

**TEACHING READING IN LEARNERS' SECOND LANGUAGE:
GRADE 1 TEACHERS' EXPERIENCES**

by

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Submitted in partial fulfilment for the degree

Master's in Education

(Curriculum Studies)

at the

Department of Curriculum Studies

College of Education

University of South Africa

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15 APRIL 2022

DEDICATION

This mini-dissertation is dedicated to:

1. My husband, Chirwyn;
2. My children, Chezhaan and Ceyhaan;
3. Prescilla, we cherish you dearly;
4. My parents, Hilary and Veronica van Heerden;
5. My brother Dylan, my sisters-in-law, Lora, Jasmine, Caitlyn and Olivia;
6. My in-laws, Clyde, Georgenia, Vaughan, Geanaine, Ashante, Leroy and Aliana;
7. My supportive colleagues, Cindy, Lisa, Melissa, Mrs Friend, Aunty Linda and Aunty Delea;
8. My Principal, Mr Graham and the staff at College Street School for their on-going support; and
9. My extended family and friends who wished me well in my endeavours.

ACKNOWLEDGEMENTS

First and foremost, heartfelt gratitude goes to our Almighty God who cared and guided me through all the challenges I faced during the completion of this mini-dissertation. I bestow all the honour and glory to Him.

Sincere thanks go to my supervisors, Dr M. M. Machaba and Dr M. R. Modise for their unwavering support, guidance, patience, and advice. I do not believe that I could have completed this mini-dissertation if it was not for their assistance.

I would like to acknowledge the following people who contributed to the completion of my dissertation:

1. I wish to thank all the participants who took time out of their schedules to share their personal experiences with me regarding teaching Grade 1 learners in a second language.
2. The Eastern Cape Department of Education for permitting me to conduct my studies at the selected schools.
3. The principals and Heads of Department who accommodated me at the various research sites.
4. UNISA for the affording me the opportunity and motivation to pursue this degree.
5. Lastly, my language editor, Mr Brian Naidoo for refining the draft.

DECLARATION

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Teaching Reading in Learners' Second Language: Grade 1 Teachers' Experience

I declare that the above dissertation is my own work, and that all the sources that I have consulted or quoted from have been indicated and acknowledged by means of in-text referencing and in the list of references.

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

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



(J. H. Adams)

15 APRIL 2022

SIGNATURE AND DATE

ETHICS STATEMENT

The author, whose name appears on the title page of this dissertation, has obtained permission, for the research which has been conducted, the applicable research ethics approval. The author declares that she has observed the ethical standards required in terms of the University of South Africa's Code of Ethics for researchers and the policy guidelines for responsible research. See appendix A for copy of the Ethics Clearance Certificate.



Joni Hilary Adams (Ms)

SIGNATURE OF STUDENT

ABSTRACT

This study explored the experiences of Grade 1 teachers when teaching reading to second language learners in the primary schools of the Buffalo City Metropolitan Area in the Eastern Cape. It emanated from teachers' negative experiences in their teaching of reading to second language learners. Grade 1 learners start the development process of reading by combining comprehension and decoding skills, among others. Many studies have revealed the challenges Foundation Phase learners experience when they are expected to read in a second language which has detrimental effects on their holistic development, whilst adding to teachers' woes. This qualitative research adopted a case study design by applying the techniques of interviews and document analysis to obtain data from the four (4) sampled schools in the Buffalo City Metropolitan Area in the Eastern Cape. The findings revealed that there were various factors which contributed to Grade 1 teachers' negative experiences when teaching reading to second language learners. Hence, they adapted their teaching method's by code-switching as an intervention strategy within the classroom to foster contextual comprehension of the lesson. These Grade 1 teachers also expressed their disappointment concerning the lack of resources, materials, and support from the various stakeholders including the Department of Education. This study aimed to provide further insight into the experiences of Grade 1 teachers, as well as to present recommendations elicited from the findings which may assist teachers in attaining more positive experiences in the classroom. The recommendations point to a collaboration of all stakeholders to urgently find solutions to the Grade 1 challenges of reading in a language which is not the learners' home language.

KEY TERMS: Ahmed's Theory of Second Language Reading and Instruction, Code-switching, Second language acquisition, phonetic awareness, Cummin's Theory of Language Interdependence

OPSOMMING

Hierdie verhandeling ondersoek die ervarings van Graad 1-onderwysers wat vir tweedetaal-leerders in primêre skole in Oos-Londen, Suid-Afrika, leesvaardighede leer.

Sommige onderwysers het negatiewe ervarings gehad wat dit betref, wat uitdagend is wanneer 'n mens 'n Graad 1-klas moet onderrig – dit wil sê, wanneer leerders begin met die proses van leer en die ontwikkeling van begrips- en ontsyferingsvaardighede. Studies toon dat die uitdagings waarmee leerders in die grondslagfase te doen kry – waar daar van die leerders verwag word om in 'n onbekende taal te lees – 'n ongewenste uitwerking op hulle leesvermoëns het, en só bydra tot onderwysers se slegte ervarings. Om hierdie verskynsel te ondersoek, is daar gebruik gemaak van 'n kwalitatiewe navorsingsbenadering, wat 'n gevallestudie-ontwerp gebruik, met onderhoude en dokumentontleding. Die doel hiervan is om data in te samel uit vier steekproef-skole in die Buffalo City Metropolitaanse Munisipaliteit in die Oos-Kaap.

Die bevindings het onthul dat verskeie faktore bydra tot Graad 1-onderwysers se ervarings wanneer hulle leesvaardighede leer vir tweedetaal-leerders. Dit lei daartoe dat onderwysers hulle onderrig-strategieë moet onderskei, en kodewisseling in die klaskamer moet gebruik om konteks te verskaf en te verseker dat die leerders die les verstaan.

Die deelnemende Graad 1-onderwysers het hulle teleurstelling getoon met die gebrek aan hulpbronne, materiaal en ondersteuning van die verskeie belanghebbers in die Departement van Onderwys. Hierdie studie bied nie net insig in die ervarings van hierdie Graad 1-onderwysers nie, maar daar word ook verskeie aanbevelings gemaak, in ooreenstemming met die navorsingsbevindings, wat onderwysers kan help om meer positiewe ervarings in die klaskamer te fasiliteer.

Sleuteltermes: leesontwikkeling; onderwyserontwikkeling; tweedetaal-verwerwing; Cummins se ysbergteorie; huistaal; fonetiese bewustheid; oerbetrokkenheid; kodewisseling; ervarings van Graad 1 onderwysers; Ahmed se teorie van tweedetaal-lees en -instruksie

ISISHWANKATHELO

Le thisisi iphonononga amava ootitshala beBanga loku- 1 abanikwe umsebenzi wokufundisa ukufunda kubafundi abafunda ulwimi lwesibini kwizikolo zamaBanga aphantsi (prayimari) eMonti, eMzantsi Afrika.

Abanye ootitshala banike ingxelo ngamava amabi malunga noku, nto leyo eyoyikisayo xa bejongene neklasi yeBanga loku-1 – kulapho abafundi baqala khona inkqubo yokufunda nokuphuhlisa ingqiqo nezakhono zokucazulula. Uphononongo lubonise ukuba imingeni abajongene nayo abafundi beSigaba sesiSeko - ekulindeleke ukuba bafunde ngolwimi abangaluqhelanga - inefuthe elibi kubuchule babo bokufunda, ngokwenjalo yandise amava amabi kootitshala. Ukuphanda lo mcimbi kuye kwesityenziswa indlela yophando olusemgangathweni, kusetyenziswa uyilo lophononongo, kunye nodliwano-ndlebe nohlalutyo lwamaxwebhu olunceda ukuqokelela idatha kwizikolo ezine eziyisampulu kuMmandla oMbaxa weBuffalo City eMpuma Koloni.

Iziphumo zibonise ukuba zininzi izinto ezinegalelo kumava ootitshala beBanga loku-1 xa befundisa ukufunda kubafundi bolwimi lwesibini, nto leyo ekhokelela ekubeni ootitshala bolwimi lwesibini bahlule iindlela zabo zokufundisa, kwaye basebenzise ukutshintshwa kwekhawudi eklasini, ukulungiselela imeko nokuqinisekisa ukuqondwa kwesifundo.

Ootitshala beBanga loku-1 abathatha inxaxheba bavakalise ukudana kunqongophalo lwezibonelelo, izixhobo, nenkxaso evela kumaqela abandakanyekayo kwiSebe leMfundo. Olu phononongo alunikeli nje kuphela ukuqonda ngamava ezo titshala zeBanga loku- 1, kodwa lukwanika iingcebiso/ izindululo ezininzi, ezihambelana neziphumo zophando, ezinokuthi zincele ootitshala ekuququzeleleni amava akhuthazayo egumbini lokufundela.

Amagama angundoqo: uphuhliso lokufunda; Uphuhliso lootitshala; ukufunda ulwimi lwesibini; Ithiyori kaCummins Iceberg; ulwimi lwasekhaya; ulwazi lwefonetiki; ukubandakanyeka kwabazali; ukutshintsha ikhowudi; amava ootitshala beBanga loku-1; Ithiyori ka-Ahmed yokufunda nemiyalelo yolwimi lwesibini.

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ACRONYMS

ANA	Annual National Assessments
BICS	Basic Interpersonal Communication Skills
CALP	Cognitive Academic Language Proficiency
CAPS	Curriculum and Assessment Policy Documents
CUP	Common Underlying Proficiency
C-V-C	Consonant-Vowel-Consonant (c-v-c)
DBE	Department of Basic Education (RSA)
DoE	Department of Education (RSA)
EFAL	English First Additional Language
FP	Foundation Phase
HoD's	Heads of Department
HL	Home Language
IIAL	Incremental Introduction of African Languages
L1	First Language (Home Language)
L2	Second Language
LIEP	Language in Education Policy
LoLT	Language of Learning and Teaching
Mol	Medium of Instruction
MT	Mother-tongue
NCS	National Curriculum Statement
NEA	National Education Association
NGO	Non-Governmental Organisation
PA	Phonological Awareness

PIRLS	Progress in International Reading Study
SASLHA	SA Speech-Language-hearing Association
SGB	School Governing Body
SL	Second Language (speakers)
SLA	Second Language Acquisition
TA	Thematic Analysis
WHO	World Health Organization

DEFINITIONS OF KEY CONCEPTS

Basic Interpersonal Communication Skills (BICS)

This “refers to conversational fluency in language” (Khatib and Taie, 2016). These are the skills learners need to effectively communicate with their peers in the same language. These skills are acquired at school when conversing with other learners on the playground.

Big Book

Saefuddin, Malik, Maulidah, Chusni, Salahudin and Carlian (2019:2), report that the “big book” is a resource used by teachers which comprises of colourful images teachers use in shared reading, to not only “create a safe and relaxed atmosphere” but also to attract the learners’ attention to what is being taught (Colville-Hall and O’Connor, 2006; Astari, Pudjawan and Antara, 2016).

Cognitive Academic Language Proficiency (CALP)

This “refers to students’ ability to understand and express, in both oral and written modes, concepts and ideas that are relevant to success in school” (Khatib and Taie, 2016). This is the language proficiency learners need to conceptualise, contextualise and decode information. This refers to language aspects such as grammar and syntax.

Common Underlying Proficiency (CUP)

Cummins (1979b), cited in Khatib and Taie (2016), uses the metaphor of the Dual Iceberg “to elucidate the relationship between proficiencies in two languages”. The CUP refers to the mother-tongue and the LoLT conjoining to enable the learner to acquire a second language.

Curriculum and Assessment Policy Statement (CAPS)

The CAPS aims to provide what is to be taught and learnt on a term-by-term basis in South Africa (Department of Education, 2011). This is the current curriculum which the learners in schools follow which includes the workbooks, themes, and the theory to teach learners.

Consonant-Vowel-Consonant (C-V-C)

Guenther (2021) states that “sound blending for beginning readers develops in the partial alphabetic phase” and that this is the phase where learners comprehend letters and associate them with their sounds. In addition, it is during this phase that learners combine individual letters to help them blend words. One of these techniques is using C-V-C words

English Language Learners (ELLs)

The National Education Association (NEA) report defines ELL as a student between the ages of three (3) and twenty-one (21) who has difficulty “speaking, listening, reading, writing or understanding English sufficiently to deny the individual the opportunity to participate in society and ability to successfully achieve in classrooms taught in English”.

Further, The National Centre of Education Statistics (2016), as cited in Hoffman and Zollman (2016), posits that ELLs are linked to English Language Schools (ELS), English as a New Language (ENL), English Learner (EL), Limited Edition Proficiency (LEP), or Language Model (LM).

Incremental Introduction of African Languages (IIAL)

The Department of Basic Education [DBE] (2013:6) states that this policy aims to “improve proficiency in African languages, increase access to languages to all learners beyond English and Afrikaans, and promote social cohesion, economic empowerment, and the preservation of heritages and cultures”. This policy makes provision for learners to learn in their indigenous languages at school.

Jolly Phonics

Ariati, Padmadevi and Suarnajaya (2018:2) describe *Jolly Phonics* as “a fun-systematic program designed for the young or beginner learner to develop their reading and literacy skills”. Further, Fakhrokhbat and Nejadansari (2015) maintain that *Jolly Phonics* incorporates a multisensory approach when teaching learners to use their senses to ensure that effective learning takes place. These senses include sight, sound, and kinesthetic which are suitable for each individual learner.

Language in Education Policy (LiEP)

“The Language in Education Policy (LiEP) was established by the Department of DoE to promote multilingualism, develop official languages, and to respect all languages spoken in South Africa” (Ideh and Onu, 2017). This policy stipulates the rules and regulations regarding what language learners should be taught in at school.

Language of Learning and Teaching (LOLT)

The LoLT refers to the language medium in which learning and teaching including assessment takes place (DoE, 2011). In other words, this is the language which the teachers use to teach the learners and in which the learners learn. The language of teaching and learning (LoLT) is determined by the school governing body (SGB) that considers if it is reasonably practical.

Medium of Instruction (Moi)

Saavedra (2020:311) states that “the medium of instruction is the language used by the teacher”. This is the language which the teacher uses to teach the learners their daily lessons to aid the learning process.

Mother-tongue/Home Language

Mother-tongue (MT) is “[T]he language first acquired by learners” (DoE, 2011). This is the language which the learners speak from birth. This language is the language their parents spoke, and which they (learners) are exposed to from a young age.

Progress in International Reading Literacy Study

“The Progress in International Reading Literacy Study (PIRLS) assesses reading comprehension and monitors trends in reading literacy at five-year intervals” (Howie, Combrinck, Tshele, Roux, Palane and Mokoena, 2017). The PIRLS assessment which monitors learner-reading and comprehension, offers educators the opportunity to track the progress of their learners’ reading abilities within and across languages.

CHAPTER ONE

ORIENTATION TO THE STUDY

1.1 INTRODUCTION AND BACKGROUND

South Africa is a multicultural society which positions schools in a multicultural context, where learners are from diverse language backgrounds. The National Policy Framework (NLPF) states that as a multilingual country, one of the prominent characteristics of South Africa is “the fact that several indigenous languages are spoken across provincial borders; shared by speech communities from different provinces”. The school governing bodies (SGBs) are empowered to decide on the language of teaching and learning (LoLT) for the school, which might not necessarily be favourable for second language (SL) speakers. Teachers in the Foundation Phase are then faced with the challenge of teaching multilingual classes amid these complexities.

Since 2011, the Department of Basic Education (DBE, 2011) in South Africa has conducted Annual National Assessments [ANA] (DoBE, 2012) to oversee the quality and the level of performance by learners in the key foundation skills of numeracy and literacy. These assessments are seen as a valuable resource which provides fundamental overall system feedback which then informs the DoE and the relevant sectors on numeracy and literacy performance levels. In addition, the ANA provides teachers with the opportunity to reflect on their own teaching performances as well as to identify any areas where they can improve to ensure that effective teaching-learning occurs. (Motshekga, 2013). These assessments were administered to all learners from Grade 1 to Grade 6 throughout South Africa. The ANA results revealed that the national average performance of Grade 1 learners in Literacy was 58 % in 2012, and 60% in 2013 (Motshekga, 2013). Naidoo, Reddy, and Dorasamy (2014:156) define literacy “as the ability to read and write at an adequate level of proficiency that is necessary for communication”.

Mohangi, Krog, Stephens and Nel (2016:48) state that the “use of the language of learning and teaching (LoLT) in multilingual societies such as South Africa is a very important

issue to consider". When second language (SL) learners start with emergent reading in Grade 1, not only do they have to learn the skills required to read and decode texts effectively, but also must contend often with language barriers in the classroom.

Roe, Smith and Kolodziej (2018:3) believe that teachers are often presented with challenges when they attempt to assist learners to recognise the importance of reading, as well as to accomplish everyday tasks effectively. Moreover, although some learners come to school valuing the importance of reading, there are some who do not see the value of reading in their everyday lives, resulting in them exerting less effort on acquiring this skill (Ibid).

Considering this barrier, Petersen (2017:1) states that teachers in the Foundation Phase often find it difficult to cope with learners who have specific individual needs and are still learning to adapt to the new structures and demands of the classroom environment. Goodrich, Lonigan and Farver (2017:14) identified three literacy skills which are fundamental for learners' reading development: oral language, phonological awareness, and print knowledge. In this study, oral language is viewed as the ability to convey and comprehend a text, which includes the learner's vocabulary and syntax. The phonological awareness (PA) refers to the learner's ability to identify and manipulate words' individual components, while print knowledge refers to the learner's knowledge of individual letters (alphabets) and writing conventions. Mantel, Le Roux, Geertsema and Graham (2020:1) emphasise the importance of phonological awareness by stating that "early literacy skills, specifically phonological awareness (PA), are predictive of later literacy success" and that many English SL learners struggle to grasp these skills, as they require instructions to assist them in learning to read in English. This may often prove a difficult task for teachers, especially when learners are not familiar with the language of teaching and learning (LoLT) at school.

Taylor, Draper, Muller and Sithole (2013:32) contend that children are able to acquire more knowledge and skills at school when they are taught in their home language, adding that there is a strong relationship between mother-tongue education and academic achievement. Furthermore, Taylor et al. (2013:32) agree that learners who are not fluent in the language of learning and teaching encounter learning difficulties, which often result

in their academic achievement being compromised. A study conducted by Spaul, Van der Berg, Wills, Gustafsson, and Kotzé (2016) investigated the causes of South African learners' underperformance in literacy and numeracy in the Foundation Phase (Grades 1–3), and it was revealed that in Limpopo and Eastern Cape, more than one in four learners (27%) are taught in crowded Foundation Phase classrooms with 50 or more learners, and “that less than half of the official curriculum is being covered in the year and fewer than half of the officially scheduled lessons are actually taught”. This might also impact negatively on the teaching of reading to second language learners. This became a matter of concern for me and thus ignited interest in exploring the experiences of Grade 1 teachers when teaching reading to SL learners.

1.2 RATIONALE FOR THE STUDY

During my four years of teaching in the Foundation Phase, I had the opportunity of teaching and interacting with teachers who were also teaching reading to SL learners. In our conversations, it became evident that some teachers were concerned about learners' challenges in reading, especially their abilities to decode and understand what they were reading. Most of these learners' home language (HL) was predominantly isiXhosa and Afrikaans, which differed from the school's LoLT of English. In our conversations, the teachers mentioned that these learners were unable to pronounce and understand the words presented to them. This is supported by Zimmerman (2014:2) who states that “English (second) language learners often have difficulties with their academic performance when learning in English, and this leaves them at a greater disadvantage when they are required to read, write and perform in schools”. It became apparent from shared views that learners were struggling to sound out the letters when requested to break the words down into smaller components. This stimulated an interest in me to investigate teachers' experiences regarding teaching reading to SL Grade 1 learners.

1.3 STATEMENT OF THE PROBLEM

Many teachers have different experiences when teaching reading to second language (SL) learners. This is overwhelming for Grade 1 teachers who experience challenges to unearth strategies to solve SL learners' difficulties in reading, especially when learners start the process by attempting to develop comprehension and decoding skills. Many studies have shown the challenges Foundation Phase learners encounter when they are expected to read in an 'unfamiliar' language. However, from current literature, there seems to be only a few studies focusing on teaching reading to SL learners in Grade 1. Pretorius and Klapwijk (2016), in their study, identify some of the reading challenges that learners experience when reading a piece of text for comprehension purposes. In Grade 1, learners are introduced to reading and are therefore expected to read with comprehension. This is the stage when the foundation is built for their development in reading to cascade throughout their schooling years and beyond.

Pretorius, Mohohlwane and Spaul (2020:2) support the importance of learning to read in Grade 1 by stating that, within the first three years of attending school, emphasis is placed on ensuring that learners receive a solid foundation in numeracy and literacy skills, which will be required to progress in future years. Understanding the importance of the skills needed by learners for effective reading, this study provides further insight as to the experiences of teachers when developing these skills in SL learners. Phajane and Mokhele (2013:463) state that Government awareness surrounding learners' literacy deficit has only recently surfaced, where officials have identified one of the contributing factors as the role of mother-tongue and the first additional language (FAL) in schools. In addition, the Government has realised that teachers are struggling to teach reading and writing skills to SL learners.

When learners struggle to acquire the skills needed to read in a language other than their home language, it results in poor reading which "places a strain on teachers as they experience difficulties in teaching and assessing these learners' reading skills" (Nehal, 2013:2). Moodley and Aronstam (2016:2) explain that today's teachers need to reconsider both the methodology and content in their planning of lessons. Hence, the need to dissect the experiences of Grade 1 teachers concerning the teaching of reading, with the intention

of identifying their challenges to ascertain the type of support they need. It is, therefore, imperative that Grade 1 teachers become adequately equipped with the necessary skills and knowledge to effectively teach reading to SL learners.

1.4 AIM AND OBJECTIVES OF THE STUDY

The **aim** of the study was to explore the experiences of Grade 1 teachers when teaching reading to second language learners in the primary schools of the Buffalo City Metropolitan Area in the Eastern Cape.

Aligned to the above aim, are the **objectives** of this study:

- I. To determine teachers' preparedness to teach reading in the learners' second language;
- II. To identify the challenges teachers experience when teaching reading to learners in a second language;
- III. To determine how teachers circumvent the challenges experienced when teaching reading in a second language;
- IV. To gain further insight into how teachers address learners' different levels of reading progression;
- V. To ascertain what systems are in place to assist with the teaching of reading in a second language; and
- VI. To suggest interventions to implement to turn around the negative experiences of teachers into positives when teaching reading to learners whose home language differs from the LoLT.

1.5 RESEARCH QUESTIONS

The **main** research question of the study was:

1. How do Grade 1 teachers' experience teaching reading to second language learners?

The **subsidiary** questions below assisted in answering the main research question:

- I. To what extent are teachers effectively prepared to teach reading to second language learners?
- II. What challenges do teachers experience when teaching reading to learners in a second language?
- III. How do teachers address the challenges experienced when teaching reading in a second language?
- IV. How do teachers address the learners' different levels of reading progression?
- V. What support systems are in place to assist with the teaching of reading in a second language?
- VI. What strategies can best address the negative experiences of teachers when teaching reading to SL learners whose home language differs from the LoLT?

1.6 LITERATURE REVIEW

The literature review reflected some works of researchers who explored the topic under investigation.

Second Language Acquisition (SLA), as described by Nava and Pedrazzini (2018:1), is a "broad and constantly expanding field of research" which aims to investigate how learners acquire a second language (SL). Howie, Venter and Van Staden (2008) report that as a first language, English is spoken by less than 10 % of the population and despite English being the most frequently used language within schools, in contrast, it is not the predominant language spoken at home. This, therefore, in reality, presents the challenge of learning and mastering a second language for the majority of learners.

Van Patten and Williams (2014:19) are of the view that the prominent characteristic of SLA is that learners already know a first language (L1), and that the skills acquired in learning the L1 will assist the learner to overcome the process of acquiring the L2, and that this process can be facilitated through the use of appropriate instruction. The acquisition of a second language is supported by the Theory of Language Interdependence (Cummins, 1979; Robbins, 2015) which examines the foundational language which learners acquire and develop from a young age within their social environment; and thereafter, how they use this knowledge to acquire a second language. The transition of learning second language skills will be much easier when they already know how to do it in their own language.

Unfortunately, as reported by Nava and Pedrazzini (2018:3), SLA teachers often have difficulty in bridging the gap between SLA theories and practical application within the classroom, and thus often find themselves having to navigate their own way of applying these theories.

Dixon, Zhao, Shin, Wu, Su, Burgess-Brigham, Gezer, and Snow (2012:6) observe that second and foreign language education is an area which is gaining rapid interest throughout the world. The USA has recorded an enormous increase in learners who speak a language other than English as their home language (Office of English Language Acquisition, Language Enhancement and Academic Achievement for Limited English Proficient Students, 2010) resulting in educators being challenged to assist these learners to reach the level of proficiency needed to acquire the skills and knowledge to learn in English at school.

Ahmed's Theory of Second Language Reading and Instruction (2015) which was adopted in this study to support the importance of acquiring the necessary skills and knowledge to learn to read in English encompasses three key concepts: textual input enhancement (exposure to print), input processing (reading instruction), and narrow reading (exposure to print). Ahmed (2015) postulates that in order to effectively teach a learner to read in a second language, one must comprehend what reading is and know how to develop learners' skills to not only read in their home language, but also to read in a second language.

Zano (2020) states that “[A]t most schools in South Africa, learners’ performance in English First Additional Language (EFAL) reading comprehension is a source of worry for stakeholders as the majority of these learners are EFAL speakers”. The findings from this study confirm that it is of utmost importance that a constructive and empowering classroom environment is created to promote learners’ comprehension skills to be developed. Furthermore, teachers must understand that learners develop deeper comprehension when they progress from literal comprehension by combining prior knowledge of a text to construct a deeper understanding.

The second theory which I have adopted and found to be relevant is Cummins Theory of Language Interdependence (Cummins, 1979). The Theory of Language Interdependence explores the common mental processes which operate in both the first and the second language acquisition of a learner. Cummins (1979) supports the principle that the transition of learning a language skill is much more effective when learners already know how to do it in their own language, and that teachers should support learners in SLA by building on the skills and knowledge they have acquired in their home language.

Nassaji (2012) conducted a study to investigate teachers’ experiences surrounding their knowledge and application of SLA research, and how this influences second language teaching practices. The findings reveal that although teachers found SLA research useful for improving L2 teaching, the majority of the teachers indicated that the knowledge they gained from actual teaching experiences was more relevant and applicable to L2 teaching than theoretical principles.

Rule and Land (2017:3) contend that reading is not only about how we pronounce the words, but instead how we understand and contextualise what has been read. They add that teachers, especially those who are not adequately trained, are able to acquire the ability to pronounce words easier, as opposed to “reading with cognitive engagement”, as it is easier to identify a mispronounced word when it has been read incorrectly (Ibid). In addition, Rule and Land (2017) state that there is a higher probability that ‘underperforming’ teachers of reading would be able to complete their tasks better if they had a comprehensive understanding of how the learners understood and processed

information during the reading process, and less on their understanding of how learners progressed in terms of their oral performance when reading.

Further, the findings from the study conducted by Rule and Land (2017:5) reveal that the teachers had a complete understanding gained from training and analysing curriculum documents that comprehension was a crucial aspect of sound reading; but unfortunately, only a minority of teachers could adapt these theories and principles to their teaching strategies and activities in the classroom. Similarly, The Reading Strategy (DoE, 2008a) reflected that numerous educators in South Africa have an inadequate perception of teaching literacy and reading. Many educators simply possess a modest understanding of teaching reading. Educators are not familiar with method's of teaching reading which may be suitable to the learning approach of all learners (Spaull, 2013).

Pretorius and Spaull (2016:3) identify studies by Verbeek (2010) and Gains (2010) regarding Grade 1 to 3 classrooms which found “links between the early literacy experiences of teachers, their conceptualisations of literacy and their consequent practices of literacy as a narrowly constrained code-based activity with little attention to meaning”. This exposes teachers’ practices in the classroom which adversely affect the learners’ acquisition of reading comprehension.

Naidoo, Reddy, and Dorasamy (2014:155) note that “as a developing country, South Africa is faced with challenges in the sphere of education which have a direct impact on the literacy level of learners’ use of connecting phrases”. The *Zenex Report* concluded that many South African children complete the Foundation Phase (Grades 1 - 3) without the ability to read proficiently in their home-language, and with little comprehension of the L2 (English). In addition, the report found that fewer than half the number of these learners learn to read with meaning during this stage, and this is identified as a major factor which causes poor learning outcomes in later grades (Spaull, Van der Berg, Wills, Gustafsson and Kotzé (2016:4).

Van Staden and Bosker (2013:106) compiled the Participant Individual Record Layout (PIRLS, 2011) report that showed that textbooks, workbooks and worksheets are still the most prominent resources used in classrooms, and that textbooks are key reading

resources for teachers who teach learners whose home language differs from the language of teaching and learning. Furthermore, the PIRLS (2011:8) report stated that “textbook content is crucial to ensure learners’ reading literacy progression” and that it is important to monitor the quality of the textbooks, workbooks and worksheets, as well as to ensure that there are sufficient resources for all the learners. However, Murtin (2013:15) emphasises that “the persistent shortage of textbooks illustrates the practical problems faced by the South African Government”. This correlates with the findings of Van Staden and Bosker’s (2013:114) *PIRLS Report*, exposed the fact that teachers were constrained by the lack of resources due to problems experienced with the provision of textbooks and learning materials. However, upon further investigation, it was discovered that textbooks were not the only resources that promote reading achievement in developing countries, but also that learners need exposure (especially the majority of second language learners) to a larger variety of reading materials; for example, newspapers, cartoons, and advertisements, among others.

Lastly, Du Plessis and Marais (2015:120) found that schools which were under-resourced led to teachers struggling to effectively teach reading to the learners.

1.7 RESEARCH METHODOLOGY AND RESEARCH DESIGN

1.7.1 Research Approach

This study applied the qualitative research approach in understanding teachers’ experiences when teaching reading to Grade 1 SL learners. This was done to understand the research query from a humanistic approach (Pathak, Jena and Kalra, 2013: 92). Creswell (2013) asserts that the selection of a research approach must be based on the nature of the research problem or phenomenon under investigation.

By gaining insight into the teachers’ experiences, fundamental factors were identified that affect teachers (positively or negatively) when teaching reading. Identifying these factors assisted in suggesting recommendations as to how teachers could strategise to improve on their teaching practice.

1.7.2 Research Design

“The research design process in qualitative research begins with the philosophical assumptions that the inquirers make in deciding to undertake a qualitative study. In addition, researchers bring their own worldviews, paradigms, or sets of beliefs to the research project” (Creswell, 2014). In this study, an exploratory case study was chosen as the research design. This qualitative case study dissected the experiences of Grade 1 teachers when teaching reading to second language (SL) learners.

Thomas (2021:9) asserts that “the case study is not a method in itself, rather it is a focus on a specific aspect that looks in-depth from many angles at a particular phenomenon”. Gustafsson (2017:2) adds that a case study is “an intensive study about a person, a group of people or a unit, which is aimed to generalise over several units”. Ravitch, Rahman, and Shakeir (2020:1) describe a case study as “an in-depth exploration from multiple perspectives of the complexity and uniqueness of a particular project, policy, institution, program or system in a ‘real-life’ context. It is research based, inclusive of different method’s and is evidence-based.”

In line with Wahyuni’s (2012:72) assertion, this case study design was chosen because of its importance in “connecting the methodology with an appropriate set of research method’s used to investigate and explore the research questions identified to examine a social phenomenon”. This determined the selection approach to ensure that rich and credible data was obtained.

1.7.3 Research Paradigm

Rahi (2017:1) defines a paradigm as an “essential collection of beliefs shared by scientists, a set of agreements about how problems are to be understood, how we view the world and thus go about conducting research”. A paradigm refers to how we, as humans view a phenomenon, what our understanding is of it, how it works, as well as the desire to want to find out more about it.

The research paradigm relevant to the topic under study was that of Interpretivism. Pham (2018:2) describes interpretivism as a method of adapting “a relativist ontology in which

a single phenomenon may have multiple interpretations rather than a truth that can be determined by a process of measurement". By exploring challenges of teachers in Grade 1 classrooms, interpretivism looks from within the context of the phenomenon as opposed to looking at the school as a whole, or by looking at the various grades within the school. In this regard, the researcher was not restricted to interviewing participants from one school, but chose different schools with the same LOLT where learners' home languages were mainly isiXhosa and Afrikaans.

1.7.4 Population and Sampling

Purposive sampling was used to select Grade 1 teachers and their respective Heads of Department's (HoD's) who were responsible for supervising them. Etikan and Bala (2017:3) describe purposive sampling as that which focuses on people who have similar characteristics, are knowledgeable, and relevant to the research topic. In the case of this study, participants were Grade 1 teachers. In other words, purposive sampling is when "the researcher decides what needs to be known and sets out to find people who can and are willing to provide the information by virtue of knowledge or experience" (Etikan, Musa and Alkassim, 2016:2).

The HoD's were also considered as participants to add value to the research by providing input as to the experiences the educators have, and the support and guidance they offer to teachers.

The sample comprised of eight (8) Grade 1 teachers and two (2) HoD's – a total of 10 participants. The HoD's were selected as participants considering that teaching does not happen in isolation, but with the involvement of all stakeholders. When teachers encounter any challenges or successes in the classroom, the HoD's are the first reporting line managers. I have considered the 2020 World Health Organisation's (WHO's) Covid-19 protocols in order to mitigate the chances of participants contracting the virus, and this was done through maintaining social-distancing, hand-sanitising, wearing of masks, and adequate spacing between the interviewer and interviewees.

1.8 DATA COLLECTION TECHNIQUES

Noble and Heale (2019:67) describe the triangulation method as “utilizing several data collection method’s”, which in the context of this study included document analysis and face-to-face interviews. Further, Noble and Heale (2019:67) posit that combining theories, method’s or observers in a research study, ensures that fundamental biases arising from the use of a single method or a single observer are overcome. There are four types of triangulation (Denzin, 1970), but the method adopted for this research project was methodological triangulation which “promotes the use of several data collection method’s such as interviews and observations”.

1.8.1 Interviews

Individual participants were interviewed during convenient times which were unanimously agreed on by all parties. Brooks, Bee and Rogers (2020:100) advise that interviews should be conducted at a safe location and convenient time for the participant; and that it is “preferable for interviews to take place in a quiet location, free from interruptions and background noise”. The face-to-face interview technique was chosen as an instrument of data collection as it “attempts to understand the world from the subjects’ point of view, to unfold the meaning of peoples’ experiences, [and] uncover their lived world of scientific explanations” (Brinkmann and Kvale, 2018). Each participant was provided with an interview schedule. A video-recorder (with consent) was used to capture the interview process and any additional aspects worth noting (e.g. body language, additional questions, probing, and information not listed on the interview schedule). Utilising the video-recorder ensured that responses to questions were captured to present authentic and accurate information that might have been omitted during the transcription of the verbatim responses during interviews.

1.8.2 Document Analysis

Documents analysis was the second data collection tool applied to generate data. This included documents such as learners’ workbooks, teachers’ lesson plans, curriculum policy documents (DoE), and school policies. The qualitative approach which is flexible and creative glean information from interviews, observations, documents, websites and

archives (Tracy, 2019:26). The researcher perused official documents such as the National Curriculum Statement (NCS) Curriculum and Assessment Policy Statement (CAPS), English First Additional Language guidelines for the Foundation Phase (Grades R-3), and school policies as evidence regarding reading outcomes for Grade 1 (DoE, 2011). Specifically, the aims and objectives of the reading lesson were checked for alignment according to guidelines from official documents. The school policies also provided clarity on the LoLT of the school in support of the language used in the classroom. Documents were reviewed to ascertain correlation between participants' information and policy-guidelines; in other words, to authenticate whether actual practices in the classroom adhered to official documented guiding principles.

1.9 DATA ANALYSIS AND INTERPRETATION

The Thematic Analysis (TA) approach was applied to dissect and interpret the generated data in order to systematically identify, organise, and offer insight into patterns of meaning (themes) across a data set (Braun and Clarke, 2012).

Through focusing on meaning across a data set, Thematic Analysis (TA) fostered the process of sense-making in terms of shared experiences. Neuendorf (2018:212) states that Thematic Analysis regards “the recorded messages themselves (i.e. the texts) as the data” and that the researcher thereafter develops codes while analysing the data and identifies relevant themes as they emerge. Using TA, enabled the coding of the data into various categories, after which it was analysed accordingly. I agree that TA is a practical and effective procedure for conducting data analysis and data interpretation that aims at meeting the trustworthiness criteria. The 6 Phases of Thematic Analysis (see 4.4) was followed throughout the data analysis process (Nowell, Norris, White and Moules, 2017).

1.10 ETHICAL CONSIDERATIONS

I required permission, not only from the school managers, but also from the Department of Basic Education (DBE). I firstly applied for ethical clearance from my institution of study

(Unisa) before I commenced research at the selected schools. I thereafter approached the Department of Education (DoE) to provide me with a signed letter of confirmation that I may approach the school to conduct my research – hence, they too were aware of my study and its aim. The school principals were also asked for permission for me to conduct this research at their schools. These documents were duly provided by Unisa, the DoE, and the schools prior to the commencement of the research.

As far as reasonably possible, I ensured that the participants were not exposed to any emotional, physical or psychological harm. All participants, after all details of the study were explained, signed consent forms as an indication that they agreed to participate voluntarily in the study. Participants' names and research sites were not mentioned in the study; instead, pseudonyms/codes were used to protect their identity and maintain anonymity and confidentiality. Lastly, participants were advised prior to conducting the research of their right to withdraw from the research process at any stage without being disadvantaged in any way.

1.11 RELIABILITY AND VALIDITY

Spiers, Morse, Olson, Mayan, and Barrett (2018:1) describe validity as being related to “data appropriateness, which makes it possible to provide an accurate account of the experiences of participants within and beyond the immediate context”. This entails the credibility, reliability, trustworthiness, and validity of this research. Rezapour Nasrabad (2018:499), in a study pertaining to the criteria of validity and reliability in qualitative research, concludes that authentic qualitative research is dependent on aspects of reliability and validity, and involves “asking principal questions about the nature of research, recognition of it, the logic governing it, and the trustworthiness of results”. In addition, Noble and Smith (2015:2) describe validity as the precision to which the findings in a study reflect the data and reliability as “[t]he consistency of the analytical procedures, including accounting for personal and research method biases that may have influenced the findings”.

1.11.1 Credibility

Polit and Beck (2012), cited in Cope (2014:89), describe credibility as referring “to the truth of the data or the participant views and the interpretation and representation of them by the researcher”. Morse (2015:18) adds by identifying some of the strategies used to improve credibility: “persistent observation, triangulation, referential adequacy, and member checks (process and terminal)”.

Upon analysing the data in order to ensure its reliability, member-checking was conducted by requesting participants to verify the findings in terms of individual participant’s responses. Additionally, Birt, Scott, Cavers, Campbell and Walters (2016:2) describe member-checking, also known participant or respondent validation, as “a technique where one explores the credibility of the results obtained in research”. Moreover, Harper and Cole (2012:1) confirm that “member-checking remains an important process in qualitative research, as this is where participants are provided the opportunity to review their statements to confirm the accuracy of data collected”. Credibility adds value to the research and to the respondents’ participation, which means that the participants are able to confirm that the responses recorded are their own experiences and not that of another party or participant.

1.11.2 Reliability

Reliability refers to the “soundness of the research, particularly in relation to the appropriate metHoD’s chosen, and the ways in which those metHoD’s were applied and implemented in a qualitative research study” (Rose and Johnson, 2020:4). During the data collection process, reliability was ensured by using a video-recorder during the interviews which authenticated all data which was transcribed verbatim for data analysis to commence.

Further, Sürücü and Maslakçi (2020:2695) describe reliability as “an indicator of the stability of the measured values obtained in repeated measurements under the same circumstances using the same measuring instrument. Reliability is not only a feature of the measuring instrument, but it is also a feature of the results of the measuring instrument”. Accordingly, this study ensured that the schools chosen were all from the same District, having the same medium of instruction, and with similar socio-economic

circumstances (Quintile one and three). Should this study be replicated under similar circumstances, then the data presented will be valid for further research concerning this phenomenon. McDonald, Schoenebeck and Forte (2019:72:4) support Krippendorff and Klaus (2003) who assert that “a research procedure is reliable when it responds to the same phenomena in the same way regardless of the circumstances of its implementation”.

1.11.3 Trustworthiness

“Trustworthiness in qualitative research refers to the systematic rigour of the research design, the credibility of the researcher, the believability of the findings, and applicability of the research method’s” (Morse, 2015:21). Morse (2015:1) adds that the more time you spend collecting data within a setting, the more trust will be established with the participants; hence, rich and in-depth data will be elicited as the participant will feel comfortable with sharing incisive information pertaining to the phenomenon under investigation. However, thick and rich data is a holistic term regarding the entire data set which also considers the number of interviews and/or participants.

Eight Grade 1 teachers and two HoD’s were interviewed to ensure that rich data was collected concerning the research topic. Sufficient time was allotted to conduct the interviews and there was no haste to access information from the participants; this strengthened the element of trustworthiness.

1.11.4 Validity

Lincoln, Lynham, and Guba (2011) state that validity is the process which is used to determine the accuracy of the research findings from the researcher or the participants point of view. Morse (2015:18) contends that “both the criteria of reliability and validity are intended to make qualitative research rigorous”. Further, Sürücü and Maslakçı (2020:2695) claim that “Validity is determined by the meaningful and appropriate interpretation of the data obtained from the measuring instrument as a result of the analyses”. FitzPatrick (2019:212) agrees that “validity is dependent on the purpose and context of the research and refers to conclusions that are based on particular met HoD’s used to address validity threats that are pertinent to the particular research”.

The interviews were validated by the participants who were provided with an opportunity to confirm, critically analyse, reflect, as well as authenticate that the information had been transcribed accurately. After which, the researcher proceeded to analyse the data.

1.12 LIMITATIONS OF THE STUDY

Due to Covid-19 lockdown restrictions, accessing schools for observation was not possible. Schools did not allow outsiders into the school premises, and much less in the classrooms. Observation as a data collection instrument was abandoned as initially planned. The individual interviews were thus conducted after school hours in open-plan venues. Also, Covid-19 restrictions delayed the collection of data, but I had a plan B for emergencies concerning data collection processes (I had to convince the Unisa Ethics Research Committee, via a strategic plan, on how I would mitigate this situation). Lastly, the duration of the study was affected, as the participants' specific dates and times for the face-to-face interviews had to be rescheduled.

1.13 CHAPTER LAYOUT

Chapter 1

This chapter presented the introduction, personal involvement, and rationale for the study. Furthermore, it stated the background, theoretical insights that guided the study, and explanations of key concepts. Additionally, it outlined the statement of the problem, aim and objectives, research methodology, and the division of chapters and lastly a chapter summary.

Chapter 2

Chapter two discussed the theoretical frameworks of the study by providing relevant theories which underpinned the research. The literature referred to the lived-experiences of Grade 1 teachers, by elucidating the processes of language acquisition, including the

various perspectives on decoding and comprehension skills concerning SL reading lessons.

Chapter 3

In this chapter, a detailed account of the research methodology was presented. The research design dealt with the research paradigm, case study approach, and the research type. The research method's included the procedures, and tools to gather and analyse the data. Lastly, ethical considerations regarding the participants were outlined.

Chapter 4

This penultimate chapter presented the analysis and interpretation of the empirical research data. This comprised of detailed discussions on the findings of the collected data. It included the comparison of the study's findings with literature.

Chapter 5

This final chapter included the findings, conclusions, implications for further research, and recommendations.

1.14 CHAPTER SUMMARY

This chapter (1) presented an overview of what the research entailed, which included introducing the importance of further investigations into reading challenges experienced by Grade 1 teachers when teaching reading in a second language (SL). It also provided the background, the aim and objectives, relevant literature, and the overview of the research methodology. Reading is a fundamental aspect of the learning process and learners require various skills to be able to read effectively and comprehensively, not only for schooling, but also for life in general. As Grade 1 sets the foundation for a learner's communicative abilities where learners acquire reading and writing skills to progress to the next stage, this research is relevant to create awareness of the importance of literacy to become part of the global society. The next chapter (2) provided a comprehensive

account of the literature review, as well as the theoretical frameworks that underpinned this study.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

Chapter one (1) outlined the general orientation to the study. This chapter (2) on literature review and theoretical frameworks was organised into the following sections: Ahmed's Theory of second language reading and instruction, second language acquisition (SLA), Foundation Phase teachers' experiences in teaching reading, and clarification of concepts relevant to this study.

The purpose of the literature review, according to Okeke and Van Wyk (2015), is to provide a "critical review of existing knowledge on areas such as theories, critiques, methodologies, research findings, assessment and evaluations on a particular topic". In this study, literature specifically related to experiences of teachers when teaching Grade 1 learners' reading in a second language. LoBiondo-Wood, Haber, Cameron and Singh (2014:200) confirm that when we conceptualise a problem, it is based on previous literature and theoretical frameworks; and that by investigating and acknowledging relevant literature, researchers acquire deep insight into available knowledge of a phenomenon.

2.2 THEORETICAL FRAMEWORK

This study is underpinned by Ahmed's Theory of Second Language Reading and Instruction (2015) and Cummins' (1979) Theory of Language Interdependence which guides the research processes to provide further insight into the experiences of Grade 1 teachers when teaching reading to second language learners (Imenda, 2014). Osanloo and Grant (2016:12) define a theoretical framework as "the foundation from which all knowledge is constructed (metaphorically and literally) for a research study", adding that it provides further structure and support to a research study. Anfara and Mertz (2014) confirm that a theoretical framework "provides a lens for seeing and making sense of what to do in the design and conduct of the study".

This study investigated teachers' experiences when teaching Grade 1 learners to read in a second language. As stated in chapter one, the learners' home language is not the same as the LoLT, but teachers are required to teach the learners in a language in which they (learners) had limited exposure to at home, and are now expected to use it (SL) at school.

2.3 AHMED'S THEORY OF SECOND LANGUAGE READING AND INSTRUCTION

Ahmed's (2015) theory covers three key concepts which are of importance to this study: textual input enhancement (exposure to print), input processing (reading instruction) and narrow reading (exposure to print). Ahmed (2015) conducted a study where he investigated the dependency of reading comprehension on lower-level and higher-level processing. The reason for this theory's importance is that it augments the processes of learning to read proficiently in a second language. Ahmed (2015) contends that in order for one to effectively teach a learner to read in a second language, one needs to first understand what reading is, and how one develops reading skills in not only the home language, but also in the second language.

Brown (2014:35) maintains that learning to read is a developmental process where children are inclined to follow similar patterns and sequences of reading behaviours when they learn how to read, such that they first appreciate and gain awareness of print to "phonological and phonemic awareness [and then] to phonics and word recognition". The skills required at a foundation level for reading are developed in the primary grades which serve as the platform for later competency and proficiency since "they are the building blocks that children learn to utilize to develop subsequent, higher-level skills to become proficient readers" (Brown, 2014:35).

2.3.1 Textual Input Enhancement

Meguro (2019:59) states that "In written modality, input enhancement, or textual enhancement, manipulates the perceptual saliency of the target forms by visually enhancing the letters (e.g. underlining, bold-facing, or capitalising). This implies that by

manipulating the text and customising it for the learners so that they may have a greater understanding of the text, will assist the learner in gaining a greater understanding of what the text entails and thus enhance their second language acquisition. Ahmed (2015:43) asserts that, although Textual Input Enhancement “might elicit the noticing of linguistic forms”, research has shown that this is not sufficient to promote SLA. Part of the textual input enhancement when teaching reading to SL learners would be incorporating the ‘big books’, posters, word walls, and sight words (flashcards) in the classroom.

2.3.2 Input Processing

Ahmed (2015:43) states that processing instruction was important as it “fosters attention to form while processing input for meaning”. In elaboration, Benati and Schwieter (2017:253) state that learners only take in a small proportion of their input during comprehension, and that there is not an immediate correlation between the “linguistic input learners are exposed to and their internal language system”. This means that learners first look at the overall meaning of the text before they analyse it (with the guidance of the teacher).

2.3.3 Narrow Reading

Engaging in narrow reading allows the reader to have repeated encounters with linguistic elements, which results in facilitating the textual input enhancement and their input processing (Ahmed, 2015:43). Language acquisition does not mean understanding every word and every part of a word; it is progressive, and every time we encounter a word in a different context, we are able to acquire a greater understanding of the word and its form (Krashen and Mason, 2020:1). By continuously exposing learners to print, teachers ensure that they (learners) are not only able to read the text, but also begin to understand a word in different contexts.

This study also looked at two levels of how reading in a SL is developed. Firstly, lower-level processing involves the various skills and cognitive abilities which enable one to be able to process a text, and to comprehend what has been read. Secondly, higher-level processing is when the reader applies the skills acquired in lower-level processing to make-meaning of the text.

However, before one can further explore the skills required to read in a second language, one needs to understand how a second language is acquired.

2.4 THEORY OF LANGUAGE INTERDEPENDENCE

The acquisition of a SL is supported by the Theory of Language Interdependence (Cummins, 1979b) which examines the underlying language processes which learners acquire and develop from a young age within their social environment; and thereafter, how they use this underlying knowledge and skills to acquire proficiency in a second language in the classroom.

The Theory of Language Interdependence explains the common mental processes which are basic to both the first and the second language of a learner. Cummins' (1979b) system regarding the Interdependence Hypothesis (theory), cited in Khatib and Taie (2016:383), posits that "transfer of proficiency across languages will occur provided that there is sufficient exposure and motivation". In other words, should learners be proficient and confident in their home language, they will then be able to acquire and learn a second language more confidently and with greater ease. Khatib and Taie (2016:383) elaborate that the more developed or proficient a learner is in the First Language (L1), the easier it may be to develop the second language (L2). That is the transition of learning a language skill will be much easier when learners already know how to do it in their own language.

However, the schools which were identified for this research adopted English as their LoLT, despite the socio-demographics of the surrounding areas (residents), and the majority of the learners' home language being Afrikaans or isiXhosa. Consequently, teachers must continue to support these learners by providing as much guidance as possible to enable the learners to acquire the necessary skills required for SL reading comprehension in English.

Emanating from the Theory of Language Interdependence, Cummins (1979b) developed the concept of Common Underlying Proficiency (CUP) which examines the "underlying cognitive/academic proficiency that is common across languages". When learners are

taught a concept in their HL which this differs from the LoLT, then they will have acquired a foundation which will provide them with context when they learn it in the medium of Instruction (Saavedra, 2020). Khatib and Taie (2016) explain that this theory is linked to the principle that when a learner has acquired the Basic Interpersonal Communication Skills (BICS) which is the basic language they need to conceptualise everyday skills and concepts in the classroom within the foundational years, this serves as the platform for acquiring Cognitive Academic Language Proficiency (CALP), which helps them to develop their understanding of concepts. From this distinction, one can see the correlation between the lower-level processing and BICS, as well as the high-level processing and CALP.

Motivating learners to grasp the basic concepts and skills in the foundational years regarding their home language, provides them with the skills needed to conceptualise and translate the concepts into the second language, thus developing CALP. Should teachers therefore teach reading in the home language in Grade 1, then this too will be in accordance with Cummins' (1979b) Iceberg Theory which explains how learners accustom themselves to the terminology throughout their education (in their home language) and will then continue using their home language as the grounding for acquiring new concepts in an additional language; that is, the Common Underlying Proficiency (CUP).

It is important that teachers grasp the understanding of the learners' home language, and that they use this knowledge as the basis for teaching learners the skills required to learn to read in a second language. Ahmed (2015) contends that when individuals learn to read in a second language, they are required to use a multitude of cognitive and linguistic skills, adding that the difference between reading in a first and a second language, is that when reading in a second language, one is more dependent on lower-level processing.

2.5 DEFINING FIRST ADDITIONAL LANGUAGE (FAL)

The Department of Basic Education [DBE] (2010:8), implemented and established the Curriculum and Policy Statement (CAPS) which recognised that children come to school

with a solid foundation of their home language. They also confirm that these children are fluent in their home language and already know several thousand HL words. Furthermore, the DBE (2010:8) supports the principle that “Learning to read and write in Grade 1 builds on the foundation of oral language”. The CAPS document aligns with literature in that when children come from their homes fluent in their home language, and they are introduced to a new language, they then need to start by building a strong oral foundation by listening regularly to simple spoken English, which they can understand in context.

Phatudi and Motilal (2014:21) describe English First Additional Language (EFAL) as the language (English) which learners have limited exposure to in terms of teaching time. In addition, Subtirelu and Lindeman (2014:1) assert that the acquisition of a second language (L2) is similar to any other additional language beyond the learner’s first language (L1).

Further, Phatudi and Motilal (2014:244) define first additional language (FAL) as the language which learners learn within a formal setting at school, in addition to their home language. For the purpose of this research, the language formally taught at school is English, but the majority of the learners’ HL is either isiXhosa or Afrikaans. In this study, the learners’ second language (also known as first additional language) is English. The schools selected for this study have a majority of learners who do not speak English at home and are not exposed to English in their socio-economic environments; therefore, the teacher-participants’ responses were valuable to plot strategies to enhance SL reading in English.

Mother-tongue languages, according to UNESCO (2013:15), cited in Perez and Alieto (2018:136) is defined as: “the language that one has learnt first; the language identifies with or is identified as a native language; the language one knows best; and the language one uses most. In this study, the mother-tongue of the learners differs from the Medium of Instruction (Mol), which is English at school. The learners, however, have been enrolled at these schools for various reasons, the majority due to logistics. However, Hugo and Horn (2013:64) agree that most of the EFAL learners are not proficient in English and are unable to master the language, and thus do not achieve success in the Foundation Phase.

2.6 EMERGENT LITERACY

When dissecting the topic, one needs to understand various concepts which are relevant to this study. Learners in Grade 1 start off as emergent learners. Rohde (2015:1) asserts that learning to read has always been a fundamental skill in attaining success in school and in life, and that this should be introduced at an early age. Further, Rohde (2015:1) is of the opinion that “children learn about the function and process of reading long before they pick up a book and decode the text”, and that these skills they acquire are categorised as Emergent Literacy (EL). These skills “include the knowledge and abilities related to the alphabet, phonological awareness, symbolic representation, and communication”. For learners to comprehend these concepts, skills must be built up over time “beginning when children are very young, typically between birth and age 5” (Ibid).

Shapiro, Carroll and Solity (2013:279) state that “the first year of formal schooling in English” is the period when children develop and comprehend alphabetic principles and learn how to decode words while “being encouraged to recognize some familiar words by sight”. This supports Hooper, Costa, Green, Catlett, Barker, Fernandez and Faldowski’s (2020:4) who maintain that that “emergent literacy refers to the early skills necessary for the development of later reading and writing” - this does not refer to formal reading and writing skills, but instead refers to the foundational skills which are fundamental in learning how to read and write at a later stage. Hooper et al. (2020) add that when using an emergent literacy approach, one often develops the notion that there is no difference between the reading and pre-reading stages. By looking at emergent literacy in Grade 1, it becomes evident that Grade 1 learners are at the age when they will start to learn to read. This is the stage where they develop the basic skills, which will enable them to start decoding print text and learn how to conceptualise what they are able to read.

Soylu, Lester and Newman (2018:124) postulate that an “early exposure to literacy is important to the development of phonology and reading skills” which is important to all pathways to support academic progression. Thomas, Colin and Leybaert (2020:3) mention three crucial areas in the emergent literacy process: “print awareness, letter

knowledge, and phonological awareness”, which further reflects the importance of emergent literacy for this study.

Virinkoski, Lerkkanen, Holopainen, Eklund and Aro, (2018:3) posit that “children with poor pre-reading skills who are potentially at risk [in terms of] reading difficulties, should be identified as early as possible” - early identification assists in preventing and avoiding serious long-term problems. However, Zijlstra, Van Bergen, Regtvoort, De Jong and Van der Leij (2021:2) assert that “A focus on the precursors or foundational skills of reading, that is phonological awareness and letter knowledge, might not be sufficient to prevent reading problems in the long run” stating that the interventions which are implemented after kindergarten should “involve word-reading itself” as this might produce much more sustainable effects which can then be transferred to the literacy skills such as spelling and reading comprehension.

Zijlstra et al. (2021:2) posit that “interventions for the prevention of reading problems should at least continue at the time that reading speed starts to accelerate”. In this regard, Wambiri (2014:23) explains that emergent reading refers “to the reading developments that occur before formal reading instruction”. Similarly, Rohde (2015:1) maintains that “children learn about the function and process of reading long before they pick up a book and decode the text”, and that the skills they acquire at this stage (Emergent Literacy), “include the knowledge and abilities related to the alphabet, phonological awareness, symbolic representation, and communication”.

The above descriptions of emergent literacy correlates with that of Ahmed (2015:42) who described “lower-level processing as the process where one develops the skills and cognitive abilities to decode and understand the text which has been decoded”. Moreover, Ahmed (2015) contends that when a learner learns to read in a second language, there is more dependence on the lower-level processing as opposed to the higher-level processing. In addition, it was determined that learning to read in a second language requires an individual to use multiple cognitive and linguistic abilities. This can especially be a challenge for learners who learn to read in a second language when they have not learned to develop the lower-level processing skills which are needed for effective

comprehension. This then reveals that when teaching second language reading, one should consider the individual's lower-level processing skills.

2.7 READING AS A PROCESS

Ahmed (2015) explored SL reading and instruction which led to understanding how higher-level processing plays a fundamental role in SL reading. High-level processing is where “the reader uses his/her schema, prior knowledge, and ability to make inferences about the meaning of the text” (Ahmed, 2015:42). Hence, this section looked at the various concepts related to reading, as well as the skills and abilities learners are required to possess to enable them to read with comprehension in order to decode texts.

Jennifer and Ponniah (2019:1404) opine that “reading results in the acquisition of all measures of writing competency including content, vocabulary, spelling and grammar”. In addition, Kuberkar and Das (2021:82) describe reading as “a mental process that involves the cognitive approach of deriving meaning (reading comprehension) by decoding symbols and texts”. Further, there are two factors which affect reading: mental and physical factors. “Mental factors include comprehension, learning disabilities, speed of interpretation, thought processes, and abilities to [resist] distractions. Physical factors include the environment: light, quality of eyesight, and source of page one is reading [phone, TV, book, or computer]” (Ibid).

Mudzielwana (2014:19) concurs with the aforementioned descriptions and adds that reading is “a skill which serves as a pillar of almost all learning processes” and that “every child should learn to read”. This is further supported by Joo, White, Strodman and Yeatman (2018:291) who postulate that “Reading involves multiple stages of processing, including low-level sensory processing of the visual stimulus, phonological processing of the sounds associated with the printed letters, and higher-level semantic processing of the meaning of words and sentences”. It is not a matter of picking up a book and understanding what the meanings of words on the page are, or what they mean contextually; it is a matter of understanding phonemic awareness (the ability to identify the individual sounds in spoken words), phonics (the relationship between letters and

sounds), fluency (the ability to read texts accurately and quickly), vocabulary, and comprehension (understand and explain what has been read).

The DBE (2010:14) concurs with Joo, White, Strodman, and Yeatman (2018:291) who identify and list five components of teaching and reading, which teachers are supposed to implement in the classroom: phonemic awareness, word recognition (this includes sight words and phonics), comprehension, vocabulary, and fluency. The CAPS (DBE, 2010) stipulates that each of these elements “needs to be taught explicitly and practised on a daily basis”.

The NCS (DBE, 2010) identifies reading and phonics as skills which Foundation Phase learners are required to develop in the Home Language (HL). Phonological awareness (PA) is the knowledge and understanding of the sound structure of language and is believed to be an important skill for the development of reading” (Naess, 2016:177). Furthermore, Carson, Gillon, and Boustead (2013:148) state that phonemic awareness gives learners the opportunity to link phonemes to graphemes, which then results in the ability to decode words which promotes reading comprehension. The DBE (2010:14) defines phonemic awareness as “recognising that speech consists of a sequence of sounds, and being able to recognise these individual sounds, how they make words and how these words can make sentences”. Further, CAPS (DBE, 2011) emphasises the importance of teaching phonemic awareness from as early as Grade 1. When learners are able to grasp the core skills of their phonetic awareness, it will assist in understanding letters in isolation, how to join these letters to form words, and how to pronounce these words when combining the letters.

Moreover, Phajane (2014:478) describes phonics as deciphering written letters and spoken words, adding that in the early years:

[T]eaching focused on synthetic phonics, where words were broken up into the smallest units of sounds (phonemes). Children were taught the letters (graphemes) that represent these phonemes, and also learnt to blend them into words; for example, children were taught the letters *c-a-t* and thereafter [guided on] how to blend these together to sound out the word *cat*.

Yeldham (2020) states that “English phoneme pronunciation almost invariably includes a focus on improving the learners’ use of their articulatory organs to pronounce the relevant sounds”. Furthermore, Van Haaften, Diepeveen, Van den Engel-Hoek, De Swart, and Maassen, (2020:972) state that “the term *phonetic* refers to speech sound production [articulatory skills] whereas *phonemic* refers to speech sound use and function, and thus the organization of the speech sound system. These are the vowels and consonants which learners string together to enable them to verbalise a whole word. It is not always easy for a child to enunciate the sounds due to various factors, and this often impedes reading development. Kumar, Hasti, Jagadeesh and Thoudam (2019:190) advise that “Tongue-palate contact is necessary for the production of normal speech, and the proper location of the tongue on the palate during certain sounds is important. Partial glossectomy leads to difficulty in tongue-palate articulation during speech, and it becomes difficult for a patient to reach the palate with the tongue to form certain sounds”. Honig (2007:584) cites numerous examples of these difficulties children experience, such as saying “*lellow*” instead of “*yellow*” and “*bunny wabbit*” instead of “*bunny rabbit*”.

Balagso (2019) states that “Learning to read is one of the complex tasks accomplished by students and one can only learn to read by reading. The English writing system is based on the alphabetic principle that written words are made up of letters that approximately match with the sound heard in the words we speak”. Balagso (2019) further asserts that to understand the basic principles of reading, one must first recognise the spoken word and then identify whether it is made up of a sequence of sounds (phonetic awareness). This study concluded that phonemic awareness is a pre-requisite in learning how to read which is fundamental in early reading or pre-reading instruction, which has a large impact on Grade 1 learners’ performance in reading.

Reading is not an easy skill to learn. Treiman (2017:619) states that when reading, an individual is required to recognise the printed text “accurately and automatically” and thereafter make a connection between the printed words “to the representations that are stored in the mental lexicon”. Treiman (2017:619) adds that “This process of written word recognition has been a central focus of reading research”.

To understand a text, one needs to possess comprehension skills. Solari, Grimm, McIntyre, Swain-Lerro, Zajic, and Mundy (2017:9) describe reading comprehension as “a multifaceted process that requires the successful integration of a wide range of capacities and abilities; these processes include a variety of cognitive abilities, including early decoding skills, motivation, and linguistic abilities”. In support, Kočiský, Schwarz, Blunsom, Dyer, Hermann, Melis, and Grefenstette, (2018:371) maintain that “reading comprehension [requires] integrating information and reasoning about events, entities, and their relations across a full document”. Learners should understand what they are reading to enable them to progress within their grade; they must not only understand how to pronounce a word, or to read a sentence, but they must also be able to holistically read and comprehend the text.

Schwanenflugel and Benjamin (2016:2) elaborate on the skills required for reading comprehension and the ability to learn to read effectively stating that “the reading expression aspect of fluency is determined by the prosodic features of oral reading - the rise and falls of pitch, the rhythm and intensity placed on certain syllables, words, and phrases, and the pausing between words that sometimes occurs while reading aloud”. This further supports the argument that reading in itself is a complex process and that learning to read requires many skills and factors to consider to ensure that an individual can effectively comprehend and operationalise these skills.

One of the fundamental aspects of ensuring effective reading is to identify any reading difficulties experienced by a learner from a young age so that effective interventions are implemented for remediation. This is supported by Solheim, Frijters, Lundetræ, and Upstad (2018:584) who content that “While orthographies and educational contexts differ, predictors included in early at-risk screening tend to remain rather homogeneous across countries”. Soodla, Lerkkanen, Niemi, Kikas, Silinskas and Nurmi (2015:14) note that when one starts correcting literacy instruction, one has to consider the short- and long-term effects it will have in learners. Soodla et al. (2015:14) highlight the importance of early reading instruction in children younger than six years of age. Milankov, Golubović, Krstić, and Golubović (2021:1) opine that orthographic transparency is regarded as an important factor which influences a learner’s ability to learn to read, “and refers to the

relationship between written symbols - graphemes representing speech sounds - and phonemes". However, Suggate (2012) raises doubts in recent studies conducted regarding the benefits this early introduction will have on children's reading development at a later stage, adding that language differences can influence literacy acquisition.

2.8 TEACHERS' EXPERIENCES: TEACHING READING IN A SECOND LANGUAGE

Pretorius and Spaull (2016:2) state that South Africa has 11 official languages, and that the majority of the learners are taught for first three years of schooling (Foundation Phase) in their first or home language (L1) as their LoLT. However, these schools introduce English as a First Additional Language [EFAL] (L2) in Grade 1, and thereafter the learners' LoLT changes to English in Grade 4. It was noted that the selected schools for this research have not given the learners the opportunity to learn in their home language, but have, instead, chosen English as their LoLT.

Additionally, Wambiri (2014:24), who conducted research in Kenya, states that "the need to enable children to develop interest in reading at the earliest opportunity is imperative. Interest in reading is a major benefit acquired in early childhood development". When teachers introduce books to the children, they must select books of interest. For example, if *Power Rangers Dino Charge* is popular, then we should expose the learners to picture storybooks about dinosaurs which will ignite their interest in reading and stimulate them to participate in reading activities. When teachers give learners books which do not interest them, then children will not want to interact with the text, resulting in them not wanting to interact with the words in the book.

Mohamed and Amponsah (2018) conducted a study which investigated the predominant factors which contributed to poor reading scores of the learners in 12 classes at a mainstream school. They concluded from the investigation that the learners low reading abilities were due to: learners' lack of confidence in reading out loud in the classrooms, the lack of encouragement and motivation from learners' teachers and parents to inspire learners to read, and the lack of reading materials and resources at the school (Ibid). Furthermore, Mohamed and Amponsah (2018) found that the learners at the school had

experienced challenges in basic reading (literacy) skills and that they lacked the ability to read and comprehend what the texts meant. Furthermore, the learners experienced relative difficulties with their phonemic awareness and other phonological skills which they needed to read effectively” and the “low phonemic awareness skills of the pupils and teachers’ inadequate knowledge on how to teach pupils phonemic awareness skills in class also greatly contributed to the low reading ability of the pupils” (Mohamed and Amponsah, 2018:276).

In addition, a study conducted by Justice and O’Connell, (2019). which examined the relationship between early literacy teachers’ conceptualisations of literacy and their classroom practices, found that teachers’ prior experiences of literacy impact significantly on how they understand literacy, and how they teach literacy skills in the classroom. While conducting classroom observations, Gains (2010) observed that, although there were resources in the classrooms, these were outdated, and not judiciously utilised and incorporated into the lessons. When asked about the effect the LoLT had on teaching and learning, 15 out of the 27 teacher-participants did not find this a concern, as they shared the same Home Language as the learners; so for them language was not a barrier in teaching the lessons. Four of the teachers stated that home circumstances were key in children’s ability to cope in an English LoLT class where English is not their Home Language (HL). Some expressed their concern at the children’s literacy development which was slow due to their parents not being proficient in the LoLT and the lack of adequate resources which exacerbated the challenges teachers experienced when teaching reading.

Oswald, Zaidi, Cheatham and Brody (2018) confirm that “Parent involvement in students’ learning has been recognized as an important aspect of children’s education and is empirically related to students’ academic performance and engagement”. Ainscow (2020) concur stating that involving family in the learning process is a crucial element in developing a learners’ learning ability. Ainscow (2020:13) adds that “A logical next step is for these parents to become involved in supporting change for developing inclusion in schools”. Furthermore, when there are parents who are not confident, or who lack the necessary skills to participate and contribute to these developments, then the schools

should engage these parents to ensure that they build the necessary capacity and networks needed to develop these relationships. Through involving parents in the learning process, learners will be exposed to a holistic support structure, such that they will not only receive support from the school, but will also be supported and assisted at home with regards to the learning process. In support, Daniel, Halimi and AlShammari (2018:176) maintain that parental involvement is fundamental in the learning process and add that “parental encouragement is perceived to play the most significant role during the development of motivational intensity, desire to learn English, and attitude toward learning English”.

In addition, Hugo and Masalesa (2021:4) state that “In Grades 1-3, where young learners are learning to read, and their homework includes reading at home, parents’ illiteracy could slow down their children’s progress in becoming literate”. This is supported by a study conducted by Ghanney (2018) which confirms that “parental education and literacy levels affect the education of their wards” adding that parents were aware of the benefits of providing their children with an education, but they admitted that their illiterate status adversely affected their children’s educational progress and future prospects. It is recommended that educational policies consider learners’ contextual factors, which should include parents’ formal education and literacy levels, and how these affect their involvement in a learner’s educational development (Ghanney, 2018).

This study which entailed investigating the challenges which teachers face when teaching literacy to rural learners in Grade R, also described Head of Department’s (HoD’s) experiences (challenges) in delivering and supporting the literacy curriculum in their schools. Among the challenges identified were poverty, unemployment of parents, transport costs, as well as language issues (Mohangi, Krog, Stephens and Nel, 2016). These challenges, among others, show the various factors that influence learners’ ability to learn to read, and the impact it can have on teachers’ experiences.

2.9 POLICY GUIDELINES FOR ENGLISH LANGUAGE LEARNERS (ELL)

When perusing the policies implemented by the Government, one needs to be knowledgeable on how and why changes in these policies came into effect, especially with regard to new approaches to learning.

According to Spaull (2012:3), the legacy of apartheid and its resultant toxic effects that persist even today present a huge hindrance to effective education on South Africa. Beukes (2009:35) states that “in the immediate post-1994 period, the South African Government duly responded to the Constitutional imperative by engaging in language policy and planning aimed at promoting language equity, supporting diversity and developing the historically marginalised African languages”.

Apartheid brought about segregation and the uneven distribution of resources which severely disadvantaged mainly people of colour. Despite the dawn of a new democracy, schools which are classed as Model C schools remain functional, as opposed to the impoverished state of schools which serve black learners which remain largely dysfunctional “and unable to impart the necessary numeracy and literacy skills to learners” (Spaull, 2015:34). McGee (2021:109) claims that there has been extensive research surrounding the impact which poverty has on family structures “but one of the most deleterious impacts is on children’s linguistic development”. Further, McGee (2021) argues that “Impoverished students are far more likely than their classmates to enter school linguistically disadvantaged, because they do not have experiences that will promote literacy and reading readiness”. McGee (2021:109) concludes that the achievement gap (among others) could effectively be addressed by providing equal resources to disadvantaged families and schools as this could assist in addressing the achievement gap within these inequalities in education. Although many schools do not have resources like former advantaged one, innovation and creativity will ensure that learners receive the best education possible.

Sailors, Hoffman, Pearson, Beretvas and Matthee (2010:22) state that after the promulgation of the new *Constitution* in 1996, literacy learning began to take on a more democratic approach, especially for learners who spoke indigenous languages. The SA

Constitution (1996), Section 29, stipulates that everyone has the right to a basic education, and everyone has the right to be taught in the official language of their choice. However, it further states that “the move to provide all learners in South Africa [with] an education in the official language of their choice remains a formidable task, at least in part due to the *Constitution’s* recognition of 11 official languages.

During 1997, the Ministry of Finance produced the Language-in-Education Policy (LIEP). Limbada (2021:1) states that this policy was created to contribute to transformation in education by recognising and promoting African languages and that the policy is aimed at maintaining the home language as the medium of instruction and to provide the opportunity for learners to acquire an additional language (Ibid). One of the tenets of the LIEP document is that “the new language in education policy is conceived as an integral and necessary aspect of the new Government’s strategy of building a non-racial nation in South Africa”. Further, LIEP was drafted to facilitate communication across the barriers of colour, language and region while inspiring respect and acquisition for other languages. Sailors et al. (2010:23) point out that the philosophy surrounding the implementation of LIEP is based on years of research surrounding the success of mother-tongue instruction for literacy acquisition.

However, despite the introduction of this policy to accommodate learners to learn in their home language (HL) during the foundation years, there has not been consistency in implementing it within the schools. Nosilela (2019:52) observes that:

Until recently no significant resources have been made available to accommodate the new language policy, no steady supply of support material has been forthcoming, and there is also the need for advocacy work to change people’s attitudes towards multilingualism. Without any infrastructure, by default English and Afrikaans still remain far ahead of the indigenous languages.

Furthermore, Nosilela (2019) claims that the Government has not shown commitment towards this policy, as they have not looked at diverting resources away from other ‘advantaged’ areas to ensure that that the policy is effectively implemented within schools.

There are still many learners who would like to be taught in their HL, but this is not practical due to various factors. For example, there might not be qualified teachers to teach them in their language of choice, and the consideration of the relevancy of English to become functional in a global context. This further shows that although the Government understands the diversity within South Africa, and despite their attempts at drafting policies to assist the education process, without effective implementation, these are merely words on paper. Children who come from poorer socio-economic environments are left behind, and this is causing a lack of confidence in the current educational systems in place, which are “unable to provide the necessary knowledge, skills and values that these learners need to become full, independent members in society” (Spaull, 2015:36).

Sailors et al. (2010:22) elaborate on the functions of NGOs in South Africa, especially the READ (Read, Educate, and Develop) Educational Trust. They explain that READ was founded in an effort to promote mother-tongue literacy in South Africa, and to increase general literacy levels especially for those who had been previously been disadvantaged by the apartheid regime. Additionally, in 2003, the National Language Policy Framework (NLPF) was approved by Government. According to the Department of Arts and Culture [DAC] (2003a:10) the policy is aimed at “promoting the equitable use of the 11 official languages”; to “facilitate equitable access to government services, knowledge and information” and to encourage the learning of other official indigenous languages to promote national unity, and linguistic and cultural diversity” among others. Nosisela (2019:97) commented on pattern of non-implementation of policies by Government by stating that “it is common knowledge that language policy implementation is a matter of concern for language stakeholders and experts alike. It seems as if government lacks a commitment to its own policy, the National Language Policy Framework (NLPF), approved by Cabinet in 2003 and that language matters have been relegated to the back seat of the transformation agenda.” Despite the Government’s commitment to recognising the need for incorporating home language education in South Africa, and their effectiveness in drafting these policies, to date, these legislations have still not materialised effectively into practice.

The Department of Education (DoE) has also amended the various education curriculums in order to adapt it to learners' needs. According to the DBE (2010), in 1997 outcomes-based education (OBE) was introduced as an endeavour to eradicate the curriculum inequalities of the past; however, based on the experiences which were presented during the implementation stages, this curriculum was revised in 2000 and resulted in the Revised National Curriculum Statement Grades R-9 and the National Curriculum Statement Grades 10-12. As further implementation challenges presented themselves, a further review of the curriculum was presented in 2009 which was later combined into a single document referred to as the National Curriculum Statement (NCS) Grades R-12.

The changes in the curriculum resulted in learners using the CAPS document to assist them in the various home languages, as CAPS is available in all 11 official languages from the DoE Website. However, as reported by Spaul (2012:3), based on previous research and tests conducted, the situation is that the majority of primary school learners in South Africa are "below where they should be in terms of the curriculum, and more generally, have not reached normal literacy and numeracy milestones". This shows that, despite the Government's attempts at adapting the curriculum to ensure that learners progress academically, there are still challenges which stifle the learning process.

According to Hoover, Baca and Klinger (2016:7), "English Learners (EL) are students who speak a language other than English as their first language, and who are in the process of acquiring English as a second or additional language". This is the case with most learners in South Africa who come from diverse socio-economic backgrounds, and who are exposed to various home languages from birth. This is further supported by the National Center of Education Statistics (2016), cited in Hoffman and Zollman (2016:83) who state that "Nationwide, student demographics reveal that the number of English Language Learners (ELLS) in English Language Schools (ELS) continues to rise".

The National Education Association (NEA) Report defines ELL as a student between the ages of three (3) and twenty-one (21) who has difficulty "speaking, listening, reading, writing or understanding English sufficiently to deny the individual the opportunity to participate in society's functions, and the ability to successfully achieve in classrooms taught in English" (Van Roekel, 2008:2). This policy investigated ELL learners who came

from different socio-economic backgrounds and who faced a multiple of challenges in the classroom which include “teachers’ lack of practical research-based information, resources, and strategies needed to teach, evaluate and nurture ELL students”. Amongst the concerns expressed by teachers were their frustrations at not receiving adequate professional development or in-service training as to how to teach ELLs learners. Staehr Fenner and Snyder (2017:1) confirm that “due to the increased level of challenging content, it is crucial that content teachers obtain the skills necessary to support language development of ELL learners”. This means that the full support of schools in preparing and providing teachers with adequate development to effectively work with ELL learners, should be a top priority.

According to Zimmerman (2014:1), English Language Learners (ELL) face various challenges in schools due to the inadequate linguistic support in the classroom; for example, the lack of access to second language acquisition (SLA) resources, resulting in them often being diagnosed with cognitive deficit. One of the other challenges ELL learners are faced with is that they are often still learning to speak in their mother-tongue, and thus SL instruction creates further difficulties.

With the implementation of various policies, the assistance of NGOs, corporate companies, and the Government’s attempts at increasing learner-performance, there are still obstacles impeding learners who are required to learn in the LoLT (English), as opposed to learning in their mother-tongue.

2.9.1 Factors Affecting Teaching ELL Learners

Philp, Borowczyk and Mackey (2017:2) state that “children who learn in an unfamiliar environment, and through a language which they are not familiar with, are more dependent on teachers and peers to assimilate their new language context successfully”. This study interviewed Grade 1 teachers who teach reading to learners in a language which is not their home language, but necessary for literacy progression.

Philp, Borowczyk and Mackey (2017:2) conducted a study investigating concerns about the language skills of South African learners and their teachers where findings revealed that “the language of instruction and learner-achievement are directly linked”. However,

in South Africa, many teachers of English do not have the necessary English skills to teach English effectively; hence, the language proficiency of teachers affects the language proficiency of learners (Ibid). Although teachers often lack English proficiency to teach learners in a SL (English), they are provided with curriculum guidelines and policies to facilitate the teaching of a second language – this ‘short-cut’ has not proved to be bearing fruit.

Similarly, a study conducted by Fesi and Mncube (2021) investigated the challenges faced by teachers when teaching reading in Grade 4 English First Additional Language (EFAL). The study identified the following challenges which teachers experience when teaching reading in English: teacher competency, parental involvement and socio-economic environment, big class sizes, and availability of resources. The study also revealed that “poor level of reading of Grade 4 EFAL learners, a decrease in teacher and learner motivation, overcrowded classrooms and inadequate training on reading strategies” were contributing factors when teaching reading in a second language. Fesi and Mncube (2021:2) contend that the lack of teacher-training and development is a huge concern within South Africa, and that as a result of this “teachers in South African schools lack the knowledge of how to teach reading”.

Prinsloo and Heugh (2013) drafted a policy brief emanating from a study conducted in the Limpopo Province about the role of language and literacy in preparing South African learners for educational success which reflected that few learners in South African schools can read and write competently. Further, the DBE released its 2012 Annual National Assessment (ANA) results in December 2012, which showed one in three Grade 1 and Grade 2 learners have not performed adequately (50% and above) in language. In this regard, proficient teacher pedagogical and subject knowledge, quality teacher-training, astute time-management, and quality resources (among others) can expose learners to adequate substantive and extended writing and reading skills.

The NCES (2020) published The National Assessment of Educational Progress (NAEP) Report which looked at assessing student performance in reading in Grades 4, 8, and 12 in both public and private schools across the nation. Since 1992, the NAEP reading assessments have been administered periodically; and since 2003 assessments have

been administered every four years at Grade 12 level, and every two years at Grade 4 and 8 levels at both national and selected district levels. The most recent reading assessments were conducted in 2019 for Grades 4, 8 and 12. The report concluded that “NAEP scores can also be disaggregated by the poverty level of the school students attended and by students’ English language learner (ELL) status”. According to NCES (2020:5), in 2019, the average reading score for Grade 4 learners in high-poverty schools (206) was lower than the scores for Grade 4 learners in mid-high poverty schools (217), mid-low poverty schools (227), and low-poverty schools (240). In 2019, the reading score for Grade 4 ELL students (191) was 33 points lower than the score for their non-ELL peers (224)”.

Sanatullova-Allison and Robison-Young (2016:2) state that “throughout the U.S., K-12 schools are enrolling almost unprecedented numbers of learners whose native language is other than English, and whose culture is often substantially different from that of the school community. Furthermore, English Language Learners (ELLs) are becoming the fastest growing segment of the K-12 student population”. This shows that the number of ELLs is growing rapidly on a worldwide scale; this confirms the number of learners who experience the problem of having to transition from having been raised with one language to having to learn a new language when they go to schools.

2.9.2 Challenges of ELL Teachers

Zimmerman (2014:1) states that although reports about South African learners’ poor literacy performance abound, “few published studies exist that describe and explain the patterns of classroom life that lead to academic achievement or failure”. Pretorius and Klapwijk (2016:4) maintain that this situation indicates that the interventions which are currently being implemented “may be based on less than solid foundational understandings of what is happening and what is needed to address the difficulties experienced by teachers and schools”. This current study investigated the experiences of Grade 1 teachers teaching reading to learners’ in a second language, with the intention of providing further information regarding this phenomenon within our education system.

However, despite the findings found by Zimmerman (2014), there have been some studies which have been conducted in South Africa concerning reading development in the Foundation Phase. These reports expose some of the challenges teachers face when they teach reading to learners in the classroom. It also informs us of the effect of learning and reading English from a young age on a learner's progress.

The DBE (2010) drafted a report on reading proficiency levels in South African schools which showed that SA learners' performance was lower than their global counterparts. In support, Mlachila and Moelets (2019:50) agrees that "While there is a global phenomenon of weak correlation between spending on education and the quality of educational outcomes, South Africa's basic education system has poorer outcomes than that of peer countries with lower spending per capita on education". The authors add that despite some improvements within the education sector such as increased access to primary and secondary schools, the quality of education continues to limit South Africa from realising economic returns on its education expenditure (Ibid).

Gustine (2018:531) states that "Teachers wishing to adopt the critical literacy stance in their class are often left with little knowledge or experience on what critical literacy is and how to develop this approach in their class". Vellutino, Scanlon, and Jaccard (2003), cited in Jiménez and O'Shanahan (2016:176), state that instructional factors which include the "absence of an appropriate environment for reading and writing in the schools, ineffective instructional method's, and a lack of teacher knowledge regarding language" are some of the reasons why children fail to learn to read.

Phajane (2014) conducted a study at Keletso Primary School in the North West Province in South Africa which focused on investigating the teaching of reading in Grade 1 using the learners' home language of Sepedi by applying the phonics approach. While the research was being conducted, numerous strategies on reading were unearthed. These were (to name a few), group reading, independent reading, reading aloud, and reading comprehension where the teacher asked learners to draw a picture of what they had read (Phajane, 2014:481-482). Additionally, Clarke, Snowling, Turelove and Hulme (2010:1) assert that "children with specific reading-comprehension difficulties decode texts accurately when they read aloud, but they show significant problems in comprehending

these texts”. This means that some learners are able to read a word and to pronounce the word, but they do not understand what they are reading. By reading aloud, learners may often be rote-reading, which may also be due to reading the text regularly or by modelling a previous (reader) learner.

One of the challenges experienced by teachers when teaching reading is linguistic liminality. A study conducted by Henning and Dampier (2012:102) describes this term as “a transition phase, such as the initial phase of getting to know the discursive practices of school learning”, adding that the term is used to refer to any period of time when a person is “on the threshold” of a new phase of social development, such as the learning of a new language. Henning and Dampier (2012:104) elaborate that “Liminality in Grade 1 can be seen as a cultural ‘turning point’ (Vygotsky, 1978) in the children’s rite of passage towards becoming a learner in a school, or a pupil in a classroom, a position which changes their status in society”. The researcher chose two (2) schools in the Gauteng Province to investigate English language competence, where English was introduced at two different stages in the learners’ schooling career. In School A, English was introduced two years before children entered Grade R, and in School B, instruction was given in the learners’ mother-tongue, which, in this case, was isiZulu and Sesotho. The initial assessment results were that the learners from school A were able to use more complex English and had a greater understanding of the language, as opposed to school B.

A perusal of studies closer to South Africa was conducted by Piper, Zuilkowski and Mugenda (2014) in Kenya in 2012 where they too faced similar challenges in developing the literacy skills of their learners. These studies indicated that only 32% of learners in Grade 3 were able to read texts at a Grade 2 level, irrespective of whether they were assessed in English or Kiswahili. While they were assessing learners, Piper et al. (2014) identified that Grade 2 learners whose L1 was Kiswahili and L2 was English, had lower L2 reading comprehension levels than their L1. However, this study also showed that there were reading challenges within their education system when it came to reading in general as their L1 was only slightly better than the L2.

Probyn (2019:219) investigated the nature and experiences of Grade 5 learners and their language and learning difficulties when the language changed from their mother-tongue

of Sepedi to English as the medium of Instruction. This study concluded that learners' inability to sufficiently understand the linguistic structures of the English Language made it more difficult to read with meaning or to learn effectively. This meant that the sudden transition to English as the medium of instruction meant that learners were learning to read through rote learning, resulting in a lack of understanding in what they were learning.

A study by Pretorius and Spaull (2016:1449-1471) investigated the relationship between English reading fluency and comprehension among rural Grade 5 English-second-language learners (ESL) in South Africa. This investigation presented a report to the Progress on International Reading Literacy Study (PIRLS, 2006) which reflected the sub-standard literacy performance of South African learners (Howie, Venter, Van Staden, Zimmerman, Long, Du Toit, Scherman and Archer, 2006). This PIRLS (2006) report also provided "plenty of anecdotal evidence of teachers focusing primarily on code-based reading activities in the classroom and neglecting meaningful literacy practices".

2.10 CHAPTER SUMMARY

This chapter (2) provided insight into the theoretical framework surrounding learners' ability to learn to read in a second language, and how this can affect the teachers' experiences. It also provided insight into how various factors can affect teachers' experiences within their profession. Through understanding and applying Ahmed's Theory of Second Language Reading and Instruction, and Cummins' (1979) Theory of Language of Independence, much insight was gained regarding the levels of processing reading comprehension as well as how reading instruction can contribute to second language reading proficiency. Further, this chapter provided clarity on the curriculum to be followed and the policies which have been drafted and implemented in an effort to assist learners whose home language is different to the LoLT. However, despite these policies being implemented, there is evidence of the lack of effective implementation within the schools. The DBE (2011) developed revised curriculum documents and guidelines in an effort to provide all learners with an equal education, but unfortunately some inequalities are still prevalent regarding the different socio-demographics of the

various schools. Lastly, it was evident from literature that teachers find difficulty in teaching and assessing learners' reading progression in terms of the CAPS (NCS) guidelines. The next chapter (3) explained the research methodology and design of the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter (3) elaborated on the processes the researcher utilised to investigate the experiences of Grade 1 teachers when teaching reading to SL learners. Walliman, (2017:27) describes research as being about “acquiring knowledge and developing understanding, collecting facts, and interpreting them to build up a picture of the world around us, and even within us”.

This investigation into the experiences of Grade 1 teachers when teaching reading to SL learners analysed the various aspects of teaching concerning the topic of reading. This provided rich insight into the daily negative and positive experiences of teachers, and how these affected the teaching-learning situations in the classroom when they facilitated SL reading lessons.

Further, the chapter (3) looked at reasons for this topic being of such importance within the educational setting. Also, the collected data was intended to assist teachers in enhancing their experiences of teaching Grade 1 SL reading by applying the knowledge gained from this research. Teachers have different strategies when teaching in a certain language (probably the HL), which may not necessarily be the Language of Learning and Teaching (LoLT). By often sharing knowledge with other teachers, one can help to adapt existing teaching strategies to suit the needs of the learners.

3.2 RESEARCH PARADIGM

Rahi (2017:1) defines a paradigm as an “essential collection of beliefs shared by scientists, a set of agreements about how problems are to be understood, how we view the world and thus go about conducting research”. In other words, a paradigm is how we as humans view a phenomenon, what our understanding is of it, how it works, and the

desire to find out more about it. Accordingly, this research investigated and provided insight into the experiences of Grade 1 teachers in the SL classroom when teaching reading to learners, as opposed to their Home Language (HL) of isiXhosa or Afrikaans.

In line with providing much-needed insight, Pernecky (2016:13) connects this to the principle of epistemology which is “the theory of knowledge [which] signals to the researcher the available theoretical perspectives and suitable methodologies and method’s”. McNeill and Nicholas (2019:2) add that “Epistemology is a branch of philosophy that is concerned with the study of knowledge. In the context of creating “scientific” knowledge about any given phenomenon, epistemology helps to understand what constitutes knowledge and how it is acquired”. In simple terms, epistemology is about using research to find out the truth, without bias and prejudice. It is about being objective and not letting one’s beliefs or opinions influence the research being conducted or the data being evaluated (Ibid).

I, as the researcher, had the opportunity to teach in a Grade 1 setting where the learners’ HL differed from the LoLT, and the lessons comprised of various learning areas, including the aspect of reading. Due to the difficulties experienced in teaching learners the phonetic sounds of a letter, and trying to assist to put these phonetic letters together to pronounce a word, I wanted to find out more about the experiences which other teachers, in a similar school environment, had experienced in their classrooms.

The research paradigm which aligns with the topic under investigation, is an Interpretivist one. Pham (2018:2) describes Interpretivism as a method of adapting “a relativist ontology in which a single phenomenon may have multiple interpretations rather than a truth that can be determined by a process of measurement”. By interpreting reading experiences which teachers encountered in Grade 1 classrooms, the research only considered the Grade 1 context of the phenomenon, as opposed to exploring the school as a whole, or by looking at the topic using various grades within the school. The researcher was not restricted to interviewing participants at one school, but instead chose different schools which used the same LoLT (English) and enrolled learners whose HL was mainly isiXhosa and Afrikaans.

Additionally, Pham (2018:2) highlights the importance of interpretivism in fieldwork by stating that “interpretivist researchers can not only describe objects, humans or events, but also deeply understand them in a social setting”. In support, King, Horrocks and Brooks (2018:11) describe interpretive research as generally being idiographic by “describing aspects of the social world [in terms of] offering a detailed account of specific social settings, processes or relationships. Fortunately, the researcher had the privilege of teaching at schools with similar demographics and was thus able to apply this experience to focus on the questions aimed at interrogating this phenomenon under investigation.

3.3 RESEARCH METHODOLOGY AND RESEARCH DESIGN

Sileyew (2019:27) states that “research methodology is the path through which researchers need to conduct their research. It shows the path through which researchers formulate their problem and objectives and present their results from the data obtained during the study period”. Further, Silevew (2019:28) states “the research design provides the researcher with the appropriate framework for the study being conducted”.

3.3.1 Qualitative Methodologies

I utilised the qualitative research approach to extract and compile the data. Halcomb (2016:6) describes qualitative researchers as those who undertake their work in natural settings, where they attempt to “understand or to interpret phenomena in terms of the meaning that people bring to it”. Walliman (2017:73) describes qualitative research as being dependent on the meaning of words, how concepts and variables are developed, and how all these are interrelated.

By conducting qualitative research and using the methodological triangulation method, I was able to compile data elicited from various Grade 1 teachers and their Heads of Departments (HoD’s) to investigate what their experiences entailed and to determine if they correlate with the experiences described in literature. Dzwigol (2020:128), cited in

Kostera (2003), described triangulation as utilising “a set of various met HoD’s to achieve coherent foundations for empirical inferencing”.

The research method’s provided insight into the research process by extracting further information by applying the data collection tools. Walliman (2017:22) describes research data gathering techniques as “represent[ing] the tools of the trade, [which] provide you with ways to collect, sort and analyse information so that you can come to some conclusions”. The research tools which I used were structured interviews and document analysis.

The research process required the researcher to contact the gatekeeper to make arrangements to interview (voluntarily) Grade 1 teachers regarding their experiences in teaching reading to Grade 1 learners in a second language. The interviews which were recorded, comprised of structured questions which evoked participants’ responses. These responses were transcribed verbatim, authenticated, and thereafter analysed. By conducting the interviews and probing for in-depth information and clarity, I was able to gain insight as well as access to first-hand accounts of what their experiences were and how they dealt with these challenges on a day-to-day basis.

I had intended to observe teachers’ reading lessons specifically to view the teachers’ interactions with learners, to note the strategies they used in the classroom, and to observe the classroom layout and the resources which were available for reading lessons. Unfortunately, due to the Covid-19 protocols, I had to resort to the document review technique to gain insight into learner activities in the classroom.

The document reviews provided me with the opportunity to peruse and analyse the learners’ workbooks, which assisted me to correlate learners’ work with the teachers’ responses during the interview.

3.3.2 Research Design

I used a case study research design to explore the experiences of Grade 1 teachers when they teach reading to their learners in a second language. Ravitch, Rahman, and Shakeir (2020:1) describe a case study as “an in-depth exploration from multiple perspectives of

the complexity and uniqueness of a particular project, policy, institution, programme or system in a 'real life' context. It is research based, inclusive of different methods and is evidence-based".

Aliyyah, Rachmadtullah, Samsudin, Syaodih, Nurtanto, and Tambunan (2020:92) state that "the purpose of the case study is to allow researchers to obtain and examine data in a context or phenomenon". Rashid, Rashid, Warraich, Sabir and Waseem (2019:1) add that "Qualitative case study methodology enables researchers to conduct an in-depth exploration of intricate phenomena within some specific context". This supports the choice of this research design which was to explore and investigate real-life experiences of Grade 1 teachers at various schools, by extracting information via conducting individual interviews, as well as by perusing learners' workbooks on completed classroom activities to determine if there were any similarities or differences concerning their experiences. By conducting one-on-one interviews, it provided me with a clear indication of what the teachers experience in their classrooms, in addition to how the learners develop reading and literacy skills through the use of the teacher's various teaching strategies and teaching materials.

In support, Gustafsson (2017:4) states that a case study provides a researcher with the opportunity "to explore the case with the ability to analyse the data within the case analysis, between the case analyses and make a cross-case analysis". By utilising a case study approach, I was able to gain rich insight into the experiences of Grade 1 teachers; and, in turn, suggest recommendations on how to improve on current teaching strategies, as well as to adopt modern ones during similar lessons in Grade 1 SL classrooms.

3.4 PARTICIPANT-SELECTION, RESEARCH SITES AND SAMPLING

3.4.1 Sampling and Participant-selection

The purposive sampling technique was employed. Elo, Kääriäinen, Kanste, Pölkki, Utriainen and Kyngäs (2014:4) support the use of purposive sampling for qualitative studies, because the researcher is interested in using participants who have the best

knowledge pertaining to the research at hand. Etikan and Bala (2017:3) describe purposive sampling as that which focuses on people who have similar characteristics and who are knowledgeable and relevant to the research topic. Furthermore, the purposive sampling technique, which is also referred to as judgment sampling, deliberately chooses a participant based on the qualities and characteristics which he/she has.

Moser and Korstjens (2018:10) describe sampling as a formal plan which the researcher compiles, where the sampling method, sample size, and the procedure for recruiting the participants are specified and explained. Its importance is “dependent on the characteristics of the setting; for example, access, time, vulnerability of participants, and different types of stakeholders”. Elo et al. (2014:4) add that it is the importance of accumulating information about the sample size when evaluating whether the sample is appropriate.

The purposeful sampling method used was the homogeneous sample method. This is described by Etikan and Bala (2017:4) as a form of sampling which focuses on candidates who share similar traits or specific characteristics. For example, participants in homogenous sampling would be similar in terms of age, culture, job or life experience. The intention was to focus on this precise similarity and how it relates to the topic being researched. I chose this sampling technique as the research focused on Grade 1 teachers and the experiences which they specifically encounter when they teach SL reading in the classrooms. The schools selected shared the same demography and were situated in the Buffalo City Metro. The socio-economic environments of the school comprise of low-income families, who speak Afrikaans and isiXhosa as their Home Language. These schools were also relevant to the study because, despite the language of the community members and the families of the learners, they (schools) still opted to have English as the LoLT. Also, the selected teachers have the experience in teaching Grade 1 learners, as well as being accustomed to learners’ Home Language (HL) differing from the LoLT. Also, they have been teaching for several years in the Foundation Phase, specifically Grade 1.

The second set of chosen participants was the participant-teachers’ HoD’s who were selected because teaching does not occur in isolation, but in an environment where various stakeholders are involved in the learning process. The HoD’s were also chosen

because they possessed rich information on teaching and learning in Grade 1 classes as they provide support and supervision to these teachers. Should teachers have any concerns or any difficulties, the HoD then steps in to assist and will then try to apply measures to assist the teachers in adapting their teaching and learning techniques to enhance the teaching-learning processes. Moreover, the HoD's were in a position to provide rich data pertaining to past teachers' experiences regarding the teaching of SL reading in Grade 1. Hence, interviews were conducted on a one-on-one basis at a convenient time in a venue which was safe, and which ensured privacy and confidentiality.

I interviewed eight (8) educators and two (2) HoD's from four different schools. The interviews were conducted one-on-one and the researcher used a video-recorder (with prior consent) to record responses, and to observe body language during the interviews. Each interview, conducted after contact teaching hours, consisted of six (6) structured and open-ended questions for both the educators and HoD's. I had initially intended to observe one reading lesson in practice to be delivered by each participant-teacher during lesson time; however, due the Covid-19 pandemic lockdown restrictions, I was not able to observe teachers enacting reading lessons.

Due to my inability to observe the reading lessons, as I had originally intended, I asked one participant from each school to forward me evidence of work which learners had completed during a reading or phonics lesson so that I will be able correlate the learners' work with the teachers' interview responses. While analysing the learners' work, I also perused the NCS, specifically CAPS documents (DoE, 2010) to ascertain if there was alignment regarding curriculum guidelines and lesson objectives, or if there were any additional experiences which have not been identified in participants' responses.

3.4.2 Description of the Research Sites

School 1 is situated in a previously known 'coloured' township surrounded by informal settlements and an array of RDP houses. The school is a fairly new Government school built in an effort to make primary schooling accessible to the children of the community. The physical structure of the school comprises of neat brick buildings, the school is fenced

all around, and has approximately 910 learners enrolled. The language spoken by most of the learners is isiXhosa; however, the LoLT at the school is English (Appendix G). The teachers are mainly proficient in isiXhosa and English.

School 2 is also situated in a 'Coloured' area surrounded by structured dwellings. The area has informal settlements and RDP houses for the community members. Behind the school are recently constructed white buildings provided to assist the community with housing for the disadvantaged. The school, which has approximately 1300 learners, is more established, and structurally larger than School 1 with the physical structure comprising of neat fenced-in brick buildings. The language spoken by most of the learners is isiXhosa and Afrikaans; however, the LoLT is English (Appendix H). The teachers are proficient in isiXhosa, Afrikaans, and English.

School 3 is situated in a 'Coloured' area near a high school and other community amenities. This school is also located alongside a main road, opposite numerous informal settlements and RDP structures. Although the school has made every effort to fence off the perimeter, there is evidence of vandalism and theft of the fencing and parts of the building itself. The school has large outdoor and play areas for children to engage in 'free-activities' during break times. The majority of the school population consists of learners from the Coloured race group who are second language English speakers. The LoLT is English; however, the most common HLs are Afrikaans and isiXhosa (Appendix I), but all teachers are somewhat proficient in English.

School 4 is situated in an urban 'Coloured' area, located in a middle-class residential area. The school itself is walled off in the front and the rest of the perimeter is fenced off with a guard at the gate for security purposes. The school is fairly large with various open areas for learners to play. It also has large playfields for learners to enjoy their break times by indulging in extra-curricular activities and sports. The newly constructed hall, which the community also utilises after-school hours, offers learners further opportunities for indoor recreation. The LoLT is English (Appendix J); however, the learners' HL is English or Afrikaans or isiXhosa. The teacher-participants are somewhat proficient in English.

3.5 DATA COLLECTION

Moser and Korstjens (2018:12) state that “data collection in qualitative research is unstructured and flexible”. For example, as a researcher conducting qualitative research, one often makes decisions regarding the data collection techniques while engaging in fieldwork by considering guiding questions: whom, what, when, where and how? King, Horrocks and Brooks (2018:65) describe the importance of flexibility during qualitative data collection and affirmed that interviewers should have the ability to respond to any issues which present themselves during the interview which will enable the interviewer to further explore the participants’ perspectives surrounding the topic under investigation.

“Qualitative research can be broadly defined as a kind of inquiry that is naturalistic and deals with non-numerical data. It seeks to understand and explore rather than to explain and manipulate variables. It is contextualised and interpretive, emphasizing the process or patterns of development rather than the product or outcome of the research” (Nassaji, 2020). Further, Nassaji (2020) advocates the use of collection tools such as classroom observation, field notes, interviews, questionnaires and focus groups. Hence, this study used data collection tools such as interviews and documents analyses.

I used the methodological triangulation method to increase the credibility of this study. Noble and Heale (2019:67) claim instrumentation and data collection techniques can strengthen triangulation by enriching the research process as well as offering the researcher a variety of datasets to explain different aspects of a phenomenon. Furthermore, Noble and Heale (2019:67) describe this method of data collection as utilising several data collection method’s, which in the case of this study, includes interviews and an in-depth review of literature regarding this phenomenon.

3.5.1 Documents Analysis

This data elicitation tool provided further insight into the classroom activities. The documents received were examples of the work which the learners completed in the classroom during the phonics and reading lessons. Due to Covid-19 lockdown protocols, I received five (5) digital files as evidence of the work which the learners had done in

class. I also selected one worksheet from each of these files to analyse to ascertain whether it was in line with the research topic.

The analysis of the electronic evidence of the work completed in class by the learners was executed to corroborate participants' responses about their actual practices with what the CAPS language policy prescribed. In addition, I presented a summary of the work done by the learners (Table 4.1.) which indicated the teachers' aims regarding the respective lessons taught at the four (4) selected schools, including what the CAPS curriculum guidelines stipulated as the lesson outcome, as well as an image of learners' work completed in the classroom.

Du Plessis and Marais (2015:1) state that "the CAPS is a modification of what to teach (curriculum) and not how to teach (teaching method's) in South African schools". By taking into consideration what the teachers' aims for the lessons were, and by referring to the CAPS guidelines (DoE, 2011) which provided me with a yardstick as to what level of work was expected from the learner, I was able to assess the correlation or discrepancy between the lessons' aims and the CAPS guidelines. Lastly, I attached the schools' language policies (Appendix G, H, I and J) to indicate that the schools' LoLT is English, as opposed to the learners' home languages of isiXhosa and Afrikaans.

3.5.2 Interview Techniques

As I was unable to gain entry into the participants' classrooms (Covid-19 restrictions), the schools' principals did, however, accommodate me and allowed me onto the school premises but at a safe and convenient venue, away from non-participating teachers or learners. The interviews were conducted after teaching hours to ensure that there was no interference in the participants' official school duties. In conducting the interviews with the Grade 1 teachers and their respective HoD's, I used structured open-ended questions to ensure that the participants were guided during the interview process, while giving them the opportunity to talk freely to provide rich data concerning the experiences in their SL classrooms. Each participant was given an interview schedule to enable him/her to prepare beforehand and make notes during the interview for future reference in case they

had any additional information to contribute to the study at a later stage. The interviews were conducted in English on a one-on-one basis at a mutually convenient time and venue. I used a voice-recorder during the interview sessions to ensure that all conversations were recorded for authenticity, reliability and validity before and after the transcription processes.

3.6 DATA ANALYSIS

Nassaji (2015:129) confirms that one fundamental characteristic of qualitative research is that it involves the collection of data in natural settings “without any intervention or manipulation of variables”. I adopted a thematic data analysis approach which is a method applied to systematically identify, organise and offer insight into patterns of meaning (themes) across a data set (Braun and Clarke, 2012).

A study conducted by Nowell, Norris, White and Moules (2017:4) attempted to outline a practical and effective procedure for conducting thematic analysis that aims to meet the trustworthiness criteria.

This study followed the 6 Phases of Thematic Analysis:

Phase 1 - familiarising yourself with your data;

Phase 2 - generating initial codes;

Phase 3 - searching for themes;

Phase 4 - reviewing themes;

Phase 5 - defining and naming themes; and

Phase 6 - producing the report (Nowell et al. 2017:4)

Phase 1: Familiarising yourself with your data

I read through all the information after ensuring that all the data was organised and prepared for verbatim transcription. Thereafter, I reflected on the overall meaning and themes. By analysing the data, I was able to determine the contrasts and similarities in the experiences of the educators. Nowell et al. (2017:5) posit that “to become immersed in the data involves the repeated reading of the data in an active way, searching for meanings and patterns”. By reading and rereading the data, it fostered the sense-making processes to analyse categories and themes, and to gauge whether I had omitted any salient information.

Phase 2: Generating initial codes

Scharp and Sanders (2019:2) state that “generating codes requires marking interesting features of the data in a systematic way and then collating the data”. After I had read and re-read the data, I then grouped the respondents’ answers together by utilising the Thematic Analysis (TA) method used to identify what the commonalities in a topic are to gain an incisive understanding into what they mean. By analysing the participants’ responses, I identified similar experiences which they had encountered throughout their teaching experiences which they as teachers have identified during their reading lessons. On completion of this process, I grouped these responses accordingly and allocated each a theme.

Phase 3: Searching for themes

By identifying the commonalities in the transcriptions, I was able to identify the sub-themes, which had presented themselves amongst the responses. Upon further clustering, I was thereafter able to identify the themes which emerged from the data, which I then proceeded to analyse. The themes and sub-themes which I identified were based on previous literature and responses from participants. I then collated initial codes into potential themes and gathered all data relevant to the particular theme (Scharp and Sanders, 2019). The themes also enabled me to link the responses of the participants to one another, and to differentiate between the various concepts which were of importance to the research topic.

Phase 4: Reviewing themes

After vigorous analysis of the data, which I had collected and coded, I then assigned phrases to the various questions in the text. While coding the texts, I was able to identify the data which was most relevant to the research topic; and by combining these, I was able to identify the themes. The identified themes, categories and teachers' experiences, were: second language acquisition and development; roles and responsibilities; and factors hindering or contributing to teaching SL reading in the classroom.

Phase 5: Defining and naming themes

While identifying the themes, I compared the participants' responses to the questions presented, and found that the responses provided by one participant helped me to comprehend contextual factors regarding other participants' responses. This also enabled me to select the themes which were relevant to teachers' experiences when teaching learners reading in a second language.

Phase 6: Producing the report

Scharp and Sanders (2019:2) describe this phase as "locating exemplars [which] requires the researcher to make a selection of compelling examples that provide evidence of the theme and relate to the research question". This is outlined in Table 5.1. in the research findings.

After the data had been transcribed, I presented each respondent a copy of the document to enable them to read through their interview responses to check for any discrepancies (member checking). When the respondents confirmed that all the information had been captured accurately, then I proceeded to analyse and interpret the data. Throughout the data collection process and document analyses I ensured that I adhered to all research ethics.

3.7 RESEARCH QUALITY CONSIDERATIONS

Throughout the study, I ensured that the research quality principles were adhered to which included the criteria of reliability and validity, credibility, dependability and conformity, and transferability.

3.7.1 Reliability and Validity

Noble and Smith (2015:35) state that when assessing the reliability of research findings, researchers need to make judgements about the “soundness” of the research in relation to the application and appropriateness of the method’s, and the integrity of the final conclusions.

One of the important aspects related to qualitative research is reliability and validity of the findings. Morse (2015:20) explains that both the criteria of reliability and validity are intended to make qualitative research rigorous (formerly referred to as trustworthy). Gibbs, (2007) cited in Creswell and Creswell (2017:251), defines these concepts concisely: “Qualitative validity means that the researcher checks for the accuracy of the findings by employing certain procedures, while qualitative reliability indicates that the researcher’s approach is consistent across different researchers and different projects”.

Moreover, Morse (2015:21) identified some strategies for ensuring validity: “prolonged engagement, persistent observation, and thick, rich description; negative case analysis; peer review or debriefing; clarifying researcher bias; member checking; external audits; and triangulation”.

3.7.2 Credibility

Polit and Beck (2012), cited in Cope (2014:89), describe credibility as referring “to the truth of the data or the participant views and the interpretation and representation of them by the researcher”. Morse (2015:18) identified some of the strategies used to improve credibility which included persistent observation, triangulation, referential adequacy, and member checks (process and terminal). Birt, Scott, Cavers, Campbell and Walters (2016:2) describe member-checking, also known as participant or respondent validation, as “a technique where one explores the credibility of the results obtained in research”. This is also the process where the data or results are returned to the participants, where they can then check that the information is accurate in terms of their experiences. I used member-checking (credibility) to ensure that the data was verified by the participants to attain credibility before the data analysis process commenced.

3.7.3 Dependability and conformability

Elo et al. (2014:2) describe dependability as “the stability of data over time and under different conditions”, while conformability refers “to the objectivity and implies that the data accurately represent the information that the participants provided and interpretations of those data are not invented by the inquirer”. I recorded the interviews, and this accounted for the authenticity, reliability and dependability of the data. After the interviews, the recordings were transcribed, verified, and the findings which emanated from the data were tabulated to ensure professional and precise feedback to the participants and the readers.

3.7.4 Transferability

Moser and Korstjens (2018:122) describe transferability as being “concerned with the aspect of applicability”, and explained how the responsibility of the researcher is to provide a “thick description” of the participants, as well as the research process, which will be used to give the reader an opportunity to assess whether the “findings are transferable to their own settings or environment”. This means that the reader will then make the “so-called transferability judgment” as the researcher does not always know the participants’ settings (Ibid). By providing a background of the selected schools as well as providing reasons for the selection of participants, I presented the participants with sufficient information to enable them to make a ‘transferable judgment’.

3.8 ETHICAL CONSIDERATIONS

King et al. (2018:28) describe how, as researchers, “we all bring to the research process our own individual morality which is an accumulation of understanding, feelings, positions and principles around particular issues. Our moral outlook has been shaped by the different experiences, events and social and cultural locations that constitute our lives”. In addition, Limes-Taylor Henderson and Esposito (2019) state that, should any ethical issues arise, it would be due to the “complex nature of the relationships between researchers and participants”. As a researcher, I deemed it important to be objective, and to conduct research in a professional manner that fostered the need to collect as much

data as possible from the participants for thorough analysis without any bias or manipulation.

I believe that this research will add value to the current CAPS curriculum as it will provide insight as to the experiences of teachers in the classroom, as well as provide the readers with information pertaining to the strategies teachers are currently utilising, and if they are effective or not.

Head (2020:79) states that the relationships which are important among the participants and researchers in educational research are “matters of care, privacy, anonymity, consent, and power”.

I have guaranteed that all safety protocols had been adhered to. I ensured that all participants’ information and identities were treated with utmost privacy and confidentiality. The participants were allocated pseudonyms/codes and advised that, if they observed any malpractice or unethical behaviour during the study, they could anonymously report it by calling a number, which I had provided them with.

The ethical considerations which I observed and followed during this research project are outlined below.

3.8.1 Ethical Clearance

Before conducting this research, I first applied to the Unisa Research Committee for an ethical clearance certificate to grant me permission to proceed with this research study. This was certificate was granted to me (Appendix A).

3.8.2 Permission

After I received my Ethical Clearance Certificate, and prior to approaching any of the selected schools or participants, I submitted an application to conduct research to the Eastern Cape Department of Education at the Rubusane District Office in East London. I also submitted a proposal and a motivation as to how my research could add value to the existing education system. Upon receipt of this permission letter, I then proceeded to approach the respective principals and teachers for permission to conduct research at their schools.

3.8.3 Gaining Entry to the Schools

Before gaining entry to the selected schools, I approached and conferred with the gatekeepers at each of the selected schools. Andoh-Arthur (2019) describes a gatekeeper as “an individual or group of individuals who may be invaluable for gaining access primarily due to their knowledge, connections with or membership in a research population”. Further, Andoh-Arthur (2019) states that these individuals also comprise of “those in charge of formal institutions (e.g. heads of institutions such as headmasters and principal officers of organisations) whose permissions are required to attain access to key documents or persons under their formal care”. Accordingly, I requested permission to conduct research at the selected schools from the respective principals. I then requested their assistance in disseminating my letter of information to the potential participants to seek their voluntary participation in the study. After confirmation from selected participants, I requested that the principals forward me their contact numbers so that I could make the necessary arrangements to familiarise them with the finer details of the research project.

3.8.4 Appointments

I contacted the participants and confirmed their voluntary participation prior to making arrangements to meet for the one-on-one interviews. After I had received confirmation of their willingness to participate in the study, I then negotiated a mutually convenient date, time and venue for meetings.

3.8.5 Informed Consent

Coady (2020) opines that informed consent “is based on the ethical view that all humans have the right to autonomy; that is, the right to determine what is in their own best interests”. For ethical considerations I distributed consent forms to all participants which provided all the finer details concerning their participation including stipulating that participation was voluntary and that it could be terminated at any time. This form was signed before any data was collected from the participants (Appendix C).

3.8.6 Confidentiality

Petrova, Dewing and Camilleri (2016:3) informs us that the criteria which are “associated with confidentiality include autonomy, privacy, and keeping a commitment”. Elkoumy, Fahrenkrog-Petersen, Sani, Koschmider, Mannhardt, Von Voigt, Rafiei, and Waldthausen (2021:2) concur that confidentiality “refers to protecting information from an unauthorized disclosure”. I adhered to the principles of confidentiality, and ensured that the interviews were conducted in a private and isolated venue, where there were no other individuals in the surrounding area. I also ensured that I arrived at the agreed venue early to ensure that I was able to set up and prepare for participants’ arrival for the interview.

3.8.7 Data Anonymity

Namasudra, Devi, Choudhary, Patan and Kallam (2018:138) describe anonymity as “namelessness ... a situation where the real identity of data or of an individual is hidden in order to protect it from unauthorized access”. To ensure data anonymity, I allocated pseudonyms/codes to the selected schools and to the respective participants. Table 4.2. presents the profile and codes used for each participant.

3.8.8 Right to Withdraw

King et al. (2018) identify nine ethical considerations which apply to qualitative interview-based studies: the “right to withdraw” is one of these considerations. I informed the participants of the right to withdraw from participation at any stage in the research process without any fear of being penalised.

In sum, all ethical considerations were adhered to during the research process as the researcher ensured that cordiality, respect, professionalism, and trust were maintained with the participants throughout the course of this study.

3.9 CHAPTER SUMMARY

This chapter (3) described the manner in which I proceeded in “acquiring knowledge and developing understanding, collecting facts and interpreting them to build up a picture of

the world around us, and even within us” (Walliman, 2017). It expounds on the rationale for empirical research because various researchers have found that many South African children show very “low levels of literacy (Pirls and Tims, 2011). The research design described the approach that the researcher utilised to obtain maximum and credible data. Qualitative research data gathering was obtained through one-on-one interviews (teachers and HoD’s) and document analysis. Aspects of the selection of participants, data collection, and data analysis were detailed to ensure measures of trustworthiness, validity, and reliability; and that all ethical measures were implemented to ensure that the research provided an insight into the experiences of Grade 1 teachers concerning the teaching of reading to their learners in a second language. The next chapter (4) analysed the data which had been collected from the participants’ interviews as well as from the perusal and analysis of documents.

CHAPTER FOUR

DATA ANALYSIS AND FINDINGS

4.1 INTRODUCTION

The previous chapter (3) presented the research methodology and research design which I adopted to explore Grade 1 teachers' experiences when teaching reading to second language learners. In this chapter (4), I provided the data generated from the interviews which were conducted, as well as from the analysis of documents which I received from the participants. The data was generated from four (4) purposely selected public primary schools in the Rubusane District of the Buffalo City Municipality (BCM) Metro in the Eastern Cape Province.

I had intended to interview two Grade 1 teachers from five primary schools (10) and two Head of Departments (HoD's) from two of the five (5) primary schools; however, due to the Covid-19 limitations, I interviewed eight (8) teachers and two (2) HoD's from four of these schools. Upon completion of my data collection process, I adopted the Thematic Analysis (TA) approach to analyse the generated data in order to systematically identify, organise and offer insight into patterns of meaning (themes) across a data set (Braun and Clarke, 2012).

The findings of this research have been linked to the literature reviewed and the theoretical framework underpinning the study. The profile of each sampled school was presented in addition to the biographical details of individual participants. Themes emanating from the analysis are also presented in Table 4.4. Pseudonyms/codes have been used to protect the identities of the schools and the participants.

In Table 4.1 below, I explained the use of the pseudonyms. Each school was allocated a number from one (1) to four (4), and teachers in each of the schools were coded alphabetically. For example, Teacher A in school number one (1) was allocated the pseudonym 'S1TA'.

4.2 PROFILE OF PARTICIPANTS AND DESCRIPTION OF SCHOOLS

The profile of participants is outlined below in Table 4.1.

Table 4.1: Profile of participants

SCHOOLS	PARTICIPANTS	Age (years)	Gender		Teacher's Code	Teaching experience	Home Language
			F	M			
SCHOOL 1	Teacher A	47	F		S1TA	7 years	isiXhosa
	Teacher B	45	F		S1TB	13 years	isiXhosa and English
	HOD	35	F		S1H	10 years	IsiXhosa and English
SCHOOL 2	Teacher A	42	F		S2TA	8 years	isiXhosa and English
	Teacher B	57	F		S2TB	30 years	English and Afrikaans
	HOD	52	F		S2H	27 years	English and Afrikaans

SCHOOL 3	Teacher A	24	F		S3TA	2 years	English
	Teacher B	24		M	S3TB	10 months	English
SCHOOL 4	Teacher A	23	F		S4TA	2 years	English
	Teacher B	40	F		S4TB	15 years	English

4.2.1 Profile of Schools

In paragraph 3.4.2, 'Description of the research sites', I provided an outline of each of the schools which I had selected for this research. These schools were deemed suitable as they provided the relevant information required to answer the research questions. In Table 4.2 below, I summarised each school's biographical information.

Table 4.2: Summary of participating schools

Description	S1	S2	S3	S4
Setting of the school	Coloured township	Coloured township (informal settlements and RDP houses)	Coloured township	Urban Coloured area, middle-class residential area
Quintile ranking	Quintile 4 (Fee-paying school)	Quintile 3 (Non fee-paying schools)	Quintile 4 (Fee-paying school)	Quintile 4 (Fee-paying school)
Roll per school (learners)	910	1300	1200	1500
Mother-tongue	IsiXhosa	isiXhosa and Afrikaans	Afrikaans and isiXhosa	isiXhosa, Afrikaans and English
LoLT	English	English	English	English
Teachers' Language proficiency	IsiXhosa and English	isiXhosa, Afrikaans and English	English	English

These schools are situated within an urban indigent socio-economic area. In schools ranked as quintile three, learners do not pay school fees, while in quintile four schools learners pay minimal school fees. All four schools, however, are assisted by the Government regarding the funding of resources.

The map below (Figure 4.1) indicates where the selected schools are situated within the Buffalo Flats Suburb area, and shows their proximity to one another, with the majority of the residents being either Coloured or Black.

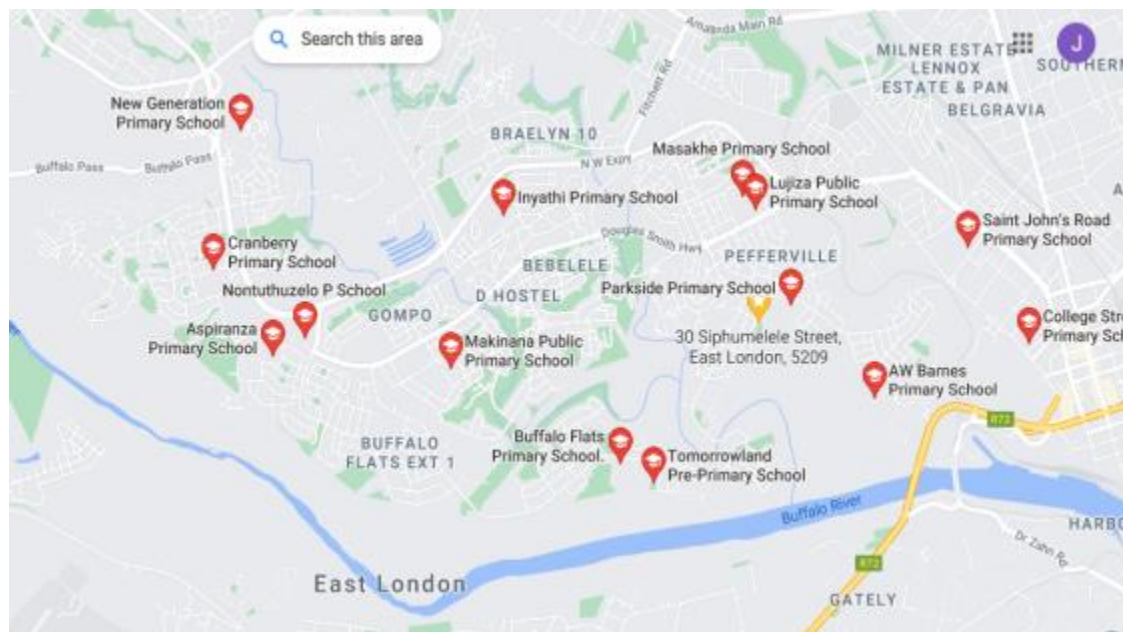


Figure 4.1: Map of the selected schools and their surrounding areas

(<https://www.google.co.za/maps/search/primary+schools>)

These schools are significant for the study's purpose because, despite the language of the community members and the families of the learners being isiXhosa or Afrikaans, the schools preferred to have English as their Language of Learning and Teaching (LoLT).

4.2.2 Overview of the Selected Schools

As stated above, the schools are situated within similar demographical environments and have been chosen because the majority of learners speak languages other than the school's LoLT. Table 4.2 summarised details of the schools pertaining to their settings, quintile status, learners' dominant language, total learner-enrolment, and the language proficiency of the teachers who participated in this study.

4.2.3 Description of the Participants

These Grade 1 teachers were ideally required to be at post-level 1 status and have at least three years' experience in teaching reading to learners in a second language (English). The HoD's who were required to be supporting the selected teachers, were ideally required to have five years of experience in supervising teachers of Grade 1 in a similar school.

The HoD's were also required to have first-hand knowledge of what was happening at the school, within the grade, and especially within the classrooms with regards to the reading programme and lessons presented to the learners. As teaching does not happen in isolation, the opinions and experiences of the HoD's added value to the research topic. When teachers encountered any challenges or successes in the classroom, the HoD's were the first reporting line, as well as the 'middlemen' between the teacher and the principal. Essentially, it is their (HoD's) responsibility to step in and provide strategies to assist educators in adapting their teaching and learning methods to improve learner-performance.

The participants were interviewed to gain incisive insight into their experiences when they teach reading to second language learners. Four of the participants had more than ten years of teaching experience, and were thus able to provide incisive insight into their experiences over the years. However, the other participants, despite their few years of experience in the teaching profession, also had similar experiences.

All the participants were required to possess experience relating to the topic, and should be willing to share their thoughts and experiences with me. All of the interviews were transcribed verbatim and member-checks were executed to ensure accuracy of the responses of the participants to promote trustworthiness and validity.

4.3 DATA COLLECTION

I used the principle of triangulation to collect and validate data from the participants. Denzin (1970), cited in Noble and Heale (2019), state that triangulation "promotes the use

of several data collection methods such as interviews, [document analysis], and observations". For this study, data was collected through document analysis and individual interviews.

Before conducting the interviews, I ensured that I mitigated the risk of contracting Covid-19 for myself and the study participants. I considered the safety and protective measures, as promoted by the South African Government based on the World Health Organisation's [WHO] (2020:2) recommendations. To ensure that these measures were followed, I ascertained that there was sufficient space between me and the interviewees when we conducted the one-on-one interviews. Also, hand-sanitising, the wearing of masks, and temperature readings were done as per safety regulations.

When I contacted the school to obtain permission from the principal and to enquire about the educators and HoD to be interviewed, I also negotiated consultation times and suitable venues to ensure that the interviews were conducted with discretion and at their convenience. Before I conducted any research, I requested consent from the relevant educators, HoD's, principals, authorities, and institutions. An interview schedule was designed to ask each individual participant questions related to their experiences in the teaching of reading to second language learners. I also advised the participants that the interviews would each last for about 60 minutes, depending on the length of answers they provided, and the probing time (if necessary). The language used during the interviews was English.

I used structured interviews and ensured that all arrangements were meticulous and that meetings were conducted professionally while adhering to Covid-19 protocols. These interviews were planned and conducted by utilising open-ended questions to ensure that the participants would freely express their views and opinions. All interview protocols were executed in line with Creswell's (2014) guidelines which gave a specific outline as to how to ask and record answers to ensure that it was of a qualitative nature. This, according to Creswell (2014), includes a heading (date, place, interviewer, interviewee), the questions to be asked, as well as any final or appreciative statements to the participants to acknowledge their time spent during the interview.

After I had collected the data, I proceeded with its analysis and interpretation.

4.4 ANALYSIS AND INTERPRETATION OF DATA

Qualitative data analysis gives further insight into how participants come to understand a phenomenon by taking into consideration their thoughts, knowledge, attitudes, and experiences. Flick (2013:5) describes qualitative data analysis as “the classification and interpretation of linguistic (or visual) material to make statements about implicit and explicit dimensions and structures of meaning-making in the material and what is represented in it. Meaning-making can refer to subjective or social meanings”. In addition, Flick (2013:5) advises that “qualitative data analysis is also applied to discover and describe issues in the field or structures and processes in routines and practices”.

Interviews were video-recorded to ensure that all conversations were captured to avoid gaps and omissions during my note-taking, as well as to ensure reliability and validity for transcription purposes. After I had conducted the interviews, the data was transcribed to provide me with a written account of all that had been discussed during the interviews. I then sent the participants a copy of their interview to present them with the opportunity to reflect on our discussion and to advise if there was anything which they had wanted to add or query about. To familiarise myself with the contents of the transcribed data, I had to read and re-read the transcribed data in preparation for analysis using the six-phase process.

4.4.1 Phase 1: Familiarising yourself with your data

I read through all the data after ensuring that it was organised, prepared and transcribed verbatim, and thereafter I reflected on the overall meaning and themes. By analysing the data, I was able to detect contrasts and similarities in the experiences of the educators. Nowell et al. (2017:5) posits that to become immersed in the data involves the repeated reading of the data in an active way, searching for meanings and patterns. By reading and re-reading the data, it presented me with the opportunity to understand in-depth the categories and themes that I may have initially skimmed over. Also, after reading it

comprehensively, one gains further insight into the participants' responses to relate to their shared experiences.

4.4.2 Phase 2: Generating initial codes

Scharp and Sanders (2019:2) state that “generating codes requires marking interesting features of the data in a systematic way and then collating the data”. After I had read and re-read the data, I grouped the respondents' answers together, utilising the Thematic Analysis (TA) method to identify the commonalities in themes in order to gain further insight into their meanings. By analysing the participants' responses, I identified similarities during their reading lessons. Upon completion of this process, I grouped these responses accordingly and allocated themes to each group.

4.4.3 Phase 3: Searching for themes

By identifying the commonalities among the transcriptions, I was able to discover the sub-themes which had presented themselves in the responses. Upon further clustering, I was thereafter able to identify the themes which emerged from the data, which I then proceeded to analyse. The themes and sub-themes which I identified were based on the literature and research, as well as from the participants' responses and experiences. I then collated initial codes into potential themes and gathered all data relevant to the particular theme (Scharp and Sanders, 2019). The themes also enabled me to link the responses of the participants to one another, and to differentiate between the various concepts which were of importance to this phenomenon.

4.4.4 Phase 4: Reviewing themes

After vigorous analysis of the data which I had collected and coded, I then assigned phrases to the various questions in the text. While coding the texts, I was able to identify the data which was most relevant to the research topic, and by putting these together, I was able to identify the themes. The identified themes were: second language acquisition and development, roles and responsibilities, and factors hindering or contributing to teaching SL reading in the classroom.

4.4.5 Phase 5: Defining and naming themes

While identifying the themes, I compared the participants' responses to the questions presented, and found that the responses provided by one participant helped me to comprehend contextual factors in terms of other participants' responses. This also enabled me to extract and to only select the themes which were relevant to teachers' experiences when teaching learners reading in a second language.

4.4.6 Phase 6: Producing the report

Scharp and Sanders (2019:2) describe 'producing report' as "locating exemplars that requires the researcher to make a selection of compelling examples that provide evidence of the theme and relate to the research question". This is outlined in the research findings as reflected in table 4.3 (summary of documents analysed in line with CAPS).

After the data had been transcribed, I gave each respondent a copy of the document to enable them to read through the interview and check for any discrepancies and, in turn, advise accordingly (member checking). When the respondents had confirmed that all the information has been captured correctly, I then proceeded to analyse and interpret the data.

4.5 PRESENTATION OF RESEARCH FINDINGS

This section presented the key research findings collected through interviews and documents analysis.

4.5.1 Document Analysis

I looked at the lesson activities which the teachers conducted in the classroom to garner evidence relating to a reading or phonics lesson. The selected schools forwarded me a few examples of the learners' work (Table 4.3 below). The summary of documents was in accordance with the Curriculum and Policy Statement (CAPS). The teachers sent me digital images of the work due to Covid-19 lockdown restrictions as I was unable to gain access to their classrooms. The regulations stated that outside visitors were not allowed

in the teachers' classrooms. The documents were reviewed to authenticate and correlate what participants had expressed. I dissected evidence from CAPS, the teachers' lesson aims, as well as learners' work done during an English reading lesson.

Below (Table 4.3), I have presented an outline of the documents which I received from the participants.

Table 4.3: Summary of documents analysed in line with CAPS

Documents that were received from the schools				
Document collected	S1 : Evidence of a phonics lesson	S2 : Evidence of an activity reflecting use of correct punctuation	S3 : Evidence of a phonics test	S4: Story prediction from pictures
Language Policy	NCS: CAPS Page 56	NCS: CAPS Page 28	NCS: CAPS Page 27	NCS: CAPS Page 58
Lesson plans	Aim of the lesson: Learner will be able to build up words using sounds learnt such as c-a-t-cat	Aim of the lesson: Learners will show an understanding of punctuation when reading aloud	Aim of the lesson: Learner will be able to build up short words (written) using sounds learnt	Aim of the lesson: The learner will be able to use pictures to predict what the story is about
Learners activities	CVC - Phonics lesson (fill in the missing vowel)	Group-guided reading	CVC Phonics test	Learner draws a picture and writes a few sentences

				about the picture in the workbook
Evidence of work				

Du Plessis and Marais (2015:4) who presented findings surrounding the South African curriculum based on research which UMALUSI (The Council for Quality Assurance in General and Further Education and Training) (2011:46) had conducted, found that the NCS Curriculum (DoE, 2011) did not have a sufficiently coherent and systematic theory within its design, which was “related to a suggested pedagogical approach or set of pedagogical principles likely to be recognised and understood by teachers” within their respective socio-demographic context; and [also] misrepresented a curriculum which “the average South African teacher would be able to use easily”.

I received five images of lesson activities from each school, as reflected above in Table 4.3, as evidence of the work which the learners had completed during the phonics/reading lessons. Upon receipt of the documents, and prior to commencing the analysis, I compared the guidelines which CAPS had provided in the NCS document to the evidence contained in the learners’ work, and the teachers’ planned outcomes for the lesson. The CAPS document provided a breakdown of the minimum and maximum times allocated to the different skills, which learners are required to develop at school. In Grade 1, reading and phonics is allocated a minimum of 4 hours 30 minutes, and a maximum of 5 hours out of the 7 hours allocated to English Home Language (Department of Education, 2011). This shows the importance which reading, and phonics in particular, has in the learners’ development concerning the HL. This shows the importance of acquiring reading and phonetic skills when learning in English as the majority of the curriculum teaching time is allocated to these core skills.

The majority of the evidence forwarded to me by teachers reflected board work, where the teachers had written work down on the chalkboard and the learners were then required to copy this into their workbooks.

In S1, the one activity (row one of “Evidence of work” in Table 4.3) which was forwarded was of interest, as it reflected a document with 16 three-letter words, with the phonic sound in the middle being omitted, and learners were required to fill in the missing letter. Of the 16 words, 6 of the words were incorrectly spelt, and one of the words was erased from the worksheet. Where a picture of a sad face was depicted, the learners had written “s i d”, and similarly where the word was meant to say “p a t” the learners had written “p i t”, which was also incorrect. The CAPS states that learners “begin to build up short words using sounds learnt such as c-a-t – cat. The assessments, in line with the CAPS (DOE, 2011) guidelines (phonics: oral and/or practical), state that at the end of term one, learners “begin to use blending words such as ‘at’ c-at, m-at, identifying the rhymes” but this does not corroborate with what was seen in the worksheet when analysed.

The learner has also incorrectly spelt “net” and “web” and had instead written “n a t” and “w a b”. This reflects the learner’s confusion with the phonetic sound and the difference between the “a” sound and the “e” sound.

A worksheet analysed from S2 (from the five documents received) reflects where the learner had written a few sentences on 5 February; however, the sentence structure was incorrect. For example, “Today is Tuesday” is broken up into two lines, as opposed to it being written on one line to reflect a complete sentence. The learner also wrote “I lik to Play”, and this is also written over two lines. One of the Grade 1 outcomes is that learners “show an understanding of punctuation when reading aloud”, thus indicating that, if they are able to understand punctuation when reading, this would also be portrayed in their writing and the learner would know how the words should be grouped together to form a sentence.

Also, S3 also forwarded me five (5) images of learners’ work where the learners had conducted three (3) letter phonics test, with C-V-C words later in the year. The test from one of the learner’s work was identified as it had 10 CVC words written on the page, and

the learner had drawn a picture to represent the word next to each of the words. On completion of the activity, the teacher had marked the work which showed the learner had spelt all the words correctly.

In addition, S3 forwarded a worksheet where a learner had written sentences. In this activity, there is evidence that the learner's awareness of punctuation had increased. The learner used capital letters, full stops, and correct spacing in between separate words.

Likewise, five images were forwarded by S4 of the work which the learners had completed, and one of the learners had drawn a picture of a pot sitting on a surface and a few sentences written beneath the picture. The few sentences below the picture described the pot, as well as what was in the pot. The sentences written reflected some correct usage of punctuation, such as using a capital letter at the beginning of the sentence, a full stop at the end of the sentence, and correct spacing between the written words.

In conclusion, the level of the learners' work in the beginning of the year (during the first term) was generally at a very low level as the evidence did not reflect learners' ability to align to CAPS guidelines, which was to build up short words using the sounds they have learnt, in addition to using correct punctuation marks where needed. This was in contrast to the fourth term where the learners' C-V-C had improved such that they were able to build three-letter words with much more correctness to achieve better results.

In addition to requesting a participant from each school to forward me evidence of a reading or phonics lesson, I also asked them to send me a copy of the lesson plan which they had followed while conducting the lesson. There was a general positive response from the participants. They forwarded me lesson plans to accompany the learners' work. They advised that they did not have formal lesson plans but instead taught their lessons based on the CAPS curriculum guidelines and the prescribed expected outcomes. They, however, did inform me of the guidelines which CAPS has indicated they teach, including the aims for the respective lessons they forwarded to me.

Alanazi (2019:167) posits that "effective teaching is a multifaceted process which needs meticulous planning, preparation and interest", and that the planning a lesson "remains a

challenging task for the teachers”. Despite lesson planning being challenging, it is of utmost importance to be aware of learners’ needs, as this will enable teachers to incorporate and prioritise them into the lesson plan, thus enhancing the effectiveness of teacher-learning situations.

Cuñado and Abocejo (2019:396) postulated that “Planning for instruction is a process of intentionally and distinctly setting up various tasks and activities to engage students in the learning environment”. In addition, teachers must be clear about what the aims of the lessons are, how they are effectively going to teach the lesson, have sufficient knowledge of learners needs “and be flexible in whatever circumstances come their way” (Ibid). Emillasari (2019:367) posits the importance of lesson plans and stated that this is the first step before the learning process can take place and it helps teachers to organise their teaching and learning processes. However, Emillasari (2019:367) further argues that despite teachers having realised the importance of drawing up a lesson plan to aid their teaching and learning process, they often experience difficulties in making the lesson plan.

According to Theme 2 (reading acquisition and comprehension), varied teaching strategies was one of the aspects which contributed to teachers’ experiences when teaching reading in a second language. In accordance, S2TB responded that she used flashcards to help teach her learners vocabulary (among others), and indicated that there are many visual teaching aids in the classroom to assist the learners (e.g. word wall, the alphabet chart, books, pictures, and sentence strips). Additionally, S1TA recommended that involving learners in the lesson plays a big role in their reading development. These teachers have shown that, although they do not have a formal written lesson plan, their awareness of the classroom dynamics and knowledge of learners’ interests assist them in the successful teaching of the lesson. Moreover, their knowledge and lesson presentation were based on previous years’ routines of teaching the curriculum at the school. Also, they produced evidence of learners’ work which confirmed that their lessons were in alignment with the CAPS curriculum guidelines. Since the CAPS curriculum provided the teachers with guidelines, they were required to structure and plan their

lesson according to learners' individual needs as lesson plans act as resources to aid their teaching process

Chizhik and Chizhik (2018:68), identify the "rational means-end" model as a method of drafting a lesson plan. This model argues that the teacher starts the planning process by identifying the learning objectives and aims of the lesson, thereafter they design the activities needed to meet these aims and objectives and, as a final step, they look at how the lesson will be assessed. The teachers' lessons, which they taught in the classrooms, followed similar structures to the "rational means-end", where they looked at what the learners were required to learn during the lesson to ensure that they had appropriate work and activities planned for the learners. On completion, it must be ensured that all the learners' written tasks are marked to gauge if the aim of the lesson was achieved.

This is supported by Kolling and Shumway (2019) who postulate that for lessons to be 'good' they must be well-planned as this provides clarity and indications of how long the lesson must be. This then provides learners with meaning resulting in their participation and interest in the lesson. However, Kolling and Shumway (2019) argued that "effective planning also includes some built-in flexibility so that teachers can respond to what they find out about their students' learning as they teach". When working on a lesson plan, teachers must be aware of learners prior learning (knowledge), what the curriculum requirements are, as well as to understand what resources and activities will best suit the educational needs of the learners. "Planning is a continual process to help you prepare both individual lessons as well as a unit of lessons, each one building on the last." (Ibid).

Although the teachers indicated that they did not plan on paper formal lessons, they do teach lessons to the best of their ability, and the absence of a formal lesson plan did not present a challenge in the teaching of reading to learners in a language which is unfamiliar to them. However, Kolling and Shumway (2019) claimed that lesson plans provide teachers with learning objectives and goals which "describe what students will be expected to learn by the end of school year, course, unit, lesson, project, or class period" and that "learning objectives are a central strategy in proficiency-based learning, which refers to systems of instruction, assessment, grading, and academic reporting that are based on students demonstrating understanding of the knowledge and skills they are

expected to learn before they progress to the next lesson, get promoted to the next grade level, or receive a diploma”.

4.6 INTERVIEW FINDINGS

The details of the participants’ ages and their years of teaching experience provide the reader with a contextual understanding of these shared experiences, as well as the ‘what’, ‘why’ and ‘how’ of strategies they have used over the years to teach reading to learners in a second Language.

Four (4) themes (Table 4.4 below) emerged from the collected data. I have also included verbatim responses of some of the participants to add value to the identified themes.

Table 4.4: The identified themes, categories, and teachers' experiences

Categories	Themes that emerged
Proficiency in LoLT	Second Language Acquisition and Development
Impact of HL on learning a second language	
Code-switching	
Daily reinforcement and development	Reading acquisition and comprehension
Phonetic awareness	
Varied teaching strategies	
Policy and curriculum documents	Roles and responsibilities
Parental support	
Teacher development	
Support provided when teaching in the classroom	

Availability/Access to resources	Factors hindering or contributing to teaching reading in the classroom
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4.6.1 Theme 1: Second Language Acquisition and Development

Participating teachers were asked to share their experiences of teaching Grade 1 learners reading in a second language. I wanted to gain an incisive insight into what the teachers’ real-life experiences were, as well as what their insights and observations when teaching reading in learners’ second language (English).

The question which I presented to the participants to gain further insight was: what are your experiences when teaching reading to learners whose home language is different from the school’s language of teaching and learning?

Seven (7) out of eight (8) teachers indicated that they had negative experiences within the classroom when teaching reading to learners in a second language. The following responses indicate this:

S1TA:

With reading I’ve been experiencing a lot of challenges because I have not experienced the challenge where the children did not understand me, it’s just that where they are all on different levels of reading, so especially with Afrikaans-speaking learners.

S1TB:

Reading is one of the most difficult aspects that I’ve had to experience as compared to maths, life skills and any other subject because in reading we teach in English, but then most kids at home they don’t speak English.

In addition to identifying the teacher’s various experiences, the following categories emerged from the various participants’ responses. The proficiency in the LoLT category elicited the following responses:

S1TA:

They (the learners) don't understand the English words that I'm actually reading to them.

S2TB:

I find we have a language barrier. That is the biggest concern.

The category on the impact of HL on learning a second language elicited the following responses:

S2TB:

When they at home they think and speak Xhosa and Afrikaans depending where they stay.

S3TA:

Also the problem is when they at home they don't speak English, so we're really battling to get them on the path to speak the language and to read.

The following responses on the category of code-switching follow:

S2TB:

Whenever I'd speak to him I'd first have to ask him in English, then code-switch to Xhosa, and then he'd respond in Xhosa. Then I'd help him to re-say it in English, and he would say it.

S4TA:

We just codeswitch to familiarise them with what the content is.

4.6.1.1 Discussion

The LoLT at the schools is English, but the schools are situated in areas where the socio-demographics of the learners show that their home languages are isiXhosa and Afrikaans. This in itself presents a challenge which leads to the inability to acquire the necessary skills for emergent literacy and immediately puts both the learner and the teacher at a disadvantage when embarking on the teaching and learning process. Since South Africa is a multicultural country which positions schools in multicultural contexts where learners are from different language backgrounds, it is understandable why learners struggle with the acquisition of a SL. This is supported by the National Policy Framework (NLPF) that posits that as a multilingual country, “A striking characteristic of multilingualism in South Africa is the fact that several indigenous languages are spoken across provincial borders; shared by speech communities from different provinces” (DAC, 2003a: 5). The school governing bodies (SGBs) have the final decision in deciding on the LoLT, and in most cases it is English, given the global market and communication perspectives. Despite Cummins’ (1979) Theory of Language Interdependence, which contends that HL is fundamental in acquiring the skills necessary to enable a learner to read in a second language, the SGBs at the selected schools have seen it advantageous in the long-term to choose English as the LoLT, as opposed to one of their community’s most common home languages.

Wagner (2018:2) stated that “In the first few years of life, early language and literacy development influences a child’s potential for future success”. The Skills developed during these early years has the ability to affect future acquisition of other proficiencies, such as languages and literacy acquisition (Ibid). This further supports the importance of how languages not only affect the teachers teaching in the class, but also how it affects the learners’ ability to learn to read in English”.

4.6.1.2 Proficiency in Language of Learning and Teaching (LoLT)

Despite the schools and the parents choosing the language of LoLT for their children and thus deciding which schools they attend, there is seldom consideration as to how this impacts the child’s ability to understand and to process the work taught to them in the chosen language of teaching and learning. The *South African Schools Act* (1996), makes provision for learners to be taught in their home language by giving the SGB the power

to determine the LoLT. However, because the decision lies with the SGBs, they more often determine the language of instruction based on the premise that the majority of the learners' home language is predominantly the "preferred" medium of instruction. To enable me to collate data which is relevant to the study at hand, I sought to interview participants from schools where the LoLT is English, despite the learners at the school predominantly speaking isiXhosa and Afrikaans as their first (home) language. The language policies (Appendix G, H, I and J) support the choice of participating schools, as they indicate that the schools have chosen the LoLT as English despite being aware of the dominant home languages being isiXhosa or Afrikaans.

Teachers are expected to teach the learners in the schools' LoLT. Below are some of the teachers' views regarding Grade 1 learners' proficiency in the LoLT:

S1TB:

Teaching reading is one of the most difficult tasks that I've had to experience as compared to maths, life skills and any other subject because reading we teach in English, but then most of the kids at home don't speak English. So when they're at home, they think and speak Xhosa and Afrikaans depending on where they stay.

S3TB:

I have Afrikaans learners coming from Afrikaans-speaking homes where there is no English and isiXhosa, where the children don't understand a word of English and for some of them it's so difficult because I cannot respond to them. Also, with the language of isiXhosa, it is a big, big problem.

S1TA also touched on the point of the language barrier, stating that because learners' home language differs from the LoLT, it takes much more time to teach the learners the work, as educators must then adapt to these learners by code-switching, where they must first try to ask the learner a question in their home language, for example in isiXhosa, then wait for the learner's answer, then translate this into English, and then say it to the learner and ask them to repeat the answer in English.

Moreover, S2TA, S2TB and S3TA agreed that the learners in their classes experienced language barriers and that this impacted the reading lessons in their classes. Furthermore, the fact that the learners are unable to speak English and do not communicate in this language at home, makes it difficult for them to learn to read in English at school. Ahmed's (2015:42) theory of second language reading and instruction posits that "in order to effectively teach a learner to read in a second language, one needs to first understand what reading is and how one develops reading skills in not only the home language, but also in the second language". This, therefore, relates to Cummins' (1979) Theory of Language Interdependence, which suggests that by using the home language as a platform to introduce the second language, learners will be able to acquire the emergent literacy skills in the LoLT by connecting to a more familiar context.

In contrast to the teachers' responses, S1TH had the view that learners are being taught words through repetition and not with comprehension, and that the learners are not being given the context in which to use the word. They, however, did not blame the teacher, but stated that the time to teach reading was just too short. In this regard, one HOD responded:

S1H:

We are depositing lots of knowledge, and words into the child's mind, but whereas the child didn't even have a chance to process whatever we taught him. So the next day when he comes back, he has forgotten everything.

4.6.1.3 Discussion

All eight (8) teachers expressed their frustrations and concerns at having to teach the learners reading in their second language. They stated that learners do not understand them when they teach them the letters and words required to start the reading process. Learners are not able to comprehend what they are being taught and this makes the teaching process that much more frustrating which adds to negative teaching experiences for the participants. Also, all the teachers mentioned, through their own individual experiences, that the learners struggle to understand and grasp the ability to start reading. This is due to their HL and the LoLT not being the same. From my experiences in teaching

Grade 1 learners, I had similar experiences with learners in the classroom, and I have observed the effect it can have on teachers' professional lives.

4.6.1.4 Impact of Home Language on learning a second language

Cummins' (1979) Theory of Language Interdependence gives a detailed explanation of the importance of teaching a learner a new language by using the home language as the foundation. This illustrates the importance that learners acquire and develop their underlying language within their own social environment; and thereafter use this knowledge to acquire a second language. If learners are proficient and confident in their home language, then they will then be able to acquire and learn a second language more confidently and with greater ease. Learners commence their scholarly journey with a foundational home language, where they have already learnt basic communication skills, and when teachers use these skills to their advantage, it can serve as a valuable asset in teaching the learners a new (second) language which promotes emergent literacy skills they need to read in Grade 1.

The question presented to the participants was: what are your experiences when teaching reading to learners whose home language is different from the school's language of teaching and learning? The following responses were elicited:

S1TA:

It's just that they [the learners] are all on different levels of reading, so especially with Afrikaans-speaking learners, they tend to struggle more because they don't understand the English words that I'm actually saying to them.

S2TA:

That is the biggest concern since children come from homes where the parents don't speak English. Then we have to teach them how to speak English and then you still have to teach them how to read.

As evidenced from the above experiences, language barriers have a huge impact on teachers' experiences when teaching reading to second language learners. The DBE

(2010:8), having implemented and established the CAPS Curriculum, have recognised that children come to school with a solid foundation of their home language. They also confirm that these children can speak it fluently, and already know several thousand words in their home language. Furthermore, the DBE (2010:8) supports the argument that “Learning to read and write in Grade 1 builds on the foundation of oral language”. The CAPS is in line with literature that points out that when children come from a home fluent in the home language, and they are introduced to a new language, they then need to start by building a strong oral foundation by hearing a lot of the simple, spoken second language (English) which they can understand in context.

Although literature has shown that by using the home language as an advantage and utilising this as the foundation for learning concepts and skills in a classroom, this is not always practical within the classrooms as S1TB provided an example (below) of it being time-consuming:

S1TB:

I'd first have to ask him in English, then code-switch to Xhosa, and then he'd respond in Xhosa. Then I'd help him to re-say it in English, and then he would say it.

The above example shows that although they do try to incorporate the home language as the intermediary when teaching reading to the learners, it can often become time-consuming which may add to the frustrations they experience as teachers. Two of the HoD's responded to the question:

S2H:

Learners' spoken language when coming to Grade 1 is not English and that this is the first time they learn reading in English (second language). Most of our learners are isiXhosa speakers and a few of them are Afrikaans speakers, showing that the learners are exposed to their second language when they go to school.

S1H:

Even when teaching the learners to read, it can be a struggle because when they read a word, they must first know what is the word all about, put it in his own language, first in his brain, and then try to make sense of what it is and what it means. But because of the time constraints before they can complete this process, they are moved on to the next word. This too can be daunting, not only for the learner, but for the teacher as well.

Teachers are required, when wanting to use HL as a foundation for teaching reading, to speak and understand the home language to enable them to teach the learners in the second language. This, therefore, led to the next category of code-switching.

4.6.1.5 Code-switching

Code-switching (CS) was one of the categories which emerged from the participants' responses during the interviews. Adel, Vu, Kirchhoff, Telaar and Schultz (2015:1) state that "the term code-switching denotes speech with more than one language". Adel et al. (2015:1) explain that "speakers switch the language while they are talking. In many contexts and domains, speakers switch between their native language and English within their utterances. This is a challenge for speech recognition systems, which are typically monolingual".

The question presented to the participants was: what are your experiences when teaching reading to learners whose home language is different from the school's language of teaching and learning? I found that the responses provided significant insight into to five (5) of the educators' experiences. The participants' responses to the question are presented below:

S1TB:

It does take up a lot of time, but it really helps because there was one child, to be specific, who couldn't speak English really well, so he would speak in isiXhosa. So whenever I'd speak to him, I'd first have to ask him in English then code-switch to isiXhosa and then he'd respond in Xhosa. Then I'd help

him to re-say it in English, and then he would say it. This is very time consuming and impacts on the teachers' lesson.

However, S1TA, S2TA, S3TB and S4TB agreed that this was a valuable method to assist learners in learning to read as it helped them to understand what the educator was saying or was trying to explain to them. The following excerpts confirmed this:

S1TA:

It really helps.

S3TB:

I am able to code-switch when it comes to Afrikaans-speaking learners. However, when having to communicate with isiXhosa learners, I ask the other learners in the class, who are able to speak the two languages. Yes, I actually had to ask some of my learners who can actually understand English and isiXhosa to help me to communicate with this one particular child who knew no English, but only spoke isiXhosa.

By using the code-switching strategy and incorporating the home language as a foundation in the learners' reading acquisition process, it helped the learners to understand what was being taught, hence positive experiences were elicited concerning the teachers' teaching processes. When the learning process improves, it assists teachers to successfully teach learners how to read in their second language.

4.6.2 Theme 2: Reading acquisition and comprehension

I gleaned data which revealed details of how the actual reading development of the learners affected the experiences of Grade 1 teachers when teaching reading in a second language. It was important to gain insight into how reading is taught, as well as the importance of participants' view concerning the teaching the Grade 1 learners to read in a second language. Below I provided a discussion surrounding the categories which emerged: reading acquisition and comprehension; phonetic awareness; daily reinforcement and development, and varied teaching strategies. These discussions were

supported by verbatim responses drawn from the interviews conducted with the participants.

4.6.2.1 Phonetic awareness

Duncan (2018: 26) defines phonemes as “the smallest unit of sound to make a meaningful difference to a word; for example, the word cat contains three phonemes /k/-/a/-/t/; (b)”. These are the vowels and consonants which learners string together to enable them to verbalise a whole word. It is not always easy for a child to voice the sounds due to various factors, which often impedes their reading development. The teacher’s dialect also affects the learners’ reading development and, in turn, their pronunciation.

The National Literacy Trust (2006:31) postulates that the Grade 1 curriculum requires that a “Grade 1 teacher must first test to see if learners know the sounds of letters”. When a teacher is aware of a learners’ understanding and level of competence regarding phonics, it will then help to prepare lessons with appropriate lesson objectives and outcomes. Phindane (2014:86) asserts that “for the acquisition of reading skills, the development of Phonological Awareness (PA) has been shown to be of fundamental importance”. Phajane (2014:477) claims that, as opposed to teaching embedded phonics or no phonics instruction, teaching phonics and phonemic awareness is a much more effective method of teaching children early reading skills.

The question presented to the participants was: what are the experiences of Grade 1 teachers when teaching reading to learners whose home language is different from the school’s language and teaching? The responses below reveal participants’ opinions:

S1TB:

I find difficulty in teaching phonics as the learners find it hard to recognise the phonics in English, as this differs from their phonics at home, making teaching phonics difficult to teach in the classroom. I’d first have to start with their phonics and it would be hard for them to recognise the phonics because the phonics in English and in Afrikaans or the phonics in English and in Xhosa are

not the same. So then trying to recognise the phonics and getting them to remember them was also another issue. And going to reading when they don't understand and remember their phonics, was even worse.

S2TA:

I started with the Jolly Phonics programme and that was a very progressive programme which was initially simple but became advanced as learners' phonetic awareness increased. Jolly Phonics has all the stages: you start with the story, then you go to the letter formation, then you read the story with them, then you go to dictating - so they learn a lot from one lesson. In the past, there had not been structure, and they had previously used 'Letterland' and had to each integrate it into their classroom; however, the Jolly Phonics programme is better and brought order to the classroom. They also use the Jolly Phonics programme every day, and by doing this they are also using repetition, which works well with the learners.

S1H:

The learners have difficulty in their pronunciation, and in learning their phonic sounds. Often the teachers themselves are second language speakers and may pronounce words differently, and this causes a problem when teaching reading. This could also impact the learner's phonetic awareness. This needs to be addressed when considering teachers' experiences in teaching reading in a second language.

In light of the above responses, it is evident that not only the learners, but the teachers themselves have some difficulty with phonics. For there to be improvement in this area, various skills and abilities need to be focused on to ensure that reading proficiency is developed in teachers and in learners.

4.6.2.2 Daily reinforcement and development

Four (4) of the participants expressed the importance of reading regularly on a daily basis, and stated that this helps the learners' reading development in their second language.

Reading different texts and exposing oneself to a variety of texts, assists in grasping contextual clues to decipher the meaning of a word which help learners to understand texts. The following were the responses to the question: what is expected of teachers when teaching reading in a language which differs from the home language?

S3TA:

It is important to learn to read so that learners can understand the other learning areas, such as Maths. You can't just answer a question if you don't understand it. When you are reading, you must read with understanding because there are questions that require answers from that passage. This is one of the fundamental aspects of reading, which is reading for meaning.

S2TB:

Children should read every day, and it should become part of the classroom routine. Every teacher, in every grade, should make time, maybe 10 minutes, for reading. When you come into the class in the morning, all of them must take their books out - we call that our reading time. That's mos educational noise they are making in the morning which will also develop a love for reading.

S4TB:

I like to do a lot of reading daily in class so that learners get used to it and it becomes a routine for them. I believe in the importance of repetition.

S3TB:

I do reading on the mat involving the whole class. After discussing the story and going over the words together, I give each child a small copy of the same book which they can take home every day. This too gives them the opportunity to continue with daily reading outside the classroom.

S1TB:

I think by the time they are done with Grade 1, I get very happy when they can at least read ten (10) pages of ten (10) sentences each without having to stop and think what this word is.

The next category looks at the various teaching strategies, which the participants have highlighted and how these affected their experiences when teaching reading in a second language to Grade 1 learners. This category has been identified from the responses received to the question: what strategies do teachers use in the classroom to teach reading when the home language differs from the LoLT?

4.6.2.3 Varied teaching strategies

Alanazi (2017:55) observes that education has evolved since the time when teachers were expected to be the centre of a lesson or read texts aloud. The modern-day teacher does not play a traditional role in the learning process, whether in class or outside it. The learner-centred approach is now dominating as it bears fruitful results. In addition, Alanazi (2017:56) states that the teacher can use various educational methods and strategies to expose learners to different learning activities that they can look forward to - this effectively achieves the prescribed subject aims “by presenting the printed material for the students by using stickers and boards, [amongst others]”. The following responses confirm this:

S2TB:

I use flashcards to help teach learners to read. There are also a lot of visuals in the classroom to assist the learners such as the word wall, the alphabet chart, reading books, pictures with flash cards, and sentence strips. This provides learners with visual cues to use as crutches when they are unable to remember how to spell a word or what context it is used in.

S1TA:

Involving learners in the lesson plays a big role in their reading development. I also ask them to stand up and sit down, and to move around in the class, and sometimes play funny games to keep the learners interested in the lesson. I

involve them actively so that it doesn't become boring when incorporating them into reading activities.

S1TB:

I use a lot of picture stories to keep learners interested by bringing in visual things that the learners like. I also use my laptop to show the learners video-clips and short story visuals, after which I ask them questions about the story.

S3TA:

I use a variety of reading techniques in the class which helps the learners who are on different levels. Not all learners are on the same academic level so as a teacher I think that using a variety of strategies like independent reading, group reading, and shared reading is actually how the curriculum wants us to teach. I also use various assessment techniques during the term to prepare learners for tests such as baseline and formal assessments in an effort to expose learners to what will be expected from them at the end of the term.

Wambiri's (2014:24) research conducted in Kenya, advocates "the need to enable children to develop interest in reading at the earliest opportunity, [which] is imperative. Interest in reading is a major benefit acquired in early childhood development". However, when teachers introduce books to the children, they must provide those which are interesting to children's real-life experiences.

4.6.3 Theme 3: Roles and responsibilities

In this theme, I identified common categories which the participants highlighted. I elaborated on the roles and responsibilities of the various stakeholders, as well as to how they affect teachers' experiences. The categories which I identified in this theme were: Policy and Curriculum Documents, and Parental Support. The question which was presented to the participants was: what type of support do you have when teaching reading to learners whose home language differs from the LoLT?

4.6.3.1 Policy and curriculum documents

The NCS identifies Reading and Phonics as one of the skills which Foundation Phase learners are required to develop in the Home Language. Jiang (2017:448) states that “English-as-a-Second-Language (ESL) learners’ skills in word reading efficiency, spelling, and oral reading fluency are closely related to reading comprehension and often affected by their phonological and orthographic processing skills”. In addition, Jiang (2017:449) states that “Cross-linguistic studies on second language (L2) reading reveal that component skills of reading such as word recognition, phonemic decoding, spelling, and oral text reading are prone to the influence of first language (L1) orthography”.

Further, the implementation of policies regarding English Language Learners (ELL) learning provided some clarification regarding the adaptation of the curriculum, since it has developed over time. Also, the various policies which are in place to assist schools that accommodate learners who want to, and are able to, within reason, learn in their mother-tongue. The following were the responses to the role of policies, and stakeholders:

S2H:

I regard the policy statements as a guideline because by using this as a continuous reference, helps the learners and improves teachers’ experiences in teaching reading in a second language.

S1H:

It’s lots of content that we need to teach the children in a very short, limited time frame. However, it is important and part of the HoD’s’ role to ensure that the teachers are compliant with the policy.

S1TB:

The CAP’s expectations are too high, and that the expectations on teachers to teach according to these guidelines are unreasonable. It doesn’t take into consideration the learners whose home language is not English, because they have more barriers to overcome than learners whose home language is

English. Regarding HL English speakers, the minute they're get home they speak in English, they think in English, they do everything in English. But these other learners have to struggle. So then it's not reasonable to expect everyone to be on the same level because then it only caters for a certain group.

S1TA:

I am not able to teach according to CAPS guidelines. I feel like when it comes to reading, it's a bit difficult for the kids, especially in our community and in our classes. It's a bit too difficult. The learners find it very challenging, especially with the range of words that they actually need to tackle every term - they struggle.

S4TA:

The authorities expect that at the end of each term the kids must pass; and that the teacher must get them from point A to point B.

S2TA:

The Department expects good results that we can't give. The CS is very strict - she expects those high marks for reading like the Model C schools.

S4TB:

One is not able to compare two schools as the learners' circumstances and parental support differ.

4.6.3.2 Parental support

Concerning parental support, I presented the participants with the question: what can be done to address the negative experiences of teachers in the classroom when teaching reading to learners whose HL differs from the LoLT? The importance of parental involvement in a learner's learning process is paramount. O'Connor and Geiger (2009:254) state that there is an urgent "need for greater parent collaboration where parents need to be informed about language acquisition and language stimulation". Further, Du Plessis and Naude (2003) agree that teachers experience challenges

regarding the quality of parental involvement and expressed concerns that parents do not support their children with additional language stimulation at home. The following responses bear testimony to this:

S2TB:

If we had more support from the parents, then the expectations would be more reasonable. The expectations can be reasonable but there's a three legged pot; it's me, the child, and the parent. I see it works together because when I give a note and I say please help this child, and when they come back, and if the child can read, then I know the parent did help. Most teachers do not receive support from learners' parents. The children go home and they come back with nothing, nothing has been done, the book wasn't even taken out of the file, nothing. Same goes with homework, worksheets, work that we give them. We send it home and then it comes back like nothing has been done or some of them would say my sister did this.

LaMont (2014:252) asserts that “vulnerable families are increasingly at risk for an ever-wider gap between reasonable economic stability with a general availability of resources, and a constant lack and need, continually facing multiple barriers to access to those resources”. This means that families and children have various factors which can impact them: mental health, homelessness, safety, health and other concerns, which are related to their basic lifestyles. Children who do not have access to reading materials at home may feel inferior to their peers and this can result in negative emotions. Also, by not having the parental support, this often leaves learners at a disadvantage as there is no reinforcement from home.

Most participants said that they would like more parental support. Learners cannot only read at school, they need reinforcement and assistance at home as well. Although parents are very busy and have other obligations, they need to make time to help their children with homework. The teachers are not able to do everything on their own since teaching-learning does not happen in isolation. One HoD added:

S2H:

We are not getting the proper support from home especially during the first term and second term - it is difficult, very difficult. I think parents must play their part, but we cannot force them. Parental support is very important for learners to be more progressive. If parents played a bigger role in the learners' reading development, then reading in SL would be achievable.

Literature has indicated that parental support is a problem, as some parents are not literate, making it difficult for parents to assist and support learners at home. They have inadequate English proficiency and would, therefore, not be able to develop and stimulate their children's learning of the English language. The following response confirmed this:

S3TB:

Some of the parents are helping, not all of them, not 100 per cent of them are helping. Most of them are helping and if they don't know the homework, they go to their WhatsApp group, because we have WhatsApp groups.

This is further supported by Kapur (2018:4) who contends that home refers to the place where the foundation for learning and education is formed; and in order to ensure that learners have positive academic outcomes, it is essential that parents encourage a learning atmosphere in the house. Kapur (2018:4) adds that "In schools, whatever problems that children go through regarding academics and other areas, they normally communicate to their parents. Parents are sources of security, encouragement and help their children in providing solutions to their problems". By using WhatsApp groups, the teachers were able to communicate with the parents who assisted their children, as well as to assist the parents when they too have difficulty in helping their children at home.

4.6.4 Theme 4: Factors contributing to teaching SL reading

The curriculum, although it instructs teachers to teach the letters as vowels and consonants, does not provide teachers with guidance as to how to teach this to the learners. Teachers therefore need support and assistance from various stakeholders to assist them in effectively teaching their learners to read in English. When I presented the participants with the question, which type of support do you have when teaching reading

to learners whose home language differs from the LoLT, the following categories emerged: support provided when teaching in the classroom, and teacher development and availability of resources.

4.6.4.1 Teacher development

The question, what can be done to address the negative experiences teachers have in the classroom when teaching reading to learners whose home language differs from the LoLT, was presented to the participants, the following responses emerged:

S1TA:

More workshops should be conducted for educators. They, as educators, were informed of workshops the previous year, and they expressed interest in attending, but they did not attend because of Covid-19 pandemic restrictions.

S2H:

I agree that teachers need more training. Furthermore, there are some teachers who struggle with the phonetic sounds of some of the letters and this can be a problem, as learners learn from what they hear and, when they hear it incorrectly, this is how they learn it.

S2TA

Educators should be encouraged to attend workshops, which are made available to them; and not relax in their language acquisition skills. You know, you go to varsity, then you just stop, and then you go for one or two workshops and you just stop there. You have to be, how can I say, updated.

S3TB

I recommend sending educators for short isiXhosa courses or workshops to enable them to communicate with learners in isiXhosa.

The implementation of policies for English Language Learners (ELL) learning highlighted the concerns expressed in The National Education Association (NEA), where it reported

teachers' frustrations at not receiving adequate professional development or in-service training as to how to teach ELLs learners. Staehr Fenner and Snyder (2017:1) highlight the importance of teacher-training and state that "due to the increased level of challenging content, it is crucial that content teachers obtain the skills necessary to support language development of ELL learners". This means that the full support of schools in preparing and providing teachers with adequate development to effectively work with ELL learners should be a top priority. Teacher-training is fundamental to foster learners' skills and knowledge, as they need to be up-to-date with not only the latest policies and curricula, but also on modern different strategies and methods used by other successful teaching professionals. This will add to their plethora of teaching techniques and assist them in varying their lessons to meet the needs of diverse learners' abilities.

4.6.4.2 Support provided in the classroom

S2TA and S2TB indicated (below) that as teachers, they do receive some support from the school:

S2TB:

The school... there hasn't been much, honestly speaking, because we the library at the bottom, but we've never been to the library.

S2TA:

The HOD is always willing to assist and provides the teachers with guidelines when the teachers struggle. The HoD assists in translating some lessons into the learners' home language when the educators are unable to explain a concept or word to the learners. The office also assists with making copies of reading materials as well as downloading information which we require to assist us in lesson-delivery. The school has also assisted in sourcing books for the teachers, and works with a Non-Governmental Organisation (NGO), that sends assistants to the school to read to the learners.

S4TA:

We share ideas and materials as Grade 1 teachers. We share so that we must do this now, so that we can be on one understanding, that our kids are doing this now. The NGO provides the educators with workshops which they say is also helping us. With help, we can teach the English lesson successfully, because they teach skills that help us a lot.

S3TB:

I appreciate the support which parents provide. They are active in their children's development. The educators correspond via WhatsApp groups and when the parents do not understand, they ask on the group, and the educators tell them how to sound out the words.

S1TB:

Teachers do not receive much support from the school itself. There hasn't been much, honestly speaking. We have a library at the school but we are not using it. The Department provides, but it has been wishy-washy because we don't have enough reading books so I have to make copies for the kids, and by the time it comes back some have spilt food or it got wet in their bags.

S4TB:

We don't really have Departmental support because we do not even have books to read. We had to buy and make copies, and when the children lose their books, we don't have books for them.

S2H:

I do not receive support from the school as a whole, but when I require assistance, the isiXhosa teacher at the school comes to my class to assist me.

S3TA:

The lack of support from my school made me to consider to enrol for additional courses at my own expense own to cope with the reading challenges I experience in the classroom concerning language barriers.

Regarding the support, or lack thereof, the educators provided insight regarding teaching reading in a second language in their respective schools. However, when considering support, one must also consider the availability and access to resources which teachers need to assist them in teaching reading to learners in a second language. The availability and access to resources will be discussed in the following sections.

4.6.4.3 Availability and access to resources

The following responses from the participants exposed the deficiencies in the availability and access to resources:

S2TA:

Getting proper reading books and reading materials has been very hard.

S2TB:

Amongst myself and my colleagues, we share our resources. In sharing resources with one another, we get to assist one another in areas where we experience difficulty in teaching reading to the learners in their second language. Although we do receive some resources from the school, but unfortunately because the numbers in classes are so big, the books are not enough for all the learners.

S3TA:

As a teacher you make it, so you can say I bought it and made it. This shows our creativity and resourcefulness. Despite shortcomings at our school, we are proactive and, instead of not having anything, we made and bought her own resources in an effort to ensure learners' success in reading development in the second language.

S1TA:

I use picture-stories uhm... magazines to try and bring in things that they've seen before and bring it into the class. I use videos and tapes.

S2TB:

School has a resource centre which is used a lot. They have different books which were donated to us by an NGO. The resource centre has a variety of books that it almost resembles a small library.

Five (5) of the teachers who were interviewed expressed their frustrations at not having sufficient resources, and although they did receive some assistance from the school, the Department, and various NGOs; unfortunately, they were insufficient to ensure reading success, which they aimed to achieve. There is still a shortfall of reading materials in the classrooms. The PIRLS (2011) Report states that “textbook content is crucial to ensure learners’ reading literacy progression” (Van Staden and Bosker, 2013) and that it is important to monitor the quality of the textbooks, workbooks and worksheets, as well as to ensure that there are sufficient resources for all the learners. This report proves that “teachers have reported being grossly disadvantaged by lack of resources due to problems experienced with provision of textbooks and learning materials” (PIRLS, 2011).

4.7 CHAPTER SUMMARY

This chapter (4) presented the analysis of data that was collected in an attempt to answer the research questions that guided the study. There were no adjustments made from the data which was collected from the participants, as it was presented and recorded verbatim. Data was elicited according to the responses to the questions which were asked during the interviews. The purpose of the study was to investigate the Grade 1 teachers’ experiences when teaching reading to SL learners. The data obtained was insightful and provided a lens as to what teachers’ experienced within the SL classroom, which also informed the researcher about what strategies were applied to effectively teach reading to these SL learners. The data confirmed that all the teachers had similar experiences: they had difficulty in teaching the learners to read in a language which was unfamiliar to them; and specifically the teaching of phonic skills required to read in English. The teachers also indicated that they had similar experiences concerning the lack of teaching resources, materials, and support regarding the teaching of reading to Second Language learners in the classrooms. The next chapter (5) outlined the interpretation of the data,

included the summary, and presented the conclusions, limitations, and recommendations.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

In this chapter (5), I presented a summary of the research findings, the conclusions, the limitations, the recommendations, and implications for further research. I also indicated the similarities and the differences between the respondents. Discrepancies and similarities between the literature and the data analysis, were also mentioned.

5.2 SUMMARY OF RESEARCH FINDINGS

The study sought to answer the research question: How do Grade 1 teachers' experience teaching reading in the learners' second language?

Mkhize and Balfour (2017:133) stated that "Despite the fact that the majority of people in South Africa speak languages other than English and Afrikaans, these languages – English, in particular, and Afrikaans, to a lesser extent – continue to dominate official public domains". This implies that a minority of the learners within South Africa speak English as their Home Language (HL). However, despite this, it is still the preferred Language of Learning and Teaching (LoLT) amongst the selected schools.

The findings of this research study were compiled by analysing the sub-research questions listed in section 1.4.

Table 5.1 below presents a summary of the themes and categories based on the collected and analysed data from interviews and document analyses. Table 5.1 also provides an outline of the information from literature, policies and curriculum documents which were analysed and categorised during the research process.

Table 5.1: Findings elicited from the interviews

Theme	Category	Support from literature/policy and curriculum documents	Findings
Second Language Acquisition and Development	Proficiency in LoLT	Ahmed’s theory of second language reading and instruction (2015) argues that “in order to effectively teach a learner to read in a second language, one needs to first understand what reading is and how one develops reading skills in not only the home language, but also in the second language.	When learners do not understand the LoLT, they are not able to acquire the skills necessary to read in English in Grade 1
	Impact of Home Language on learning a Second Language	Cummins (1979) Theory of Language Interdependence	For learners to acquire the necessary literacy skills in a second language, they need to have a solid foundation of their home language.

	Code-switching	This category emerged from the data collected	Teachers who have an understanding of learners' HL have greater advantage by using code-switching in the class to help learners comprehend the SL.
Reading Acquisition and Comprehension	Daily reinforcement and development	CAPS: NCS (Curriculum and Assessment Policy: National Curriculum Statement); Reading as a process	The five components of teaching and reading which teachers are meant to implement in the classroom "need to be taught explicitly and practised on a daily basis".
	Phonetic Awareness	CAPS: NCS as referred to in Reading as a process	NCS identifies Reading and Phonics as skills which Foundation Phase learners are required to develop in the Home Language
	Varied Teaching Strategies	Spaull (2013) in (c.f 1.6.) Literature Review	Educators are not familiar with method's of teaching reading which may be suitable to the learning approach of all learners.
Roles and Responsibilities	Policy and Curriculum Documents	CAPS: NCS	
	Parental Support	Du Plessis and Naude (2003) state that	"Parents do not support their children with additional

		teachers experience challenges concerning parental involvement.	language stimulation at home”
	Teacher Development	Implementation of policies regarding SLA/ELL learners	CAPS is the curriculum which is currently being used by the DoE, and has been implemented within the schooling system
Factors hindering or contributing to teaching reading in the SL classroom	Support provided when teaching in the classroom	Prinsloo and Heugh (2013) drafted a policy which recommended an increase in teacher-training sessions to ensure effective teaching practices.	Recommendations made to improve language achievement among South African learners: improving teacher-training and development, school management, District support, provincial literacy and language development strategies, and national policies
	Availability/Access to Resources	Van Staden and Bosker (2013) compiled the Progress in International Reading Literacy Study (PIRL 2011) report which stipulates that textbooks, workbooks and worksheets are still	“textbooks, workbooks and worksheets are still the most prominent resources used in classrooms and that textbooks are a key reading material resources for use in the classroom by teachers who teach learners whose HL differs from the LoLT”.

		predominantly used as teaching resources	
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In the following paragraphs, I presented my key findings by utilising the research questions:

5.2.1 How are teachers prepared for teaching reading in the second language?

This research question and the sub-questions were answered by referring to the participants' responses during the interviews.

5.2.1.1 National language policies and curricula

Policies and curriculum guidelines are supposed to pave the way to understand and implement subject content. However, the CAPS document was not clear and vague on how this should be executed. All eight (8) participants reported that they found CAPS to be problematic to follow and emphasised the difficulty they experienced to implement it in their lessons. The NCS identifies Reading and Phonics as skills which Foundation Phase learners are required to develop in the Home Language. Although it provides guidelines as to what learners are required to develop, it often becomes daunting for educators, especially when the learners do not understand what they are being taught in the LoLT. They are required to work with a document which has been developed as a general guideline, where all learners, despite their socio-cultural demographics are expected to progress academically. Thus, teachers' negativity developed because CAPS is not clear on languages, especially teaching in a second language.

5.2.1.2 Lack of resources

The availability and judicious utilisation of relevant teaching-learning materials is of the utmost importance to achieve high performance in classrooms. The shortage of textbooks illustrates the practical problems faced by the South African Government to adequately resource schools. This is a problem which was identified in all four (4) schools where I

conducted interviews. Moreover, prescribed books for reading were insufficient, so photocopies had to be made for the learners; hence, this hampered the preparing and delivery of lessons in SL reading.

5.2.2 Challenges Teachers Experience when Teaching Reading to SL Learners

5.2.2.1 English language proficiency

Teachers expressed their concerns that having to teach reading in a second language is much more difficult than having to teach learners any of the other core subjects, such as life skills and maths. Learners are not proficient in the second language (English), and that they had not been exposed to this language prior to commencing their foundational learning in Grade 1.

To exacerbate the situation of teaching reading in SL, some teachers are not English speakers, and struggle to communicate in English, let alone teaching via the medium of English. However, the schools which were selected adopted English as their language of teaching and learning, despite the socio-demographics that the majority of the learners' HL being Afrikaans or isiXhosa. Such a decision by SGBs may have been taken in consideration of the greater vision of being prepared for global economics and communication since English is an international language. Hence, code-switching, which may not be the ideal way of teaching a SL, helps to make learners understand words and sentences which prepares them for the next Intermediate Phase of schooling where English is used more frequently.

5.2.2.2 Teacher development

The ongoing professional development of teachers is critical to upgrade their knowledge and skills in an ever-evolving international educational environment. For instance, some teachers have similar problems in speaking English to that of the learners, such as problems with their pronunciation, which is most times imbibed by the learners, and often impedes SL reading development.

Although teachers are *au fait* with numerous learning theories and are taught various teaching strategies during their educational journey in acquiring their credentials in becoming Grade 1 teachers, this should not be the end to a means; but instead teachers should continue with self-learning to expose themselves to modern techniques of teaching SL reading, in addition to acquiring assistance from experts in English to better their pronunciation and other basic reading skills in English. Additionally, by attending workshops and seminars, exposure to ‘English’ environments could possibly assist in addressing language barriers experienced when teaching reading to our learners in a second language. The DoE should consider teachers’ frustrations at not receiving adequate professional development or in-service training on to how to teach ELLs learn – it is crucial that they too play their part in intensifying the implementation of professional development programmes to uplift the quality of teaching reading to SL learners in English.

5.2.3 Addressing Challenges of Teaching Reading in a Second Language

By assisting one another and sharing teaching strategies, lesson plans and resources, teachers attempted to address some of their challenges collaboratively as opposed to dealing with them in isolation. Grade 1 teachers congregated to assist and advise one another especially in areas of need. Also, they resorted to peer-teaching as a strategy to address the language barrier challenge in the classroom. Moreover, the learners whose HL was English, translated for the learners who did not understand English words and their pronunciation. In other words, often when teachers are not proficient in a second language, and are unable to approach their peers, they can instead approach their learners for assistance in interpreting and contextualising a text for other learners. Moreover, parental support and WhatsApp groups helped to alleviate some challenges.

Lastly, by involving the stakeholders (e.g. HoD’s and subject-advisors) in the learning process (when possible) ensures that experiences become less challenging, more positive, and productive in teaching the SL learners to read in English.

5.2.4 Addressing Learners' Different Levels of SL Reading Progression

5.2.4.1 Differentiating teaching strategies

For the acquisition of SL reading skills, the development of Phonological Awareness (PA) is of crucial importance. For example, *Jolly Phonics*, if used on a daily basis, is a very valuable programme which starts from the simple and becomes more advanced as a learner's phonetic awareness increases. Participants indicated that the *Jolly Phonics* programme was superior and instilled order in the classroom. The *Jolly Phonics* programme uses repetition as a learning style, which benefits the learners at this stage of their learning in a second language.

Furthermore, teachers must be aware of and assess their learners' different levels of progress, and group them accordingly which will assist in identifying learners' abilities, strengths and weaknesses, especially if learning difficulties are present.

Additionally, teachers need to implement the ideas and strategies they imbibe at training and development sessions, by adapting them to suit the learning abilities of their learners. This will cultivate an environment where learners feel more comfortable and motivated to learn in the second language, English. Also, when teachers gain insight into their learners' abilities, it will assist in providing direction for lesson planning including the learning aims for the SL reading lessons.

Pursuing innovative ways of formal and informal assessing during the term, provides teachers with knowledge as to learners' levels of understanding which helps them to identify any weaknesses or difficulties which the learners may still be experiencing during the SL reading and phonics lessons. Moreover, the achieving of learning outcomes by presenting the printed materials by using stickers, boards or pictures (among others) is possible. Also, involving learners in the lesson plays a big role in their reading development as fun-filled games and role-play activities hold learners' interest in the lesson; hence, teachers have to transition to teaching strategies which incorporate movement and the fun-element into lessons. Further, the lesson aims must be realistic and grounded into the core of the lesson in a more appealing way. By adapting the lesson to appeal to the learners' interest, teachers are able to teach learners concepts by making

learning fun and interactive so that learners are motivated to grasp what is being taught. For example, by asking the learners to write a few sentences about themselves, and allowing them to draw their own pictures to represent their narratives, the teachers have afforded the learners the opportunity to meet the lesson aims. Utilising a word-picture dictionary or word-wall can also create interest in learning a second language.

Lastly, children must be motivated to develop interest in reading at the earliest possible opportunity in life. Interest in reading is a major benefit acquired in early childhood development, hence parents must create a reading-friendly environment at home to stimulate the love for reading at an early age. When teachers introduce books to the children, they need to give the learners books which they (learners) have an interest in. Video-clips and stories in English grab children's attention which fosters a love for reading in a SL.

5.2.5 Systems to Support the Teaching of Reading in a Second Language

Some support from the school, the HoD in particular, provides the teachers with guidelines when challenges arise in teaching SL reading. The administration office personnel also assist in the photocopying of reading materials and downloading information for lessons. The school assisted in sourcing books for the teachers as well as engaging an NGO to send assistants to read to the learners, and to provide learning resources.

Additionally, teachers had their own collegial support structure; they often sat together and brainstormed ideas. Parents also provided some support when assistance was required. Further, policy-guidelines, in the main, provided teachers with direction in teaching learners a second language. Staehr Fenner and Snyder (2017:2) argue that teachers should not be the only ones involved in the teaching and learning process of ELL learners. Teachers should have the full support of the whole school and through positive relationships with other stakeholders it "can strengthen the learning environment and learning experiences for ELL students" (Ibid).

5.2.6 Strategies to eliminate teachers' negative experiences when teaching reading in the LoLT?

It was emphasised that smaller classes result in effective teaching as it creates more time to devote to each child's challenges. Also, more parental involvement can reinforce skills learnt at school. Moreover, in-service training and regular professional development sessions (including practice in the handling of new technology) regarding teaching in a second language, need to be set up. Further, reading must be done in the classrooms on a daily basis at a specified time as this will encourage learners to want to read in English, which may involve them to also read aloud.

5.3 CONCLUSIONS ARISING FROM FINDINGS

I arrived at the following conclusions emanating from the challenges that teachers experienced as revealed in the data that was analysed:

The challenges were multidimensional:

- I. Educators had to code-switch to assist learners in meaning-making.
- II. Overcrowded classes, ill-equipped classrooms, and insufficient resources impeded learning.
- III. The absence of formal lesson-plans impacted negatively on lesson-delivery.
- IV. The lack of support from the parents stifled the reading proficiency of learners in English.
- V. The Department of Education (DoE) did not offer sufficient training.
- VI. Learners had difficulty in differentiating the phonics sounds in reading lessons.
- VII. Learners encountered difficulties with everyday C-V-C words.

5.4 RESEARCH CONCLUSIONS: AN OVERVIEW

The purpose of the study was to investigate teachers' experiences when teaching learners to read in a second language. In line with this aim, the objectives were to interview selected participants and to find out from them, first-hand, what their experiences were in the classroom, including the effectiveness of various support structures and teaching strategies which they used in the classroom to ensure that learners received quality reading lessons in line with curriculum expectations.

From the interviews, I was able to conclude, that teachers within the same demographic and social surroundings were experiencing similar challenges in the classroom. Despite some attempts from the school to assist them with resources, teachers did not have adequate materials to effectively teach learners to read in their second language due the schools' financial plight. Hence, teachers resorted to making their own resources or having to improvise to try and make the lessons interesting and as effective as possible.

On requesting for lesson plans, the indications were that they did not utilise formal lesson plans; this was a concern in the planning of lessons and lesson-execution. The utilising of lesson plans contributes in providing teachers with more positive experiences, as they could use them as reference during a lesson when they are presented with challenges.

Furthermore, the DoE must arrange more training sessions for teachers as additional continuous development opportunities will help them to adapt to changing times, and have a better understanding of learners' home language. The participants indicated that they were left to their own devices and resorted to asking colleagues, or even in some cases, other English-speaking learners to assist them in communicating with those learners who are not proficient in the LoLT, and where the teacher is not proficient in the learner's Home Language.

The teachers expressed their frustrations at not being able to effectively teach the learners to read due to numerous factors which they highlighted in their interviews. They further indicated that the learners do not have parental support and exposure to the second language at home, despite parents being the ones who placed them in schools where the LOLT is English. Teachers expressed their concern that parents, due to their inability to understand the LoLT themselves, are unable to assist their children, even if

they have the desire to assist them. Unfortunately, the demographics, the socio-economic environment, and culture of the community are not favourable to grasp the importance of the LoLT.

5.5 LIMITATIONS OF THE STUDY

Due to the Covid-19 pandemic restrictions I was unable to conduct classroom lesson observations as initially intended. Hence, I requested participants from each of the selected schools to provide me with evidence of learners' work, which I compared to the curriculum guidelines and previous literature. Also, there were limitations which arose in obtaining data from the identified schools as interviews had to be conducted after contact teaching time in large, open plan venues which prevented me from going into the teachers' classrooms to view their classrooms and to make field notes of what resources they had in their classrooms to aid their reading lessons. Additionally, the World Health Organisation's (WHO) stipulations prevented me from approaching the schools within the timeline set to collect data, as a result this prolonged the time for collection and analysis of data.

Lastly, as my study was only conducted within the Buffalo City Metropolitan in East London, the research findings were only applicable to the one District and can therefore not be generalised to other Districts.

5.6 IMPLICATIONS AND RECOMMENDATIONS

5.6.1 Practice

It is suggested that teachers continue to develop their teaching strategies and adapt them according to the learners' abilities. Varying the teaching method's to suit learners' different interests, may motivate them to develop a desire to learn in the second language (English).

5.6.2 Departmental Level

More workshops organised by the DoE are necessary to upgrade teachers' knowledge and skills to enhance performance in reading in a second language (online workshops could be arranged to adhere to Covid-19 protocols). The *Jolly Phonics* programme is beneficial, and should be more widely used as it assisted learners with their phonics development and reading comprehension.

More importantly, educators cannot be expected to teach learners to read in a SL language when they themselves are not proficient in the language of English; hence, this anomalous situation needs to be remedied by the DoE (and other role-players) who should introduce introductory English literacy classes to educators who are unfamiliar with the language.

5.6.3 Community Involvement

The school should become more proactive in the community and engage the various stakeholders to assist in combating the challenges regarding teaching reading as a SL in Grade 1 classes. Platforms should be established to express concerns and difficulties which could lead to constructive dialogues, conversations and debates resulting in problem-solving processes to unearth innovative strategies to assist one another, especially learners with SL reading challenges.

5.6.4 School Support

The school needs to be more supportive towards the educators and do everything in its power to provide resources and teaching-aids to assist in creating a productive classroom. The school also needs to arrange regular contact sessions with the parents and the community to engage and encourage them to become involved in the development of the school, and in their children. Lastly, the HoD's must provide a schedule for professional development workshops, especially in consideration of the gaps in knowledge and skills observed during their monitoring and supervision of teachers.

5.6.5 Policy

Policy (DoE, SASA, 1996) states that the schools' LoLT is to be determined by the School Governing Body (SGB). As the identified schools have chosen English as their LOLT, despite the majority of the learners' home language being English or Afrikaans, it is recommended that in order to assist the educators, it would be advantageous to organise more literacy workshops on learners' home languages (English and Afrikaans) to broaden their language base. Lastly, the DoE should conduct a thorough investigation concerning the reluctance of the implementation of second language policies at schools within the Buffalo City Metro area; and based on this information, the school, the DoE, and the community, need to become more involved in the SL reading programmes at schools.

5.7 FURTHER RESEARCH

This study on *Teaching Reading in Learners' Second Language: Grade 1 Teachers' experiences in primary schools of East London*, has possibly opened up opportunities for several other aspects of SL reading to be further investigated, and some of them are:

- I. How further training and development will positively impact educator's ability to teach reading to second language learners;
- II. What are the various reading strategies used in best practice, which results in effective and positive reading outcomes in a second language; and
- III. The importance of parental involvement in learners' reading development in a second language from a young age.

5.8 CONCLUSION TO THE STUDY

This chapter (5) presented the findings, the limitations, the conclusions, opportunities for further research, and recommendations of the study. The research conducted found that

the teachers' experiences in the classroom were adversely affected by the language barriers exacerbated by the lack of support and unavailability of resources; however, due to the participants' powers of flexibility, they created their own resources to gain positive experiences. The determination and desire to continue with the improvement of teaching reading to learners in a SL language shows that there is hope for the South African education system. However, it is envisaged that all stakeholders come on board to collaboratively inject positive influences and more productivity into classrooms such that learners would have a solid reading foundation in English, which will enhance their future prospects in a global society.

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APPENDICES

Appendix A: Ethical clearance certificate

UNISA

UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2020/04/08

Ref: **2020/04/08/42182611**

Name: Mrs JH ADAMS

Student No.: 42182611

Dear Mrs JH ADAMS

Decision: Ethics Approval from
2020/04/08 to 2023/04/08

Researcher(s): Name: Mrs JH ADAMS
E-mail address: 42182611@mylife.unisa.ac.za
Telephone: 083 226 1627

Supervisor(s): Name: Dr M Machaba
E-mail address: machabmm@unisa.ac.za
Telephone: 012 429 4819

Name: Dr MR Modise
E-mail address: modismr@unisa.ac.za
Telephone: 012 429 2269

Title of research:

**Experiences of Grade one teachers when teaching reading to learners w
Language is different from the Language of Teaching and Learning**

Qualification: MEd Early Childhood Education

Thank you for the application for research ethics clearance by the UNISA College
Ethics Review Committee for the above mentioned research. Ethics approval is
the period 2020/04/08 to 2023/04/08.

2. The researcher(s) will ensure that the research project adheres to principles expressed in the UNISA Policy on Research Ethics.
3. Any adverse circumstance arising in the undertaking of the research relevant to the ethicality of the study should be communicated to the UNISA College of Education Ethics Review Committee.
4. The researcher(s) will conduct the study according to the methods set out in the approved application.
5. Any changes that can affect the study-related risks for the research, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be communicated to the Committee in writing.
6. The researcher will ensure that the research project adheres to national legislation, professional codes of conduct, institutional and scientific standards relevant to the specific field of study. Adherence to South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's Act no 38 of 2005 and the National Health Act, no 61 of 2003.
7. Only de-identified research data may be used for secondary research in the future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires ethics clearance.
8. No field work activities may continue after the expiry date of the application. Submission of a completed research ethics progress report with a new application for renewal of Ethics Research Committee approval.

Note:

*The reference number **2020/04/08/42182611/06/AM** should be cited in all forms of communication with the intended research participants, as approved by the Committee.*

Kind regards,

Appendix B: Language Editing Certificate

590 Miami Road
Hibberdene
KZN
4220
Cell: 0842648401
brian.naidoo25@gmail.com

**PROFESSIONAL
LANGUAGE
EDITING SERVICES**



*STRIVING
FOR
EXCELLENCE*

Brian Naidoo (BA Hons English; BA Hons TESOL; BEd Hons.
BA- English major; Univ. Dip. in Ed.[English special]; UCT Cert. in
Legal and Business Writing; UCT Cert. in Copy-Editing; MA Coursework in Research. UFS Assessor's Cert; Unisa
Counselling Certificate; Umahsi Evaluator of Schools.

**SPECIALISING IN THE LANGUAGE EDITING OF THESES, DISSERTATIONS, JOURNAL ARTICLES,
PROPOSALS, POLICIES AND PUBLICATIONS.**

CERTIFICATE FOR LANGUAGE EDITING A DRAFT MASTER'S MINI-DISSERTATION

**TEACHING READING IN LEARNERS' SECOND LANGUAGE:
GRADE 1 TEACHERS' EXPERIENCES**

JONI HILARY ADAMS
Master's in Education
UNIVERSITY OF SOUTH AFRICA

TO WHOM IT MAY CONCERN

This certificate confirms that the above-mentioned student submitted her draft master's mini-dissertation to me for language-editing, which included correcting in-text citations and the mistakes in the list of references. This was duly edited by me and sent back to the student for revisions as per suggestions from me. I make no claim as to the accuracy of the research content. The text, as edited by me, is grammatically correct. After completion of my language editing, the student has the option to accept or reject suggestions/changes prior to re-submission to the supervisor who will check the content and instances of plagiarism, if any.

B. Naidoo ID: 5606255134081 DATE: 22/02/2022

Professional
EDITORS
Guild

Brian Naidoo
Associate Member
Membership number: NAI001
Membership year: March 2021 to February 2022
084 264 8401
brian.naidoo25@gmail.com
www.editors.org.za

THANK YOU FOR YOUR SUPPORT

Appendix C: Letter of approval to conduct research at schools in East London



CORPORATE PLANNING MONITORING POLICY AND RESEARCH COORDINATION
Steve Vukile Tshwete Complex • Zone B • Zwelitsha • Eastern Cape
Private Bag X0032 • Bisho • 5605 • REPUBLIC OF SOUTH AFRICA
Tel: +27 (0)40 808 4537/4773 • Fax: +27 (0)86 742 4942 • Website: www.ecdoe.gov.za

Enquiries: B Pamla

Email: bbalwa.pamla@ecdoe.gov.za

Date: 01 October 2020

Mrs. Joni Hilary Adams (Van Heerden)

102 Boeing Road

Buffalo Flats

East London

5201

Dear Mrs. Joni Hilary Adams (Van Heerden)

PERMISSION TO UNDERTAKE A MASTERS RESEARCH: EXPERIENCES OF GRADE ONE TEACHERS WHEN TEACHING READING TO LEARNERS WHOSE HOME LANGUAGE IS DIFFERENT FROM THE LANGUAGE OF TEACHING AND LEARNING (LOLT)

1. Your application to conduct the above-mentioned research involving five Public schools in the Buffalo City Metropolitan of the Eastern Cape Department of Education (ECDoE) is hereby approved based on the following conditions:
 - a. there will be no financial implications for the Department;
 - b. institutions and respondents must not be identifiable in any way from the results of the investigation;
 - c. no minors will participate;
 - d. it is not going to interrupt educators' time and task;
 - e. the research may not be conducted during official contact time;
 - f. no physical contact with educators and learners, only virtual means of communication should be used and that should be arranged and agreed upon in writing with the Principal and the affected teacher/s;
 - g. you present a copy of the written approval letter of the Eastern Cape Department of Education (ECDoE) to the Cluster and District Directors before any research is undertaken at any institutions within that particular district;



Appendix D: Consent Letter To Participants In The Study (Grade One Teachers)

102 Boeing Road

Buffalo Flats

East London

5201

12 October 2020

Dear Prospective participant

REQUEST FOR YOUR PARTICIPATION IN THIS RESEARCH

Title: Teaching Reading in Learners' Second Language: Grade One Teachers' Experiences

I, Joni Hilary Adams, am doing research under the supervision of Dr M. M. Machaba and Dr M. R. Modise, lecturers in the Department of Early Childhood Development at the University of South Africa. I am studying towards the degree, Master's in Education.

The purpose of this study is to investigate the experiences of teachers when teaching reading to Grade1 learners whose Home Language is different from the school LoLT. You are invited because you are a Grade 1 teacher at a school in the Eastern Cape, where the medium of instruction is English, and the learners' home language differs from the school's LoLT. I obtained your contact details from the school principal, as I approached the Department of Education first to request permission to interview educators at the

schools and thereafter approached the school Principals for further permission. You are one of the chosen participants from the selected schools to be observed and interviewed by the researcher. The researcher will be interviewing 2 teachers from each of the sampled schools as well as the HOD of the respective department.

You will then be required to avail yourself during one of your reading lessons to allow the researcher to observe your reading lessons for the duration of the period allocated to the reading lesson. The researcher will also enquire about your availability after contact time for the individual interview on the date that you agree to. The interview will be recorded by using an audio-tape recorder in order to capture all the information, as taking notes only may possibly lead to the omission of some important information. The questions which the researcher will be asking are attached to this letter as an effort to provide you with clarity on the direction and line of questioning.

Participating in this study is voluntary and you are under no obligation to participate. If you do decide to participate, you will be given this information sheet to keep, and be asked to sign a consent form. You are free to withdraw at any time during the research process without giving a reason, and without being disadvantaged in any way.

By being a part of this study, the participant will make known both their positive and negative experiences which will be shared amongst teachers and the researcher hopes to make suggestions that will address the challenges. This will possibly assist other educators in the strategies they can utilise in the classrooms to accommodate and support these learners.

There are no negative consequences involved in this research. All information is treated as strictly confidential and 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 be recorded anywhere and no one will be able to connect you to the answers you provide.

Your answers will be given a code number or a pseudonym and you will be referred to in this way in the data, any publications, or other research reporting methods, such as conference proceedings.

Your answers may be reviewed by people responsible for ensuring that the research is done properly, including the transcriber, external coder, and members of the Research Ethics Review Committee. Additionally, 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.

Hard copies of your answers will be stored by the researcher for a period of five years in a locked safe at the researcher's residence at 102 Boeing Road, Buffalo Flats, East London for future research or academic purposes. Electronic information will be stored in a password-protected e-file. Future use of the stored data will be subject to further Research Ethics Review and approval, if applicable. Hard copies which are not needed will be shredded and all electronic copies will be permanently deleted from the hard drive of the computer through the use of a relevant software programme.

If you would like to be informed of the final research findings, please contact Joni Adams on 083 226 1627 or email joniadams5@gmail.com or 42182611@mylife.unisa.ac.za. The findings are accessible for 2 years after the date of publication. Should you require any further information or want to contact the researcher about any aspect of this study, please contact Joni Adams on 083 226 1627 or email joniadams5@gmail.com or 42182611@mylife.unisa.ac.za.

Should you have concerns about the way in which the research has been conducted, you may contact the researcher's Supervisor, Dr M. M. Machaba on the email address

Machabmm@unisa.ac.za or Dr M. R. Modise at modismr@unisa.ac.za or on 012 429 2269.

Thank you for taking time to read this information sheet, and for agreeing to participate in this study.

Yours faithfully



Signature (Joni Hilary Adams)

CONSENT TO PARTICIPATE IN THIS STUDY (Return slip)

I, _____ (participant's 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.

1. I have read (or had it explained to me) and understood the study as detailed in the information sheet.
2. I have had sufficient opportunity to ask questions and am prepared to participate in the study.
3. I understand that my participation is voluntary and that I am free to withdraw at any time without penalty.
4. 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.

5. I agree to the recording of the interviews, which will be conducted on a one-on-one basis.
6. I have received a signed copy of the informed consent agreement.

Participant's Name and Surname (print) _____

Participant's Signature and Date

Researcher's Name and Surname (print) Joni Hilary Adams



Researcher's signature

Date

Appendix E: Consent Letter \To Principals

102 Boeing Road

Buffalo Flats

East London

5201

12 October 2020

Aspiranza Primary School

Dippenaar Circle

Buffalo Flats

East London

5201

Dear Dr Clyde Adams

REQUEST TO USE YOUR SCHOOL AS A RESEARCH SITE

Title: Teaching Reading in Learners' Second Language: Grade 1 Teachers' Experiences

I, Joni Hilary Adams, am doing research under the supervision of Dr M. M. Machaba and Dr M. R. Modise, who are lecturers in the Department of Early Childhood Education at the University of South Africa. I am studying towards a Master's degree in Education at the University of South Africa. I have applied to the Ethical Committee of Unisa, as well

as to the Department of Education to conduct research in a study with the above title and have received both letters of authorisation to proceed with my research (please see additional email attachments).

One of my data collection tools is interviews and I, therefore, request permission from you to conduct research at your school by interviewing 2 educators in Grade 1 and the Head of Department in charge of this grade. I will also be utilising observation as another method, and I request your permission to observe one of your Grade 1 teacher's reading lessons to further enrich my data collection so as to provide me with an opportunity to view the experiences which they have in the classroom while conducting their reading lessons.

I will ensure that all COVID-19 safety regulations are adhered to during these interviews to protect the safety of the participants and the schools, where the interviews will take place.

UNISA has provided each researcher with a toolkit with the following guidelines to ensure the safety of the researcher(s) and participant(s):

1. Do not proceed with the intended contact data collection visit or meeting if the researcher and/or participant is feeling unwell.
2. Telephonic pre-screening before the visit is advised, as well as keeping a register of participants that were involved in face-to-face data collection activities.
3. The researcher and members of the research team must also be screened before any human participant contact. Keep evidence of the screening data signed by a witness.
4. Useful Covid-19 guidance is provided on the Department of Health WhatsApp group +27 60 012 3456.
5. When the visit can go ahead, please be mindful of the following procedures:
 1. Wearing an appropriate cloth mask. Do not touch your face and advise the participants to do the same.

2. The researcher has to ensure that the research team and participants have masks and sanitizer.
3. In specific contexts, it will be essential to handout sanitiser and sealed cloth masks to the participants
4. If possible, do a pre-screening by measuring the participants' temperature (including those of the researcher) and ask questions that were not included in the telephonic pre-screening.
5. Keep a physical distance of 2 meters;
6. Sanitize hands with 70% alcohol-based sanitizer or wash with soap and water for at least 40 seconds before commencing any activities.
7. Sanitize all surfaces before commencing activities and again before leaving.
8. Avoid the exchange of paper between participants and researchers, unless the use of paper is ethically or scientifically justified.
9. Use disposable gloves with the handling of hard copies of documents, put it in a paper envelope, and store it away. Researcher and participants to remove the gloves or sanitize your hands since the novel coronavirus can reside on paper for up to 3 days.
10. Store documents for a minimum of 3 days before taking them out.
11. The risk of contagion during the use and exchange of pens, digital devices, smartphones, and tablets must be considered and mitigated. Please refer to the links below, how to clean these devices.
12. No food may be shared. Pre-packed, sanitized items such as chips or water could be handed out if necessary.

The researcher has also taken additional precautions by attending online webinars to ensure that all the above precautions are understood and adhered to. One of these is an online course which the researcher did through the World Health Organisation (WHO) on

22 June 2020 for Emerging respiratory viruses, including COVID-19: metHoD's for detection, prevention, response and control where the researcher attained 91%. In addition, the researcher also attended a Webinar hosted by HWSETA (Health and Welfare Sector Education and Training Authority) and WITS Health Consortium on 14 July 2020 for further clarity on "Health and Safety in schools and the COVID-19 Pandemic", please see attached both certificates of attendance for your perusal.

The benefits of this study are that the teachers will receive support on the identified reading challenges that they might be experiencing. There will be no potential risks that teachers will be exposed to. There are no reimbursements or any incentives for participation in the research. Feedback procedure will entail the researcher providing each respondent with a copy of the document (electronically) to enable him/her to read through the interview transcripts and check for any discrepancies and, in turn, inform the researcher. The respondents will be given an opportunity to ask the researcher follow-up questions and to explore any further areas of interest pertaining to the research.

Participants will also be provided with the researcher's contact details. Participants will be assured of anonymity at all times. In addition, the researcher will also ensure that she takes a COVID -19 test to further ensure the participants of their safety, and will present the result on request.

Declaration

I, Joni Hilary Adams, ID Number 8708010010080 hereby declare that all above information is correct and that I am aware of all COVID-19 Safety Precautions and Regulations must be adhered to during the face-to-face interviews with the participants, as well as during the classroom observations as stated above.

Yours faithfully

Joni Hilary Adams

Researcher's Name and Surname (print):

12 October 2020

Researcher's signature and Date:

Appendix F: Interview schedule

Good day. My name is Joni Adams, and I am a Master's Student at the University of South Africa. I am doing research on **Teaching Reading in Learners' Second Language: Grade 1 Teachers' Experiences.**

Would you please be so kind as to introduce yourself?

Biographical and Geographical Information

Respondent: _____

Date of the interview _____/_____/_____

Time: _____

Venue: _____

Interviewer: Mrs J. H. Adams

Interviewee: _____

Name: _____

Occupation: _____

Age: _____

Gender (optional) _____

Years' of experience in your position (current occupation): _____

I would like to assure you that everything you say or tell me will be treated in the strictest of confidence. If at any time you wish to end this interview, you may do so. I would like to tape-record this interview for precise recollection. Do you mind? Thank you for your willingness to share your experiences in this study.

INTERVIEW SCHEDULE: EDUCATORS

Researcher's Name: Joni Hilary Adams

Institution: UNISA

Type and level of Study: Master's in Education (Early Childhood Development)

Field of Study: Early Childhood Development

Research Topic: TEACHING READING IN LEARNERS' SECOND LANGUAGE:
GRADE 1 TEACHERS' EXPERIENCES

Interview questions for educators:

1. What are the experiences of Grade 1 teachers when teaching reading to learners whose home language is different from the school's language of teaching and learning?
2. What type of support do you receive concerning teaching reading to learners whose home language differs from the language of teaching and learning?
3. What mechanisms are in place to support learners reading in a language other than their home language?
4. What is expected of teachers when teaching reading in a language when the home language differs from the LoLT?
5. What strategies do teachers use in the classroom to teach reading when the home language differs from the LoLT?
6. What can be done to better address the negative experiences teachers have in the classroom when teaching reading to learners whose home language differs from the LoLT?

Appendix G: Educator transcripts

School 1, Teacher A: S1TA

Joni Adams: Okay, good afternoon, my name is Joni Adams and I'm a Masters student at The University of South Africa. I am doing my research on the experience of teachers when teaching reading to Grade One (1) English First Additional Language learners in primary schools in East London when their home language differs. I would like to assure you that anything you say or tell me will be treated in the strictest confidence. If at any time you wish to end this interview, you may do so. I would like to tape record this interview for precise recollection, do you mind?

S1TA: No.

Joni Adams: Thank you for your willingness to share in the study. Okay so let us start off...

****Interruption****

Joni Adams: Okay, so what are your experiences as a Grade One (1) teacher when you teach reading to the learners whose home language is different?

****Interruption****

Joni Adams: Okay, let me start with uhm... How many learners do you have in your class?

S1TA: I have 37 learners.

Joni Adams: 37, okay and what is the majority of their home language?

S1TA: Majority is Afrikaans. Most of them are Afrikaans speaking children.

Joni Adams: And what is your language of teaching and learning?

S1TA: English Home Language.

Joni Adams: Okay, so let me ask, what are your experiences uhm... as a Grade One (1) teacher, what are your experiences when you have to teach the learners uhm... whose

home language is different from the schools language of teaching and learning, what are the experiences that you've had in the classroom when teaching reading specifically?

S1TA: Okay with reading I've been experiencing a lot of challenges because I have not experienced the challenge where the children did not understand me, it's just that where they are all on different levels of reading, so especially with Afrikaans speaking learners, like at home tend to struggle more because like I don't know (giggles). How can I put it? (Laughs) uhm...They don't understand the English words that I'm actually saying to them. That's the thing that I wanted to say.

Joni Adams: Okay.

S1TA: So with the Xhosa speaking children I haven't actually struggled that much because they have a lot of help at home.

Joni Adams: Okay.

S1TA: Because I've made their parents aware of it. Like I do a lot of reading everyday in class so they get into the routine of doing it so, I actually struggle more with the Afrikaans speaking learners than the Xhosa speaking learners.

Joni Adams: Okay, and tell me uhm... How has it been with the Covid, do you guys have different uhm... learners that come at different time?

S1TA: Yes, uhm... my class at the moment is divided into two (2) groups, yellow group and blue group, so reading during Covid or actually just do it. I used to do it in smaller groups but now I do it as a class and I send reading home now.

Joni Adams: Okay.

S1TA: I don't think it's actually being done.

Joni Adams: Okay, what type of support do you have when teaching reading to learners, so when I talk about support, I talk about the other teachers, the school or the department, what support do they give you to help you with the reading?

S1TA: I actually haven't received any support, but my H.O.D is the only one who actually just provides resources. Whatever she uses in class she shares, but other than that I do everything myself.

Joni Adams: Okay, what mechanisms are in place to support the learners with reading in the classroom, so what do the learners have to support their reading?

S1TA: it's just basically the reading material, that all.

Joni Adams: Okay, what is uhm... let me turn these questions around. What strategies do you use in the classroom to teach reading?

S1TA: (Sigh's) I just basically from what I was taught, repetition is the best and then I also have where I involve them by moving around so that it doesn't become boring, they actually have to stand up and then sit down and do all this funny games as well just to incorporate them into reading.

Joni Adams: Okay, what do you have in your classroom to support the learners?

S1TA: I only have uhm... I have my books, I have a lot of reading books in my storeroom that I was given by someone else and I have their reading books that they actually, that I actually made for them.

Joni Adams: What is expected of teachers when teaching reading in a language when a home language differs, so I know that the schools work with CAPS, I know CAPS has its guidelines, are you able to stick to those guidelines with the learners where their home language differs, are you able to, how can I say this... are you able to teach to what CAPS expects?

S1TA: No, I can't. I feel like when it comes to reading, I feel like it's a bit difficult for the kids especially in our community and in our classes, it's a bit too difficult. The learners find it very challenging, especially with like the range of words that they actually need to tackle every term, they struggle.

Joni Adams: Okay, has it also been the same before Covid? Because I know Covid has impacted on your time, on your teaching time.

S1TA: Yes, actually.

Joni Adams: Okay, what do you feel can be done better to address the experiences that teachers have in the classroom, if you could what would your wish list be or what is your uhm... advice or recommendations that either the school or the department can do to help with the reading?

S1TA: I feel like the way things are now, where classes are such smaller sizes, that alone helps because now I actually make more time, like I have more time to do my reading and I actually pay more attention to each child's challenges, whereas I would group them but then they all on different levels in that group as well, so the class size plays a big role on that and also like I wouldn't mind actually going for workshops and so forth. Because uhm... I don't feel like I'm fully equipped for what I'm actually doing here.

Joni Adams: Okay, what if you have..., is there any workshops that you have heard about that you are interested in or other people have told you about that you might want to do?

S1TA: No, not during this time. No, I haven't heard of anything but last year there was a few that we were told of that I thought about, but we actually never went to them.

Joni Adams: Okay, with your experience and also teaching with other teachers, do you know if they have maybe uhm... I'm sure that you guys consult with one another. Have they may be shared some of their experiences with you and given, have they been able to assist you with reading in your class?

S1TA: Only like, support or assistance that I've gotten is from the H.O.D, where she like... she tells me what she does in her class. She like, she always researches different strategies, so she shares it with us.

Joni Adams: Thank you very much for your time. If there is anything else that you would like to add to this, based on your experience maybe at a later stage, there might be something that comes up that could add to the study, please feel free to email me or you can WhatsApp me or contact me uhm... I do appreciate you giving up your time. I know that it's close to the end of the term, but thank you very much.

School 1: Teacher B: S1TB

Joni Adams: Good Afternoon, my name is Joni Adams. I am a Masters student at the University of Fort Hare of South Africa. I am doing my research on the experience of teachers when teaching reading to Grade One (1) learners' in English when their home language is different. I would like to assure you that everything you say or tell me will be treated in the strictest confidence. If at any time you wish to end this interview, you may do so. I would like to tape record this interview for precise recollection. Do you mind?

S1TB: It's fine, I do.

Joni Adams: Do you mind?

S1TB: Yes.

Joni Adams: So must I....?

S1TB: Oh I do mind. It's fine you can.

Joni Adams: Oh okay, so you don't mind?

S1TB: No (giggles)

Joni Adams: Okay, thank you for your willingness to share in this uhm... study. Okay, so my first question would be what are your experiences as a Grade One teacher when you teach uhm when you teaching reading to the learners? Your experiences?

S1TB: Well I started teaching last year so it was a hand full but teaching reading is one of the most difficult that I've had to experience as compare to our maths, life skills and any other subject because reading we teach in English but then most kids at home they don't speak English. So, when they at home they think and speak Xhosa and Afrikaans depending where they stay. So what would happen would be I'd first have to start with their phonics and it would be hard for them to recognise the phonics because the phonics in English and in Afrikaans or the phonics in English and in Xhosa are not the same so then trying to recognise the phonics and getting them to remember them was also another issue and going to reading when they don't understand and remember their phonics was just even / worse. So what I would do is for example, I'd start with a picture book and then I'd ask them what do you think is happening in the story and I'd give them clues as to this

is a boy or this is a girl, the girl is outside in their home language because I can speak English, Xhosa and Afrikaans. So then it's easy to work around that and then I'd ask them if you were in that scenario what would you do? Before we even read or move on to the next page and then I'd get ideas on where their understanding is of that particular scenario and then I just take it from there.

Joni Adams: Okay, so you are able to code switch in the classroom?

S1TB: Yes

Joni Adams: Do you find that that helps?

S1TB: It does but it takes up a lot of time. It really helps because there was one (1) child to be specific, he couldn't speak English really well so he would speak Xhosa. So whenever I'd speak to him I'd first have to ask him in English then code switch to Xhosa and then he'd respond in Xhosa then I'd help him to re-say it in English and then he would say it.

Joni Adams: Okay, what type of support do you have when teaching reading to learners? So when I refer to support I'm talking about your Peers uhm... fellow Educators, your school or the Department?

S1TB: Uhm... Here at school there is four (4) of us in Grade One. So what we usually do is if I have a problem with someone or a particular thing in the class I'd go ask one of the other Grade One teachers and ask how did they handle the scenario if they had even faced it and then if they can't also move on to grade two (2) and find out how would I do this because as I've said before this is only my second year of teaching. So then getting help and ideas from other people has been really quite helpful.

Joni Adams: And the school itself?

S1TB: The school... There hasn't been much honestly speaking because then the library at the bottom, we've never been to the library at the bottom, we've never been to the library as the whole class so its ja...

Joni Adams: And the department?

S1TB: Well It's been wishy washy because we don't have enough reading books so the reading books so the reading books that I have I'd have to make copies for the kids and by the time it comes back some have spilt food or it got wet in their bags, juice spilt on it, so getting proper reading books and reading material has been very hard also.

Joni Adams: What mechanisms are in place to support the learners when reading a language other than their home language? So uhm... how do you support the learners in the class?

S1TB: Uhm... as I've said I start with phonics so I help them recognise their phonics so I help them recognise their phonics and then we build on the words, for example: cat will be like C.A.T cat and then we say it together. We have a picture of a cat and then I ask them what is this and then they will say it in their home language because most of them only think in their home language, so then I tried and build it to them being able to also think in English as well. So pictures, I use videos, I'd occasionally bring my laptop so that we could actually watch something and then I'd ask them, so what do you guys think was happening there, why did this happen and how do you think it would end? Judging by the title of the book, what do you think the story is about? And then ja...

Joni Adams: And then uhm... the resources, what resources help you to teach reading in the class and... or what do you use?

S1TB: I use picture stories uhm... magazines to try and bring in things that they've seen before and bring it into the class. I use videos uhm tapes, ja...

Joni Adams: Okay, what is expected of teachers or what is expected of you in Grade One (1) as teachers when teaching reading in a language uhm... when the home language differs from lot some...so, okay do you...?

S1TB: Uhm..., I think I understand, but I think what is mostly expected, the basic of Grade One is then the kids have to be able to understand what is happening cause most of them, most of them can't read at a good pace because then their home language is not English so then when we start in Grade One (1) they'd first have to recognize at least two (2) letters or not two (2) letters, two (2) words words sorry, of what is happening and then

we move from there so, I think by the time they are done with Grade One (1) I get very happy when they can at least read then (10) pages of ten (10) sentences without them having to stop and think what this word is and stutter and ja... so just being able to read fluently and at their own pace is what I always feel is what is best.

Joni Adams: Okay now, uhm... to expand on that uhm... with CAPS, CAPS has also certain expectations.

S1TB: Yes.

Joni Adams: Do you think these expectations are reasonable?

S1TB: Some are and some are not because then it doesn't take into consideration the learners whose home language is not English, because they have more barriers to overcome than learners whose home language is English, Because the minute they're at home they speak in Xhosa, in English sorry, they think in English, they do everything in English while these other learners have an extra mile to go. So then it's not, I feel as though it's not reasonable to expect everyone to be on the same level because then it only caters to a certain group.

Joni Adams: What strategies do teachers use in the... okay you've already talked about, you use the magazines and the videos and those things so... I think that question has been answered unless you'd like to add on that?

S1TB: No, it's fine.

Joni Adams: Okay, what do you feel can be done better to address any negative experiences that teachers have in the classroom, what do you feel can be done to improve the reading in the classroom?

S1TB: Parent support, because what would happen would be I'd give a learner a book to go home and read and then it won't be read, we'll only read when we are in class and then the minute they're at home the mother's like " No, I'm busy, I'm tired from work" which is understandable but then, there is no extra support at home so the only time they actually get to read is when they're in class, so parental support would be really good.

Joni Adams: Is there anything else that you would like to add to this topic that I might have not asked you relating to the experience of teachers when teaching reading? Cause you have the experience, you've dealt, that is why I've approached these teachers is because you've got the experience of teaching these learners. You are expected to teach English, you know according to the curriculum and these learners come from a house where they don't speak English or they not a fluent in English. Is there anything else you'd like to add on that I haven't asked you?

S1TB: I think you've asked a lot. (laughs)

Joni Adams: Okay, thank you very much and thank you for your time, thank you for sharing your experiences with me.

S1TB: It's a pleasure.

Joni Adams: And if there is anything else you'd like to add uhm... you can whatsapp me or emails me or anything like that.

S1TB: Okay, alright.

Joni Adams: Thank you so much.

*****END*****

School 2, Teacher A: S2TA

Joni Adams: Do you mind if I record it?

S2TA: No.

Joni Adams: Okay, Thank you for your willingness to share in the study. So I just have a few questions to ask you, as I said none of this information, your name will not be given to anybody it's just for me to find out what your experiences are as a Grade One (1) teacher. So could you tell me more about what the experiences are, the experiences that you have had in the classroom where you must teach these learners.

S2TA: I find we have a language barrier. That is the biggest concern. The children come from homes where the parents don't speak English. Then we have to teach them how to speak English and then you still have to teach them how to read. So that is my biggest concern.

Joni Adams: Okay, uhm... and when you have to teach them uhm... how do you find it?

S2TA: I find it very, I'm under pressure because I can't for instance I can't speak an African language, I'm struggling with that. At least I can speak Afrikaans so I can help those children properly, but I'm finding it difficult to help the children speaking aahh Xhosa.

Joni Adams: Okay, what type of support do you have when teaching reading to learner's uhm... when the home language is different from the language of teaching and learning?

S2TA: I use a lot for, like the dictionary and then I use aahh programmes from the T.V you know like Takalani Seseme and Akele, Super Y, all those programmes and even with the Jolly Phonics it's a great help. It's a new programme that the Department of Education introduced to us.

Joni Adams: Okay and the support from the school itself?

S2TA: Yes, we have support from the school but not as much. We struggle a little bit because some of our teachers they struggle to speak English themselves, so it's really a barrier to teach the children like English.

Joni Adams: And then the support from your peers?

S2TA: I have a lot of support from Mrs Damens, so uhm... she's always helpful and then even in the office, if we need something, for instance with the Jolly Phonics we needed some uhm... a speaker box so the principal just decided he is going to buy it for us so that's a lot of help.

Joni Adams: Okay, uhm... may I also ask regarding your H.O.D, how, the support that you get from your H.O.D?

S2TA: Okay like I said Mrs Damens, she's our H.O.D and she's very helpful. She would do demonstration lessons for us if we stuck. She would come and translate sometimes

because her class is next to mine, because I can't speak the African languages and then even when we struggle to give like get the information to the kids, how can you say, just to reinforce it, sometimes we struggle a little with that then she would give us some guideline and then just help us.

Joni Adams: Okay, thank you. What mechanisms are in place to support the learners reading in the language other than their home language, so what mechanisms do you have in class or with the school?

S2TA: Okay, at school we have for instance we have the resource centre. They using it a lot and there are different kinds books that Obem donated to us. Then we have uhm... we use our laptops for them to watch those programmes that I spoke about and then we have mos like the Jolly Phonics that we are using. Then we have the reading club that Mrs King established so we just share the responsibility of the reading club.

Joni Adams: Okay, could you elaborate more on this Obem programme or?

S2TA: Obem is a Jo-Ann, is a woman from America and she donated the books to us. It's a lot of different kind of books, it's actually like a little library.

Joni Adams: Okay.

S2TA: And then they coming in. Like there were two (2) ladies, one (1) for the foundation phase, one (1) for the intermediate phase. They helped us with the reading and even put different kind of things like some Life Skills as well and things that we couldn't do they would do it with the children in the resource centre.

Joni Adams: Okay, thank you.

S2TA: Which is awesome!

Joni Adams: Can I ask what is expected of teachers when teaching reading in a language when the language differs from the lot, so when I talk about the expectations I'm talking about the school expected, what the school expects of you as well as the Department expects of you?

S2TA: Okay, the Department expects big results that we can't give to them. The school is very understanding because they know the social uhm...problems of the children like for example, if a mother works maybe in Cape Town, the child is living with a granny who can't speak English and then we try to accommodate those children so at least the school is meeting us half way, but the Department, they want to see results especially our CS's like the one (1) for English, she's very strict. She expects those high marks for reading like the ex-model C schools for our school as well. We can't compare our schools to those kinds of schools because it's really the circumstances of the children are really different from those kind of children. I would say those kind of children get a lot of support from their parents where as some of our children here, the parents are working whole day, they come home, they must cook, do washing and whatever. They don't have time to sit with their children so, that is the barrier that we have at school.

Joni Adams: And uhm... how do you find the parental involvement in your class?

S2TA: Like for now in this Covid-19 period we can see the difference. We have, we divided our children into two (2) groups. We have group one (1) which is the weaker learners and group two (2) which is the strong learners and you can see the strong learners, the parents are really involved. We giving them homework on WhatsApp, we make little videos and we just feed them u know, but now for group one (1) you don't have... Some of the parents are really concerned but the others they don't show any interest. So you can see where the lack is. You can see where that aahh the influence of the parent. You can see how important it is.

Joni Adams: Okay, uhm... what strategies do you use in the classroom to teach reading?

S2TA: Okay, for this year we started like I said with the Jolly Phonics. It has all the stages, you start with the story, then you go to the letter formation, then you read the story with them, then you go to dictating and all that stuff so they learn a lot from one lesson in the Jolly Phonics and I found it, it really works. In the past we struggled because we didn't have structure. We used Letterland and then we use our own metHoD's and whatever but I found this Jolly Phonics is really something good.

Joni Adams: Okay, and then if I may ask, these strategies that you use, do you and the other uhm... educators, do you work together to build your planning or do you plan individually?

S2TA: We actually get planning from the Department, so we have everything. They provide everything for us so we don't have a lack of that.

Joni Adams: Okay.

S2TA: We just have to implement it.

Joni Adams: Okay, uhm... on that, I know you talked about uhm...the Department, but with the implementation, how do you find the implementation, like they give you the planning are you able to stick to that planning?

S2TA: Yes, definitely because we using it every day, we make sure we are doing Jolly Phonics every day and you know in Grade One (1), we need to do repetition, repetition works.

Joni Adams: Okay, then just my last question, what do you feel can be done better to address the... if there's any negative experiences that you've had or that you've heard other educators have, what do you think can be done better to address these negative experiences, whether it be uhm... anything.

S2TA: Okay, for instance if it comes to the teachers, I think teachers need more training that's for one (1), because some teachers are struggling with sounds as well. They... if you say "a" for apple they would say "a". There is one (1) teacher in our Grade One classes that does that, so that is a problem and then we need more parental involvement. If I can get all the parents to help me, it would be great. Then even if can like get more workshops just for us to be... how can I say, you know you go to varsity then you just stop and then you go for one (1) or two (2) workshops and you just stop there, so you have to be... how can I say, updated. If I can use that word, so you have to be updated all the time because, there's a lot of new things coming in. Look children are using technology now a days neh, that's why I'm sending my parents, I'm sending them links so that it can help them, u know uhm... I would make an example of my baby Eli, his four (4) years now.

So we started with him, his watching that Super Y. He can identify the alphabet, he's doing the spelling and he can identify the phonics sounds already, so if you see if you use technology and you get your parental involvement and if the teacher helps, what else do you need?

Joni Adams: Okay, is there anything you would like to add to this uhm... to this interview, any additional comments regarding your experiences or anything about reading that you've experienced as a Grade One (1) teacher?

S2TA: I've experienced that children, they learn more if you like play games and use technology. For example, if children don't know, you know if you start maybe introduce a new book like say for example, "Look there's the lion cub" we have all these new words and you know some of the ones that's a little bit slow won't show interest or they don't know the words and you just play a little game, for example just use the tiles, place the cards on the tiles and they can walk from one card to another and then the next day you will see they will remember those words, so that is just by seeing photographic memory.

Joni Adams: Okay, thank you very much, thank you for your time, thank you for sharing your experiences with me and I do appreciate it. If there's any other uhm... any other comments or any other remarks you'd like to forward me regarding this; please feel free to either email me or you can WhatsApp me and I will appreciate that. Thank you very much.

S2TA: It's a pleasure.

*****END*****

School 2: S2TB

Joni Adams: Good afternoon, my name is Joni Adams and I'm a Masters student at the University of South Africa. I'm doing my research on the experiences of teachers when teaching reading in Grade One (1). They are teaching English when the learner's home language uhm... is different to the language of learning and teaching. I would like to assure that everything you say or tell me will be treated in strictest confidence. If at any

time you wish to end this interview, you may do so. I would like to tape or record this interview for precise recollection. Do you mind?

S2TB: No, I don't mind.

Joni Adams: Thank you for your willingness to share in this study. So I've just got a few questions. My questions are aimed at find out your experience as a Grade One (1) teacher. So if I may ask first, what are your experiences as a Grade One (1) teacher when you must teach reading to the learners in English but their home language differs from the language of learning and teaching, what are your experiences or the experiences you've had in the classroom?

S2TB: They have a language barrier, that's the first thing and then it's difficult to teach them, to read then, but I try my best to help them using pictures, flash cards to help them to read. Story telling is also very important, rhyming that's what I do with them, singing songs, repetition and try to work on their level or I do code switching.

Joni Adams: Okay.

S2TB: Yes, and then try to speak their language and maybe have a picture of the thing that we going to speak about.

Joni Adams: Okay, how do you find the code switching in the class?

S2TB: Because I am also... I am able to speak a second language maybe Xhosa for me it's alright I can do it.

Joni Adams: Okay.

S2TB: But I don't know how about the other teachers cope with it.

Joni Adams: Okay.

S2TB: I see uhm... also the problem is when they at home they don't speak English, so we're really battling to get them on path to speak the language and to read. But as the years have also taught me there's many ways that we can help them. We encourage

them to look at the pictures or do incidental reading. When they on the road they look at the pictures, the colours, the shapes and all that.

Joni Adams: And how have you found it uhm... when you've got to do this code switching, when you've got to teach them in English and you know that they speaking another language?

S2TB: It helps them but some of them take advantage then they don't want to speak the language that you suppose to teach them in, the language of instruction.

Joni Adams: Okay.

S2TB: Like English, so we also can't go overboard with their language cause we teaching them English, so it helps me a lot.

Joni Adams: Okay, what type of support do you have when teaching reading to the learners, when I'm talking about support I mean from your peers to your H.O.D, the school, the Department etc., what type of support do you have?

S2TB: Oh, me and Mrs Groep work together as a team and we will maybe uhm... we share ideas because she's now recently from University I'm that old type teacher. So we will share ideas or go to our H.O.D, Mrs Dames. She also helps us a lot maybe she will introduce something new because she also has her Masters, something that we battle now, we struggle with, she will give an idea on how to help the child.

Joni Adams: Okay, and the support that you get from the school?

S2TB: The support that we get from the school, they actually help us a lot by also helping us to get books, they make it available. Then we have Khanya centre, take the children there. The school is allowed to go there.

Joni Adams: Okay, could you tell me more about the Kanya centre please.

S2TB: Okay, the Kanya centre, I go with them on a Thursday and... Tuesdays and Thursdays we go and then we escort them. They are reading groups with that lady's there.

Joni Adams: Okay, is this done after school or during school?

S2TB: After school.

Joni Adams: Okay, and then from the Department, do you have any support from the Department?

S2TB: We don't really have because we do not even have books to read. We had to buy and make our own books and when the children loose the books we don't have any books.

Joni Adams: Okay, what mechanisms are in place to support the learners when they must read in English uhm... other than their home language, so what do you have in place in the classrooms to support these learners?

S2TB: Okay, I've got bookshelves at the back with all the different... then I have like Xhosa, English and Afrikaans, they can take and then there is a... the level goes from the lowest one (1) up to three (3). When they can read, they'll take the higher one (1). There's words, books with only words, pictures they can choose when they on that level and there's picture cards, there's an alphabet chart at the back and on the... I also labelled my stuff like table and cupboard and all that so that they can read incidental reading.

Joni Adams: Okay.

S2TB: That's what they do.

Joni Adams: Could I ask you what strategies you use in the classroom when you teach reading?

S2TB: Okay, when I teach I say...like I tell them "sit on the mat" and I do the... like a listening exercise. I have a book on my lap and I maybe have a rhyme, maybe it's a "c" then its words with "c", clever cat and then I make a rhyme or a song and then I ask them... they look at me because they in a group and they will tell me now what is the beginning sound of the word, it maybe "cat" what is the middle sound and what is the end sound and then we also have this one that we say... which one doesn't fit, another word maybe. That's how I do it then I read a story to them actually when I come and I sit in the class I ask them maybe about the picture, the cover of the book and author, how's the book put together and the pictures and they must now tell the story before I let them read.

Joni Adams: Okay.

S2TB: and when you start reading, there's words and there's sentence strips, we put it together.

Joni Adams: Okay, uhm... can I ask what is expected of teachers when teaching reading uhm... in English when the home language differs from the lot, so when I ask about what is expected I mean what does the school expect of you and what does the Department expect of you and do you find these expectations reasonable?

S2TB: Ja, it's reasonable but in some cases if it's not helped at home, it is not reasonable because when you send a child with a book home and they don't even open the book, then I don't think we can help that child. It is quite reasonable but there's a three (3) leg pot, it's me the child and the parent. I see it works together because then I give a note and I say please help this child. Come back, if the child can read then I know the parents did help.

Joni Adams: Okay, and how is the parental involvement in your class, specifically?

S2TB: Sjah, it's excellent.

Joni Adams: Okay.

S2TB: It actually makes me, it excites me when, they actually fight to come and read and now with this Covid-19 we cannot mos stand together so we have to make groups and things. I'm really excited.

Joni Adams: Okay, may I ask now that you have mentioned Covid, how many learners are in your class?

S2TB: I have 20 per day.

Joni Adams: Okay, and how does your reading experience differ now form what it was before uhm... Covid-19 cause my understanding is that you have two (2) groups now.

S2TB: Yes.

Joni Adams: So you got uhm... less numbers, so how does your experiences differ?

S2TB: Oooh, I think we are more advanced now with that, it's really ahhh like it's helping us. I think it's a privilege to have such a small group now.

Joni Adams: Okay.

S2TB: Despite the fact that it's now a virus that is causing this, but we can also let them come to the table and let them read.

Joni Adams: Okay.

S2TB: and you know where the weak points are now. It's not all of them read together and you don't know who's falling behind.

Joni Adams: Okay, so I have asked you on this question but just to ask again just with relation to the Grade One's (1), what strategies do the teachers use in the classroom to teach reading, so in general like if it's not only in your class that you've observed from one of your peers perhaps, that you've seen maybe helps with the reading?

S2TB: It's mos the flash cards they use.

Joni Adams: Okay.

S2TB: They first must know the alphabet chart, children have to know their sounds and then the flash cards, the word, the book that we going to do have flash cards and then there's the picture reading we do, then the sentence strips that we have.

Joni Adams: Okay, do you have any extra reading classes perhaps for the learners?

S2TB: Yes, definitely. I do it myself.

Joni Adams: Apart from the one's that you mentioned with the Khanya centre?

S2TB: Yes, I do. They come every day. They actually came today but I said that there's no time.

Joni Adams: Thank you

S2TB: I had to go to the meeting also and you going to come.

Joni Adams: Thank you very much. Okay, the last one, what do you feel can be done better to address any negative experiences that teachers have in the classroom, so when teachers have maybe had difficulty in teaching the reading, what do you feel can be done better or what would you like to see done better?

S2TB: I would like us to uhm... in all the grades, let us let the children read every day, make a time, maybe 10 minutes, when you come into the class in the morning, all of them take their books out and we call that our reading time. Let them all read even if they read aloud. That's mos educational noise they making, first thing in the morning and it will also develop a love for reading and what I would also like to do is, I don't know but I've noticed that in some grades they don't read to the teacher anymore. So if the teacher can make time for them to read, so we can see on what level that child is. Is he progressing or what is happening.

Joni Adams: May I ask is there anything else that you would like to add to this study regarding experiences of teachers which you haven't mentioned that I could add, is there anything that you'd like to maybe say that I haven't asked you, that you feel might be relevant to this topic?

S2TB: is that we could also like uhm... get development all the time because the children are mos now new generation children. We can't teach them the old type that we were taught, so if we could maybe refresh ourselves all the time by getting maybe uhm...like we use to have I-Tech but I don't know like kicked us out now.

Joni Adams: Okay, thank you very much for your time. Thank you so much for sharing your experiences with me I do appreciate it. I will also be, when I'm done collecting all my data I will have a feedback session and I will be able to give you feedback regarding the data that I was able to collect from this. Thank you very much.

S2TB: Pleasure Juffrou.

*****END*****

School 3, Teacher A: S3TA

Joni Adams: Good morning, my name is Joni Adams and I'm a Masters student at the University of South Africa. I am doing research on the experiences of teachers when they teach reading in Grade One (1) to uhm... in English first language to learners in primary schools in East London when their home language differs, so when it's Afrikaans or isiXhosa. I would like to assure you that anything you say or tell me will be treated in the strictest confidence. If at any time you wish to end this interview, you may do so. I would like to tape record this interview for precise recollection, do you mind?

S3TA: Not at all.

Joni Adams: Thank you for your willingness to share in the study. Okay, so let me start with my first question. What are your experiences as a Grade One (1) teacher when teaching reading to learners whose home language is different from the schools language of teaching and learning?

S3TA: Okay mam, as a teacher I think that they are actually experiencing a lot of difficulties, especially when it comes to learners whose mother tongue is Xhosa and I have to teach them Afrikaans, whereas this will actually affect them and their potential, it will, they won't have the full potential to expand in their own language as well. Look at this, a lot of learners with mother tongue as Xhosa is experiencing a lot of difficulties but as a teacher you need to integrate strategies to teach those learners like that because I mean the curriculum is based on those subjects and as a teacher we need strategies.

Joni Adams: Okay, what are your experiences, what has your experiences been in the class, so when you are teaching them, what are your experiences when you are teaching them and you have the children in your class and they, you have to teach them the reading, what are your experiences, how have you found it?

S3TA: Okay I have found some difficulties and challenges but as I said as a teacher I use strategies and one of my strategies I use is code switching. Code switching is where we use the mother tongue of the learners and the teaching language, language of teaching and we just code switch it to familiarize them with what the content is.

Joni Adams: Okay, let me rephrase it for you, how do you find it when you are teaching reading to these learners?

S3TA: I find challenges yes, but as I mentioned strategies is one of the, one of the advantages to my teaching because like I know a few Xhosa words and I know a few Afrikaans words and I know like that's the only way we can actually incorporate, how we can teach them for the language teaching to learners with mother tongue of Xhosa and Afrikaans.

Joni Adams: Okay, what type of support do you have when teaching reading to the learners, so when I talk about support, I'm talking about your peers, your school, the Department, what type of support do you as a teacher have?

S3TA: Okay, we do have our isiXhosa teacher's that is responsible for that subject but the support we have is basically uhm... how can I put it now... I could say that the support I have for teaching them is my Xhosa teacher and obviously the curriculum based. The curriculum is actually explaining to us how to support and accommodate these learners and what I could also explain to you is that uhm... for example, when I teach Afrikaans, the curriculum, it does explain to us how to use our strategies such as code switching, flash cards, charts, pictures, just to uhm...just for them to have a clear understanding, so the resources plays a very big part when I teach the learners of...

Joni Adams: Okay, with the resources uhm... just to ask did you have to buy your own or do you get it from the school?

S3TA: As a teacher you make it, so you can say I bought it and made.

Joni Adams: Okay, what type of support do you get from the school itself, when I'm referring to that, I'm talking about uhm... for example, workshops or training or do you have like brainstorming sessions on how to teach the reading?

S3TA: Okay, aahh, as this is my first year of teaching so I wasn't able to attend any workshops due to Covid and brainstorming aahh as a grade we do brainstorm to what we will be teaching and how we will be teaching it cause we are 4 teachers and with our Xhosa teacher, she's responsible for all the Xhosa activities.

Joni Adams: Okay, what mechanisms are in place to support the learners when reading in English, so what do they have uhm in class, I know you've mentioned the flash cards and the charts and the pictures, apart from that what is in place to help them, because like they coming from a house where they learnt, where they were talking in Afrikaans and isiXhosa.

S3TA: Yes, mam.

Joni Adams: So now they need to learn in English, so what is in place, what do you have in the classroom to help them?

S3TA: Joh, it's difficult, like aahh...basically the resources mam, because then again the resource is there for them to, to help them.

Joni Adams: Could I ask you to expand on what resources perhaps, there is, if you could just restate them again?

S3TA: Okay, the resources has flash cards, flash cards as in the English flash cards and then maybe the Afrikaans just to show them for example, we teach colours aahh same colours but just the names differ, blou en blue for example, and when we do reading as well picture of the, of what we reading and the word next to it so they can actually see what they're reading.

Joni Adams: Okay, thank you very much. What is expected of teachers when teaching reading in a language, so when I ask what is the expectations I know that you work with CAPS, with the curriculum, what expectations uhm...is there from the Department as well as from the school when teaching these learners to read in English and are these expectations reasonable?

S3TA: The expectation is that aahh from first term neh, our expectations is not that much because the first term they want us to like basically have picture reading first, after that it goes to sight words, after that it goes to stories but the government and the curriculum, they do help us with those, to explain to us how to actually teach these kids but eish mam I don't have all the answers for you mam.

Joni Adams: No it's fine.

S3TA: I'm not experienced.

Joni Adams: No, it's fine, I'm just asking different teachers experiences. It's okay.

S3TA: Okay.

Joni Adams: Okay, what strategies do you use in the classroom, so I know at varsity we learnt about independent reading, guide reading, shared reading all those things, what do you use in the classroom?

S3TA: Okay, I use a lot of assessments as well like how can I put it now, like baseline assessments, formal assessments this is just to guide them for when we actually do the tests, you see mam, i don't know how to explain it, I think I should of done research on this before.

Joni Adams: No, no, no, it's not... I don't want you to give me theory, I don't want that I want your experiences, like you've been in the class. I know with Covid-19 you haven't had a lot of opportunities but when you are in the class, what works for you, is it better to work with one on one, is it better to put them in a group, is it better to have the big book, what do you use, like when you want to teach them reading?

S3TA: I think that a variety of strategies would work out because not all learners aahh grasp the same and not all learners are on the same academic level so as a teacher I think that using a variety of strategies like independent reading, group reading, shared reading that actually how the curriculum wants us to do it because as we have to accommodate all learners because some learners would be better in group reading, some learners would be better in independent as that, so I would say variety of strategies would be best.

Joni Adams: Okay, you've come back from Covid-19 now okay, your classes is split now, how are you teaching reading now, what are you doing in your class now to teach reading?

S3TA: Okay, what I'm doing at the moment is, I'm teaching them with big books okay, I'm teaching them with flash cards, sight words, shared reading as well, shared reading with stories then independent reading where they okay, one on one reading as to say and

aahh reading from charts, they would also be reading from charts but group reading is not allowed due to Covid-19 so no group reading but as we do shared reading it's also a part of like we just forming a big group.

Joni Adams: Do you find it easier now..., I know our first term wasn't as long but do you find it easier with the smaller groups now compared to when you had the whole class at once before Covid-19?

S3TA: I think that the smaller groups, it's easier with the smaller group's mam. Due to this like some of our classes are overcrowded due to there's forty (40) learners in a class, so you divide forty (40) it is twenty (20) so it would be much not say easier but much advantage for all the learners for myself as well, so I think that, that answer is yes.

Joni Adams: so that just adds on to what you've just said, what can be done better to address the negative experiences that teachers have in the classroom, so as a, what would your ideal classroom be, how would you, what would you want must be done to improve on your reading?

S3TA: I would say uhm... more workshops for teachers especially reading workshops, especially helping us with teaching learners from their mother tongue, I would say workshops, just say workshops, teachers would need more workshops.

Joni Adams: Okay, thank you very much for your time. Thank you for sharing your experiences uhm... as I've said I will not disclose this to anybody, this is just for my own studies uhm... if you have anything to add after this that you can think of, that maybe you find that works in the classroom or that you maybe want to add please feel free to contact me and thank you very much.

*****END*****

School 3, Teacher B: S3TB

Joni Adams: Good morning, my name is Joni Adams and I'm a Masters student at the University of South Africa. I am doing my research on the experiences of teachers when

they teach reading to Grade One (1) learners in English and their home language differs which means they speak Afrikaans, isiXhosa at home. I would like to assure you that everything you say or tell me will be treated in the strictest confidence. If at any time you wish to end this interview, you may do so. I would like to tape record this interview for precise recollection, do you mind?

S3TB: No.

Joni Adams: Thank you for your willingness to share in this study. Okay, so my first question is, what are your experiences as a H.O.D when uhm... with the reading in Grade One (1), what have you experienced with the teachers that uhm... have possibly come to you or when you uhm... visited the classes and you've seen reading being done?

S3TB: Aah, let's start I'm not the HOD.

Joni Adams: Oh okay, are you not?

S3TB: Yes, I'm an educator, post level one (1).

Joni Adams: Okay, sorry let me change that, my apologies. I thought that you were the HOD.

S3TB: No.

Joni Adams: Let me just rephrase my questions, sorry about that.

S3TB: Okay.

Joni Adams: What are your experiences as a Grade One (1) teacher when teaching reading to the learners in English and their home language differs, the experiences that you have had?

S3TB: Okay, let's start now i-reading, when you start i-reading they must be able to know the words before reading. Now to start with the words, I'm talking about, for Xhosa readers, that is the home language is Xhosa but now they are here for English. Now it's easy for them when they first see the picture to them it's something new, English, others didn't go even to grade R or English schools, they are starting from Grade One (1). So

everything is new to them. Now we have to start with pictures, you tell them, what is this? This is a cat. Now when we sound the word cat, we don't do alphabet a, b, c we do C. A. T (sounds it out) that is cat. They must know the sounds and then they must know the words and then now when they know the words now, they must be able now to build a sentence or they must be able to know how to read maybe you are building words using the word "cat". "The cat is big" now you are starting the, they must start knowing the sounds, know the words, the sentences and then the reading now, we starting from two (2) sentences, three (3) sentences. We don't take that, we don't push them to know so many things in the period of time. When they know the picture that is a cat now sound the word "cat". What sound do you hear when you say the word "cat"? What is the first sound of the word "cat"? That is "c" (sound out) and the last sound is "t" (sound out) now they can build the word "cat" now let's build the sentences now using the word "cat", now they build a sentence using that word "cat" now you can do i-reading now using those, using those words.

Joni Adams: Okay.

S3TB: Now even if they are sight words now they know this is C (sound out) that C (sound out) I got it from the word "cat" now they can read using the words that they know from the sound and from the sentences. Even if you give some kids some five (5) sentences and said they must read. They must first read the words before the sentences. You can't just give the child the sentences or the reader you must have sight words for the reading. So they can know this, I saw this word there, so there is the word here with the reading now.

Joni Adams: Okay, how are you finding it, when you are teaching the children, like you said the sounds and the sight words and then the sentences, how do you find it in class, as a teacher?

S3TB: The words now?

Joni Adams: No, teaching the reading, teaching the sounds, teaching the words, teaching the sentences. How do you find it as a teacher?

S3TB: It is easy when they know the sounds, when they don't do that alphabet a,b,c, when they can see that it is a (sounds out) c, b, a, t, it's easy. You must tell them that this is not a this is (sound out) a, this is not b this is (sound out) b. So this is easy now they know this is (sounds out) a, b, c, d. They can build their words now. You must start pushing away that is a, b, c and you start with (sound out) c, b, t so it's easy for them.

Joni Adams: Okay, thank you. What type of support do you have when teaching reading to the learners, so when I talk about support, I'm referring to uhm... your peers or your school or the Department, what support do you get as a teacher?

S3TB: The support I get from the teacher, I google, I go to... we share things as the Grade One (1) teachers, we share, that we must do this now so that we can be in one understanding, that our kids are doing this now.

Joni Adams: Okay.

S3TB: You don't do your own things.

Joni Adams: And then just to expand on that, when it comes to resources that you have in the classroom uhm... do you make your own or does the school or the Department buy for you?

S3TB: We do our resources and the school do give some books but they don't give uhm... let's say for example I have forty (40) kids, they don't give forty (40) readers neh, you have to make copies for your readers or you recess the readers, in class you know you have different levels every child is his own level so you must group your kids. I know these one's are in the same level, these kids are in the same level, so these one's I can push them, they can know how to read these words, so I can make sentences, I can go to reading with them neh, but not all the kids are on the same level when you are doing reading.

Joni Adams: Okay, so just to expand on that one (1) because it leads to the next question. What mechanisms are in place to support the learners with reading in the classroom?

S3TB: You give extra homework, you give extra homework when the child is struggling maybe she can't even read the words you must go back now to the pictures and ask the parents to support or help them that you must be able to know the sounds of the word, can build the sentence, you must build her own sentence even if she don't write it, but saying it.

Joni Adams: How have you found with sending the homework, how do you find the parental support that you've got?

S3TB: Some parents are helping, not all of them, not 100 % of them are helping, but most of them are helping and if they don't know the homework, they go to WhatsApp group, because we have WhatsApp group...

Joni Adams: Okay.

S3TB: So they just ask there by WhatsApp group. Others don't have WhatsApp group but they send messages.

Joni Adams: Okay, what is expected of teachers when teaching reading in a language when a home language differs from the language of learning and teaching, so what is expected of you as teachers and are these expectations reasonable?

S3TB: The child must go to grade two (2), I'm a Grade One (1) teacher neh, when the child is going to grade two (2) at least she must be able to read, she must be able read so that she can understand the instructions. There by grade two (2) maybe he instruction, they are reading for themselves, others can't read, must be able to read the instruction, must be able to understand what is needed even to iMaths mos, when you are doing iMaths you must first read the instruction of Maths, so reading is very important not only in English, only to other learning areas. You can't just answer the question if you don't understand it, if you can't read the question so you must able to read the question so that you can understand and when you are doing reading you must read with understanding because there are questions that will come out from the passage. If you don't read with understanding nothing, you just read and then you must know that this one (1) is talking

now, now I must change the voice cause another one (1) is talking now, that's how reading, it is.

Joni Adams: Okay, and with this that the children must be able to read in grade two (2) are these expectations reasonable? Why I'm asking this is because when children come from, from their house and they not exposed to English and now they must come and learn to read in English, but you've only got a year with them, that why I'm saying is it reasonable to be expected to teach that child to read in that year?

S3TB: Yes.

Joni Adams: Okay.

S3TB: You can't let the child go to grade two (2) without reading you must able to know how to read.

Joni Adams: But is it possible for you as a teacher to do that?

S3TB: Yes.

Joni Adams: Okay thank you, what strategies do you use in the classroom to teach reading, so what strategies do you personally use?

S3TB: For teaching reading, for uteaching reading as I said before, when you are teaching reading they must able to know the words before you go to reading. You must have sight words and if the child doesn't know the sight words you can't go to ureading, must be first you know the sight words, must first know the sounds and the words and then you can go to reading. You can't go to reading if the child is struggling with aahh iwords. If the child is struggling with iwords we can give the picture reading neh, just give the picture and must tell what is happening in the picture just to recognize or think what is happening there in the picture, that's also reading.

Joni Adams: Okay, and then with the different uhm it's been mentioned there's different types of reading. Independent, shared, guided, what do you finds works for you in the classroom?

S3TB: I like u-guided, because others have that fear that I can't read but when they are reading in groups she express or him or herself that she can read, but when she is doing alone, that is independent reading she is not sure and she is scared to read for you but there are cases that they must be independent and reading, so that you can know that this one (1) is struggling in this and this one (1) is struggling in this, but you all use that group, independent and shared we don't just use one (1), we all use. But some kids, some kids are not just easy for them when they independent reading. They are depending to others.

Joni Adams: Okay, so then they working in groups, peer reading.

S3TB: Yes.

Joni Adams: Okay, then my last question. What can be done better to address the negative experiences that teachers have in the classroom, so if you had to have an ideal classroom and you could recommend to help teachers with reading, what would you say can be done?

S3TB: To help teachers with reading, involve parents, to involve parents and then the parents must also Google, they just give the kids their phones to play games, they must Google and find reading, there are lots of reading there and then even to T.V's. When there is an instruction there, they must be able to read magazines, newspapers. The parents must involve their kids in those things.

Joni Adams: And then at school is there anything that you can recommend at school to uhm... to better assist teachers?

S3TB: Your question again?

Joni Adams: Is there anything that can be done better at the schools or uhm... let's say in your grade, is there anything that you feel could maybe be done better, something that you might suggest?

S3TB: Okay, from that question in the past years we using the reader that is called Vusi and Vusi now we changed that book now because it's, sorry it's an old book now we changed it next year, we order another book this year that we are going to use next year

and that book that we use grade two (2) it will be continuous book we are going to use in Grade One (1) and then grade two (2) until grade three (3).

Joni Adams: Thank you very much mam. Is there anything that you would like to add to this based on your experiences as a teacher?

S3TB: No, I think everything is there.

Joni Adams: Okay, thank you very much for your time, I do appreciate it and I hope you have a lovely afternoon.

*****END*****

School 4, Teacher A: S4TA

Joni Adams: Okay, good afternoon mam, my name is Joni Adams. I'm a Masters student at the University of South Africa. I am doing my research on the experiences of teachers when they teaching reading to Grade One (1) learners and the home language is different, so where the home language is maybe Afrikaans or isiXhosa. I would like to assure you that everything you say or tell me will be treated with the strictest confidence. If at any time you wish to end this interview, you may do so. I would like to tape record this interview for precise recollection, so do you mind?

S4TA: No.

Joni Adams: Okay, so you fine with that?

S4TA: Yes.

Joni Adams: thank you for your willingness to share in the study. So I only have a few questions that I'd like to ask you. I'd like your experiences as a Grade One (1) teacher because you've been teaching Grade One (1) and you've dealt with these learners, a majority of the learners are isiXhosa but your medium of instruction, your language of learning and teaching is English, so I'm wanting to find out what your experiences are with these learners and how you find it on a daily bases, so my first question is, what are

the experiences of Grade One (1) teachers when teaching reading to learners whose home language is different from the schools language of teaching and learning, so what do you experience on a daily bases or what do you find in the classroom when you are teaching these learners?

S4TA: Sjoh, these learners, some of them didn't go even to grade R so it's difficult, it is their first time to be a English medium class so what I do, sometimes I must switch to their language because to understand, so most of the time big books help, the use of big books because helps in order for them to understand the reader, the lesson and sometimes you must switch and also you must do that talk, they must just talk to their peers about...teaching the story, so then ja, it's not easy.

Joni Adams: Okay, how do you uhm... it's not one (1) of the questions but how do you find the code switching, how do you find it when you have to now explain an English word maybe to an Afrikaans learner because I know there's some children here who their home language is Afrikaans?

S4TA: Those where their home language is Afrikaans use their peer because if their peers know the story, so they just adjust to the lesson because especially if there are pictures.

Joni Adams: Okay.

S4TA: Yes.

Joni Adams: Okay so they are also at least learning from one (1) another in the classroom.

S4TA: Yes, they are also learning from one (1) another.

Joni Adams: Okay, Thank you. Okay, which type of support do you have when teaching reading to learners when the language differs from the language of teaching and learning, so do you get support from the school, do you get support from your H.O.D or from your peers?

S4TA: Yes, we got support from our H.O.D, we also get support from the NGO's. There is this Umbasisumbane, it's also helping us. With their help like we can be teaching the English lesson, because they teach skills and that help us a lot because that turn and talk it's helping a lot because they enjoy to talk to their peers.

Joni Adams: Okay, tell me how often do they come, your H.O.D also mentioned them, how often do they come to the school?

S4TA: Just because of the Covid-19, otherwise they often come maybe once a month.

Joni Adams: Okay.

S4TA: to do workshops, so ja.

Joni Adams: So then the workshops are for the teachers?

S4TA: There are for the teachers and then for the kids.

Joni Adams: That's actually very interesting, it's very nice when there's NGO's, other people involved with the school as well. What mechanisms are in place to support the learners reading in a language other than their home language, so what do you as a teacher, what do you do in a classroom to help these learners to learn to read in English?

S4TA: What I do is, I use most of the time flash cards, big books, facial expression, you must play with them, make jokes so that can be free in the class, ja it's helping a lot.

Joni Adams: Okay and how are you finding now with the Covid, you know we've got to wear these masks, it's not easy with like you've mentioned you've got facial expressions and things?

S4TA: Yes, it's not easy but we are trying, we are trying because we must not take our masks off, so we are trying to play with them, eye contact you understand.

Joni Adams: Yes, I understand. Tell me do you uhm... I know with the masks it's sometimes difficult with the pronunciation of words, uhm... do you perhaps alternate between the visor, to maybe just to show the learners or is there like a time when you...?

S4TA: I am not using that.

Joni Adams: No, no I understand look this is confidential between me and you, I'm not going to..., I'm also a Grade One (1) teacher. I've also got learners in my class, look as long as I keep my distance when I do the phonics like the (sound out letters) a, b, I have to like (sound out with mouth movement)

S4TA: Yes, most of the time I just stand far away from them and teach.

Joni Adams: Okay, how do you find it with the kids like when they are learning these phonics sounds and they have to learn like coming from home and they haven't done it at home before?

S4TA: Letter land is also helping and phonics, letter lend because they sound out. Letter land, I've even got that radio cassette, C.D player, so I just switch on, so the conversation, they just hear the conversation. Most of them are using C.D player it is also helping.

Joni Adams: Okay, thank you. Okay, what is expected of teachers when teaching reading uhm... in the language uhm... of learning and teaching when the home language differs, so what does the school expect from you as a teacher because I know we've got CAPS and there's things that we have to follow according to CAPS, but what does the school expect of you like do you feel that it's, is it reasonable, not even the school the Department, the expectations that are on you as a teacher knowing that you have to teach them now in English and they coming from a home language that's different, what are those expectations, what is expected of you?

S4TA: They expect that at the end of each term the kids must pass, they must come from point one (1) to point B with your help, so ja we are trying our best, we are using everything we can.

Joni Adams: May I..., I should have asked you this in the beginning, how long have you been a Grade One (1) teacher?

S4TA: I think its seven (7) years now.

Joni Adams: Okay, and in your personal opinion with the CAPS you know we've got uhm... there's the term things and everything that you have to follow. Is it reasonable uhm... that the expectations that they have of the teachers teaching as well as the learners

learning, because I know you saying that you must get, you must get the learner from point A to point B, I mean you are trying your best which I understand, I can believe that every teacher tries their best, but are those expectations reasonable with the experience that you have with these learners?

S4TA: Eish, sometimes we are saying it's unfair especially if learners coming from home straight to Grade One (1) is difficult. Sometimes we are just saying it's a battle and actually try ja.

Joni Adams: Okay, uhm... how many, with your figures if you, if you know these figures, how many learners do you have in your class?

S4TA: I've got forty-six (46) learners.

Joni Adams: Then how many of them uhm... have not been to grade R do you perhaps now?

S4TA: There are five (5), they are coming from home.

Joni Adams: Are they coming straight from home, so they haven't been to grade R yet?

S4TA: Yes, but they are trying their best, because one (1) is always absent to so ja, but others they are trying.

Joni Adams: And is there a big difference?

S4TA: Because we are giving homework every day and we call the parents often so that they know how we do phonics and sound the letters so they are trying their best, some the parents.

Joni Adams: Okay, let me ask you with that, it's not here but it is actually something that I would of actually liked to add, but how is your parents involvement in your learners learning, do you find that they are active?

S4TA: Yes, they are active because we have also that parent, teacher Group, so they respond actually why they don't understand they just ask and ja, but we just tell them what to do and how to teach the learners, how to sound the sounds.

Joni Adams: Then do you find that there's a difference in the learners' progress, to the learners learning?

S4TA: Yes, there is a difference.

Joni Adams: Okay, and do you also send reading books home?

S4TA: Reading books home and then we do have also pamphlets which we send for reading every day and also homework we've got that booklets, homework books, so they are having a lot, in that homework books we've got phonics, reading ja, and we send pictures so that they can write sentences every day because they can't go to grade two (2) if they can't read sentences.

Joni Adams: Okay, uhm... let me ask you what's, okay you've explained to me that you use the flash cards and the big books and the facial expressions. I want to find out uhm... okay what strategies do teachers use in the classroom to teach the reading, so I know that you've said that they learn from one (1) another so you do encourage the peer learning also like you said the turn and talk and those things, what other strategies do you use in your class uhm... you've actually expanded on it for me, you have told me what you use, but for you, okay let me put it this way, for you as a teacher do you spend a lot of time adjusting your strategies, so maybe you will come in from the beginning of the year you do your planning and you think okay I'm going to do it as this.

S4TA: Yes, I adjust, you see your method is not successful, you just switch if you have not yet planned, you see that now I must switch because this is not working ja.

Joni Adams: Okay, then just to go back to one (1) of the other questions, do you get support from your other Grade One (1) teachers, do guys plan together?

S4TA: Yes, we plan together, yes every day we plan together for that matter we plan for a week then ja.

Joni Adams: And what do you feel can be done better to address the negative experiences teachers have in the classroom when teaching reading, so like when teachers are struggling or uhm... any negative experiences that you might have that you can talk about your personal experience, what can be done to address these negative

experiences, what would you like to see being done to help improve the children's reading, is there anything maybe you've thought about that...?

S4TA: I say reading, parents must also help ja, since most of the time the kids are with them during weekends and during the holidays, so because we try our best but the time for us is limited so ja.

Joni Adams: Okay, no that's perfectly fine. Thank you very much uhm... that is the questions that I've prepared for you. I thank you for the time that you've given up for me I know that you busy with assessments so thank you. Thank you so much.

*****END*****

School 4, Teacher B: **S4TB**

Joni Adams: Okay, good morning my name is Joni Adams and I'm a Masters student at the University of South Africa. I'm doing my research on the experiences of teachers when they teach reading to Grade One (1) learner's in English when the learner's home language is Afrikaans and isiXhosa. I would like to assure you that everything you say or tell me will be treated in the strictest confidence, if at any time you wish to end this interview, you may do so. I would like to tape record this interview for precise recollection, do you mind?

S4TB: No, I don't.

Joni Adams: Thank you for your willingness to share in the study. Okay, so my questions are just to find out what your experiences are as a teacher. So my first question would be, what are your experiences when teaching reading to the learners, what have you experienced in your class with how they learn reading and how they respond to your lessons?

S4TB: I find it very difficult especially in my class because why, I have Afrikaans learners coming from Afrikaans homes where there is no English and isiXhosa where the children don't understand a word of English some of them and it's so difficult because I cannot

respond. I can still talk to the children in Afrikaans because I can speak Afrikaans and we can communicate but with the isiXhosa there's no communication because I don't know how to tell the children what I want to say and they also they don't know how to respond to me because why, the language is total, and majority of them don't know any English they are only isiXhosa, so it's very, very difficult communicating with each other.

Joni Adams: Okay, what type of support do you have when teaching reading to the learners whose home language differs from the language of teaching and learning, so when I refer to support I mean about your, with your peers, the school, the Department?

S4TB: Can you just elaborate on that.

Joni Adams: Like the support like uhm... for example, like training or resources or workshops or something.

S4TB: There's no workshops okay for reading we have, we've had workshops for reading but then it's just like the basics. They tell us how we should read in groups and all, but it doesn't aahh in the classroom environment it's not the same because like I say with the language isiXhosa, it is a big, big problem and I actually I was considering of doing a isiXhosa course or something just to help myself because I get frustrated not being able to talk to them, tell them what is happening because, okay with the Grade One's (1's) especially if you are doing stories or we are reading in a big book, they can see the pictures at least the pictures help them but otherwise they don't understand what's happening, they don't know what it's about and ja so they are lost completely and I had one (1) learner, it was last year, his never been to, he wasn't at a grade R, he didn't go to crèche nothing so he couldn't understand a word of English, he didn't understand Afrikaans. He didn't know how to hold a pencil, he didn't know what a pencil was, he didn't know anything and it was so difficult to communicate with, that one (1) child. I actually had to ask some of my learners that can actually understand English and isiXhosa to help me to communicate with this one (1) particular child, it's difficult.

Joni Adams: And support from your fellow peers, from the other Grade One (1) teachers?

S4TB: Uhm... we all in the same boat because why, none of us like here at this school, we don't, my teacher next door she doesn't know how to speak isiXhosa now we don't know, we sit and we plan our lessons, it's basically just English and then in classroom we just uhm...ja we'll ma translate in Afrikaans but I feel very sorry for the isiXhosa learners because I don't know.

Joni Adams: Okay, and how would you say your school supports you?

S4TB: (laughs) I don't know; I don't know how to answer that one (1). There's no support. We have Xhosa at the moment, it just started this year where we have Xhosa teachers that comes so that helps a little but she, we do the same thing and then she just does it in isiXhosa with them so it's a little bit better.

Joni Adams: Okay, what mechanisms are in place to support the learners reading in language other than the home language, so what mechanisms do you have in class or like let me say like what strategies do you use to support these learners?

S4TB: So like supporting material like books and flash cards and like, that's what you mean, posters and big books. When we are telling a story normally we use to sit on the mat and we'll discuss the story, go over the big book first with them and then each one (1), we'll go over the book together and then we'll give each child a small copy of the same book which they can take home every day, so that can help them to read at home because why, but that's another thing we don't have support from some of the parents as well cause the children go home and they come back with nothing, nothing has been done, the book wasn't even taken out of the file nothing, same goes with homework, worksheets, work that we give them. We send it home and then it comes back like nothings been done or some of them would say my sister did this, she did the work because I can see that this is not a child writing or the mother did it, so it's difficult.

Joni Adams: Okay, on that one (1) can I ask you what type of reading uhm... do you do in the classroom?

S4TB: We do share reading where we sit on the mat and we read together and then there's independent reading where we give them stories to take home, story books to

take home and go read at home and then uhm... one (1) on one (1) ja when I call them to read for me on the mat ja.

Joni Adams: And how do you find that, how do you find the different strategies that you using?

S4TB: For some children that enjoy reading it's actually nice because why we sit in groups but I put them the strongest, the stronger learners together with each other and the one's that's not so good in the reading, that struggles we sit together and we, I have to read and then they just say it after me but ja so...

Joni Adams: In line with that may I ask, how many learners do you have in your class?

S4TB: Uhm... we have, this year I have 38.

Joni Adams: And now with Covid-19, how many learners?

S4TB: Now with Covid-19 we divide it into two (2) groups. We have group one (1) which are divided, it's twenty (20) and then group two (2) is eighteen (18).

Joni Adams: And how have you found with your reading now that you've got two (2) groups?

S4TB: Ooh, It's difficult. It is difficult because why, especially with the two (2) groups now we have divided them there's no more sitting on the mat. There's no more, I can't let them stand here by me and read, we have to be away from each other and I give hem reading material to take home to go and read at home but then I found out that most of them, they not doing it at home. I don't know if the Covid-19 made them lazy or what's happening but I'm getting nowhere with the reading at the moment. We read on a daily basis but I try and do some reading in the morning with them, big book reading and then we have, there's a book that I've made for them to read every day. Now here they come to school one (1) week and then the next week they are at home. So now the week they are at home I give them reading to do at home and yes at school I have to make copies for them again here at school and I have small books at the back which I give them every day to take home every other day we ja update it.

Joni Adams: And then what do you feel or what can be done better to address any negative experiences that teachers have in the classroom, what do you feel can be done to help teachers like with the experiences that you've had or what help would you like to help you to maybe improve your reading or your... in the class?

S4TB: I would most definitely, if they could have more workshops for us, that would be a big help because at the last workshop we had a phonics, was it Jolly Phonics, and it was quite nice with the Phonics and then I think it was in last year we had a workshop about reading and it helped because they gave us big books and the big books, we using it in the class. So it you can have that on a regular workshop and how we can, I want to discuss also the topics about how the problems we facing in class, especially with the language barriers, if we can aahh, maybe they can provide us with the short Xhosa workshop or something or so just for the basics for us to be able to communicate with this Xhosa learners, that would also help.

Joni Adams: Sorry and then one (1) last question, what is expected of teachers when teaching reading in a language when the home language differs from the lot, so what is expected of you as a teacher and do you feel these expectations are reasonable, like the expectations from the school and the expectations from the Department?

S4TB: Elaborate on that one for me.

Joni Adams: So, like let me put it this way. I know you deal with CAPS okay, so CAPS has certain criteria that they expect you to do every term.

S4TB: Like with the, it's the reading and the writing and all of that, you talking about?

Joni Adams: Ja, those things. So you've told me about your experiences and how the learners struggle. So in CAPS there's certain let's say words or sight words or things that they have to be able to read, uhm... these expectations do you think that they reasonable, you as a teacher being in the class and actually teaching it?

S4TB: no, it's not reasonable at all, because uhm... I think it's in this year or was it last year where we had the Agra, where they introduced the Agra and then we had to time the children, we'll do the sounds with them and then there's words and then there's a

story and then we must aahh time the children with a timer and they must say all the sounds within a certain amount of time and the words, the words was too difficult for my Grade One's (1). I didn't even attempt the words in the beginning and then the reading was too difficult for them also and the Department wanted us to do the Agra. Okay we haven't been doing it at the moment because why there's no time, we don't have time, we have a short space of time with the learners and we try to get everything within that week because we know at home there's no, the next week the children are going to be at home and there's nothing that's going to be done. So the expectation that the Department has for us is ridiculous, it's not what we facing here at school and especially here with us in the morning it's the temperature. Now other schools, the children they know they must come early to school, now here the children arrive five-to-eight (07:55), eight-O-Clock (8-O-Clock), the transport leave them. Now there's like queues. The children have, the temperatures have to be checked, now they come here like past eight (8) in class, so our time is so limited and we are all under pressure because why there's no time to do much because there's reading, there's counting, there's so much we have to do in the day plus they still have Xhosa lessons so we frustrated, it's really, it's a frustrating thing but we try to do our best that we can.

Joni Adams: Okay, is there anything else that you would like to add to this uhm... to this research topic regarding the experiences of teachers that I haven't maybe asked you?

S4TB: Uhm... at the moment I'm also fairly new, so I'm not to experienced but at the past what I would do is I would ask like there was one (1) teacher, Mrs Timothy, she was a teacher for forty (40) years, I would always go and check what she's doing and I would ask her what she's doing or I would go to my aunt, she's a teacher at St John's, I would ask her what are you doing and I'll go to various teachers I know in the foundation phase and just get an idea of what actually, what I should do and what is better, what I should try out with my children but it depend on the children as well because why we have children that don't know how to write their names, it's difficult. We have like a few children who can actually understand what you saying and understand what you need them to do and the rest of the class is just looking at you like you speaking a foreign language, so it is difficult.

Joni Adams: Okay.

S4TB: And the Covid-19 just made it worse - joh, it made it worse.

Joni Adams: Okay, thank you very much for sharing your experiences with me. If there is anything at a later stage in addition to what you've said today that you'd like to add to the topic please feel free to email me or to WhatsApp me or call me and I'll add that. Thank you very much.

S4TB: Okay, Thank you.

*****END*****

Appendix H: Interview schedule: Heads of Department (HoD's)

Researcher's Name: Joni Hilary Adams

Institution: UNISA

Type and level of Study: Master's in Education (Early Childhood Development)

Field of Study: Early Childhood Development

Research Topic: TEACHING READING IN LEARNERS' SECOND LANGUAGE:
GRADE 1 TEACHERS' EXPERIENCES

Questions for HoD's

1. What are your experiences as an HOD concerning reading in Grade 1 classes?
2. What is your role in the Grade 1 reading programme regarding the improvement of reading?
3. What strategies do you implement to support reading for learners whose Home Language is different from the Language of Teaching and Learning?
4. How is the LoLT in your school chosen?
5. Which language is spoken by the majority of the learners in your school?
6. What is the proficiency of teachers in the Language of Learning and Teaching?

Appendix I: Head of Department (HoD's) transcripts

HOD 1: S1H

Joni Adams: Hello, my name is Joni Adams and I'm a Master's student at the University Of South Africa. I'm doing my research on the experience of teachers when teaching reading to Grade One (1) learner's in English when the home language of the learners is different from the language of learning and teaching. I would like to assure you that everything you say or tell me will be treated with the strictest confidence. If at any time you wish to end this interview you may do so. I would like to tape record this interview for precise recollection, do you mind?

S1H: No.

Joni Adams: Thank you for your willingness to share in the study. If I may ask my first question, what are your experiences as an H.O.D of reading in Grade One (1) classes, so what have you experienced with regards to the teachers and the educators as well as the learners?

S1H: Ai... my experience, okay. Reading is... what I've noticed is that reading is a uhm... is very abstract for both teachers and learners especially in grade uhm... Grade One (1). When I say abstract the I aah mean the children must make uhm... sense of their learning, but now our children's languages are different so now the child has to first process the sounds and aah they can't speak properly and then being a second (2nd) language speaker ourselves, most of us, we not English Speaking so, uhm... we might pronounce the words as well a the sounds differently and I think aah that is where our problem lies when we teach uhm reading and what I've also noticed is that from the teachers and learners is that the reason why we struggle to read is because uhm... the children can't speak properly, they can't say... when you come to school. A normal child usually uhm... have a good vocabulary and the child can speak sentences, can answer in full sentences if asked to do so, but now uhm... if you ask them questions they will answer you one word questions or they might not even answer you, you know and then the time construct is so short when you teach, so what you normally do, what the teachers... what we... I must include myself, is that we will give the word to the child and let the child uhm... repeat

himself to know what it is but then what does that mean? The child doesn't even really understand what the word really means or the child doesn't even have a chance to comprehend or put the word into you know he can't make a connection of what he's saying and whatever and that is where uhm... we fail our children and that is why our children has such a low read, can't read and aah and that is why they struggle even when they get to grade seven (7) as to make sense of what they are reading because aah they must first now know what is the word all about, put it in his own language first in his brain. It's a whole process where they go through and aah that is aah... before it now we go on, before the child can even process as to what the word means and then we go to the next word and to the next word and that is what, what are we doing? Ja, depositing lots and lots of knowledge, words in the child's minds where the child didn't even have uhm...they didn't even have a chance to process whatever he was... whatever we taught him and aah so the next day when he comes back the he forgot everything.

Joni Adams: Why?

S1H: Because it was too much work for him to remember.

Joni Adams: May I ask, what is your role in the Grade One (1) reading programme regarding the improvement of reading in the Grade One (1) classes, is there a program?

S1H: Yes, we do have a programme. CAPS, our CAPS document makes provision for that and it's... like I say one again it's lots of content that we need to teach the children in a very short, in a limited time frame.

Joni Adams: And what may I ask is your role the Head of Department in the reading program?

S1H: what I do is that aah I just see whether everything is policy compliant and whether the teachers are doing it or what.

Joni Adams: What strategies do you implement as a school to support the reading for learners whose home language is different from the language of teaching and learning, so as a school, how do you support the learners reading?

S1H: We don't really have any aah support systems because there is a aah... we make use of I-Tech... aah I-Tech library, I-Tech centre neh?

Joni Adams: ah huh.

S1H: Ja, and uhm... The lady supported us. They gave us books to bring to school and we have our libraries in our classrooms and we also have a resource centre but like I say is that, we want to do all these things but it's so... when we teach the children how to read then we must go from scratch. It's not like the child will sit and relax and whatever, it's a stressful process for all of us.

Joni Adams: Okay, how is the language of learning and teaching chosen in your school, let me first ask, what is the language of learning and teaching in your school?

S1H: It's English.

Joni Adams: Okay, and how is this chosen, how was this chosen, who chose it?

S1H: I can't even remember. It's supposed to be the School Governing Body and it was because of all the teachers... it's actually the pressure from the parents as well, that they wanted their children to be taught in English. Because this was first an Afrikaans school and then aah after 94 it turned out... we only had one (1) English class but most of the parents requested their children to be taught in English and that is why there was only one (1) class but most of the parents didn't want their children to be taught in Afrikaans anymore.

Joni Adams: Okay.

S1H: and that's how we changed.

Joni Adams: Which language is spoken by majority of the learners in your school, so what would you say is the majority home language of the learners?

S1H: It's 50/50 its Afrikaans learners and Xhosa learners.

Joni Adams: And if I may ask, regarding your teachers what is the proficiency of your teachers in Grade One (1) in the language of learning and teaching?

S1H: The proficiency of the learners?

Joni Adams: No, of the teachers.

S1H: Like I said we all are second language speaker's aah, so I would say, satisfactory.

Joni Adams: And to just expand on that, how does that uhm... impact or affect your pronunciation when teaching reading from your experience?

S1H: Aah...we tend to go, we code-switch a lot and then I don't know (giggles) with ja and you know we in South Africa is that, like I speak English and Afrikaans. The Afrikaans uhm... what do you call it, the way I speak Afrikaans the same cordertation or whatever so, and when the Xhosa speaking teachers teaching their Xhosa accent and they pronounce the words the way they pronounce it and they pronounce the word as we read it in how we say it. Like for example, the Xhosa children will say seventy (Xhosa accent) and when we count they will say seventy (Xhosa accent) you know.

Joni Adams: Okay, thank you very much. If I may ask is there anything else that you'd like to add regarding your experiences as a H.O.D, regarding the reading in Grade One (1), is there anything that you might want to add to what you've already told me.

S1H: Jho, the children are poor. They like is said, I don't know is it now the language but back in the day even the children... I can't understand what, is the difference now, as to the reading because it is really, it is a worrying factor about the reading proficiency of the learners. Okay they do, when they come, the do just... at least the child will figure out words and read like back in our day. If I talk about back in the day, then I talk about the 80's and the early 90's but things are just getting worse. I don't know.

Joni Adams: Thank you very much for your time if there's anything that you'd like to add maybe at a later stage or in future, please feel free to email me or to WhatsApp me uhm... or if you have any additional comments. I would appreciate that.

S1H: Pleasure.

Joni Adams: Thank you very much.

S1H: Pleasure girl.

*****END*****

School 2, HOD: **S2H**

Joni Adams: Okay my name is Joni Adams and I'm a Masters student at the University of South Africa. I'm doing my research on the experiences of teachers when teaching reading to Grade One (1) learner's in English and their home language differs, which is isiXhosa or Afrikaans. So if I may start mam? I just need to for record purposes. I would like to assure you that everything you say or tell me will be treated in the strictest confidence, if at any time you wish to end this interview, you may do so. I would like to tape record this interview for precise recollection, do you mind?

S2H: No dear, carry on.

Joni Adams: Thank you for your willingness to share in this study.

S2H: Thank you.

Joni Adams: Thank you, so my first question, what are your experiences as an H.O.D of reading in Grade One (1) classes, so how have you experienced how are the learners reacting uhm... in the classes or how are the teachers dealing with the reading lessons when the learners struggle to understand or are unable to do the work, have you had any experiences like that?

S2H: Yes, especially in this case of most of our learners are isiXhosa speakers and few of them are Afrikaans speakers. Then they come especially in Grade One (1) for the first time and they have to read in English. We start now with our sight words but now because we are not getting the proper support at home especially the first term and second term it is very difficult, it is very difficult. I think if the parents can play the part, but we cannot force them. Then we have to do it, we have to try other means to do it and a slower pace now.

Joni Adams: uhm... tell me mam, what is your role in the Grade One (1) reading program regarding the improvement of reading in Grade One (1) classes, so all that I'm asking is,

is there maybe any extra reading classes for the learners uhm... I know the teachers are very, very busy uhm... and that there's a lot of teaching time and after teaching time its admin and extra-curricular but is there a reading program at the school and what is your role in uhm... the reading program?

S2H: We do have an extra one (1). We have now the outside organisation it's an NGO, Masibumbane. Masibumbane is for teaching teachers, they are encouraging us teachers. They are empowering us teachers to go to the learners. My role firstly is to seat to it that the timetable is followed, there's a special time for reading and we also have now meetings here at school. Yes, foundation phase teachers will decide now, in our timetable we must have fifteen (15) minutes, the first fifteen (15) minutes must be for sight words, we are encouraging that routine and my role is to seat to it, we are trying our best.

Joni Adams: Okay, thank you. Which strategies do you implement as a school to support reading for learners whose home language is different from the language of teaching and learning, I know you've mentioned the NGO that assists uhm... with this reading program uhm... but what strategies does the school, like the teachers apart from that and apart from the morning, you said the morning sessions for the sight words, the beginning of the lesson, what else would the teachers, like they've come to you, you've had your meetings with them, what strategies have you seen that they use to help the to support the reading?

S2H: We have the first fifteen (15) minutes where we start the sight words, we don't write anything, we don't... it's just reading. Then we have our timetable where we have now our groups. Our teachers now are using group method, they will take now the first group, the second group, the third group that where we try our best according to the activities, we focus too much on the first group we give them extra work. Then we'll spend more time to the last group where they need support and the... our strategy is now its old metHoD's, the flash cards, we flash the words to the learners. We try to by all means to start now analysing, explaining the meaning of the word.

Joni Adams: Okay, thank you uhm... how is the language of learning and teaching uhm... in your school chosen, who has chosen the language, the medium of instruction that you using in the classes, uhm... do you perhaps know?

S2H: I think the person, I think, I'm not sure. I think the community of Egoli was mainly for the coloureds then I think the first group decided on that.

Joni Adams: Okay, uhm which..., you've already mentioned it but could you state mam again. Which language is spoken by the majority of the learners in your school?

S2H: isiXhosa.

Joni Adams: Okay, what is the proficiency of the language of learning and teaching, so how well are your teachers, the Grade One (1) teachers in the language of learning and teaching, like when it comes to the, because the language of learning and teaching is English, how are your teachers in English, how are they finding it?

S2H: We are... All the Grade One (1) teacher's, I'm talking now about today, presently, the old teachers, the old education. What is our strategy because we want now to be following with this, it's the learning. We learn, we equip ourselves by attending workshops, we have now the NGO's, it's not the only one (1). We have more people that are coming to help and in those people we are learning even from you today we can learn something.

Joni Adams: I truly hope so. Okay, the reason why I've placed that question is because I've also done my teachers experience as well as reading up on the policies of that the Government has been trying to put in, like the Incremental African Languages and you know and they talk about the white paper and all those things for learners and also to help learners with their language, you know where the policies where they talk about uhm... if learners want to want to be taught in their home language that the school must make provision and that, and all those things and I'm also aware that they put some of these teachers, AL teachers into the schools, where these teachers were supposed to come and teach the learners Xhosa to help enable these learners to speak the African languages and to be able to learn in the African languages, do you have any of those teachers at the school?

S2H: Yes, we do, one (1) of us that teacher, the one (1) that was here was but because of we at New Generation, we started the additional languages far before Government started it. It was three (3) or four (4) years before they started with this and it was seen

by our principal, Mr Peters that we have majority of isiXhosa, we have a few of Afrikaans. Looking at grade twelve (12) exams, it is very vital for a learner to do what she can pass more because I think the B symbol and then Mr Peters started isiXhosa and we have now in Grade One (1), two (2) additional languages, Afrikaans and isiXhosa.

Joni Adams: Okay, that's very nice.

S2H: Yes, because the learner in grade four (4) we make a choice but the learner is aware there is Afrikaans or the current learner is aware there is isiXhosa even if they will go different ways. We do have now because they came and we've asked in that method then they are not teaching isiXhosa only, they are teaching everything in Grade One.

Joni Adams: Okay. Okay, thank you that's very, that's actually very interesting.

S2H: when Government was deploying them here, we were ahead of the Government.

Joni Adams: Wow!

S2H: Because of the view and the other thing was encouraging them, because I was at SMT then our high schools here they were still doing Afrikaans and we had an opportunity of our learners were taken from Claredon, George Randell, everywhere. Then when they want to make a choice of Afrikaans and isiXhosa, they were afraid to do so.

Joni Adams: That's actually very interesting, uhm...mam thank you so much for your time as I said my focus is on the experience. I want to know how the HoD's also, actually I wanted to bring in the HoD's because the HoD's have experience, because they have uhm...either been teaching for a while or you've been in that grade uhm... I know some schools have a HOD for maybe a Grade 1 and a Grade 2. I'm not sure if you are specifically?

S2H: No, we are not like that.

Joni Adams: Okay, are you just the Grade One (1)?

S2H: Not just for Grade One (1), foundation phase, Grade One (1), two (2), three (3).

Joni Adams: So you are the Head of Department for Grade One (1) two (2) and three (3)?

S2H: Yes.

Joni Adams: Okay, may I ask how long you have been a H.O.D?

S2H: Yes, it's uhm... I think it's more than ten (10) years, it's more than nineteen (19) years now.

Joni Adams: Wow! And then what grade are you currently teaching?

S2H: Now from the 24th maybe 25th I started teaching Grade One (1) now.

Joni Adams: Okay.

S2H: For the past many years I was in grade two (2).

Joni Adams: Okay.

S2H: But now because the other teacher went to another school. I Started from the 24th of August, I started teaching in Grade One (1).

Joni Adams: And how are you finding it, if I may ask?

S2H: It's not very difficult because I'm used to it, but it's an adjustment.

Joni Adams: just that it's the little ones, the younger ones.

S2H: Yes (in Xhosa), I'm used to it and we are also know to follow the policy document, we have now the guide. Then we follow the guide, then with our learning from you, from the colleague, whoever, it's taking us across.

Joni Adams: Okay, uhm... sorry to draw the on, I just have one last question for you, as a H.O.D uhm..., have your teachers come to you about them, themselves though, I understand you talked about an NGO and that you've got a timetable and you've got a program that you doing, uhm... with some of the teachers that have come to you, are you able to maybe indicate what some of their experiences have been with the reading, know that you know sometimes we have bad experiences where learners shut down and get

frustrated or maybe the good experiences where learners, they just fly because of the new strategies, they adapting in class, with you as a H.O.D, what could you tell me are some of the experiences not necessarily these teachers that are currently teaching now but just in your light at any of the Grade One (1) teachers specifically come to you and what they experience have been?

S2H: I will talk about teachers in generally here at school and outside the school because they normally ask us, ask me how are you tackling the subject of reading. You know that I use to tell them the back bone, if you follow the sight words, the sight words, they must differentiate between phonics and reading, the learners can read more than the phonics and it's a practise and flashing of words and pointing of words and that they need routine of that and it encourages something. You know what, for many years I was teaching grade two (2) and three (3) I also, it's beginning of the year in the first meeting with parents I will show the what am I doing and I will also encourage the parents to register at the nearby library and I even show books to take for the learners and that was making my reading and I'm also encouraging teachers to and in grade two (2) or three (3) sometimes we push them to even read an article from the Daily Sun or magazines that are available.

Joni Adams: Okay, thank you very much, I do appreciate it. Thank you so much for giving me some of your time and for sharing your experiences with me, I do appreciate it. May I ask that you please just uhm... that you complete just to sign that you do agree to participate with me. If I also may, sorry I didn't give it to you at the beginning it's because it's Covid-19 at the moment, it's the Covid-19 questionnaire of if you have a cough and I should have given it to you before the time. If you could please just uhm...just to tick it off for me and to sign at the bottom please.

*****END*****

Appendix J: S1: Language policy

LANGUAGE POLICY OF NEW GENERATION PRIMARY SCHOOL

1. Introduction

The following issues were kept in mind when the language policy for NEW GENERATION PRIMARY SCHOOL was compiled.

- (a) Section 6 of the South African School's Act.
- (b) The norms and standards regarding language policy for Public Schools as set out in the Education Law and Policy handbook.
- (c) Language must not be used as an excuse to keep children of another race from enrolling at a school.
- (d) It is compulsory that at least two of the eleven official languages in our country are taught at a school.
- (e) Given our eleven languages and the emerging divergent character of our suburbs today, it is desirable (if possible) to have one of the other languages as a third language in our schools.
- (f) The different language subjects at school should be allocated the same instruction time.
- (g) Factors like the following played a significant role in the forming of the school's language policy:
 - The language preferences of the majority of parents.
 - The number of requests by learners to be taught in a particular language.
 - The availability of educators.
 - Your neighbouring school's medium of instruction.
 - The costs involved in expanding language instruction at your school.
- (h) According to the South African Schools Act, the parents of minor children have the right to choose the language of instruction for their children.

2. The following stakeholders were consulted:

- a) East London District Education Department
- b) Parents
- c) Educators
- d) Community Representatives

3. Policy Adopted

3.1 Language of Teaching and Learning

English was adopted as medium of instruction although it is not the mother-tongue language of almost all learners

3.2 Additional Languages

3.2.1 In Grade 1, 2 and 3 learners will do both Afrikaans and isiXhosa as an additional language and equal time will be allocated to both languages.

3.2.2 In Grade 4 the learners in consultation with parents and educators will be

offered to choose one of the additional languages

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1. LANGUAGE POLICY

2. EFFECTIVE DATE	01/10/2020	3. DATE OF NEXT REVIEW	0
4. REVISION HISTORY	*		
	*		
	*		

5. PREAMBLE

South Africa is a country with a diversity of cultures and languages. In the emphasises of any language policy should be on the promotion of development of the official languages, and a respect for all languages including South African Sign Language and the languages referred to in the Constitution.

This policy attempts to protect and advance our diverse cultures and uphold the rights of all learners, parents and educators, and promote responsibility in facilitating the underlying principles which are:

- The maintaining of the home language/s while providing access to acquisition of additional language(s), in keeping with the Department's additive approach to bilingualism is to be seen as the normal language-in-education policy.
-

- The Governing Body of a public school may determine the language of the school subject to the Constitution and any applicable provincial law.

1. PURPOSE OF THE POLICY

To promote and develop all official languages.

- To establish multilingualism as an approach to language in education.
- To identify and determine a Language of Learning and Teaching (LLT) and the approved language/s to be offered to learners at the school.
- To ensure that no form of discrimination takes place on the basis of language.

2. DEFINITIONS AND ACRONYMS

DEFINITIONS

No.	Term	Definition
7.1.1	"the Act"	Means the South African Schools Act No.84 of 1996 as amended
7.1.2	"the School"	Refers to the School
7.1.3	learner	Any person registered to receive education at the school
7.1.4	multilingualism	The ability to use several languages
7.1.5	Home Language	A preferred or first language of choice that a learner may offer for learning and teaching purposes
7.1.6	First Additional Language.	An alternative or an additional language to the Home Language that a learner may offer for learning and teaching purposes

7.2.3	HL	Home Language
7.2.4	FAL	First Additional Language

1. APPLICATION AND SCOPE OF THE POLICY

8.1 The language policy applies to all learners and educators and covers Learning and Teaching and Language as a subject.

2. LEGISLATIVE FRAMEWORK

9.1 Constitution of South Africa, (Act No. 108 of 1996) as amended

9.2 South African Schools Act, (Act No. 84 of 1996) as amended

9.3 National Education Policy Act 1996, (Act No. 27 of 1996)

3. RELEVANT POLICIES AND PROVINCIAL CIRCULARS

10.1 Language in Education Policy, published in terms of section 3(4)(n) of the National Education Policy Act 1996, (Act No. 27 of 1996).

10.2 Norms and Standards regarding language policy published in terms of the South African Schools Act, (Act No. 84 of 1996).

10.3 Circular 20 of 2009 – Registration Procedures for Entry to the Certificate Examinations (Gr.10 to 12)

4. POLICY STATEMENTS

KEY CONSIDERATIONS IN DEVELOPING A POLICY

The school recognises the diversity of cultures and languages in our community and considers the following realities to shape the language policy:

a. The thorough development of a child's language skill is a reliable predictor of cognitive competence.

b. Both the Home Language and Language of Learning and Teaching

- d. The promotion of multilingualism enhances opportunity for learners and participates in the socio – economic development of the country.

12. LANGUAGE OF LEARNING AND TEACHING

The language of teaching in our school will be English. Learners who speak languages as home language will be accommodated as far as humanly possible within our capacity.

13. LANGUAGE OFFERED AS SUBJECT

In addition to English Home Language, Afrikaans First Additional Language is offered as a subject up to Grade 7 whilst Isixhosa First Additional Language is offered as a subject in the Foundation Phase.

14. LANGUAGE OF COMMUNICATION

- School reports as well as official written communication issued by the school will be in English, unless the correspondence is concerning one of the other languages.
 - Articles in the school newsletter will be written in the languages indicated in the school policy (13).
 - General parents meetings shall be addressed in the languages indicated in the school policy (13) and where necessary an interpreter may be utilised.
 - No learner shall be punished for expressing himself/herself in a language other than the language of learning and teaching at the school.
-

No learner shall be punished for expressing himself/herself in a language which is not the language of learning and teaching at the school.

12. LANGUAGE AND ADMISSIONS

- Language competence testing shall not be used as an admission requirement for the school.
- A parent shall exercise the minor learner's language rights on behalf of the learner on application for admission to the school.
- In cases where the school uses the language of learning and teaching which is not the language of the parent for the learner and where there is space available for the learner in the language applied for, the school shall admit the learner subject to the admission requirements being met.
- In cases where the desired language of learning and teaching is not offered by the school, a parent may decide for the learner to be taught in a language offered by the school, provided that the learner and parent do not demand the desired LoLT after admissions. On application for admissions, the required documents are expected to be made.

APPROVAL

Recommended by: Principal (<u>print</u> name)		Signature:	
Date:			
Approved by: SGB Chairperson		Signature:	

Appendix L: S3: Language Policy

1. Introduction

1.1. S3 Language Policy was developed based on requirements and recommendations of the Department of Basic Education's "Language in Education Policy," the National Education Act, the Constitution of the Republic of South Africa, and Parkside Primary School Policy.

1.2. We affirm that multilingualism and equitable language rights are protected in the Constitution of the Republic of South Africa and that the promotion of multilingualism demonstrates our commitment to nurturing respect for diversity amongst our Scholars.

1.3 This policy informs the language planning and language management at S3 in the classroom teaching and learning to fulfil our mission to create global citizens.

2. Approach

2.1. There are eleven (11) languages granted official status in the Constitution.

2.2. The Constitution provides for the right of all students to receive educational facilities in the official language of their choice.

2.3. S3 has a responsibility to "meet all learning outcomes and assessment standards by the Department of Basic Education's national curriculum standards (The Responsibilities of Independent Schools, Department of Basic Education, 2008).

2.4. The Department of Basic Education has determined that "being multilingual is a defining characteristic of being South African" and that "societal and individual multilingualism are the global norm today" (Language in Education Policy, Department of Basic Education).

3.1. S3 are English/Afrikaans dual medium school, meaning that the primary instruction and behaviour management for all subjects, with the exception of languages taught, shall be English/Afrikaans.

3.2. S3 offer as a second additional language, isiXhosa from Grade 1 – 3.

3.3. Proficiency in the additional language offered may be used as an indicator for retention in concert with a student's results in literacy and maths, the primary subjects determine promotion and retention.

3.4. Where S3 require additional support to cement their understanding in a topic, they may act as a translator or ask a helpful peer to translate. This "scaffolded" instruction is a structured bilingual education that supports student achievement.

4. Languages as Social and Cultural Media

4.1. S3 are free to speak with their peers in the language in which they are most comfortable while on the playground, in common spaces, or in social interactions.

4.2. S3 are free to speak with their peers in the language in which they are most comfortable while working collaboratively in groups in the classroom.

4.3. Acknowledging that language plays a significant role in cultural practices, parents/guardians are encouraged to continue speaking with their child in their home language to instil cultural values and practices related to home language, and to support their child in expressing these cultural values and practices so that they can be shared with peers. We value diversity and the expression of diverse cultures at our S3 events, when celebrating public holidays at school, and through our themed units of study, as well as

5.2. Where necessary due to the composition of the school community, facilitate community meetings and events with dual language translation.

5.3. Where necessary, practical, and accessible, a teacher may translate or interpret in meetings with parents about a child's behaviour, academic progress, or other matters, or providing written and verbal feedback in both English and the parent's most preferred language.

6. Rules

6.1. Discriminatory behaviour on the basis of language, intentional or otherwise, is not tolerated at the School.

6.2. This applies when on the School grounds at any time, but also at other School events and also in instances where the Scholar can reasonably be recognised as a Scholar of the School (even if this is online).

6.3. Breaches of this Policy will be dealt with under the Code of Conduct.

Appendix M: S4: Language policy

SCHOOL LANGUAGE POLICY

VISION

- Home Language education as far as possible within our capacity
- Acquisition of at least one additional official language from grade one
- Treating other cultural and language groups in a sensitive and accommodating fashion

MISSION

- The stakeholders will strive to offer an official language at home language level in Grade R.
- To implement and develop English home language from Grade 1 as the language of learning and teaching.
- The teaching of first additional language Afrikaans from Grade 1.
- The acquisition of a third language for all learners, in other words, Xhosa as subject
- The gradual acquisition of Xhosa as a second additional language from Grade 4 onwards.

LANGUAGE OF LEARNING AND TEACHING

The above-mentioned will be implemented in accordance with the approval by parents at a parent meeting after the SGB, SMT and other stakeholders have tabled a proposal. The language of teaching in our school will be English home language, as well as Afrikaans in the foundation phase. Learners who speak other languages as home language will be accommodated as far as humanly possible within our capacity.

LANGUAGE OFFERED AS SUBJECT

In addition to English Home Language, Afrikaans as First Additional Language will be offered as a subject, with the intention that the third official language of the region, namely Xhosa will also be offered in the future. The time allocated will be 10 - 11 hours per week in the foundation phase according to the guidelines of the Education Department.

REVISION OF THE POLICY

The school's language policy should be reviewed annually at a meeting of parents and educators. The language rights of learners who are already registered should be protected and any changes should be phase in after thorough consultation with those involved. The following aspects should receive attention immediately:

- Medium of communication: English should be extended as medium of teaching to the intermediary and senior phases.
- In the foundation phase teaching should start with a parallel medium of teaching, namely English and Afrikaans
- The school should be developed further as a school with parallel medium teaching in all the phases.

COMMUNICATION WITH PARENTS

The language of communication with parents should be English or Afrikaans. If necessary, people who do not speak or understand Xhosa should be assisted in English or Afrikaans.

ALL OFFICIAL LANGUAGES

Parents and educators should be sensitised regularly regarding the promotion of all South African languages, in order to make positive progress towards multilingualism and to help with nation building and the fostering of good citizenship.

PROMOTION REQUIREMENTS

Although a mark of 50% throughout or level 3 is ideally acceptable, an elementary mark at level 2 will be accepted considering all other factors with regards to the learners progress as a whole (in accordance with Departmental Policy - should learners need more time to develop)

IMPLEMENTATION PLAN

STAFF PROVISION

- If vacancies occur, prospective applicants will be expected to comply with the school's current language policy. Mindful of the school's vision regarding multilingualism, candidates who have command of more than one language should enjoy preference, depending on the school's needs, i.e. such a person should be able to contribute towards realisation of the ideal.

FEEDER SCHOOLS

- Discussions should take place continuously with feeder schools to stay informed of language needs and developments at those schools, but also in the whole district. The school should assess itself constantly to determine whether its language curriculum and language provision is still in line with those of the feeder schools. This assessment can be done annually before the annual parent educator meeting so that changes can be made at the review meeting if needed.

LEARNING AND TEACHING SUPPORT MATERIAL

- Where English is the language of learning and teaching, most of the material used for these activities should also be in English. However, in the annual budget provision should also be made for the purchase of LTSM that can provide for the needs of non-English speaking learners and educators.

LANGUAGE REQUESTS

- Role players (parents, educators, learners, community members) should be given an opportunity to submit requests for another language of teaching, which should then be discussed at the annual revision meeting

Records should be kept of requests for another language from learners that the school cannot comply with. Such requests should regularly be forwarded to the D.O.E.

MANAGEMENT, MONITORING AND QUALITY ASSURANCE

















- The principal, the SMT and the SGB are responsible for the management, monitoring and implementation of the language policy. A schedule should be developed for the implementation of the language policy. Management should only ensure that, as the need for a second additional language increases, the necessary adaptation and plans for it are implemented.

END

- The school's language policy should be made available to parents who plan to register their children and should form part of the signed admission agreement included in the registration process. The school's language policy and its implementation plan should be provided annually by the Education Department. In the case of problems or tension regarding the language policy issue the Education Department, or its appointed agents, should respond to an invitation to play a supportive role until negotiations are concluded to the satisfaction of all the parties involved.

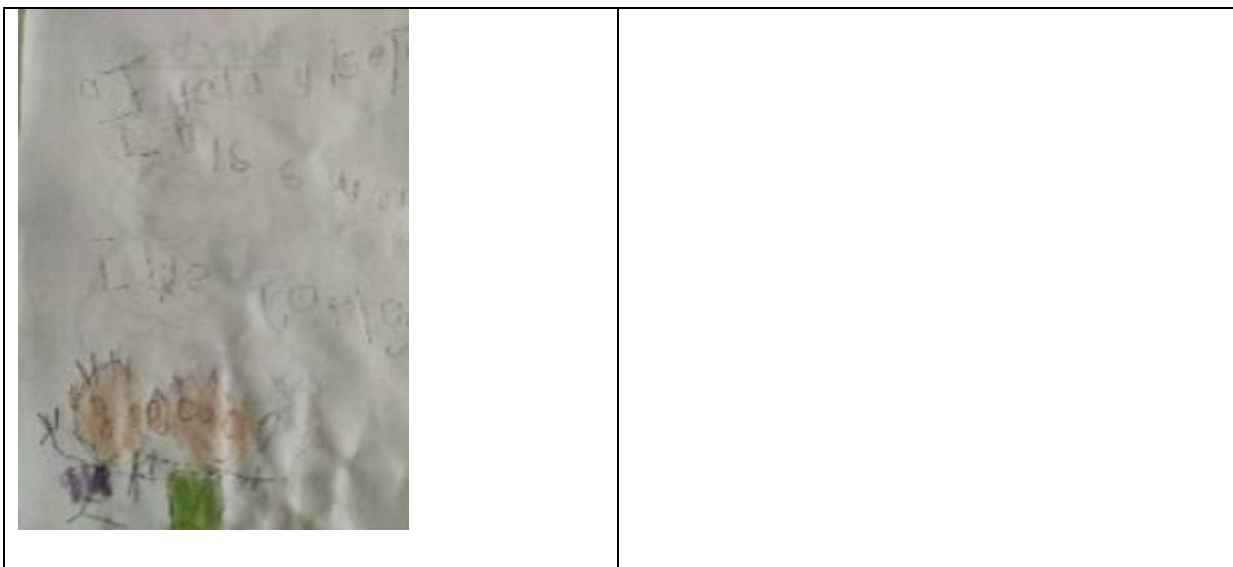
Appendix N: Document (learners' work) from S1



 b <u>a</u> g	 b <u>a</u> g
 p <u>e</u> n	 p <u>e</u> n
 h <u>e</u> n	 c <u>a</u> p
 t <u>e</u> n	 b <u>e</u> d
 s <u>a</u> d	 n <u>e</u> t
 p <u>e</u> t	 w <u>e</u> b
 b <u>a</u> t	 c <u>a</u> n
 w <u>e</u> t	 f <u>a</u> n

Appendix O: Documents (learners' work) from S2














Appendix P: Documents (learners' work) from S3

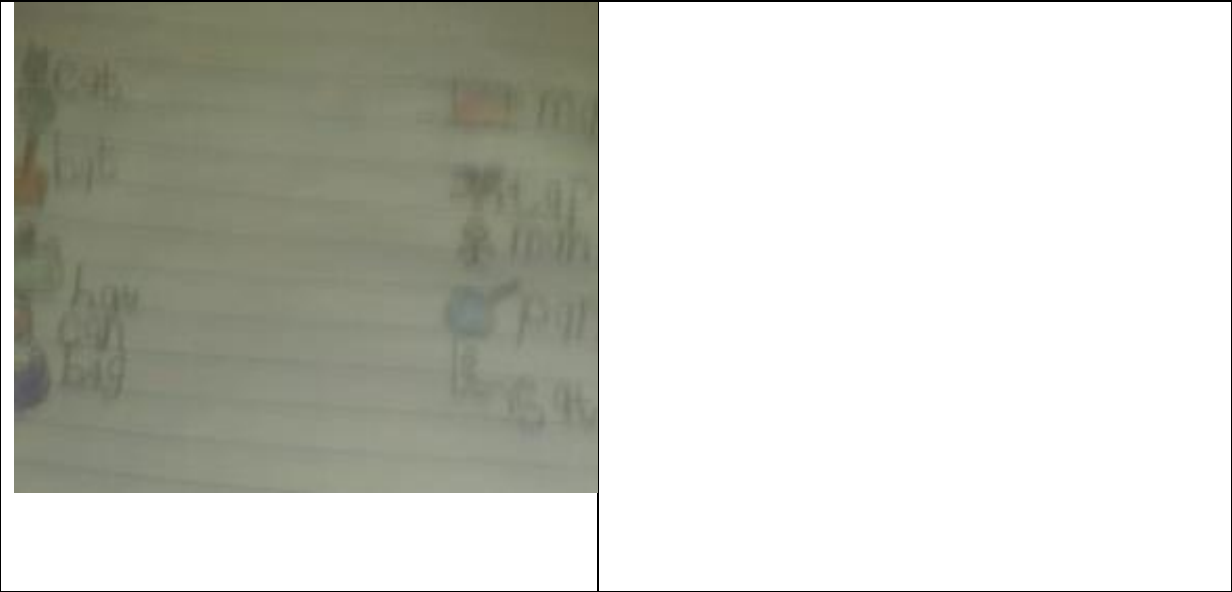
2 September 2021

 can	 mae
 bas	 tap
 hat	 man
 can	 pan
 bas	 sae

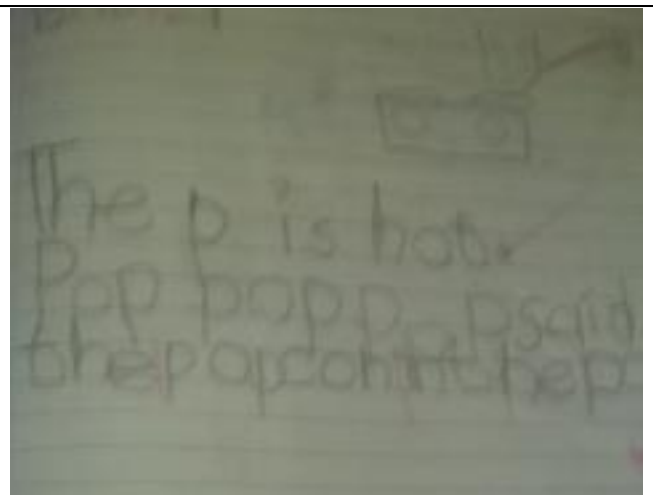
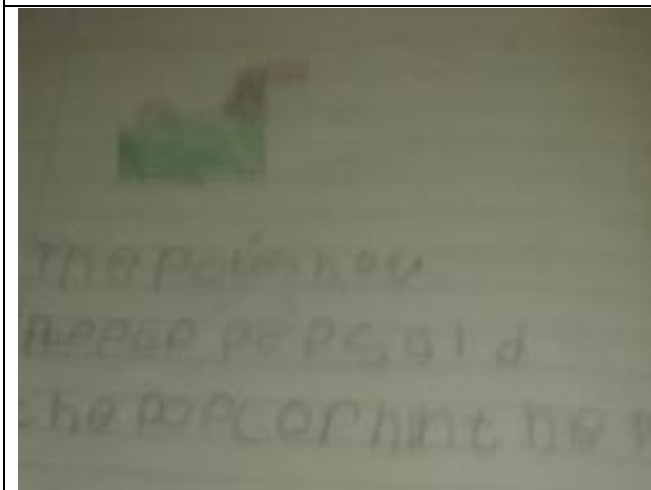
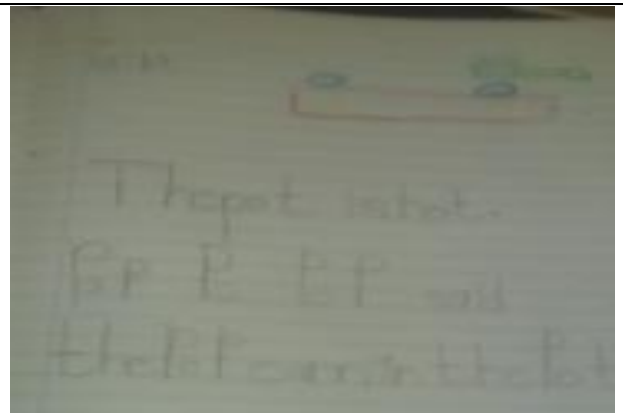
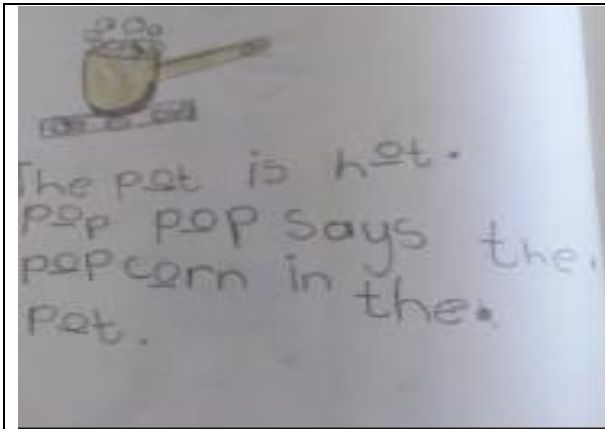
 cab	 me
 hat	 tap
 hat	 man
 bag	 pan
	 sae

 Boat	 ma
 bat	 tap
 hat	 man
 can	 pan
 bag	

 can	 ma
 hat	 tap
 hat	 man
 hat	 pan
 hat	 sat
 hat	



Appendix Q: Documents (learners' work) from S4



The pot is hot.
pop pop pop
the popcorn in the