't achieved what

Questions	Teacher 3, School 3
	you supposed to do.
What do you always expect from your learners?	To listen, to cooperate and to learn.
How do you deal with the home languages that your learners use when communicating with you during a literacy lesson?	Home language, use children who understand Xhosa to assist with translations empower children, teachers need to empower learners.
How do you help learners relate to each other, particularly when they come from different home backgrounds, speak different languages, have a different culture, religion?	Themes different cultures, different religions, I took children and put them in different cultures and had them explain about e.g. Had a sangoma. Learn to respect each other and ways of life, foreigners and children still have fights name calling Zimbabweans etc.

Appendix 7.1 Written Work of Teacher 1

Appendix 7.2 Written Work of Teacher 2

Appendix 7.3 Written Work of Teacher 4

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