CHALLENGES FACED BY ENGLISH (AS A SECOND LANGUAGE) TEACHERS IN PRIMARY SCHOOLS: THE CASE OF MOKANE, RETHATOLENG AND SEASEOLE PRIMARY SCHOOLS IN BOTETI SUB-DISTRICT

by

VIRGINIA KGOSIETSILE HUGHES

Submitted in accordance with the requirements for the degree of

MASTER OF EDUCATION

in the subject

EDUCATION MANAGEMENT

at the

UNIVERSITY OF SOUTH AFRICA

SUPERVISOR: Dr F.M. TEANE

CO-SUPERVISOR:

OCTOBER, 2020

DECLARATION

Name**: VIRGINIA KGOSIETSILE HUGHES**

Student number: **35636505**

Degree: **MASTER IN EDUCATION- EDUCATION MANAGEMENT**

CHALLENGES FACED BY ENGLISH (AS A SECOND LANGUAGE) TEACHERS IN PRIMARY SCHOOLS: THE CASE OF MOKANE, RETHATOLENG AND SEASEOLE PRIMARY SCHOOLS IN BOTETI SUB-DISTRICT.

I declare that the above dissertation 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.

I further declare that I submitted the dissertation to originality checking software and that it falls within the accepted requirements for originality.

I further declare that I have not previously submitted this work, or part of it, for examination at UNISA for another qualification or at any other higher education institution.

30/09/20

SIGNATURE   DATE

DEDICATION

This work is dedicated to my beloved husband, the late David Hughes who supported me in every way throughout my studies with UNISA. Moreover the work is dedicated to my late dad, Billy Kgosietsile who trusted in me and always motivated me to aim high. They both died in 2019 when I was in the middle of writing this dissertation. May their souls rest in eternal peace! I also want to dedicate this piece of work to my lovely son, Wilfred Hughes for the love and always understanding when mom is busy with her studies. You have always been my heroes and will forever be!

ACKNOWLEDGEMENT

Firstly, I would like to thank God for the strength, wisdom and always shinning his light in all areas of my life.

My sincere gratitude goes to my supervisor, Dr F. Teane for her unfailing patience, guidance, support and encouragement during the study. She worked with me tirelessly, making corrections and suggestions, which enabled this work to be accomplished. May the good Lord bless her; add more days to her life and profession so that she may continue helping other students.

Also appreciated in this study is Mrs Olakhanmi for opening her doors any time of the day to offer her services when I was at the point of giving up. God bless you, Ma, for you support. To my family and friends, your encouragement, prayers and support are highly appreciated.

Many thanks also go to the teachers where the data were collected and also the Boteti sub-district regional director for allowing this to happen. To all of you, I express my sincere gratitude.

Finally, a resounding thank you goes to the management of Tawana Preschool, where I work and the entire Education Management Team for allowing me to enrol for the Master's and the support I received throughout the process. I thank God for placing you in my navigation circle. To my colleagues who have contributed in their own ways, no matter how small, your encouragement and support mean so much to me.

To God be the Glory!

ABSTRACT

This study investigated the challenges English (as a second language) teachers face in primary schools. The objectives of the study were to identify particular challenges encountered by teachers of English as a second language to young learners and explore how training and development programmes can support teachers in meeting those challenges, describe the reading policies, where they are in place, of Letlhakane Primary Schools and devise solutions/ recommendations on how to tackle the challenges that teachers face in English reading. The sample for the study was drawn from the teachers serving at government primary schools. A sample of 30 teachers was purposively selected from three (3) primary schools identified as large in Letlhakane. The study adopted the following qualitative data collection strategies: focus group discussion, individual interviews and classroom observations. The findings revealed that there are many challenges that teachers face in teaching reading in the schools observed. Some of the challenges include exceptionally large numbers of children in class, limited time, lack of expertise in the teachers and shortage of materials and resources for teaching reading in English. The study recommends that class size be reduced, reading be made the main subject and timetabled, which will give it more time to be taught, teaching of reading must be introduced and made a compulsory course at all levels in colleges of education for primary school teachers. Teachers should be given regular in-service training in the teaching of reading. The Ministry of Basic Education should supply primary schools with the necessary materials for teaching reading and increase those that have a shortage of such resources. It is also recommended that building of libraries furnished with appropriate readers be done and the use of English as a language of instruction in all subjects except for Setswana should be started as early as in standard/grade 1. Reading policies should also be developed in schools so that teachers know what to do or follow when it comes to the teaching of reading.

KEY TERMS

Challenges - problems

Deliver - the act of teaching

Teachers - people who help learners to acquire knowledge and skills

The study - something that a person studies or gives attention to; it involves a research

Researcher - is a person who performs a research

Schools - an institution that provides instruction and teaching to learners

Reading - the practice of looking at a series of written symbols and reaching meaning from them

Performance - academic achievement, the extent to which students or schools have attained their educational goals

Reading materials - printed or hand written materials such as books, intended to be read

ABBREVIATIONS AND ACRONYMS

PSLE - Primary School Leaving Examination

L1 - First language

L2 - Second language

ZPD - Zone of Proximal Development

NCE - Nigeria Certificate in Education

ESL - English as a second language

EFL - English as a foreign language

BEd - Bachelor of Education

PGDE - Post-graduate Diploma in Education

BA - Bachelor of Arts

EFA - Education for All

NPDE - National Professional Diploma in Education

UNISA - University of South Africa

DPE - Diploma in Primary Education

PTC - Primary Teachers Certificate

MAPEP - Macmillan Primary English Project

RNPE - Revised National Policy of Education

MDG - Millennium Development Goals

LEA - Language Experience Approach

LIST OF TABLES

Table of Contents

CHAPTER 1: INTRODUCTION AND BACKGROUND

1.1 INTRODUCTION

This chapter provides background information of the challenges faced by English (as a second language) teachers in Primary Schools in Boteti Sub District. The chapter is divided into several subtopics which are background of the study, significance of the study, statement of the problem, research questions, aim and purpose of the study, and objectives of the study. Limitations and delimitations of the study, definition of key concepts, chapter outline and chapter summary are also discussed.

The background to this research topic is the researcher's interest over seventeen years as a pre-primary and primary school teacher in the central curriculum area of the teaching of reading, particularly in the early stages, and in the challenges teachers face in this vitally important skill that all children need to acquire for progression in all school subjects.

What has urged the researcher to focus on this topic is the growing awareness of the challenges teachers of reading face, and the extent to which many teachers might be failing to deliver reading programmes efficiently and effectively despite their possible adequate training and innovativeness. Reasons and explanations for such failings are the core of the qualitative substance of this research.

Raditsebe (2015:4) in *The Midweek Sun* newspaper points out that the Ministry of Education has acknowledged that, "poor standards of English literacy in Primary Schools are largely responsible for the continuous turn down in performance of Primary School Leaving Examination (PSLE)". This shows that learners should be able to read confidently in English for them to excel in other subjects.

The lower primary school system in Botswana deals with standards/grades 1 to 3 and admits learners aged between 5 and a half to 6 years of age. The ratio of learners per teacher in Botswana is officially 1: 35 (Botswana government printers, 1994) but it is not surprising to find classes larger than this. This means that in some large schools teachers have no choice but to exceed the stipulated class roll with teachers at times having to teach around forty five learners.

All government primary schools in Botswana are required to use English as a medium of instruction from standard/ grade 2 up to standard/ grade 7 when they finish their primary education. This means that teaching reading in English is introduced early in lower primary (as early as from standard/ grade 2) to learners whose exposure to English is limited, due to the fact that learners speak Setswana widely at home. There is also a programme called Breakthrough to literacy which is in Setswana. This programme helps teachers to teach reading in Setswana but such is not there in English.

The other area of concern regarding the teaching of reading in primary schools is that in many schools, books which support the syllabus are not available. There are no supplementary materials for reading available to teachers and learners and as a result teachers rely on whatever reading material they may find which at times may not be appropriate to the learners.

The researcher has come to realise that in three primary schools in Letlhakane, namely Seaseole, Mokane and Rethatoleng there is no reading programme in place to be used and/or followed by teachers. These schools' academic performance ranges between 50 and 60% - ABC pass. There is also a concern about large class sizes. The teacher-learner ratio is officially 1:35, but it is not uncommon to find classes much bigger than this. This means that in some schools, teachers teach around 45 pupils in a class, hence a concern to take up this research.

1.2 SIGNIFICANCE OF THE STUDY

This study, which seeks to find out the challenges faced by English as second language teachers, is important to all who are concerned in the field of English language teaching.

- The findings of this study will help teachers in selecting relevant learning materials.
- The Ministry of Basic Education may appreciate the need for financial support for the procurement of the required instructional materials crucial for empowering learners to read efficiently.

- The management of schools may plan to reduce the pupil-teacher ratio per school. Currently, teachers in these schools have to teach large classes that are more than the recommended ratio of 1:35.
- This research may encourage other researchers attracted to finding out more about the reading skills at different levels of learning.

This study is specifically significant for teachers who teach English in primary schools in Botswana as it equips them with strategies to use in teaching English as a foreign language. And also, it will be of value to the curriculum developers of English as subject, as it gives them insights in how to prepare teaching materials for both the learners and teachers in accordance with their needs.

1.3 STATEMENT OF THE PROBLEM

Most children in Botswana speak Setswana in the wider community and English at school. This phenomenon is guaranteed to the fact that teaching of reading will be affected. Reading is the most fundamental process of acquiring knowledge in any language and hence the need to teach reading effectively. Teachers are facing several challenges in implementing reading programmes, such as large class sizes, the absence of a coherent school reading policy, inadequate resources, and lack of awareness and training in up to date approaches, and strategies in the methodology of the teaching of reading.

Currently, three (3) out of five (5) primary schools in Letlhakane are lagging behind in academic performance when it comes to the Primary School Leaving Examinations (PSLE). The researcher is interested in finding out whether reading problems contribute to the low marks, especially in English as a subject. It seems as if these schools do not have proper induction for teachers to teach reading and the schools' reading policy appears to be absent too. In order to increase awareness of what can be done at school level, this study investigates the challenges that teachers face when teaching English as a second language in selected government primary schools.

The above shows that learners in primary schools learn to read in English in linguistically mixed ability classrooms which may also be large. Teaching reading to learners of six years

and below is a very difficult task often requiring one on one interaction between the learner and his/her teacher. Schools also have difficulties that increase these challenges. The findings of research conducted in other countries may not be applicable to Botswana context. It is therefore for this reason that the researcher has been prompted to carry out a study of this nature.

1.4 AIM AND PURPOSE OF THE STUDY

The intention of this study is to investigate teachers' challenges when teaching English in primary schools. The study aimed to find the challenges encountered by teachers in Letlhakane primary schools together with strategies and possible solutions. Having identified these challenges, practical strategies and possible solutions will be suggested, which could help to put in place and carry forward a school's reading policy. The study also aimed to make recommendations for an effective reading programme for teachers and the Education Management Team of Letlhakane primary schools. This study focused on standard/grade 3 to 6 teachers.

1.5 OBJECTIVES OF THE STUDY

The research objectives were as follows:

1. To identify the particular challenges teachers of English as foreign language encounter when teaching young learners and to explore how training and development programmes can support them in meeting the challenges.
2. To describe the reading policies, where they are in place, of Letlhakane primary schools.
3. To devise solutions/ recommendations on how to tackle the challenges that teachers face when teaching English reading.

1.6 RESEARCH QUESTIONS

The main research question in the study is: What challenges do primary school teachers encounter when teaching English reading?

This study was guided by the research questions below:

1. What are the challenges that you face when teaching reading in English as a second language?

2. How do these challenges affect the teaching and learning process of the subject?

3. Which intervention strategies can be employed to mitigate these challenges?

1.7 LIMITATIONS AND DELIMITATIONS

Limitations are possible weaknesses in the study that can include shortcomings, conditions or influences that cannot be controlled by the researcher that put constraints on the methodology and conclusions (Lekhetho, 2015:28). Given the small number of schools used, the findings of the study will therefore be limited. The study may be influenced by time constraints during the collection of data because the researcher will be working during such time.

Delimitations are features that can limit the scope and describe the confines of the study (Lekhetho, 2015:29). This study confines itself to challenges faced by teachers of three (3) primary schools using a sample of 30 participants out of 90.

1.8 DEFINITION OF KEY CONCEPTS

Below are the key concepts used in the study and are defined as follows:

Challenges when reading refers to problems teachers encounter when teaching reading.

Deliver means the act of teaching.

Observation guide is a set of guidelines stating what to be observed.

Learning is a relative permanent change of behaviour acquired through experience or training.

Language refers to the ability to communicate thoughts and feelings. It is the tool used for such communication.

Language of instruction is the language that is used during the teaching and learning process.

First language is the language a person acquires during early childhood. It is the first language a person learns to speak and is considered one's own native language.

Second language is the language learned in addition to the person's mother tongue which is not the native language.

Foreign language is the language that is learned in an area where that language is not generally spoken.

Learning environment refers to the place where teaching and learning occur.

Reading difficulty is the term used for the stage when children are unable to read at their required level and is thereby restricted resulting in them struggling while reading in English. It excludes difficulties related to disabilities.

Reading development refers to what children begin to do with print and explains how children progress as readers.

Large school is the term used in Botswana to describe a primary school with 800 to 1000 plus children.

1.9 CHAPTER OUTLINE

1.9.1 Chapter 1: Introduction and background

Chapter 1 presents the introduction and background of the study. It provides a detailed introduction and context in which the research was undertaken and justifies why the topic is

worth studying. The first chapter also states the research problem and the research questions. It also addresses the objectives, purpose and aims of the research.

1.9.2 Chapter 2: Literature review

Chapter 2 is about what appears in the literature about the research topic. It covers the theoretical framework and the literature related to the topic being studied.

1.9.3 Chapter 3: Research design and methodology

This chapter presents the methodology that the researcher used to carry out the study. The research approach, design, paradigm, population, sampling procedures, the study site, data collection instruments, data collection procedures, data analysis and the ethical considerations are presented in this chapter.

1.9.4 Chapter 4: Analysis of data, interpretation, and discussion of results

The chapter focuses on data analysis, interpretation and discussions of the study about the findings and analysis of individual interviews, focus group discussions and classroom observations.

1.9.5 Chapter 5: Summary, conclusion and recommendations

Chapter 5 presents the summary, conclusion and recommendations of the current study.

1.10 CHAPTER SUMMARY

Chapter 1 presented the introduction and background of the study. It provided a detailed introduction and the context in which the research was undertaken and justified why the topic is worth studying. The first chapter also stated the research problem and the research questions. It also addressed the objectives, purpose and aims of the research.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

Teaching is the practice of attending to people's need, experiences and feelings, and interventions so that they learn particular things, and go beyond the given (Smith 2014:103).

Rationale for this study is to explore problems faced by teachers teaching English as a second language in primary schools. In this chapter, the researcher reviews theories and literature related to the problems teachers face when teaching English as a second language locally, regionally, and internationally. The review is organized around the following: what challenges do second language primary school teachers face in teaching reading in English, how these challenges affect the teaching and learning process of the subject and which intervention strategies can be employed to mitigate these challenges. The summary of the discussion is written at the end of the chapter.

2.2 THEORETICAL FRAMEWORK

This study was guided by the theory of language transfer (Insurn, 2005). A transfer is an established term in the psychology of learning and means the imposition of patterns learned earlier unto a new learning situation (Insurn, 2005). In the process of acquiring a second language, the influence of the first language (L1) interacts in some way with the acquisition. Inter language theory by (Selinker, 1972) states that people's cognitive systems store an independent language structure that can derive other language grammars as the person learns them. This explains that language transfer helps as a strategy that supports language acquisition. The child can transfer to a new language with the system of meaning he or she already possesses on his or her own (Vygosky, 1962). This theory is favoured by studies such as that by Nkosana (2014), which maintains that children who are taught in their mother tongue may help themselves in acquiring a second or other language.

However, this language transfer that is said to facilitate the acquisition of the second language known as the positive transfer is only possible when the two languages align well with each other and afford an easy way of transition.

In incidents where the two languages exhibit different systems in meaning and structure, a negative transfer occurs. As a result of the differences in the languages, the ability to bring one system of understanding to the other is not there. Evidence of negative transfer is reflected in some studies such as by Jung-Hsuan Su (2012) where the children's first language is Chinese and they have to learn in English. The two languages differ vastly and use different systems. The negative aspect of transfer in learning a second language is related to the contrastive analysis hypothesis which maintains that the main difficulties in learning a new or target language are caused by the interferences of the native language (Jung-Hsuan Su, 2012). The interference is known as L1 interference and it can predict the difficulties that a learner faces in learning a second language.

The contrastive analysis hypothesis theory (Ellis, 2013) maintains that whenever the structure of the second language differs from that of the first language, the learner faces both difficulty and error in performance.

The sub-subject of linguistics which deals with language learning is a complex one. Behaviourists, innatists and interactionists (Rashid 2016) suggest different perspectives on language and acquisition which control how a second language should be taught and learned.

Teachers who implement the Behaviourist Theory in their language teaching tend to view language learning as a learned behaviour that can be changed, tailored and reinforced using positive and negative reinforcement. Ludescher (2010:14) states that, "Behaviourists explain learning as a permanent change in behaviour where the learners have no choice, and are shaped by their external environment".

The above suggests that to do well in second language learning, parents and teachers need to give positive reinforcement every time learners perform the desired behaviour. With time, they will be able to execute the desired behaviour by themselves.

In behaviourism, there are two types of conditioning, namely classical and operant conditioning. Operant conditioning (Ludescher, 2010), where a favourable response that is given from a stimulus will be rewarded can justify second language learning. For instance, when a teacher asks a question (stimulus) and a student answers correctly (response), the

learner may get a chocolate (reinforcement) from the teacher. This approach can encourage learners to do what is right and create fewer problems for teachers when teaching English.

Vygotsky's (1978) semiotic meditation therefore suggests that, "knowledge is not something directly internalized but rather is developed through the use of socially created psychological tools, that is, the shared interactions between individuals".

Children learning a second language in the classroom gain from the teacher's support and classmates' help to learn the language effectively. The teacher can enhance real social interactions through varying classroom activities, such as role play, drama and chorus reading or by grouping students to work cooperatively with their classmates, whom they know so that they have little or no problem communicating using the second language to do the task given by the teacher. They will also feel safe to speak up and not feel threatened or uncomfortable if they make any mistakes while interacting in a second language.

2.3 LITERATURE

2.3.1 INTRODUCTION

In Botswana, teaching English as a second language is a challenge. Although learners learn English as early as standard/grade 2, they still are not able to communicate fluently let alone read in English by the time they finish their primary school. Reading readiness is a state of general development of children that allows them to read with undue difficulty. As a result it might be translated as the time at which a child is capable of learning to read.

Hoadley (2010:13) agrees that "at the foundation phase level, the school pupils are introduced into the language of teaching and learning which is often different from their home language". This study links the early introduction of teaching and reading in English to the reading difficulty that learners experience.

Hoadley (2010) concurs with Muranda, Tshabalala, Ncube and Khosa (2015) who reveal that learners fail to read English as they are introduced to the language at a very early stage before they have mastered English. This poses a big challenge to the teachers. The above point out

12

that indeed teachers face problems when teaching English as a second language. One might wonder whether it is because of different writing systems between Setswana and English.

The study findings conducted by Muranda et al (2015) continue to state that for many children to get into reading, whether it is in their mother tongue or English, they should be able to speak that language. It is then impracticable to expect children to read English words that are not part of their vocabulary. This is where the skill of oral language development features.

Another concept called emergent literacy was introduced by Clay (1966) to explain that young children develop early reading signs before they enter school, for example, at two, three and four years they develop a good command of oral language with its grammatical features. They also sometimes imitate reading and writing activities when they see others do it (Braunger, J. & Lewis, J P. 1998:16). This concept is critical of reading readiness which suggests that a child should reach a certain age before learning to read and write. Emergent literacy acknowledges that oral language, reading and writing develop concurrently. Therefore, to enhance children's emergent literacy skills in the home is to add literacy objects to the physical environment in which children play.

The concept of emergent literacy is related to Piaget (1953) and Vygosky (1962) theories of learning because it suggests a creative and social cultural nature of learning to read. Vygosky (1962) saw reading behaviours as developmental in a process that begins when a child has reached a certain age of maturity by interacting with more knowledgeable individuals in the environment.

2.3.2 EFFECTIVE ENGLISH TEACHING

The link between parents and teachers can be very important for the success of the child. A good foundation on what is expected of parents to support their children in learning English as a second language is very important.

However, most children in the Boteti Area in Botswana use their mother tongue at home with their families. They rarely use English to communicate with neither their families nor their friends. Even though exposing children to a language may aid them to acquire such a

language faster, a study conducted in Indonesia by Jung-Huang (2012) pointed out that those children in Indonesia lack English language proficiency because they have the classroom as the only place where they encounter English. This lack of English proficiency is because the Indonesian community is a non-English speaking community.

Nkosana (2014) reviewed research in Botswana and other sub-Saharan countries and reported that "in many of these countries, English medium or Portuguese medium or French medium education may be a problem for primary school children".

According to Nkosana (2014), children will learn better when instructed in a language they have a background in and which they know from home than being instructed in a language that is foreign to them, such as English.

However, the fear of the findings by Nkosana (2014) that, learners should only learn in their first language up to standard 5 raises concern. The fear is that if children continue to learn in their first language up to such a higher level they will find it difficult to learn another language. Learners should learn languages side by side, which are termed 'paired bilingualism' so that as the language ability is maintained, they will positively use the skills they have in L1 to help them acquire L2.

Teachers face numerous challenges when teaching learners English as a second language. Sometimes teachers may lack interest in the subject because of their little or no knowledge at all about the subject. This could also create a problem in teaching English as a second language. The study by Yusuf (2015) outlines the importance of training teachers by advocating for the Nigeria Certificate in Education (NCE) to improve the English Language Curriculum which will make the NCE students become functional, competent, effective, and efficient reading instructors to all levels.

The training system of primary school teachers in Botswana is that student teachers select and are trained in two subjects that they are competent in. There is no such thing as training teachers to teach reading in English. It might be for these reasons that some studies conducted in Botswana have revealed some incompetency in teachers when it comes to teaching reading in English.

Mokotedi (2013) reveals that primary school teachers where the study was conducted came up with the issue of in-service development and support as a source of information on matters of teaching language because for those who did not specialize in teaching languages this

complex subjects is a challenge and can be highly discouraging. Lack of an in-depth understanding of the subject proves that there is a need for in-service training in primary schools.

Copland and Garton (2014:224) acknowledge that "the school or group context may, it appears, possibly hinder early learning rather than support it". The above is a challenge. When teachers have no pre-service training in how to teach English as a foreign language, it is a cause for concern and cannot just be ignored. Something has to be done. Teachers who lack the requisite skills struggle in the classroom.

Selecting materials for the media centre should also receive as much attention as is given to selecting books for the school library. Well-chosen materials can be used to enrich the curriculum as well as to guide children to books. Curriculum needs can be satisfied by having plenty of materials in the school. The function of the school library media centre is to provide a broad choice of materials particularly chosen to meet the demands of the school curriculum.

2.3.3 CHALLENGES EXPERIENCED BY TEACHERS IN TEACHING ENGLISH

It is a challenge when teachers do not have enough materials. Naidoo, Reddy and Dorasamy (2014:15) clarify that "in South Africa, many classrooms have no books and even those classes which do have sets of readers, often have them at an insufficient level". Insufficient books and a lack of interesting children's literature were identified as factors hindering pupils from developing good reading habits.

Moreover, teachers should also show some interest in teaching children reading. If more teachers were to develop a personal interest in children's literature and encourage the reading of books, it might have some effect on children's reading activities, both inside and outside of school. When teachers develop an interest in children's reading, they will come to a point of knowing what benefits reading holds for children.

One might wonder whether it is the English language teachers who have a negative view of large classes as they believe having many students in one class can cause some problems that affect them and their students. Borg and Stranahan (2012), when analysing data from Mathematics and reading scores of the school system of Florida Country, discovered that "not

only do high-quality teachers have a significant and positive effect on student test scores but smaller classes especially in low performing schools, contribute to higher student achievement".

Learning the most favoured skills of listening and speaking also becomes difficult when classes are overcrowded. On one hand, it has been gathered that although children might be few in a class they fail because of a lack of teacher expertise. Some studies by Zyngier (2014) have revealed that when teachers are well trained and are motivated they can effectively teach children regardless of their number in class.

Furthermore teaching English as a second language proves to be a problem. Kodero et al (2011) emphasizes that "the reality is that there is continued use of English which is an unfamiliar language as a medium of instruction. This creates anxiety and stalls effective classroom participation".

Teachers' challenges are numerous. On one hand, William and Dennis (2011) assessed teacher attitudes by beginning reading practices that have been demonstrated to prevent reading failure. Their findings indicate that "for children at risk, the teachers display more positive attitudes towards explicit reading approaches that embody the teaching of phonemic awareness and phonics".

When we ask the question, why teach children to read? We are likely to get two kinds of answers; one will stress the functional aspects arguing that we need to be able to read in order to function in modern society. The other will emphasize the benefits we derive from reading in a more personal sense. Reading, it is argued, allows us to go as thinking, caring people. Sometimes children tend to experience negative transfer interferences, which contribute to the struggles they experience when they are learning to read in English. It is for this reason that some educators opted for the use of the first language when teaching reading as supported by studies such as that of Nkosana (2014).

Chansa-Kabali (2014-17) further states, "Reports of low levels of reading are mentioned in countries such as Zambia with contributing factors such as the school, classroom, methods, and language of instruction." Therefore, learning to read another language is always a challenge.

2.3.4 MATERIALS AND RESOURCES FOR TEACHING READING

The materials and resources for teaching reading are imperative in helping children to achieve reading development but there are problems in choosing reading materials for children.

Miller (2015) agrees with the above and states, "A number of studies have revealed that students are more encouraged to read when they have freedom to choose their reading materials".

It seems that learners become more interested in their reading when they are allowed to choose their own reading materials. Morgan and Wagner (2013:659-667) support the above idea when they reveal that in the study they conducted within a high school English class, "when learners have the opportunity to self-select reading material, engagement in reading improves".

For reading to occur there is a need to make print materials available for use in teaching and learning. These materials could be in the form of books, phonic posters, and alphabet charts. Libraries are said to be important resources for promoting reading development. O'Sullivan, Canning and Oliveri (2012) revealed that in Canada, the value of teacher-librarian to every socioeconomic status and grade level is well established.

O'Sullivan et al (2012), and Igbokwe, Obidike and Ezeli (2012) pointed out the importance of the school library as an opportunity for knowledge and its services as a starting point or road map to reading and the promotion of the reading culture. The findings of the study by Igbokwe et al (2012) base its argument on the fact that libraries provide books and other resources which help nature thought and influence the actions of learners throughout life. The importance of libraries has also been identified in South Africa but, Naidoo et al (2014) report that the schools in South Africa do not have fully-fledged libraries, something that contributes to low levels of reading in children.

The significance of libraries has also been identified in Botswana. A study conducted by Nfila (2013) whose purpose was to establish what role the existence, as well as the efficient running of the school library, can play in the successful acquisition of reading skills in

primary schools revealed similar findings with previous studies (O'Sullivan et al, 2012 and Igbokwe et al, 2012) on the importance of the library as a facilitator for reading development. The findings of Nfila (2013) revealed that the existence of the libraries in the two primary schools where the study was conducted motivated the children to read this, their reading materials for children's needs. An important point raised in the study by Nfila (2013) is that the reading materials should, however, be appropriate and suit the level of the children.

While books are reported essential asserts in aiding reading development (Dixon, 2013), some countries have recorded their shortage which led to low levels in reading development. Naidoo et al (2014:159) report that "in South Africa, some classrooms have no books and even those classes which do have sets of readers, often have them at an inadequate level". O' Sullivan et al (2012) report the same for Canada that, although books are reported essential and appropriate, they are not widely available in all languages.

Tella and Akande (2013) carried out a study that checked children's reading habits and the accessibility of books in Botswana primary schools and looked at its implication for the achievement of quality basic education in the country. The results of the study by Tella and Akande (2013) pointed out that the learners depend mostly on the notes given by their teachers as the main source of reading based on the availability of books. Insufficient books and a lack of interesting children's literature were found as key elements stopping learners from developing good reading practices.

2.3.5 TEACHERS' PROFICIENCY AND TRAINING TO TEACH READING

Research shows that there is a concern regarding the quality of teachers teaching reading in a foreign language. Curry (2014) points out that, "currently in the United States, there has been a focus on teacher quality as the momentum for educational reform". Curry (2014) conducted a study with the purpose of investigating the impact of teacher quality on reading achievement and found that highly qualified status did not indicate a statically significant difference in reading achievement. Instead, the study revealed that years of experience in teaching had a positive impact on reading achievement where teachers with ten or more years of experience had students with higher reading achievement scores than teachers with 0 to 4 years of experience.

Moats et al (2010) differ and state that "to successfully fulfil their roles, EFL or ESL teachers are expected to have some qualities that include interaction strategies". EFL is the abbreviation of English as a Foreign Language and ESL is the abbreviation of English as a Second Language. This stresses that teachers should have the technical know-how to perform their job.

One might wonder if teachers in the Boteti District have such strategies. Yusuf (2015) and Commeyras and Ketsitlile (2014) reveal that knowledgeable teachers come as a result of training, where some studies point out the need to embark on teacher development through in-service training.

The under-qualification of teachers to teach reading in English has been identified as one of the contributory factors to reading difficulties and low levels of literacy in South Africa. Muranda et al (2015) that pointed out that the reason teachers teach English reading using vernacular words was that teachers have not been trained and as a result were not qualified to teach reading in English.

On a similar note with the present study, the study by Muranda et al (2015) adopted the descriptive survey design and purposively sampled the participants. The methodology used for the study was appropriate and by using the purposive sampling technique means that all the cases that meet the criteria as teachers were selected. The researcher for the current study feels that methods of data collection such as observation could have been used in classroom settings which would give a clear picture of what teachers do to develop the reading skill in children.

The training system of primary school teachers in Botswana is that student teachers choose and are trained in two subjects that they are competent in. There is no such thing as training teachers to teach reading in English. It might be for these reasons that some studies conducted in Botswana have revealed some incompetency in teachers when it comes to teaching reading in English. In another study conducted in Botswana by Commeyras and Ketsitlile (2014), the teachers confessed that they were not trained or equipped to identify students' literacy abilities and areas of need. This study revealed that the teaching of reading in English is not given enough time when training of teachers.

Like Mokotedi (2013), Commeyras and Ketsitlile (2014) also identified the need to improve the qualification and competence of teachers in the English language through in-service

training because they discovered in their studies that the pupils' reading performances during reading tests are related to the educational level of their teachers. The study by Commeyras and Ketsitlile (2014) has revealed the availability of students such as the Khoesan who require explicit instruction so that they may acquire English. The truth of the matter is, whether Khoesan or not, all children need that too and so it requires teachers to have the knowledge and skills to teach such children.

2.3.6 THE EFFECTS OF CLASS SIZE ON READING DEVELOPMENT

The issue of the impact of class size on reading development is a controversial one. Small classes have been seen to have a positive effect on the reading development of children from socio-economic disadvantaged backgrounds.

Schanzenbach (2014) points out that small classes benefited children who are from low socio-economic backgrounds. Smaller classes are particularly good at increasing achievement levels of low-income and marginal children. It has been realized that it holds true that when children are few in the classroom the teacher interacts with each one of them and it, therefore, becomes easier for the teacher to identify each child's weaknesses.

Big classes do not give teachers sufficient time to pay attention to each learner and give every learner a chance to speak and participate; hence the shy or weak ones get neglected or left behind. Mulryan-Kyne (2010:176) agrees and points out to a large class that, "a class that is too large for effective teaching to occur".

Class size has been an important issue in discussions about reading. The belief has been that children are better off taught in small groups where teachers can attend to individual learning needs.

2.4 SUMMARY OF THE LITERATURE REVIEW

The literature reviewed reveals that there are indeed challenges that second language primary school teachers face in teaching English reading, and that these challenges affect the teaching and learning process of the subject.

The literature reveals issues including class size, teacher training, and appropriate learning materials and resources. Almost all studies reviewed indicate that teacher training and qualification are crucial in teaching reading to children. Teachers need a thorough understanding of the English language to provide systematic, explicit reading instruction that is necessary for many children to decode the written language system and learn how to read.

The studies also reveal that appropriate materials and resources are important in second language learning. The library, as the source of books, is identified as an important resource and facilitator in reading development in children because it motivates them to read.

Almost all studies reviewed (Schanzenbach, 2014) revealed that small classes benefited children who are from low socio-economic backgrounds. It has been realized that it is true that when there are a few children in the classroom the teacher can interact with each one of them. It, therefore, becomes easier for the teacher to identify each child's weaknesses.

On the other hand, it has been realized that although a class can consist of only a few children they can still fail due to a lack of teacher expertise. Some studies (Zyngier, 2014) have revealed that when teachers are well trained and motivated they can effectively teach children regardless of their number in class. Not much of the study has been conducted in African countries regarding the issue of class size and reading development, hence the need to embark on the present study in Botswana.

CHAPTER 3 – RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The previous chapter provided literature on teachers' challenges of teaching reading in English as a second language in the Boteti sub-district primary schools. This chapter presents the methodology that the researcher used to carry out the study. The chapter covers the research approach, design, population, sampling procedure, the study site, data collection instruments, data collection procedures, data analysis, ethical considerations as well as the summary of methodology.

3.2 RESEARCH APPROACH

The study used a qualitative research approach to investigate the challenges teachers face when teaching reading in English as a second language. Creswell (2013:10) states that the qualitative research approach is an effective model that occurs in a natural setting and which enables the researcher to develop a level of detail from being highly involved in the actual experiences. The researcher chose to use this approach because it involves the purposeful use for describing, explaining and interpreting collected data.

3.3 RESEARCH DESIGN

This is a detailed sketch of how a research takes place. It includes how data is to be collected, which research instruments are to be used and the means used in analysing it. It is a blueprint according to which data are to be collected to investigate the research hypothesis or questions in the most economical way (Huysamen, 2010:10). Sileyew (2019) adds that, "a research design is intended to provide an appropriate framework for a particular study".

For this study, the researcher used a case study to do the qualitative research. Creswell (2013:122) defines a case study as, "a qualitative research approach useful for exploring,

explaining, and describing complex issues in their real life, natural context". The choice of a case study offered an opportunity to find challenges that teachers face in three different primary schools that use the same syllabus to teach the same standards/grades.

3.4 RESEARCH PARADIGM

"A research paradigm is an integrated cluster of substantive concepts, variables and problems attached with corresponding methodological approaches and tools", (Shah& Abdullah, 2013). Researchers use paradigms to guide them with regard to inquiry (Creswell, 2013). For this study the researcher used the interpretive paradigm.

According to Creswell (2013), "interpretive paradigm approaches rely heavily on naturalistic methods (interviewing and observation and analysis of existing tests)". An interpretivist paradigm was followed whereby the researcher constructed meanings and developed understanding (Denzin & Lincoln, 2013) while searching for information about the challenges teachers face when teaching reading in English as a second language.

The researcher went into schools, interviewing and observing teachers and then obtained teachers' views on challenges they face when teaching reading in English as a second language in primary schools, hence the researcher found the interpretive paradigm as the most appropriate.

3.5 POPULATION OF THE STUDY

The population of a study refers to a group of people from which information is collected (Creswell 2013). It is from the population of the study that the research participants known as the sample are drawn. This study used 30 teachers from three primary schools in the Boteti sub-district area of Botswana. These teachers are the appropriate population for the study because they teach and prepare learners for the Primary School Leaving Examination which learners sit for when they complete their seven years in a primary school.

In a large school, there are about three (3) to four (4) such teachers per standard/grade. In Botswana, a large number of these teachers are often female and have taught for 5 to 37 years.

3.6 SAMPLING PROCEDURE

According to Creswell (2013:217), "non-probability sampling is a sampling technique in which the researcher selects samples based on the subjective judgment of the researcher rather than the random selection". In this study, the researcher used a non-probability method called judgment or purposive Sampling. It is also known as a selective or subjective sampling. This technique relies on the judgment of the researcher when choosing who to ask to participate in the research.

Purposive sampling was used in this research because it is time and cost-effective to perform whilst resulting in a range of responses (Creswell, 2013: 109). In this study, teachers from standards/grades 3 to 6 were the main participants. For this reason, purposeful sampling was used to select them. The researcher selected two teachers from standards/grades 3 to 6 in three different primary schools in the Boteti sub-district. These teachers formed the sample for a focus group interview and they were twenty- four altogether. Two heads of departments, which is one for lower classes and the other for upper classes per school, were interviewed individually, making a total of six heads of departments.

3.7 THE SAMPLE

A sample of 30 participants was used in this research. These participants were teachers (both male and female) from three primary schools in Letlhakane village, namely Mokane, Rethatoleng and Seaseole primary schools. Eight (8) teachers from each school (2 teachers per stream-classes 3-6) and six heads of department (2 per school) were used in this study.

Demographic data served an important role in the study as it was used to interpret participants' responses. Out of the 30 participants, 16 held a Diploma in Primary Education

(DPE), which is currently the highest qualification required from a primary school teacher in Botswana. There were four participants with a Primary Teacher Certificate (PTC).

Teachers with a Bachelor of Education (BEd) were seven (7) in total. This study also recorded one teacher with a Post-graduate Diploma in Education (PGDE) which is a qualification held by secondary school teachers. One participant had a Bachelor of Arts in Music (BA Music). It was disturbing to find teachers with PGDE at primary schools. The Botswana Education for All Policy (EFA), 2015:58 reviews also found this disturbance through the statement, "Secondary school teachers were posted to lower levels of education which affected their level of competence". There was yet another teacher with a National Professional Diploma in Education (NPDE) which is a qualification offered by the University of South Africa (UNISA).

Through the analysis of the demographic data, it can be concluded that this study was dominated by females. There were only six (6) male participants. It should be noted that the researcher did not purposively include many females in this research. A large number of females in this research correlate with the researcher's personal experience that it is common for the female teachers to teach children at lower classes because it is believed that it requires patience to handle these young children.

On a commendable note to the government of Botswana, the study also found some participants with BEd qualifications (23.3%). Furthermore, the findings of the demographic data have showed that the participants of this study were experienced since most of them have taught for over ten (10) years compared to only three (3) who have taught for five or fewer years.

Table 3.1 below gives a summary of the participants' demographic information as follows:

Table 3.1 Participants demographic information

Demographic information	Number of teachers and %
Gender	
Male	6 (20%)
Female	24 (80%)
Qualification	
Primary Teachers Certificate (PTC)	4 (13.3%)
Diploma in Primary Education (DPE)	16 (53.3%)
Bachelor of Education (BEd)	7 (23.3%)
Bachelor of Arts - Music (BA-Music)	1 (3.3%)
Post-graduate Diploma in Education (PGDE)	1 (3.3%)
National Professional Diploma in Education (NPDE)	1 (3.3%)
Teaching Experience in years	
0-5	3 (10%)
6-10	9 (30%)
11-15	12 (40%)
16-20	2 (6.7%)
21-25	1 (3.3%)
26-30	1 (3.3%)
31-35	1 (3.3%)
36 and above	1 (3.3%)

Table 3.2: The Sample

Number of schools	Number of male teachers	Number of female teachers	Number of teachers	Number of Heads of Departments	Teaching experience	Qualification	Total number of participants
3	6	24	24 (8 per school, that is 2 teachers from standard 3,4,5 and 6)	6 (2 per school)	Ranges from 0- 36 years of experience	4 with PTC, 16 with DPE, 7 with BEd, 1 with BA, 1 with PGDE, 1 with NPDE.	30

3.8 THE STUDY SITE

The research was carried out in Letlhakane. This is a village in the Boteti sub-district. There are five primary schools in the village. The researcher conducted the study in three different primary schools in Letlhakane, namely Mokane, Rethatoleng and Seaseole.

The advantage of Letlhakane is that such schools can be found within one area thus saving the researcher time to move from one school to the other. The main reason for conducting the study in large schools was to address the issue raised in the background of the teacher-pupil ratio as such schools are usually overpopulated.

The researcher is also a resident of Orapa, a town 20 km from Letlhakane, making it convenient to collect data needed for the research. The researcher selected the schools in such a way that there is a representation of schools from Letlhakane North and South because the challenges that teachers face may be different.

3.9 DATA COLLECTION INSTRUMENTS

Data collection by using a case study is extensive and draws from multiple sources such as participant observation; interviews and audio-visual materials (Creswell, 2013:112). The researcher spent time on-site interacting with the people studied.

Instrumentation in research is defined as a process of constructing research instruments that could be used appropriately in gathering data for the study (Greener & Greenfield, 2016). Data collection tools refer to the devices or instruments used to collect data (Creswell, 2014).

This study adopted the following qualitative data collection strategies:

- Focus group discussion
- Individual interviews
- Classroom observations

The researcher went into schools, interviewed, and observed teachers, and then obtained their views on challenges they face when teaching reading in English as a second language in

primary schools. This gave the researcher chance to explore and better understand the complexity of the phenomenon.

3.9.1 THE INDIVIDUAL INTERVIEW

A face-to-face conversation (interview) between two individuals with the sole purpose of collecting relevant information to satisfy a research purpose was used in this study. An individual interview was conducted with heads of lower and upper departments in each school. The interviews were done in the afternoons so as not to disturb the lessons in the morning.

An interview guide was developed for this study (see Appendix C), consisting of both closed and open-ended questions, which allowed the researcher to ask probing questions to explore participants' views in greater detail (Jensen & Laurie, 2016). The responses from the interviewees were handwritten by the researcher and used to illustrate their views. The interviews were audio-recorded and transcribed before data analysis and descriptive interpretation was done.

Sarantakos (2013:17), states that "interviews allow a more in-depth, free interaction between the interviewer and the interviewee". The researcher made follow-ups to bridge information gaps identified shortly after the interview.

Semi-structured interview as a method of data collection was justified because it afforded the interviewees a chance to express their feelings and thoughts regarding the problems they have when teaching reading in English. The researcher was also able to ask probing questions hence participants could express themselves freely.

3.9.2 FOCUS GROUP DISCUSSION

Focus group discussion as a qualitative approach was used to gain an in-depth understanding of the problem. The researcher chose to use this method because it draws upon respondents' attitudes, feelings, beliefs, experiences and reactions, where other methods are not applicable (Creswell, 2013). Participants interacted freely with the researcher and were able to express themselves.

Six focus groups of four teachers in each group were interviewed. Two teachers from standard/grade 3 and two from standard/grade 4 were grouped and interviewed together in a school. A total of three groups from lower classes in three different schools were interviewed. The researcher then grouped two teachers from standard/grade 5 with the other two teachers from standard/grade 6 per school, making three groups of four teachers from upper classes in a school. They were grouped in this way because they teach the same syllabus.

Teachers were interviewed to get their views on the challenges they come across when teaching English as a second language. The interviews took place at the three different schools in the head of the department's classroom and each group interview lasted for 30 minutes.

Table 3.3 below shows the number of teachers interviewed; focus group discussion.

Table 3.3 Showing focus group discussion

Name of school	Classes/Groups		Total
Mokane P. School	Standard/grade 3 and 4= **4**	Standard/grade 5 and 6=**4**	2 Groups (8 teachers)
Rethatoleng P. School	Standard/grade 3 and 4=**4**	Standard/grade 5 and 6=**4**	2 Groups (8 teachers)
Seaseole P. School	Standard/grade 3 and 4=**4**	Standard/grade 3 and 4=**4**	2 Groups (8 teachers)
TOTAL	3 Groups	3 Groups	6 Groups (24 teachers)

3.9.3   THE OBSERVATION

Observation, as a data collection technique, was used as a supplement to data collected through interviews. This is a data collection method by which information on the phenomenon is gathered (Creswell, 2013:112). It was used to get information that was not accessed through other tools of data collection, and also for cross-checking information got from interviews. Lessons were observed without the researcher altering the environment.

The purpose of using classroom observation in this research was to establish whether what participants said they did in their interviews was reflected in what they did in practice. The methods and strategies that teachers use to teach children to read were also observed. Being in the naturalistic setting, gave the researcher chance to obtain first-hand information of what happens in the classrooms regarding the teaching of English reading.

 The researcher was a non-participant for the sole reason of avoiding missing data, which is possible when the researcher engages in the activities; Creswell (2013:170) affirms that, "the evaluator watches the subject in his or her usual environment without altering that environment". The sample of six teachers interviewed was observed, mainly to minimize lesson disruptions. This included one teacher from the lower classes and another one from the upper classes making it to a total of two teachers per school. The researcher spent 30 minutes

per lesson; making it one hour in a school. With the few classes observed, the researcher's time and class disturbances were minimized. Another reason of carrying out an observation was to find out about the resources used to teach English to beginners (See Appendix B).

3.10 SUMMARY OF RESEARCH PLAN

The study investigated teachers' challenges of teaching reading in English as a second language in the Boteti sub-district primary schools in Botswana. A summary of the research plan is given in Table 3.4 below.

Table 3.4: Summary of the research plan

RESEARCH QUESTION	SOURCE OF DATA	DATA COLLECTION	DATA ANALYSIS
1. What are the challenges faced by second language primary school teachers in teaching reading in English?	Teachers of standard 3-6 including Heads of Departments.	Interview Observation	Qualitative analysis of responses.
2. How do these challenges affect the teaching and learning process of the subject?	Teachers of standard 3-6 including Heads of Departments.	Interview Observation	Qualitative analysis of responses.
3. Which intervention strategies can be employed to mitigate these challenges?	Teachers of standard 3-6 including Heads of Departments.	Interview	Qualitative analysis of the responses.

3.11 TRUSTWORTHINESS OF THE STUDY

In qualitative research four aspects of trustworthiness are taken into consideration. These are:

- credibility
- transferability
- dependability
- confirmability

A distinct system for judging the integrity or quality of the study is vital. Lekhetho (2015:132) argues that, "the **credibility** criteria involve establishing that the results of qualitative research are credible or believable from the perspective of the participants in the research". To ensure the credibility of the study, the researcher visited the schools regularly to get as much information as possible hence data interpretation is credible.

Moreover, the main reason of using qualitative research is to express or understand the phenomena of interest from the participant's eyes, the researcher allowed participants to legitimately judge the credibility of the results (Lekhetho, 2015:79). Lekhetho (2015:99) further explains that, "member checking is a quality control process by which a researcher seeks to improve the accuracy, credibility and validity of what has been recorded during a research interview". The researcher used a formal and informal member checking during observation and discussion time.

Credibility establishes whether the research findings represent plausible information drawn from the participants' original data and is a correct interpretation of the participants' original views. A strategy to ensure credibility used is persistent observation, which was to discover those features and elements that are most relevant to the problem under study.

Transferability is the degree to which the results of qualitative research can be transferred to other contexts or settings with other respondents. The researcher facilitates the transferability judgment by a potential user through thick description – describing not just the behaviour and experiences, but their context as well so that the behaviour and experiences become meaningful to an outsider (Lincoln and Guba: 1985).

In this study, the researcher provided a rich account of descriptive data, such as the context in which the research was carried out, namely setting, population, interview questions and observation guide.

Dependability ensures that the research findings are reliable and could be repeated. This is measured by the standard of which the research is conducted, analysed and presented. Each process in the study was reported in detail to enable an external researcher to repeat the inquiry and achieve similar results. This also enables researchers to understand the methods and their effectiveness.

Confirmability questions how the research findings are supported by the data collected. This is a process to establish whether the researcher was biased during the research. This stems from the assumption that qualitative research allows the researcher to bring a distinctive perspective to the research. An external researcher can judge whether this is the case by studying the data collected during the original inquiry. To improve the confirmability of the initial conclusion, an audit trail was completed throughout the research to demonstrate how each decision was made (Lincoln and Guba: 1985).

3.12 DATA COLLECTION PROCEDURE

As a procedural measure, the researcher presented the letter of permission to collect data from three large schools in Letlhakane-Boteti sub-district to the Regional Director. Upon being granted permission the researcher visited the primary schools where the research was going to be carried out for familiarisation purposes.

The purpose of the study was explained to the head teachers who were requested to sort permission from the teachers in the different departments (See Appendix E). The purpose and aim of the study were explained to the teachers after they had agreed to take part in the study. Teachers were given the information sheet that explained everything about the study (See Appendix G). Their consent to participate in the study was also done (See Return Slip - Appendix F). Appointments for observation and conducting interviews were made with the teachers.

The participants were given one week in order to organize themselves. The timeframe of one week was because of limited time on the researcher's side and also to minimize class disruptions. During class observations, separate sheets of the observation guide were used to take notes in each class observed, hence the space on the sheets (See Appendix B).

3.13 DATA ANALYSIS

At the end of the data collection process, the mass of collected data had to be analysed and presented in ways that attempted to answer the research questions. Henning, Van Rensberg and Smith (2011:127) state, "Data analysis in qualitative research is an on-going, emerging and a non-linear process".

The researcher inspected, cleaned, transformed, and modelled the data to conclude. Moser (2018) also argued that data analysis shapes subsequent sampling decisions. The approach was also cognisant of the fact that data analysis has to give way to significant and suitable answers to the research questions.

Being a qualitative research method, the information obtained from the participants was not expressed in numeric form but in a descriptive form, so the emphasis was placed on interpreting the observed and stated experiences of the participants. The researcher used tables and codes to report on what the participants said.

The researcher observed teachers and made notes. After the observation exercise, the notes were compiled and analysed. Data were arranged in categories.

The data collected qualitatively in the form of interviews were recorded and transcribed to have a written version of the interviews. Responses from face-to-face interviews were analysed using a thematic analysis, which involved categorizing data into different themes. Texts from interviews were typed into word-processing documents. The transcribed data were then analysed manually.

Demographic data were also used to interpret participants' responses especially the one about numbers. Open-ended questions were analysed using the thematic analysis which involved categorizing data into different themes.

3.14 ETHICAL CONSIDERATIONS

Ethical considerations concern the proper ethics that should be followed when carrying out research. The most important aspect of ethical considerations is to build rapport with the participants. The researcher was conscious of the research ethics throughout the research process.

The following ethical considerations were discussed:

- informed consent
- anonymity
- privacy and confidentiality
- permission to conduct research
- risk and protection of participants
- conflict of interest

Informed consent: This was sort from participants in a written form (See Appendix F). Written consent is very crucial because they can be filled out and produced when the need arises. All the above were done when permission had been granted to the researcher.

Anonymity: This involves the privacy of participants. Participants were made aware from the beginning that their names will not be recorded anywhere and that no one, apart from the researcher will know about their involvement in the study. Their names were not recorded anywhere and no one was able to link them to the answers given.

Privacy and confidentiality: Teachers participating in the study were protected by exercising confidentiality. According to Creswell, (2013:221) confidentiality means that no personal information is to be revealed except in certain situations. The participants were selected in the spirit of voluntarism and willingness to take part in the study. As a way of maintaining confidentiality, the participating schools' names were also changed. The names that were used for the interviews were false ones to protect the identity of the participants.

Permission to conduct research: Once the ethical clearance was given by the UNISA Ethics Committee for the period 2019/09/11 to 2022/09/11 (See Appendix A), the researcher wrote a letter to the Regional Office requesting for permission to do research in their primary schools. After the permission was granted, letters were written to head teachers of the concerned

primary schools seeking permission and explaining the purpose of the study. Participants were given the freedom to choose to participate in the study. Those who made themselves available were given consent forms to sign.

Risk and protection of participants: The study involved very low risks since human participants were engaged. The research involved non-vulnerable adult participants and non-sensitive information. Participation was voluntary and participants could withdraw at any time. The participants were aware of this through the information sheet given to them before the commencement of the research (See Appendix G).

Conflict of interest: The research was conducted at different primary schools to the one where the researcher works. These provided completely unfamiliar workplaces to the researcher.

3.15 CHAPTER SUMMARY

In this chapter, the researcher described the methodological lenses that underpinned the research methodology for this study, namely the qualitative data collection strategies. Individual interviews, focus group discussions and classroom observations were administered by the researcher to collect data from a convenient sample of 30 teachers. The sample characteristics included teachers, mostly female with teaching experience ranging from 5 to 37 years.

Upon the ethics approval by the UNISA's Ethics Review Committee for the period 2019/09/11 to 2022/09/11(See Appendix A), the researcher sought permission from the Boteti sub-district Regional Office to perform research in the three primary schools. Permission from three head teachers was also obtained (See Appendix E) to allow the researcher to conduct the study in their respective schools. Participant's information sheet was given to participants to familiarise themselves with the expectations of the study; then a consent form was made available for them to sign upon agreeing to take part in the study.

The trustworthiness of the study and ethical considerations were ensured during the administration of the individual interviews, focus group discussions, and classroom

observations. This chapter also described the research design, population, sampling procedure, and the sample, study site, data collection instruments, research plan, data collection procedure as well as data analysis.

CHAPTER 4: ANALYSIS OF DATA, INTERPRETATION, AND DISCUSSION OF RESULTS

4.1 INTRODUCTION

The previous chapter covered the research design and methodology part of the research. Being a case study, the qualitative data collection procedures were used, namely individual interviews and focus group discussions as well as class observations. The individual interview with the heads of departments was necessary for this study because it provided the researcher with individual feelings from a management perspective; while a focus group discussion presented a collective impression of the challenges teachers face when teaching English as a second language in primary schools. Class observations were done to compare ideas from teachers so that similarities and differences can be seen.

This chapter focuses on data analysis and the discussion of findings.

The study was guided by the following research questions:

1. What are the challenges faced by second language primary school teachers in teaching reading in English?

2. How do these challenges affect the teaching and learning process of the subject?

3. Which intervention strategies can be employed to mitigate these challenges?

4.2 DATA PRESENTATION

Data collected by the researcher from schools was presented in the form of texts or notes. Responses from interviews were hand written by the researcher. Interviews were also audio-recorded and transcribed before data analysis. The researcher also made notes during class observations.

4.3 DATA ANALYSIS

The researcher used tables and codes to report on what the participants said. The data collected qualitatively in the form of interviews were recorded and transcribed in order to have a written version of the interviews. Responses gained during the face-to-face interviews were analysed using a thematic analysis, which involved categorizing data into different themes. Texts from interviews were typed into word-processing documents. The transcribed data were then analysed manually. Open-ended questions were analysed using the thematic analysis which involved categorizing data into different themes.

Six focus groups of four teachers in each group were interviewed. Their responses from the interview were handwritten by the researcher and therefore used to illustrate their views. The interviews were audio-recorded and transcribed before data analysis and descriptive interpretation. The interviewees have been given pseudonyms to protect their identities. Participating schools were also given false names so that they could remain anonymous.

Participants' responses from the interview were handwritten by the researcher and therefore their responses have been used to illustrate their views. Tables were used to report on what the participants said. Results of both the one-on-one semi-structured and focus group interviews were coded. The tables were given headings, such as categories, sub-categories. The qualitative data from the interviews were reported in a tablet form under three themes that follow and are discussed in subsequent sub-sections;

- ➢ Challenges that teachers face
- ➢ Impact of resources on teaching and learning process
- ➢ Intervention strategies

Table 4.1 Coding system regarding challenges experienced by English as a second language primary school teachers.

CATEGORY	SUB-CATEGORIES	CODES	THEMES
1.Factors emanating from school milieu	Shortage of materials	Key: FG- Focus Group V- Individual participant FG1, 2, 3- Materials are not adequate in their schools. **FG4,5,6-**Materials are inadequate and relevant personnel takes long to supply schools.**V1-** Even though we have listed these materials there are in serious shortage in our school and some are not even there. **V2-**The council no longer supply us with these readymade materials, so we rely on improvising which at times does not work, for example drawing because some of us are not good at drawing. **V3**-It is not that we have all the materials that we have listed here, mostly we cut cardboard boxes to make word cards and pictures from magazines to make picture cards, that is how we survive, otherwise, there will be no teaching of reading. **FG 4-** We Experience a serious shortage of materials especially readers which are in small numbers that children have to share in large numbers all the time. **FG5-**The teaching and learning aids for reading are scarce. We no longer have conversation charts and phonic posters in	Challenges experienced by English as a second language primary school teachers

		schools.	
2. Factors emanating from teachers	**-Overcrowded classrooms**	**FG1-**The number is large and therefore makes teaching reading in English difficult. Teachers take a long time to attend to learners. **FG2-**Large classes stop us from giving children individual needs, teachers do not realize their teaching potential, large classes are not easy to manage and do not offer teachers the opportunity to pay individual attention to children. **FG3**- Because of large classes, it is not possible to meet the individual needs of each child, more time is needed. **FG4, 5, 6**-Large number of children in a class negatively affects the teaching of reading in English. **V1-** The numbers are big and this makes it difficult for me to give each learner the attention they deserve, right now I have 40 learners in my class. **V2-** There are too many learners in my class and it is not easy to help them all. It is very difficult to give them a reading exercise and mark it all. No library too. **V3-**No library in my school, Some teachers who are not trained to teach English as a second language, lack of in-service workshops on the teaching of reading. **V4-**Children are many and as a result, teachers cannot help them appropriately, no library in the school. **V5-**Children are many in a class and time does not allow for all children to be helped, no library in the school. **V6**- The number of children in my class is manageable and as a result class size does	
	-Shortage of resources(libraries)		
	-Lack of In-service Training		

	-Code-switching	not matter. No library.	
Factors emanating from learners	**-Gap brought by a transition from lower standards to standard 3** **-Inability to read and write** **-Lack of practice (not speaking the language)**	**FG1-**The issue of teaching standard 1s in Setswana and then introducing them to English later in standard 2 should be looked into because when they are being introduced to English in standard 2, it is like they are new in the school and we have to start afresh. **FG2-**Children cannot read in English. **FG3-** Transition slows down learning because instead of proceeding in standard 2, children take time adjusting to the use of English in instructions, and as a result reading in English is also delayed. **FG4-** Most learners do not speak in English in school; they prefer to use their mother tongue. **FG5-** Learners do not show any interest in reading both in Setswana and English because during chorus reading they keep quite. **FG6-**	

Table 4.2 Coding System regarding the impact of resources on teaching and learning process

CATEGORIES	SUB-CATEGORIES	CODES	THEMES
1.Negative Impact **-Lack of space**	**-overcrowded classrooms** **-lack of libraries**	**V1-**Large classes do not allow teachers to help learners efficiently. **V2**- Children with special needs are part of the mainstream and this does not help to bring numbers down. **V3-**Schools do not have libraries and this negatively affects the learning of reading in English.	**Impact of resources in teaching learners reading in English**
-Lack of Time	**-no timetabling for reading** **- lack of individual attention**	**FG4-**The time allocated for English subjects is not enough**. FG5-**No time for one-on-one attention. **FG5-** More time is needed.	
2.Positive Impact	**-Alphabet charts, phonic posters, word cards, storybooks, letter cards, sentence strips, flashcards, syllable charts, picture cards, classroom objects, conversation posters**	**V1-**Phonic posters help teach learners phonics. **V2**- Teachers used letter and syllable cards to teach learners building syllables and words.**V3-** Picture charts help a lot in teaching picture reading. **V4**-Their reading skill is enhanced with the aid of posters and flashcards.**V5**- Learners can build sentences using word cards given.**V6**-The storybooks in classes assist learners in learning new vocabulary and improving their reading skills all round.	

Table 4.3 Coding system regarding the intervention strategies employed to mitigate teachers' challenges in teaching reading in English.

CATEGORIES	SUB-CATEGORIES	CODES	THEMES
1.Inservice training	-Breakthrough to literacy workshops for teachers (this is a method to teach learners how to read and write in their early years at primary school) -Building libraries in schools	**FG1-**I believe it will work, just like it helps children with Breakthrough to Setswana to be able to read and write. **FG2**- I benefited from these workshops and my skills in English have improved ever since. I wish more and more of these workshops could be mounted for us**. FG3**- A library filled with readers of various sorts will attract the children to visit the library and before they realize it their reading skill will be developed. **V1**- When we are equipped through these workshops we would be able to help the children because we would be better learned. **V2-**A library will encourage the children to read because once they start they will be motivated. V3- When our school used to have a library, our children's reading skill was improved because even the library time was timetabled and children would go there to borrow books to read at home.	**Intervention to improve the teaching of reading in English**
2. Teacher role modelling	**Role Modelling**	**V1-**Teacher reads aloud while learners are listening. **V2**- Learners repeat after the teacher, this teaches correct pronunciation. **V3**-The teacher encourages learners to always find something to read after finishing their work.	

3. Using English as a medium of communication in the school milieu	- Practise speaking English in the school	**FG1-** When they practise speaking English it would also improve their reading skills because these skills are interrelated. **FG2-**In schools where English speaking is encouraged and practised, the children in those schools do well in English reading and in turn, they pass because they can read and interpret instructions for themselves. **FG3-**Look how English-medium school children speak English which they translate to reading and then it helps them to pass. This can work for us as well if we encourage our children to speak English. **V1-**	

4.5 DISCUSSIONS OF THEMES, CATEGORIES, AND SUB-CATEGORIES

4.5.1 Participants' responses on challenges teachers face when teaching reading in English as a second language - one-on-one semi-structured and focus group interviews

From the findings, the teachers faced many challenges emanating from the school milieu, the learners, and teachers themselves. Such challenges are discussed below.

4.5.1(i) Factors emanating from the school milieu

Teachers complain about the shortage of teaching materials. The materials that were listed by the participants revealed that participants were knowledgeable about the materials that they should use when teaching reading in English. The use of the phonic chart is a relevant way of teaching reading. The issue of the shortage of reading materials is experienced by all schools that are involved in the study. Table 4.1 shows the challenges that the participants came up with during both individual and focus group interviews. Given the response of Individual Group 2(**V2**) when she commented that the council no longer supply them with the materials shows that some teachers still hold that it is the council's responsibility to supply them while it is in fact now the responsibility of the Ministry of Basic Education under the primary department. The councils are tasked with the supply of consumables such as Manila paper.

All participants mentioned that they had a library corner in their classrooms, from which the learners could access reading. For lower primary, these library corners mainly comprised of word cards and pictures to enable learners to practise their reading of the words. In the upper classes, the library corners had newspapers, magazines, and some textbooks but a few storybooks that learners could read to acquire new vocabulary. The participants stated that the library corners were under stocked.

They also stated that the purpose of these library corners was to allow learners to read. Though minimal, the learners were usually encouraged to share what they read with the rest of the class. The head of the department from Seaseole Primary School mentioned that an

opportune time to read is given during lessons, when a learner had completed any assigned work; they were allowed to select something from the corner to read.

According to the heads of departments, all schools did not have school libraries. Four participants mentioned the presence of the storerooms set aside to be used as libraries but never got books or materials to kick start the initiative. This seriously indicates that primary schools face a lack of materials that can be used when teaching reading in English.

If schools had libraries, learners would have the choice of texts. When learners are given the chance to make personal choices about reading materials, they become empowered individuals.

The results of this question are summed up in Table 4.4:

Table 4.4 Showing resources and materials used when teaching English reading

Schools	Lower Department(classes 3 and4 teachers)	Upper Department(classes 5 and 6 teachers)
Mokane Primary School	Concrete objects, sentence strips, phonic posters, word cards, picture cards	Word cards, flashcards, classroom objects, letter cards
Rethatoleng Primary School	Alphabet chart, phonic posters, storybooks, letter cards, sentence strips, flashcards, syllable chart, picture cards, classroom objects, conversation posters	Book illustrations, picture cards, word cards, sentence strips, real objects
Seaseole Primary School	Puppets, word cards, picture cards, phonic posters, pictures, flashcards, real objects.	Word cards, sentence strips, concrete objects.

4.5.1(ii) Factors emanating from teachers

In all the groups, participants stated that their classes' size ranged between 35 and 42. At Mokane Primary School, participants gave responses such as that children were many and as a result they cannot help them appropriately while others indicated that there were too many children in a class and time did not allow them to help children.

The male participants (two at Rethatoleng Primary School) were of the view that a large number of children in their classes negatively affected the teaching of reading in English. From the response of these male participants, it can be concluded that teaching large classes affected both genders as far as the teaching of reading is concerned. With the different qualifications that they held, participants still held that teaching large classes hindered their performance in teaching reading in English.

At Seaseole Primary School, participants showed that their class size ranged from 30 to 40 children in a class and it was the participant with 30 children in her class who affirmed that the number of children in her class was manageable and as a result class size did not matter. Contrary to this the participant with 30 children mentioned that this was a manageable number, another participant with 30 children in her class responded that 30 was a large number and therefore made teaching reading in English difficult.

Some participants responded by stating that large classes prevented them from attending to children's individual needs. They are not able to realise their teaching potential as teachers since large classes are not easy to manage and do not offer teachers the opportunity to pay individual attention to children, thus improving their academic achievement as well as reading development. With the class size given in this study, it can be resolved that the government has not yet reached one of the goals of the Botswana government (1994) which is recommended for the reduction of class size from 45 to 30.

In responding to how a large number of children influenced their teaching of reading in English, ten participants in different schools raised the issue of limited time. One of those participants eluded that because of the larger classes they teach it was not possible to meet the individual needs of each child. For the participants who commented on the issue of time, one at Mokane Primary School responded that more time was needed so that the teacher could

attend to each child's individual needs. Another participant mentioned that because of a large class size the teacher takes a lot of time attending to children.

Previously conducted studies (Tella & Akande, 2013) have pointed out that teachers are a very influential determinant of the classroom environment and that their preparation and training are an important factor in reading development. From the findings of the research, it is indicated that a trained teacher will best handle the teaching of reading in English. This is emphasized by Taylor (2016:24) that, "teachers cannot teach what they do not know; adequate content knowledge of the subject being taught is an essential condition for student learning". In every institution of learning, teachers are at the forefront because they are the facilitators of the learning that takes place there.

Some participants stated that knowledge and skill come through training and it is for this reason that teachers need to be trained so that they can handle aspects of learning including teaching children how to read. In all the schools, participants wished that there could be fully qualified staff for teaching reading. This may suggest training teachers on how to teach reading in English. Respondents in Mokane Primary School were of the view that lack of reading specialists or coaches in primary schools was responsible for the presence of the many struggling readers and non-readers in Botswana government primary schools. In another school; Seaseole Primary School, the participants stated that teachers need to be trained so that they can handle aspects of learning including teaching children how to read. Participants at Retlhatoleng Primary School agree that teacher training and preparation is a very important aspect of teaching reading in a second language. They also commented that under the qualification of teachers to teach reading in English is a challenge.

Teachers who lack the requisite skills struggle in the classroom. Zyngier (2014) buys the idea and reveals that when teachers are well trained and are motivated they can effectively teach children regardless of their number in class.

One of the factors emanating from learners is that of code-switching. This is shown to be a challenge when teachers are teaching reading in English as a second language. Respondents from both focus groups and individual interviews state that most children come from homes in which English is not the primary language spoken. Children have the classroom as the only place where they learn English. They further commented that children switch to their mother tongue when they are stuck or have to express themselves in English.

4.5.1 (iii) Factors emanating from learners

The point of using English across class levels, that is from standard 1 to 7, was raised by four teachers, two DPE holders, and two BEd holders, two in one school, and the other two in the remaining two schools. One of the participants articulated that the issue of teaching standard 1s in Setswana and then introducing them to English later in standard/grade 2 is like they are new in the school and we have to start afresh. Another participant from Seaseole primary school was of the view that transition slows down learning because instead of proceeding to standard 2, children take time adjusting to the use of English in instructions, and as a result reading in English is also delayed.

The responses from both interviews show that teachers face a challenge when teaching reading in English. This challenge is of the learners not being able to read and write. Different participants from the three primary schools under study gave the following as challenges: children cannot simply read in English, they cannot pronounce words correctly. Children are unable to read with understanding let alone write what they read about.

Lack of practice or not using English as a medium of instruction at school by learners was raised as a challenge by the participants of the study. The participants noted that most children do not speak English; they prefer to use their mother tongue. Children do not show interest in using English as a medium of instruction both in and outside the classroom.

The participants pointed out that, it is as if the children have given up or lost hope in putting English into practice.

4.5.2 Participants' responses on the impact of resources on teaching learners English reading.

4.5.2(i) Negative Impact

Lack of space was raised as a concern by both focus groups and individuals interviewed. They all stated that the classrooms were overcrowded. Participants mentioned that large classes negatively affect the teaching and learning of reading in English in a way that they cannot give learners one-on-one attention. Children with special needs are part of the mainstream and this does not help in bringing numbers down. Resources such as libraries were absent in three schools under study despite being outlined as a necessity by all the interviewees. Their responses were summed up as "libraries would encourage children to read and develop an interest in books".

4.5.2(ii) Positive Impact

There are some resources that participants from the three schools understudy, listed as those that have a positive impact on the teaching of reading in English. Resources like charts, posters, cards, books and sentence strips were on the list of teaching and learning materials that teachers use across the schools. Concrete, real, or classroom objects with different wording but meaning the same thing appeared in both lower and upper departments. These have a positive impact on teaching reading in English. They help learners remember what they were taught.

4.5.3 Participants' responses to intervention strategies

4.5.3 (i) In-Service Training

Participants were asked about how teachers can teach English reading effectively in their schools. There were some similarities regarding ways of effective teaching by the respondents. The need for workshops emerged in all the schools. Ten teachers across the participating schools were of the view that Breakthrough to English was essential in the teaching of reading in English. The Breakthrough Approach was first developed in England and is a method of teaching young learners reading at an early age. Among the ten participants who brought up the issue of workshops were four DPE, three BEd, one BA (Music), and two PTC holders. For the classes they taught, three taught standard/grade 3, three taught standard/grade 4s while four taught standard/grade 5s.

Encouraging children to speak English, the building of libraries, using English for instruction at all levels, and the provision of materials for teaching reading in English was reported by teachers of various qualifications in three schools. For the support materials used to teach, four teachers, two DPE, one PTC, one BEd, and all-female wished that these materials could be ready-made, rather than supplying the Manila paper to schools that will require the teachers to cut and make the word cards themselves. In Seaseole Primary School, two male teachers expressed the desire that they could be fully qualified staff for teaching reading. This may suggest training teachers on how to teach reading in English as reviewed literature; (Naidoo et al, 2014; Mokotedi, 2013) have also revealed.

Six of the interviewees responded that workshops such as Breakthrough to English would be beneficial because it would equip them with the skills to tackle English reading.

Furthermore, a point was raised on engaging children in reading for some time in the morning and that the Senior Teacher Languages should be in charge of the supervision. This will improve children's reading abilities.

4.5.3 (ii) Teacher Role Modelling

One head of the upper classes at Mokane Primary School reported that as a strategy to teach reading, she takes what she reads for enjoyment and shares it with her class. The teacher is a role model to the learners, setting a good example of reading for enjoyment. When learners are interested in reading for fun, they will also be encouraged to read for their academics. All the managers interviewed indicated that a lot could be done to help them teach reading in English as a second language.

4.5.3 (iii) Using English as a medium of communication in the school milieu

The point of using English across class levels, that is from standard/grade 1 to 7, was raised by four teachers, two DPE holders, and two BEd holders, two in one school, and the other two in the other two schools.

They were of the view that introducing English as a medium of instruction from standard/grade 1 would help to improve the teaching of reading as the learners would be able to comprehend the language better.

Table 4.5 gives a summary of the participants' suggestions on how teachers can teach English effectively in their schools

Table 4.5 Showing suggested ways of teaching English reading effectively.

Schools	Responses
Mokane Primary School	Smart boards provided in classrooms
	Breakthrough to English workshops for teacher
	Reviving of radio lessons
	Using English for instruction across all levels
	Availing support materials for teaching reading
Rethatoleng Primary School	Provision of the readymade picture and word cards
	Workshops on the English project method

	Breakthrough to English workshops for teachers
	Supply of more English books
	Building libraries stocked with readers
	Encouraging English speaking among children
	Labelling items in the school
Seaseole Primary School	Using English for communication in all levels
	The building of school library
	Encouraging children to speak English
	Breakthrough to literacy workshops for teachers
	Provision of teaching and learning aids for reading
	Providing readymade English reading materials
	Setting days for English speaking and English speaking zones

4.6 FINDINGS FROM CLASSROOM OBSERVATION

Two teachers were observed from each school. One teacher from the lower classes that is: standard/grade 3 and 4, and the other teacher from the upper classes being standard/grade 5 and 6. The total number of observed teachers was six. All the observed in the three primary schools were females who held various qualifications and had different teaching experiences. A guiding tool (an observation guide- see appendix B) which gave a lead of what was to be observed guided the researcher during the observation process. Samples of three teachers observed have been summarised to avoid repetition as there were similarities in the findings. The researcher picked a participant from each school so that each school was represented in the findings. The pseudo names are used in the discussion to protect the identity of the participants. Codes like R A, B, etc. - meaning Respondent A, B, C are used.

4.6.1 The ability of the teachers to help children who are struggling to read

Respondent A (**RA**), a teacher at Mokane Primary School was observed teaching reading and the findings revealed that she was unable to help children who were struggling to read in English as the rest of the class was engaged using the same approach of teaching. This is to say that despite children in her class displaying different abilities in reading, she taught them using one method which was chorus reading; instead of differentiated instruction.

At Rethatholeng Primary School, Respondent B (**RB**) also used the same approach of teaching reading despite the different abilities of reading that the children displayed. Most children were observed to have difficulties in reading but the teacher seemed to have had her focus on those who were able to read.

Another teacher, Respondent C (**RC**), a teacher at Seaseole Primary School made an effort by putting her children in groups and each group was given special attention.

On the ability of the teachers to help the children who are struggling to read, it could be concluded that five participants out of six participants did not have the skill to help the children who are struggling to read as they either generalized instruction or generalized the children during teaching reading. Given their qualification earlier, a conclusion can be drawn

that with the varied qualifications and teaching experience, the participants were still not able to help children who are struggling to read, suggesting that the inability of the participants to help the children was not based on a particular qualification or teaching experience.

4.6.2 Availability of materials used to aid teaching

The Lower Primary Syllabus (Department of Curriculum Development and Evaluation: 2002) entails objectives which the children are expected to have achieved at the end of a particular topic. In Mokane Primary School, Respondent A (**RA**) used MAPEP readers which are English storybooks for a comprehension exercise (objective 3.9.1.3- standard 3). The readers were far short for the entire class and as a result, the children had to share a reader in large numbers which left some children unoccupied. Respondent B (**RB**) taught pronunciation whereby children matched words that rhyme (objective 3.3.13- standard 4). The word cards she used were designed on cardboard, something which participants of the interview mentioned that they relied on improvising.

Respondent D (**RD**)'s class, word cards were used for a topic where the children were to read and understand a range of words in isolation (objective 3.4.1.1 in standard 3). The word cards were written on Manila paper but there were few and the children therefore did not have enough practice. The reason given for the few numbers of word cards was a shortage of Manila paper and felt pens used for writing on the Manila paper. Like Respondent A (RA), Respondent E (**RE**) used readers for her lesson. Although the readers were not enough, at least children shared in pairs and there were a few children who had a copy for themselves. The shortage of textbooks is against the recommendation by the Botswana government (1994) which suggested that each child should have a textbook for each core subject.

The observation confirmed that the participants were to say that their schools lacked the materials needed for teaching reading. The researcher has also discovered that even though schools experience a shortage of materials, some were in greater need than others as observed with the number of readers and also the fact that some schools had Manila paper while others had to write on cardboard boxes. This may imply the unequal distribution of resources by whoever is responsible.

57

4.6.3 Ability of teachers to help each child during the teaching of reading

The size of the classes that were observed ranged from 32 to 40. Although 32 might sound a small number the interaction of the teacher and the individual children was impossible during teaching. This may give the reason as to why the observed teachers in the study opted for the whole class approach of teaching reading.

Even for the teacher who divided the class of 38 children into groups, it still did not yield many results as those groups were made up of many children who needed close attention from the teacher for best results. The Botswana government (1994) has long recommended that class size be reduced to 30 so that teachers would have close interaction with the children they teach. This was also observed by Naidoo et al (2014) who suggested that small class sizes allowed for close interaction with the teacher which would facilitate learning and thus improve the reading skill in children.

4.6.4 Evidence of reading activities in class

Despite the challenges that they are faced with shortage of materials, teachers strove very hard to teach children how to read. The observed teachers made efforts to provide reading materials such as cutting pictures from the magazines that they buy with their own money or ask from somewhere. The effort of writing on cardboard and providing word banks in their classrooms is also something that the teachers observed should be commended for.

Like participants of the interviews suggested that they should be supplied with readymade materials, it was relevant to do so. Also some of these teachers who were observed had syllable and alphabet charts which they had designed and pasted on the walls for the children to see on daily basis as a way of aiding reading ability in children.

Nevertheless, the teacher's efforts in two schools (Rethatoleng and Seaseole Primary Schools) were disturbed by the issue of lack of classrooms where classes engaged in shifting/sharing the classrooms. Shifting meant that when it was Respondent D (**RD**)'s class to be taught outside the classroom she was forced to remove her teaching aids from the wall to allow Respondent A (**RA**) to display for her class to learn.

4.7 INTERPRETATION

The summary of the main findings will be discussed under the following sub-themes developed from the research questions.

The first research question aimed to identify teachers' challenges when teaching reading in English as a second language. In the second research question, the study aimed to find out how the challenges affect the teaching and learning process of the subject and lastly to devise intervention strategies to mitigate these challenges that teachers face in teaching English reading.

4.7.1 Challenges experienced by primary school teachers of English as a second language

The findings of this study have showed that there are many challenges that teachers face in teaching reading in the schools observed. Some of these challenges include exceptionally large numbers of children in a class, limited time, lack of expertise in the teachers, and shortage of materials and resources for teaching reading in English.

About class size, almost all participants agreed that a large number of children in their classes did not allow them to help children accordingly. With most classes ranging from 35 to 42, it was evident during class observation that teachers failed to reach each child to help them. The participants complained that the time allocated to English on the time table was not enough as there are other English skills apart from reading that also need to be covered. With so many children in their classes, it was noticed during the observation that time did not allow for sufficient teacher-child interaction.

On a related note with class size, the participants pointed out that they deal with young children who need more time while working. Children with special needs were also reported to be part of the mainstream classes and as such these children needed one-on-one attention with the teacher, hence the issue of large class size and limited time.

Previously conducted studies (Schanzenbach, 2014) found that class size reduction benefited students according to gender, ethnicity, and socio-economic status. Also on the differing

account, Hoffman-Brown (2011) discovered that students who were taught during class size increase performed just as well if not better than the students who were taught during class reduction, signifying that class size does not have any impact on reading in English. This study agrees more with Schanzenbach (2014) than Hoffman-Brown (2011), emphasizing that large classes present more challenges for classroom management, pupil control, marking, planning, and assessment. Teachers are put under more strain when faced with large classes.

This research has found out that large class size impact negatively on the teaching of English reading. It has established that high learner-teacher ratios deny the teachers the interaction with the children. Time to attend to each learner is limited due to large number of learners in classrooms.

Some teachers mentioned during the interview that even though they were experienced, with most having taught for ten years and above, they lacked expertise when teaching children how to read in English more especially when children are struggling to read. This was also evident during the observation whereby the teachers either used a whole class approach or generalized the children during teaching despite their different reading abilities.

Previous studies (Naidoo et al, 2014; Mokotedi, 2013; Yusuf, 2015) found that it takes training to mould a teacher and as a result recommended for in-service training of teachers through workshops. To show that the teachers lack expertise in reading in English, the teachers of this study also requested workshops in Breakthrough to English which will help to sharpen their skills and help them acquire the necessary skills.

However, diverse to the findings of this study, Curry (2014) established that highly qualified status did not indicate a statically considerable difference in reading achievement while it was the years of experience in teaching that impacted positively on reading development. The study by Curry (2014) found that students who were taught by teachers who have taught for many years had higher reading achievement scores than those who were taught by teachers who have only taught for a few years. This study refutes what literature say though, because well-trained teachers even with few years of experience were able to teach reading in English effectively.

Moreover, the findings of this study revealed shortage of materials for teaching reading in English that also hindered the learning and teaching of English reading. Insufficient textbooks and other materials for teaching reading were causes of concern. Readers were

inadequate in the classes that were observed and it was evident that teachers relied more on making the reading materials which is in line with what they requested that they be supplied with readymade materials. Literature reviewed (Naidoo et al, 2014) has also pointed to the impact inadequate book availability has on the reading development of children. However, it was observed that even though the materials were short in schools, some schools were better equipped with materials which may suggest unequal distribution by the responsible personnel.

Libraries are said to be important resources for promoting reading development. The significance of libraries has also been stressed by Nfila (2013) when he states that the reading materials should however be appropriate and suit the level of the children.

In all the participating schools' teachers suggested that libraries should be built in schools as none of the participating schools had one. Where they exist, libraries are praised for encouraging and motivating children to read, hence the development of the reading skill in children. Even though it is regarded an important resource in developing the reading skill in children, children of the ages of lower primary are first trained in their classrooms on how to use the library corners in classrooms will also save teachers' time because moving of children from their classroom to the library will be avoided.

4.7.2 The impact of resources on the teaching and learning process.

 Negative Impact

Lack of space was raised as a concern by both focus groups and individuals interviewed. They all stated that the classrooms were overcrowded. Participants mentioned that large classes negatively affect the teaching and learning of reading in English in a way that they cannot give learners one on one attention. Children with special needs are part of the mainstream and this does not help in bringing numbers down. Resources like libraries are not there in three schools under study despite being outlined as a necessity by all the interviewees. Their responses were summed as; libraries would encourage children to read develop an interest in books. The library as the source of books is identified as an important resource and facilitator of reading development in children because it motivates them to read.

About the point of reading time allocated being adequate, EFA (2015) Policy Review held that insufficient instructional time threatened the achievement of quality education. In the same way, all the interviewed twenty- four participants agreed that the time allocated for teaching English reading is not adequate. Time allocated to the teaching of English as suggested by the lower Primary Syllabus 1-4 is ten periods which translates to five hours a week. Therefore participants' responses that allocated time is inadequate made sense. This is because the five periods are shared amongst all the four skills of English, is listening, speaking, reading, and writing.

About the class size, some literature reviewed as part of this study found that large class size impacts negatively on the teaching of English reading. This literature established that high student-teacher ratios deny the teachers the interaction with the children. Besides, this study found that due to the large number of children in the classrooms, time to attend to each one of them was limited because English reading is not timetabled and as a result had to share time with the teaching of other English skills. Nonetheless, some studies have found that class size did not have any impact on reading while some found that class size reduction benefited students of a certain calibre.

Positive Impact

There are some resources that participants from the three schools understudy, listed as those that have a positive impact on the teaching of reading in English. Resources like charts, posters, cards, books, and sentence strips were in the list of teaching and learning materials that teachers use across the schools. Concrete, real, or classroom objects with different wording but meaning the same thing appeared in both lower and upper departments. These have a positive impact on teaching reading in English. They help learners remember what they were taught.

4.7.3 The intervention strategies employed to mitigate teachers' challenges in teaching reading in English.

In-Service Training

Participants were asked as to how teachers can teach English reading effectively in their schools. There were some similarities regarding suggested ways of effective teaching by the respondents. The need to attend workshops emerged in all the schools. Ten teachers across the participating schools were of the view that Breakthrough to English was essential in the teaching of reading in English. Among the ten participants who brought up the issue of workshops were four DPE, three BEd, one BA (Music), and two PTC holders. For the classes they taught, three taught standard 3, three taught standard 4s while four taught standard 5s.

Encouraging children to speak English, the building of libraries, using English for instruction at all levels, and the provision of materials for teaching reading in English was reported by teachers of various qualifications in three schools. For the support materials used to teach, four teachers, two DPE, one PTC, one BEd, and all-female wished that these materials could be ready-made, rather than supplying the Manila paper to schools which will require the teachers to cut and make the word cards themselves. In Seaseole Primary School, two male teachers wished that they could be fully qualified staff for teaching reading. This may suggest training teachers on how to teach reading in English as reviewed literature; (Naidoo et al, 2014; Mokotedi, 2013) have also revealed.

Six of the interviewees responded that workshops such as Breakthrough to English would be beneficial because it would equip them with the skills to tackle English reading. Commeryras and Ketsitlile (2014) reveal that knowledgeable teachers come as a result of training, where some studies point out the need to embark on teacher development through in-service training.

Furthermore, a point was raised on engaging children in reading for some time in the morning and that the Senior Teacher Languages was to be in charge with the supervision that it is done accordingly to better reading in children.

Teacher Role Modelling

One head of upper classes at Mokane Primary School reported that as a strategy to teach reading, she finds what she reads for enjoyment and later shares it with her class. The teacher is setting a good example of interest in reading. Her learners might copy the behaviour of reading and develop interest in reading for both academics and fun. All the managers interviewed, indicated that a lot could be done in helping them teach reading in English as a second language.

Using English as a medium of communication in the school milieu

The point of using English across class levels, that is from standard/grade 1 to 7 was raised by four teachers, two DPE holders, and two BEd holders, two in one school, and the other two in the other two schools.

They were of the view that introducing English as a medium of instruction from standard/grade 1 would help to improve the teaching of reading as the learners would be able to comprehend the language better.

While this study is for introducing English earlier to beginners as early as in standard/grade 1, reviewed literature (Nkosana, 2014; Naidoo, 2014; Muranda et al, 2015) on the other side is of the view that introducing children still young and not ready to learn in English is one of the contributory factors that lead to their inability to read. For introducing English earlier, this study held that it would avoid problems caused by transition as experienced in standard/grade 2, this hindered the learning of English as well as reading in it.

4.8 SUMMARY OF FINDINGS

The findings of this study have showed that there are many challenges that teachers face in teaching reading in the schools observed. Some of these challenges include exceptionally large numbers of children in a class, limited time, lack of expertise in the teachers, and shortage of materials and resources for teaching reading in English.

About class size, almost all participants agreed that a large number of children in their classes did not allow them to help children accordingly. With most classes ranging from 35 to 42, it was evident during class observation that teachers failed to reach each child to help them. The participants complained that the time allocated to English on the time table was not enough as there are other English skills apart from reading that also need to be covered. With so many children in their classes, it was noticed during the observation that time did not allow for teacher-child interaction.

On a related note with class size, the participants pointed out that they deal with young children who need more time while working. Children with special needs were also reported to be part of the mainstream classes and as such these children needed one-on-one attention with the teacher, hence the issue of large class size and limited time arose.

On a different note from the findings of this study, previously conducted studies (Schanzenbach, 2014) found that class size reduction benefited students according to gender, ethnicity, and socio-economic status. Also on the differing account, Hoffman-Brown (2011) established that learners who were taught during class size increase did just as well if not better than the learners who were taught during class reduction, signifying that class size does not have any impact on reading in English.

Some teachers mentioned during the interview that even though they were experienced, with most having taught for ten years and above, they lacked expertise when teaching children how to read in English more especially when children are struggling to read. This was also evident during the observation whereby the teachers either used a whole class approach or generalized the children during teaching despite their different reading abilities.

Previous studies (Naidoo et al, 2014; Mokotedi, 2013; Yusuf, 2015) found that it takes training to mould a teacher and as a result recommended for in-service training of teachers through workshops. To show that the teachers lack expertise in reading in English, the

teachers of this study also requested workshops in Breakthrough to English which will help to sharpen their skills and help them acquire the necessary skills. However, diverse to the findings of this study, Curry (2014) established that highly qualified status did not signify a statistically significant difference in reading achievement while it was the years of experience in teaching that impacted positively on reading development. The study by Curry (2014) found that students who were taught by teachers who have taught for many years had higher reading achievement scores than those who were taught by teachers who have only taught for a few years.

Moreover, the findings of this study revealed a shortage of materials for teaching reading in English that also hindered the learning and teaching of English reading. Insufficient textbooks and other materials for teaching reading were causes of concern. Readers were inadequate in the classes that were observed and it was evident that teachers relied more on making the reading materials which is in line with what they requested that they be supplied with readymade materials. The literature reviewed (Naidoo et al, 2014) has also pointed to the impact inadequate book availability has on the reading development of children. However, it was observed that even though the materials were short in schools, some schools were better equipped with materials which may suggest unequal distribution by the responsible personnel.

About the point of reading time allocated being adequate, EFA (2015) Policy Review held that inadequate instructional time threatened the achievement of quality education. In the same way, all the interviewed twenty- four participants agreed that the time allocated for teaching English reading is not adequate. Time allocated to the teaching of English as suggested by the lower Primary Syllabus 1-4 is ten periods which translates to five hours a week. Therefore participants' responses that allocated time is inadequate made sense. This is because the five periods are shared amongst all the four skills of English, is listening, speaking, reading, and writing.

In all the participating schools' teachers suggested that libraries should be built in schools as none of the participating schools had one. Where they exist, libraries are praised for encouraging and motivating children to read, hence the development of the reading skill in children. Even though it is regarded an important resource in developing the reading skill in children, children of the ages of lower primary are first trained in their classrooms on how to

use the library corners in classrooms will also save teachers' time because moving of children from their classroom to the library will be avoided.

Concerning suggestions for change in to improve the reading skill in children, the participants of this study were of the view that introducing English as a medium of instruction as early as in standard 1 would help improve the reading in children. However, participants have advised that while the children are introduced earlier to English, measures to reduce class size should be in place to allow for maximum learning in reading in English. Participants felt that transition from Setswana to English delayed learning English and thus the delay in reading. Correspondingly, participants were of the view that encouraging children to speak English as they are being taught will help improve their reading skills. Morning readings and the revival of radio lessons were also advocated for by some participants.

With a different view from the findings of the present study, (Muranda, et al, 2015; Hoadley, 2010; Naidoo et al, 2014) established that children experienced difficulties in reading in English because they are introduced to reading in English when they are not ready for it and their development in English is insufficient.

Although the Botswana government (1994) recommended the use of English from standard/grade 2 and as this is currently the practice in government primary schools, the reviewed literature (Naidoo et al, 2014) found that teaching children in English, which is a secondary language for them, contributes to low levels of literacy. In Botswana, it is even different because for some children English is a third language.

The findings of this study also revealed that learners read quietly with no confidence. Learners observed could not pronounce English words correctly when reading. Most of them read without understanding in all the schools visited. A lot has to be done to improve children's confidence and knowledge when reading English as their second language.

4.9 CHAPTER SUMMARY

This chapter discussed data interpretation, analysis, and the findings and analysis of individual interviews, focus group discussions, and classroom observations. Three themes emerged from the data analysis. The first theme is one of the challenges experienced by English second language primary school teachers. The research reveals that teachers face challenges such as a shortage of materials and resources, overcrowded classrooms and lack of time, lack of in-service training, lack of qualification, code-switching, gap brought by the transition from lower grades to grade 3, an inability to read and write, and lack of practice (not speaking the language).

The other theme that emerged from the data analysis is the one on the impact of resources in teaching learners English. A negative and positive impact was revealed. Data analysis shows that some resources found in classrooms such as posters, charts, and word cards have a positive impact on teaching learners English, whereas some elements such as a lack of space and time have a negative impact.

Lastly, intervention strategies came up as a theme also from data analysis. In-service training, teacher role modelling, and using English as a medium of communication in the school are the intervention strategies employed to mitigate teachers' challenges in teaching English subjects.

CHAPTER 5: SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.1 INTRODUCTION

The previous chapter covered the analysis of data, interpretation and a discussion of the results. This chapter presents the summary, conclusion and recommendations of the current study. The findings are done in line with the questions that guided this study. The questions are as follows:

 1. What are the challenges faced by second language primary school teachers in teaching reading in English?

2. How do these challenges affect the teaching and learning process of the subject?

3. Which intervention strategies can be employed to mitigate these challenges?

The conclusion and recommendations are based on the findings of the study. This chapter also relates research findings to relatable literature on teachers' challenges of teaching reading in English as a second language in the Boteti sub-district primary schools.

5.2 SUMMARY OF FINDINGS

The results of this study correlate with other studies carried elsewhere indicate that there are challenges prevailing in schools that contribute to the teaching of English reading. All the respondents in the schools where the study was conducted have revealed some challenges that they face regarding the teaching of English reading in their schools.

Class size was one of the identified challenges that the participants have outlined to be a hindrance during their teaching. Teachers have complained that they teach exceptionally large classes that ranged from 30 to 40 children in a class, even though it has long been suggested by the Botswana government (1994) that classes be reduced from 45 to 30. By teaching so many children in their classes, the teachers reported that they were not able to attend to each child's individual needs because of limited time as the children they teach are

young and needed individual attention. Also, there was a report of children with special needs who needed differentiated instruction during reading.

The other issue that emerged in the study was the lack of resources that are used in the teaching of reading in English. The study has revealed a serious shortage of readers as well as other materials essential in the teaching of reading. As a result, the teachers reported relying on improvising. Although outlined as essential in the reading development of children, none of the participating schools had a library.

Further, this study has revealed incompetence in the teachers, regarding the teaching of English reading. With so many children in classes who are struggling to read as evidenced by reviewed literature and evidence in the study, teacher knowledge as far as reading in English is concerned is of great need. Teachers need to be equipped through in-service training as well as workshops which will equip them with the necessary skills to be able to teach the children reading in English.

5.3 CHAPTER SUMMARY

The government of Botswana has experienced various education sector reforms aimed at improving the education level in the schools. Some of these include the just-ended Vision 2016 which its first pillar emphasized that Batswana should be an educated and informed nation by the year 2016. The other reforms include the RNPE (1994) which its focus is on improving the standard of education in the country. Conversely, the Millennium Development Goals (MDG) strives to improve education and literacy in Botswana by not only getting more children in schools but by equipping them with the necessary skills to make them independent and self-reliant citizens who can think critically and engage in other forms of literacy.

Nonetheless, with the reading development of children so slow, the government's efforts of reforms such as Vision 2016 and MDG are only unrealized dreams. Curriculum experts, the Ministry of Education, and the government of Botswana need to realize that there are too many children in Botswana who are leaving primary school not ready to learn in secondary school (Commeyras & Ketsitlile, 2014). This suggests that the foundation of reading has not been properly laid right from lower primary schools.

5.4 CONCLUSION

This research has shed light on the challenges that teachers face when teaching reading in English in government primary schools. According to this study, there are several challenges and these challenges hinder good grades in schools.

5.5 RECOMMENDATIONS

Based on the findings of the study, the following recommendations are made which are hoped to improve the teaching of reading in Botswana government primary schools. If these recommendations are given close attention, there is likely to be marked improvement in reading.

Key recommendations

- Reduction in class size has long been proposed by the Botswana government (1994). Manageable class size will allow teachers to attend to individual children's needs through differentiated instruction and therefore improve results.
- Reading should be timetabled and given more time for it to be taught, unlike the present situation whereby it shares the time with other skills.
- The teaching of reading must be introduced and be made a compulsory course at all levels of primary teacher colleges of education. By so doing, this will afford trainee teachers the opportunity to acquire the skills to teach reading since specialization does not exist in government primary schools.
- Teachers should be given regular in-service training in the teaching of reading. Work shopping the teachers in methods such as the Breakthrough to Literacy, Look and Say, and the Language Experience Approach (LEA) will empower them to be able to teach reading to the children.
- The Ministry of Basic Education should supply primary schools with the necessary materials for teaching reading and increase those that are in shortage.
- The building of libraries furnished with appropriate readers will attract children and expose them to the joys and benefits of reading.

- The use of English as the language of instruction in all subjects, except for Setswana, should be started as early as in standard/grade 1 to avoid delays in learning the language and to expose children to English earlier.
- Developing reading policies in schools so that each teacher in a school knows what to do or follow when it comes to the teaching of reading.

REFERENCES

Al- Jarf, R. (2006). Large student enrolment in EFL programs: Challenges and consequences. Asian EFL Journal Quartely, 8(4), 8-34

Borg, J.R. & Stranahan, M.O. (2012). Closing the achievement gap between high poverty schools and low poverty schools. *Research in Business and Economics Journal*, 5 (February): 1-24.

Botswana Government. (1994). Revised National Policy on Education. Gaborone: Government Printers.

Braunger, J. & Lewis, J. P. (1998). Building a knowledge base in reading Newark, D. E: International Reading Association.

Chansa-Kabali, T. (2014). The acquisition of early reading skills: The influence of the home Environment in Lusaka, Zambia. Psychology and Social Research 502, ISBN:978-951-39-5799-5

Clay, M. M. (1966) Emergent reading behaviour. (Unpublished doctoral dissertation). University of Auckland. New Zealand

Cohen, L., Manion, & Morrison, K. (2000). Research methods in education (5th edition). London: RoutledgeFalmer.

Commeryras, M. & Ketsitlile, L.E. (2014). Reviewing published information in Botswana secondary schools. *Journal of the Reading Association of South Africa,* Vol 5, (1), pp204-223

Copland, F. & Garton, S. (2014). Key themes and future directions in teaching English to young learners. Introduction to the special Issue, 68(3): 223-230.

Creswell, J. W. (2013). Research design qualitative, quantitative and mixed-methods approaches. 4th edition. Thousand Oaks, CA: Sage Publications

Creswell,J. W. (2014) Research design: Qualitative and quantitative approaches. Thousand Oaks, CA: Sage

Curry, D. L. (2014). The impact of teacher quality on reading achievement of fourth grade students. A thesis prepared for the degree of Doctor of Philosophy at the University of North Texas. Austin: Travis.

Darling- Hammond, L. (2009). Teaching learning: What matters? Educational Leadership, 66 (5): 46-53.

Denzin, N. K. & Lincoln, Y. S. (2013) The sage handbook of qualitative research 4th edition. Thousand Oaks: Sage

Dixon, K. (2013). In (sites). Examining early literacy practices at home and school in rural Malawi and South Africa. *Southern African Review of Education*, 14 (3): 5-21.

EFA (2015). Review report: Botswana. Ministry of Education and Skills Development.

Ellis, G. (2013). Investigating why parents send their children to out of school English classes. Paper presented at the 47th annual conference of the International Association of Teachers of English as a Foreign Language (IATEFL), Liverpool, UK, attended April 9, 2013. Written summary emailed to researcher.

Ernst-Slavit, G. & Maloney, C. (2002). Changing lives: teaching English and literature to ESL students. Journal of adolescent and adult literacy, (4): 116-128.

Gall, M. D., Borg, W. R. & Gall, G. P. (2003). Educational research: competencies for analysis and application. 7th edition. Upper Saddle River, NJ: Merrill Prentice Hill.

Greener, S. & Greenfield, T. (2016). Research methods for postgraduates.
https://books.google.com

Handler, S. & Fierson, W. (2011). A brief review detailing the effectiveness of direct instruction reading on English language learners with disabilities. International Journal of English Education, ISSN 2278-4012. Vol 3, Issue 3

Henning, E., Van Rensberg, W. & Smith, B. (2011). Finding your way in qualitative research. Pretoria: VanShaik.

Hoadley, U. (2010). ESL learners' perception and attitude in developing listening skills. *The teacher*, 5 (2), pp 13

Hoffman-Brown, K. (2011). *Effects of increased class size on kindergarten literacy achievement and teacher perceptions*. Stanislavs: California State University. United States of America.

Howes, C. (2002). Children's relationships with child care teachers: Stability and concordance with maternal attachment. Child Development, 65: 253-263 https://www.dissertationindia.com Updated 27 June 2017. Accessed 29 February 2020.

Huysamen, G. K. (2010). The application of fair selection models in the South African context. SA Journal of Industrial Psychology, 2 (3) pp 1-6

Igbokwe, J.C., Obidike, N. A., & Ezeli, E. C. (2012). *Influence of electronic media on reading ability of school children*. Nsukka: University of Nigeria.

Insurn, P. (2005). Bilingual education in the 21st century: A global perspective. Blackwell: Ma and Oxford

Jensen,E. & Laurie, C. (2016). Doing real research: a practical guide to social research. https://books.google.com>about

Jung-Huang Su. (2017). *The factors affecting student achievement*. Springer Nature

Jung- Huang Su (2012). 11th grade student English reading motivation, language problems and reading achievement in Taiwan. A dissertation submitted to the office of Graduate Studies of Texas University in partial agreement of the degree of Doctor of Philosophy.

Lekhetho, M. (2015). Reliability and validity/credibility and trustworthiness: M & D workshop. Pretoria: University of South Africa.

Lower Primary Syllabus. (2002). Department of Curriculum Development and Evaluation. Gaborone, Botswana.

Ludescher, F. (2010). http://www 2. Vobs.at./ludescher/Ludescher/LAcquisition/Behaviourist

McMillan, J.H. & Schumacher, S. (2010). *Research in education: evidence-based inquiry*. 7th edition. Upper Saddle River, NJ: Pearson.

Miller, R. M. (2015). Learning to love reading: A self- study on fostering students' reading motivation in small groups. Studying Teacher Education, 11 (2). 103-123.doi:10,1080/17425964, 2015,1045771

Mokotedi, R. S. (2013). Beginning primary school teacher's perspective on the role of subject specialisation in Botswana Colleges of Education. *International Journal of Science Research in Education,* 6 (1): 88-89.

Moats, L. C. & Foorman, B. R. (2010). Measuring teachers' content knowledge of language and reading. Annals of Dyslexia, 53,23-45

Morgan, D.N. & Wagner, C. W. (2013). What's the catch? Providing reading choice in a high school classroom. *Journal of Adolescent & Adult Literacy*. 56 (8), 659-667.

Moser, A. & Korstjens.I. (2018). Practical guidance to qualitative research. Part 3: Sampling, data collection and analysis. *European Journal of General Practice,* Volume 24, Issue 1.https://www.tandfonline.com>fullAccessed 01 March 2020.

Mulryan-Kyne, C. (2010). Teaching large classes at college and university level: challenges and opportunities. *Teaching in Higher Education*, 15 (2): 172-185.

Muranda, A.Z., Tshabalala, T., Ncube, A. C. & Khosa, T. M. (2015). Challenges faced by Primary School teachers in teaching English reading to infant classes in JoJo West Cluster Schools, 11 (2, May): 395-403.

Naidoo, U., Reddy, K. & Dorasamy, N. (2014). Reading literacy in primary schools: Educator perspectives on factors affecting reading literacy and strategies for improvement. International Journal of Educational Science, 7 (1): 155-167 (2014).

Nfila, K.S. (2013). The school library as a tool for the acquisition of reading skill in primary school in Botswana: a case of Moutlwatsi and Sekoko schools in Tonota. Unpublished Master's dissertation. BDSC Collection. Gaborone. University of Botswana Library.

Nkosana, L. (2014). The impact of curriculum reform and assessment on teaching: The case of the BGCSE English curriculum in Botswana. Unpublished PhD thesis, Department of Linguistics and Applied Linguistics, University of Melbourne, Australia.

O'Connor, E. & McCartney, K. (2007). Examining teacher- child relationships and achievement as part of an ecological model of development. *American Educational Research Journal* 44: pp240-269.

O'Sullivan, J., Canning, P. & Oliveri, M. O. (2012). Canadian Educational Statistics, Canada: Toronto, OntorioM4Vin6.

University of South Africa. Only study Guide for ETH 306-W. Special Educational Needs. (2003). Compiled by Dr F. H. Weeks. Pretoria, South Africa.

Pianta, R. C. & Stuhlman, M. W. (2004). Teacher-child relationship and children's success in the first years of school. *School Psychology Review*, 33:444-458.

Piaget, J. (1953). The origin of intelligence in the child. New York: Routledge and Kegan Paul

Primary Schools English Syllabus. (2011). Department of Curriculum Development and Evaluation. Gaborone, Botswana.

Raditsebe, R. (2015). English is all important subject. The Midweek Sun, 11 March, 2015.

Rashid, R. (2016). Teachers' engagement in social support process on a networking site. Journal of Nisantara studies, 1 (1) (2016), pp 34-45

Revised National Policy on Education. (1994). Government Print. Gaborone: Botswana

Sarantakos, S. (2013). *Social Research*. Basingstoke: Macmillan.

Schanzenbach, D.W. (2014). Does class size matter? National Policy Centre. School of Education. Boulder: University of Colorado, United States of America.

Selinker, L. (1972). Interlanguage.IRAL- International Review of Applied Lingustics in Teaching, 10 (1-4), 209-232.

Shah, S.R. & Abdullah A. (2013). Research paradigms: researchers' worldviews, theorical frameworks and study designs. *Arab World English Journal* 4(4):252-264. https://pdfs.semanticscholar.org

Sileyew, K.J. (2019). *Research design and methodology*. IntechOpen. https://www.intechopen.com.research

Simieja, B. (2004). *The impact of language stereotypes on education: a case study of Botswana students*. LAUD Linguistic Agency. University of Koblenz-Landau, Germany.

Smith, P. (2014:1). Volunteer Guides.5 Challenges of teaching English in South Africa (and 3 things that make it all worth it) https://matadornetwork.com/change/5- challenges-teaching-english-south-africa/

Taylor, E. W. (2016). Teaching and emotions in a non formal educational setting. Vol. 2016, (Issue 120), winter 2016, pp 79-87, doi: 1002/ace.318

Tella, A. & Akande, S. (2013). Children reading habits and availability of books in Botswana Primary Schools.*The Reading Matrix*, 7(2, August).

The Midweek Sun. (2015). English is all important subject. Gaborone, Botswana.

University of South Africa. (2003). Only study Guide for ETH 306-W. Special Educational Needs. Compiled by Dr F. H. Weeks. Pretoria, South Africa.

William, D. & Dennis, D. (2011). Research on the prevention of reading problems; Are Kindergarten and first grade teachers listening*? British Journal of education* 2 (10), 4-9

Yusuf, H. O. (2015). Evaluation of the Implementation of reading component of the Nigeria Certificate in Education (NCE). *The Online Journal of Quality Education.* Vol. 2 (3)

Zyngier, D. (2014). Class size and academic results with a focus on children from culturally, linguistically and economically disenfranchised communities, (Issue 1), 2014, journal,anzsog.edu.an, ≤ISSN 1838-9≥

LIST OF APPENDICES- APPENDIX A, PROOF OF REGISTRATION

APPENDIX A – PROOF OF REGISTRATION

UNISA | university of south africa

```
0802
        A I R M A I L
        KGOSIETSILE HUGHES V MRS              STUDENT NUMBER : 3563-650-5
        MOTSWERE 3
        ORAPA                                 ENQUIRIES  TEL : 0861670411
        BOTSWANA                                        FAX : (012)429-4150
                                              eMAIL : mandd@unisa.ac.za

                                              2019-03-19
```

Dear Student

I hereby confirm that you have been registered for the current academic year as follows:

Proposed Qualification: MED (EDUC MANAGEMENT)   (98405)

```
                                                        PROVISIONAL EXAMINATION
  CODE     PAPER   S NAME OF STUDY UNIT              NQF crdts LANG. EXAM.DATE  CENTRE(PLACE)
  ----     ------- - ----------------------         --------- ----- ---------- ---------------
Study units registered without formal exams:
  DFEDU95            MEd - Education Management            **    E
```

You are referred to the "MyRegistration" brochure regarding fees that are forfeited on cancellation of any study units.

To avoid cancellation of your registration or examination entry and forfeiting your minimum initial payment,
you must submit the following to the Registrar (Academic) by return of mail:
204 A certified copy of the transcript of your complete academic record(s), issued by the Registrar of the
    university/s previously attended by you.

\# Your attention is drawn to University rules and regulations (www.unisa.ac.za/register).
  Please note the new requirements for reregistration and the number of credits per year which state that
  students registered for the first time from 2013, must complete 36 NQF credits in the first year of study,
  and thereafter must complete 48 NQF credits per year.
  Students registered for the MBA, MBL and DBL degrees must visit the SBL's ESOnLine for study material and other
  important information.
  Readmission rules for Honours: Note that in terms of the Unisa Admission Policy academic activity must be
  demonstrated to the satisfaction of the University during each year of study. If you fail to meet this requirement
  in the first year of study, you will be admitted to another year of study. After a second year of not demonstrating
  academic activity to the satisfaction of the University, you will not be re-admitted, except with the express
  approval of the Executive Dean of the College in which you are registered. Note too, that this study programme must
  be completed within three years. Non-compliance will result in your academic exclusion, and you will therefore not be
  allowed to re-register for a qualification at the same level on the National Qualifications Framework in the same
  College for a period of five years after such exclusion, after which you will have to re-apply for admission to any
  such qualification.
  Readmission rules for M&D: Note that in terms of the Unisa Admission Policy, a candidate must complete a Master's
  qualification within three years. Under exceptional circumstances and on recommendation of the Executive Dean, a
  candidate may be allowed an extra (fourth) year to complete the qualification. For a Doctoral degree, a candidate
  must complete the study programme within six years. Under exceptional circumstances, and on recommendation by the
  Executive Dean, a candidate may be allowed an extra (seventh) year to complete the qualification.

BALANCE ON STUDY ACCOUNT: 0.00

Yours faithfully,

Dr F Goolam
Registrar   0108 O 00 0

University of South Africa
Preller Street, Muckleneuk Ridge. City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

APPENDIX B- OBSERVATION GUIDE

School no: _____

Class Observed _____

Number of learners _____

OBSERVATION	YES	NO
Are teachers able to help children who are struggling to read?		
Are materials and resources used to aid reading available?		
Are teachers able to attend to every child's need during teaching reading?		
Evidence of reading activities in classes.		

APPENDIX C- INTERVIEW GUIDE

1. What are the challenges that you face when teaching reading in English as a second language?

2. How do these challenges affect the teaching and learning process of the subject?

3. Which intervention strategies can be employed to mitigate these challenges?

APPENDIX D- PERMISSION LETTER TO THE REGIONAL OFFICE

P O Box 1280

Orapa

26 March 2019

Chief Education Officer

Boteti – Sub-region

P O Box 30

Letlhakane

Dear Sir/Madam

R E: REQUEST FOR PERMISSION TO CONDUCT A RESEARCH IN PRIMARY SCHOOLS

I Virginia Kgosietsile Hughes, Masters in Education student at the University of South Africa, student number 35636505 request for permission to conduct a research in 3 primary schools, namely Mokane, Rethatoleng and Seaseole (Letlhakane village). The research is titled: Challenges faced by English (as a second language), teachers in Primary Schools: The case of Mokane, Rethatoleng and Seaseole Primary Schools in Boteti sub-district.

The data collection process is scheduled for the whole month of May 2019 and the methods of data collection are class observations and interviews. Standard 3 to 6 teachers together with heads of departments are the targeted population in this study.

Thank you in advance.

Yours faithfully

_____

Virginia Kgosietsile Hughes

APPENDIX E- REQUEST FOR PERMISSION LETTER TO THE HEADTEACHERS

P O Box 1280

Orapa

26 March 2019

The Head Teacher

_____

Letlhakane

Dear Sir/ Madam

R E: REQUEST FOR PERMISSION TO CONDUCT A RESEARCH IN YOUR SCHOOL

I wish to request for permission to conduct a research in your school. The title of the research is: Challenges faces by English (as a second language) teachers in Primary School Schools: The case of Mokane, Rethatoleng and Seaseole Primary Schools in Boteti sub-district. The study targets standard 3 to 6 teachers and heads of departments.

Only ten (10) teachers will be selected for the interview which is scheduled to be less than 30 minutes per session. The same teachers will be observed when teaching.

Your consideration on this matter will be highly appreciated.

Yours faithfully

_____

Virginia Kgosietsile Hughes

APPENDIX F- PARTICIPANT INFORMATION SHEET

Date: 23/03/2019

Title: Challenges Faced by English (as a second language) Teachers in Primary Schools: The case of Mokane, Rethatoleng and Seaseole Primary Schools in Boteti sub-district.

DEAR PROSPECTIVE PARTICIPANT

My name is Virginia Kgosietsile Hughes. I am doing research under the supervision of Dr F. Teane, a professor in the Department of Adult Basic Education and Youth Development towards a Med at the University of South Africa. I have funding for myself for the dissertation. I am inviting you to participate in a study entitled Challenges Faced by English (as a second language) Teachers in Primary Schools: The case of Mokane, Rethatoleng and Seaseole Primary Schools in Boteti sub-district.

WHAT IS THE PURPOSE OF THE STUDY?

This study is expected to collect important information that could devise solutions/ recommendations on how to tackle the challenges that teachers face when teaching English as a second language.

WHY AM I BEING INVITED TO PARTICIPATE?

You are invited because you teach English as a second language at primary school level almost on a day to day basis.

I obtained your contact details from your immediate supervisor- the head teacher of your school. A total of 30 participants is needed in the study.

WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY?

The study involves focus group interviews and class observations of teachers teaching standards 3 to 6.The expected duration of participation is 30 minutes per focus group interview.

CAN I WITHDRAW FROM THIS STUDY EVEN AFTER HAVING AGREED TO PARTICIPATE?

Participating in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time and without giving a reason.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

Taking part in this study will help the researcher to find challenges that teachers face when teaching reading in English as a second language and also to devise possible solutions to the problems.

ARE THERE ANY NEGATIVE CONSEQUENCES FOR ME IF I PARTICIPATE IN THE RESEARCH PROJECT?

Risks of harm to the participants are very low as participants will be interviewed and observed at their natural settings being their schools/ classrooms.

WILL THE INFORMATION THAT I CONVEY TO THE RESEARCHER AND MY IDENTITY BE KEPT CONFIDENTIAL?

You have the right to insist that your name will not be recorded anywhere and that no one, apart from the researcher and identified members of the research team, will know about your involvement in this research**. Your name will not appear anywhere or recorded. No one will be able to connect you to the answers you give. Your answers will be given codes and these codes will be used when analysing data collected.**

Your answers may be reviewed by people responsible for making sure that research is done properly, including the transcriber, external coder, and members of the Research Ethics Review Committee. Otherwise, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records. A report of the study may be submitted for publication, but individual participants will not be identifiable in such report. Please keep in mind that it is sometimes impossible to make an absolute guarantee of confidentiality or anonymity, e.g. when focus groups are used as a data collection method.

While every effort will be made by the researcher to ensure that you will not be connected to the information that you share during the focus group, I cannot guarantee that other participants in the focus group will treat information confidentially. I shall, however, encourage all participants to do so. For this reason I advise you not to disclose personally sensitive information in the focus group.

HOW WILL THE RESEARCHER(S) PROTECT THE SECURITY OF DATA?

Hard copies of your answers will be stored by the researcher for a period of five years in a locked cupboard/filing cabinet at UNISA - Pretoria for future research or academic purposes; electronic information will be stored on a password protected computer. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable.

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

There will be no payment for participating in this study.

HAS THE STUDY RECEIVED ETHICS APPROVAL

This study has received written approval from the Research Ethics Review Committee of UNISA. A copy of the approval letter can be obtained from the researcher if you so wish.

HOW WILL I BE INFORMED OF THE FINDINGS/RESULTS OF THE RESEARCH?

If you would like to be informed of the final research findings, please contact Virginia Kgosietsile Hughes on 00267 71765625or email virgihughes@gmail.com. The findings are accessible for 5 years.

Should you have concerns about the way in which the research has been conducted, you may contact Dr F. Teane- teanef@unisa.ac.za- Tel 012 429 6668.

Thank you for taking time to read this information sheet and for participating in this study.

Thank you.

_____

Virginia Kgosietsile Hughes

APPENDIX G- CONSENT TO PARTICIPATE IN THIS STUDY (Return slip)

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty.

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the recording of the interview and class observation.

I have received a signed copy of the informed consent agreement.

Participant Name & Surname (please print)   _____

_____   _____
Participant Signature   Date

Researcher's Name & Surname (please print)   Virginia Kgosietsile Hughes

                                                               23/03/2019
Researcher's signature   Date

CONFIRMATION LETTER- LANGUAGE EDITOR

To whom it may concern

This is to certify that I, Ilze Holtzhausen de Beer, language edited the dissertation

Challenges faced by English (as a second language) teachers in primary schools: the case of
Mokane, Rethatoleng and Seaseole primary schools in Boteti sub-district

by VIRGINIA KGOSIETSILE HUGHES

Submitted in accordance with the requirements for the degree of MASTER OF EDUCATION
in the subject EDUCATION MANAGEMENT at the UNIVERSITY OF SOUTH AFRICA.

SUPERVISOR: Dr F.M. TEANE

OCTOBER 2020

The onus is, however, on the author to make the changes suggested and to attend to the
queries. Please note that I do not accept responsibility for content errors.

Signed: