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'Exploring Grade 3 teachers' strategies in the teaching of writing literacy'

by

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A full dissertation submitted in fulfillment of the requirements

for the degree of Masters in Education

Presented to the Faculty of Education and Social Sciences

at the Cape Peninsula University of Technology

December 2013

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ABSTRACT

In this qualitative exploratory study the primary purpose was to examine the nature of teaching strategies employed by two Grade 3 teachers to teach writing literacy. The following research questions underpinned the study: i) What strategies are being implemented by Grade 3 teachers to develop literacy skills in their classes ii) How appropriate, relevant and potentially effective are these strategies in terms of the aspects of literacy they address and support? Interviews and video-observations of the teaching-learning process were the two methods of data collection. Through a constant interplay between what teachers do as they teach writing literacy and literature accounts of what constitutes good teaching of writing literacy, the study aimed to arrive at conclusions regarding the question on whether the teaching strategies were appropriate, relevant and have potential for effectiveness. Both the interview and observation data were analysed using the constant comparative method in order to arrive at conclusions regarding the two research questions. The study has revealed that though teaching happened in a piecemeal fashion, the teachers use a variety of good teaching strategies to develop literacy among their learners.

DECLARATION

I, hereby declare that the content of this thesis represents my own work and that the dissertation has not previously been submitted for academic examination towards any qualification. It represents my own opinions and not necessarily those of the Cape Peninsula University of Technology. I further declare that all sources cited or quoted are indicated or acknowledged by means of a comprehensive list of references.

Signed: ……………………   **Date: 20 December 2013**

Elizabeth Joy Fredericks

ACKNOWLEDGEMENTS

DEDICATION

To my late father who taught me the importance of perseverance and the quest for knowledge and to my mother for her encouragement, love and continuous prayer.

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LIST OF ACRONYMS/ABBREVIATIONS

ADL	Actual Development Level
ANA	Annual National Assessments
ASCD	Association for Supervision and Curriculum Development
ASHA	American Speech-Language-Hearing Association.
BA	Bachelor of Arts Degree
BLA	Balanced Language Approach
CA	Curriculum Advisor
CAPS	Curriculum and Assessment Policy Statement
CK	Content knowledge
CTM	Circuit Team Manager
DBE	Department of Basic Education
DI	Differentiated instruction
DoE	Department of Education
DV	Descriptive validity
et al	and others
EV	External validity
FAL	First Additional Language
FBLF	Four Blocks Literacy Framework
FfL	Foundations for Learning
FP	Foundation Phase
HOD	Head of Department
HOT	Higher order thinking
ibid	the same source
ILST	Individual Learning support team
IP	Intermediate Phase
IV	Interpretive validity
LA	Learning area
LIEP	Language in Education Transformation Plan
Lit/Num	Literacy and Numeracy Strategy
LO	Learning outcome
LoLT	Language of learning and teaching
LOT	Lower order thinking
LPTC	Lower Primary Training Certificate
LTSM	Learning and Teaching Support Material
MCED	Metro Central Education Department

MKO	More knowledgeable other
NCS	National Curriculum Statement
NEEDU	National Education Evaluation Development Unit
NPA	National Protocol for Assessment
NPDE	National Professional Diploma in Education
NRP	National Reading Panel
NWP	National Writing Project
OECD	Organization for Economic Cooperation and Development
PASS	Priority Academic Student Skills
PCK	Pedagogical content knowledge
PIRLS	Progress in International Reading Literacy
PK	Pedagogical knowledge
NCS	National Curriculum Statement
NPA	National Protocol for Assessment
NRP	National Reading Panel
NWP	National Writing Project
PASS	Priority Academic Student Skills
PCK	pedagogical content knowledge
PE	Physical Education
PIRLS	Progress in International Reading Literacy Study
PK	pedagogical knowledge
RNCS	Revised National Curriculum Statement
SA	South Africa
SANSA	South African National Systemic Evaluations
SBRR	Scientifically-based reading research
SGB	School Governing Body
SP	senior phase
SRSD	self-regulated strategy development
TV	Theoretical validity
WC	Western Cape
MCED	Metro Central Education Department
WCED	Western Cape Education Department
UNESCO	United Nations Educational, Scientific, and Cultural Organization
USA	United States of America
ZPD	Zone of Proximal Development

CHAPTER 1
INTRODUCTION

1.1.   Introduction

In pre-democracy and apartheid South Africa (SA) the country's education system was unequal and fragmented. SA had nineteen different education departments which were conceptualised and structured differently, separated by race, geography and ideology. All these departments or systems were run centrally by the apartheid state, via the Department of National Education (Lubisi & Murphy, 2002). The ruling Nationalist Party designed an educational system that prepared children of the different race groups for the roles and positions they were expected to occupy in the political, social, and economic racialised apartheid system (Prinsloo & Janks, 2002:21). During this time the white supremacist group prospered in all spheres, due not only to their power, dominance and wealth, but also because of the superior quality of the education available to them. There was a strong rhetorical commitment to different kinds of curricula for different racial groups. The teacher training offered was of unequal quality, non-white students receiving training in a watered down curriculum. Education was used by the apartheid government as a tool to oppress and disempower non-white racial groups and as a means of providing cheap unskilled labour (Kallaway, 2002).

The unequal distribution of education resources to schools, and the teaching of a differentiated and inferior curriculum led to the majority of learners being disadvantaged, resulting in low competency levels. One of the negative impacts of the present unequal and fragmented educational planning is the documented underperformance of the majority of South African learners in the national literacy tests. In a report on the Progress in International Reading Literacy Study (PIRLS), Mullis, Kennedy, Martin, and Sainsbury (2004) has revealed that only 17% to 18% of South African learners were able to reach the higher international benchmarks. This result suggests that learners at Grade 4 and 5 levels were not performing at Grade level and were struggling to develop the reading literacy competencies needed to make the transition to reading for learning in the IP (Howie, Venter, Van Staden, Zimmerman, Long, Scherman & Archer, 2007).

Likewise, the South African National Systemic Evaluations (SANSE), conducted since 2002, have indicated that most Grade 3 learners perform below the grade level in Literacy, with the exception of a slight improvement in 2008 (WCED, 2005; 2008). The assessments have included Grade levels 1 to 3 for Literacy demarcated by the Department of Education (DoE).

The lower scores occurred mainly in Quintiles 1, 2 and 3 schools, schools in high poverty level areas, and in rural areas as demarcated by the DoE. However, it was also evident to some extent in quintile 4 and 5 schools, schools in theory attended by 'more affluent' learners. Quintiles are used by the DoE to indicate the socio-economic status of the community surrounding the school. Other factors determining classification of schools are poverty, unemployment and the dependency on social grants of learners and their families. The poorest schools fall in the Quintile 1 category, and schools which are supposedly better resourced and whose intake is from relatively affluent areas, are in quintile 5. Quintile 5 schools are characterised as being situated in up-market suburban communities with relatively high socio-economic status. My chosen research sites which have been classified by the DoE as being quintile 4 schools, do not reflect this classification, as the learners at these schools are from impoverished backgrounds. Substantial re-ranking of such schools is required because not all schools in 'more affluent' communities are well resourced, nor do their learners come from relatively affluent homes [Stats SA: 2001 online http://www.statssa.gov.za/ viewed 05 January 2013.

The assessment scores in fact mean that, nationally, only a small proportion of learners are deemed to be competent in literacy, which includes some, although not all, of those at schools in quintiles 4 and 5, a reality which perpetuates the social and economic divide in this country. The majority of learners (Grades 4 and 5), as indicated in the PIRLS report, did not reach the lowest international benchmark, implying that these learners lack the basic reading skills and strategies to cope with the simplest of academic tasks. These statistics indicate that the majority of learners in this country are in dire need of literacy intervention at a much earlier stage in their schooling than has previously been recommended by literacy theorists and policy makers (Callagan & Madelaine 2012; Yeh, 2003). Mullis, Martin Kennedy & Foy (2007:3) report defined literacy as: The ability to understand and use those written language forms required by society and/or valued by the individual. Readers construct meaning from a variety of texts. They read to learn, to participate in communities of readers in school and everyday life, and for enjoyment and are able to write texts in different genres.

The early identification of learners with language or literacy barriers relating to impoverished language, phonological awareness, letter identification and so forth should happen in Grade R. This would ensure that early intervention can happen to remediate the problem or barrier which manifests so that learners may access the curriculum. The most important aspects which provoked this study are i) the continuing down-spiraling state of literacy skills among South African learners and ii) the need to understand what teachers are or are not doing

when teaching literacy and in particular, writing literacy. Literacy skills are regarded as a cornerstone of social and academic success (Kirkland & Patterson, 2005:391). It is therefore important for learners in the Foundation Phase (FP, Grade R-3) to be exposed to those teaching strategies that will best promote the acquisition of literacy skills. As early as the 1930s, psychologists and psycholinguists such as Piaget and Vygotsky recognised the important relationship that exists between language and thought (Neuman, 2006:12-13). According to their research and theories, and those language development theorists who followed and built on their theories, learners use language to develop those concepts essential to their cognitive development and which are transferred to their writing. It has been found that learners with higher language skills may frequently think more deeply and express themselves in a more articulate and coherent way than those with lower language skills (Neuman, 2006:12-13). It is generally accepted that all aspects of literacy development are imperative for the development of writing. This view represents the focus of this study.

1.2.   National stipulations for the teaching of literacy

The Languages Learning Area of the National Curriculum Statement (NCS) (a policy in use when the data in this study was collected) is structured according to six Learning Outcomes: Listening, Speaking, Reading and Viewing, Writing, Thinking and Reasoning, and Language Structure and Use. Under Learning Outcome (LO) 4, Writing, reference is made to topic, audience, brainstorming, drafts, critical feedback, proof reading, editing and the final product, but no explanation or details are given in the DoE, Teacher's Guide (2003) of the processes. The NCS is not as clear on the processes required for the development of Writing as they are in the other Learning Outcomes. Instead of an incremental and continuous process developing simultaneously with the other LOs, it appears to consist of several disjointed and isolated activities. Writing literacy does not enjoy the same emphasis as does reading in the National Curriculum. Writing seems to be presented in the NCS as an extension of reading. Writing, according to an increasing number of literacy theorists (Moats, 2007; Fountas & Pinnell, 2001), is closely linked to reading and viewing since one learns to write and design a variety of texts largely through reading and viewing a variety of texts (DoE, Teachers Guide, 2003:25). This view will be discussed in greater detail in Chapter 2.

According to a significant number of language and literacy theorists, a central principle of language learning is the integration of all aspects of language through the creation and interpretation of texts and occurs through themes, rather than by demonstrating and testing particular literacy skills in isolation from a learner's world of experience and interests. The seven headings for LO 4 include: 'pre-writing strategies to initiate writing, writes for different

purposes, revises writing, publishes own writing, building vocabulary and starts to read and spell words so that they can be read and understood by others, writes so that others understand using appropriate grammatical structured, and writes with increasing legibility'.(DoE: NCS, CAPS: Home Language, 2011:43). I would argue that these aspects incorrectly constitute fragmented activities arranged in linear fashion rather than a writing process which requires the integration of all of the aspects numbered 1 to 7. There is no structured process to teach writing by scaffolding, for instance, in order to empower the learners to become independent writers. The WCED promotes scaffolding in teaching all the other aspects of literacy using learner engagement and developing knowledge in RNCS. It is, in fact, very explicit in Foundations for Learning (FfL) and DoE: NCS, Curriculum and Assessment Policy Statement (CAPS) 2011:11.

The latest curriculum document, DoE: NCS, CAPS which is being currently implemented (January of 2012), sets out the Concepts, Content and skills that is required to be developed. These concepts are Listening and Speaking, Reading and Phonics, Writing and Handwriting with Language Structure and Use and Thinking and Reasoning infused to all concepts. The concepts as set out in DoE: NSC, CAPS (2011) for FP, is more explicit than those in the NCS, and incorporates a Balanced Language Approach (BLA) for the different grades. DoE: NCS, CAPS (2011) provide different skills which should be mastered by the end of each grade of the FP. Although there is more explicit direction as to the 'steps' or process that must be followed, a teacher who was not trained in the BLA, or does not have a thorough pedagogical knowledge base, will not have the necessary background and methodology to use this scaffolded process optimally in the development of writing competency.

The DoE: National Curriculum Statement (NCS) was being implemented in the Western Cape (WC), South Africa (SA) when this study was conducted. Older teachers, pre C2005 may be familiar with the guided reading strategy which they know as group reading. A new incumbent who has recently qualified would have been exposed to the methodologies which are expected to be used in the classroom by FP teachers according to DoE: CAPS. This is the case for 50 percent of the teaching population in the WC, as only 25 percent were been trained in 2010 and 25 percent are currently being trained (2012). The training consists of a one week course, but this is not nearly enough to ensure that they understand the strategies and expectations of the CAPS. So some on-going support is given to teachers by Curriculum Advisors (CA) of the WCED as a way of sustaining the project (DoE, Literacy and Numeracy (Lit/Num) Strategy, 2006-2016:25). The rest of the teachers who have not received training and related support will grapple their way through the teaching of both

reading and writing because the curriculum states that those aspects and methodologies should be taught.

All research conducted in South Africa, National Education Evaluation Development Unit (NEEDU), Stellenbosch, Annual National Assessment's (ANA) suggests that teachers are pitching their teaching too low. Yet, at the same time, our National curriculum states that learners should be able to construct one sentence by the middle of Grade 1 and complete cloze procedure exercises.

The table below reflects a brief comparative outline of the National Curriculum which teachers were using in 2009, Foundations for Learning (FfL), 2008) and the new 'streamlined' DoE: Curriculum and Assessment Policy Statement (DoE: CAPS, 2011).

Table 1.1: A Comparative outline of the Curriculum used during observation and the streamlined Curriculum and Assessment Policy Statement

National Curriculum Statement (NCS)	Foundations for Learning (FfL)	Curriculum and Assessment Policy Statement (CAPS)	Reading and writing explanation
Organised in 6 Learning Outcomes with built in knowledge, skills, attitudes and values in each learning outcome: LO 1 Listening, LO 2 Speaking, LO 3 Reading and Viewing, LO 4 Writing, LO 5 Thinking and Reasoning LO 6 Language Structure and Use.	Organised in 6 Learning Outcomes with built in knowledge, skills, attitudes and values into each leaning outcome. LO 1 Listening, LO 2 Speaking, LO 3 Reading and Viewing, LO 4 Writing, LO 5 Thinking and Reasoning LO 6 Language structure and use.	Organised in demarcated concepts, content and skills. The content and skills are infused into the concepts. Concepts: Listening and Speaking, Reading and Phonics, Writing and Handwriting Language Structure and Use and Thinking and Reasoning are inter-linked to the 3 concepts mentioned.	Balanced Language Approach Reading (R) and writing (W): Shared: R and W Guided: R and W Group: R and W Independent: R and W
The Reading strategies: No mention is made. Reading a variety of texts, fiction and non-fiction books. Phonics programme Read text alone; for information and enjoyment. Uses meta-language	The Reading strategies: Reading Aloud, Shared reading, Guided reading, Group reading, Independent reading. Shared writing, Guided writing, Group writing, Independent writing Word and sentence level work Phonics specified	The Balanced Language Programme is the backbone of teaching reading. The reading strategies: Reading Aloud, Shared reading, Guided reading, Group reading, Independent reading. Shared writing, Guided writing, Group writing, Independent writing Word and sentence level work	Shared R and W Scaffolding techniques, New vocabulary introduced Discussion, shared experience to create story or text Guided R and W Learners read /write by themselves with the teacher support Group R and W Learners work

National Curriculum Statement (NCS)	Foundations for Learning (FfL)	Curriculum and Assessment Policy Statement (CAPS)	Reading and writing explanation
		No phonic programme For more information teachers are referred to Teaching reading in the early grades (2008).	collaboratively with their peers. They have a task and a common goal. Learners support each other to complete the task Independent reading and writing with no support. Teacher ready to support if needed Independent reading Learners are able to read fluently with intonation and understanding
Very little to no explanation given A text-based approach to reading and writing	Explanations/ steps given for each reading strategy Explanations given of Shared reading and processes. Very little explanation of process given. Writing: Specifies the writing process (Pre-writing, planning, writing, editing, publishing a story). Reference is made to the writing strategies - shared group, guided and independent writing. Not too much detail regarding the process to teach these strategies	Explanations/ steps given for each reading strategy. A sentence about Grade 1 being able to use captions and write 1 sentence by the middle of Grade 1. An introduction given for Shared writing but, as with reading strategies no explanation given of process. Provide sentence starters and provide cloze activities and simple questions with yes and no answers. In the overview detail is provided -content and skills which must be covered but no explicit process on how to teach. Reference is made to Shared writing, but not to any of the other writing strategies; group writing, independent writing. Teacher has to demonstrate; draft, editing, writing and publishing	Learners write/compose by themselves They are able to edit their own work

The table above represents the different expressions of curricula used at the time of the research, as well as the curriculum which was introduced in 2011. The comparisons are related to the amount of detail which is given to teachers to implement the different instructional strategies which is part of the curriculum, bearing in mind that many of the teachers may not have been trained in the Balanced Language Approach (BLA) as yet. The last round of teachers will receive training in 2015 and 2016 (DoE, Lit/Num 2006-2016). In hindsight, the only guide the teacher has is these documents.

From the onset I deem it imperative to mention that although this study is primarily focused on writing I also briefly touch on reading. Writing and reading are inter-related, interconnected and inseparable as research indicates. They are interdependent as they both focus on meaning and learning in the one area supports their learning in the other (Fountas & Pinnel, 2001; Gutherie (2013). A balance of modeling, direct instruction, and guided instruction is necessary to lead learners to independence for teaching both reading and writing and cognisance must be taken that both processes should be linked during teaching and learning as learners draw from these complimentary processes to construct meaning. Research however has highlighted some important issues regarding teaching practice related to literacy in some classrooms in the Western Cape which reveals that teaching is happening in a piece-meal fashion.

1.3. Research-based evidence of classroom practices

1.3.1. Foundation Phase classrooms in the Western Cape

In 2012 The National Education Evaluation Development Unit (NEEDU), a government initiative to investigate the status of literacy and numeracy in the FP in SA, conducted a study in the West Coast and North Districts and presented a report on the state of the literacy teaching and learning in the Foundation Phase. Although the study focused on a variety of aspects relating to the functionality of schools in terms of effective teaching, the emphasis was on the lack of teacher competence, of pedagogical content knowledge (PCK) and content knowledge (CK), and of instructional leadership observed in some classes and across the phase. Although in general teaching practices seemed satisfactory, and some practices were commended, the report recommends that more can be done by teachers and Head of Departments (HoD) to stimulate the acquisition by learners in the FP of more comprehensive literacy competence and more sophisticated concept development. Other aspects highlighted in the report were the mis-match of teachers and their learners, and the fact that, in many cases, learners were not being taught in their mother tongue. Disruptions

and the impact of absenteeism and teaching time were also highlighted as contributing to the poor performance of learners.

The report found that the quantity and quality of writing in the FP did not measure up to what is required by the curriculum. For example, in Grade 2, in terms of simple recounts, stories, poems or songs, and in Grade 3, diary entries, paragraph writing, book reviews as stipulated by the curriculum (DoE: NCS, CAPS: 2011:41), learners in most classes were doing far too little writing in comparison to those schools indicating good progress in developing their learners' writing competency. According to the NEEDU (2012), exercises in writing paragraphs or longer texts are in some cases given to learners only once a week, and, in some Grade 3 classes, hardly ever, the only writing is done by learners amounting to some isolated, unrelated sentences. Those involved in conducting the study observed short written exercises in the Department of Basic Education (DBE) work books supplied to learners. This indicates not only that this DBE resource is not being used to its full potential, but that many Grade 3 teachers have not been encouraging or stimulating their learners to write anything, let alone compose texts of increasing length. Although teachers' lesson plans showed evidence of their having planned their lessons and programmes, the learner books did not reflect this planning.

The Annual National Assessments (ANA's), piloted by the DBE in 2010, and implemented in 2011, were not being used effectively by teachers and Heads of Departments (HoD's) to inform their teaching practices for improved learning, and academic performance in schools. The ANA's in theory indicate the strengths and weaknesses of the learners, and therefore teachers should be able to use these to gauge the efficacy of their own teaching.

In 2009 the Department of Economics at the University of Stellenbosch (Van Der Berg, 2010) undertook a study, funded by the Western Cape Treasury, for the WCED. The aim of this collaborative effort was to identify the underlying causes of poor learner performance, as measured by the Grade 3 Lit/Num tests in order to focus policy interventions. The study employed nine field workers to do classroom observation, focusing on, and assessing, learning processes in forty five schools and one hundred and thirty six classrooms over a period of five weeks.

The first area of focus was what happens in classrooms and what teachers do, and the second area was the classroom environment. Observations of the classroom discourse revealed an emphasis on oral discourse, with limited opportunities for learners to read and/or write. Field workers found chorusing instead of individual responses from learners to be

common practice, as well as weak forms of assessment, and lack of feedback. Very little explicit instruction in the form of planned/structured or unstructured guidance on the part of the teachers was observed. Although they appeared to put great effort into planning lessons, many teachers could not maintain discipline and were not familiar with the procedures for teaching literacy specified in the curriculum. Teachers were more concerned with form than with substance, based on a 'common sense' assumption that the cognitive levels of their learners were not sufficiently high to engage with challenging material and activities. The findings show that there is a critical need to increase the amount of time FP learners actually spend engaged in 'doing' language and literacy daily. Three quarters of the teachers were found to be teaching phonic skills, individual sounds, the alphabetic principle, and word recognition with little relation to whole language. The study recommended that more emphasis needed to be put on directly and explicitly developing learners' fluency and reading comprehension skills.

In this comprehensive study, however, I note that no specific reference is made to the teaching of writing literacy, nor are the processes advocated by researchers as good practice to be followed by the teachers noted or amongst the recommendations. Most researchers in this area discuss the teaching of writing when they refer to the teaching of reading. In this context I have discovered that very few studies refer specifically to the development of writing literacy. Freebody (2007) is of the view that writing has not thus far attracted the intense debates that reading has.

Research conducted by Hill (2009) Hoadley (2010, 2012) on the development of literacy in the FP in the Western Cape revealed findings similar to those of the Stellenbosch University study. They found that in most cases FP teachers were not teaching in a systematic and explicit way, especially in their teaching of reading and no mention is made of the teaching of writing (process writing). Regular feedback was not given to learners, and chorus reading was common practice. Earlier research revealed the predominant practice of learners writing single unrelated words in FP classrooms in the Western Cape (Hoadley, 1999). An audio-lingual behaviourist approach and an emphasis on oral literacy and drilling were only too evident from the findings. Research conducted in SA the early nineties argued at the time that, in the development of literacy in the majority of schools, much emphasis was being placed by teachers on technical decoding but little on learners' understanding of, or engaging with, what was read (Macdonald, 1990; Flanagan, 1995).

In contrast to these findings, a recent study conducted by Lawrence (2011) in classes where teachers were chosen specifically because of their learners' perceived high performance in

the Literacy results, revealed good literacy teaching practice. The findings reflect explicit teaching, regular and meaningful feedback to learners and frequent process writing. The study also presents evidence of process writing and independent writing in a variety of genres, including letter writing, messages, and paragraphs. A superficial analysis of such findings could indicate that some teachers are working hard to make the paradigm shift in their thinking and teaching, and in the implementation of sound literacy teaching practice. Alternatively, one could argue from such findings that there have always been teachers with sound pedagogical content knowledge and good teaching practice in our schools but they are the exception to the rule. However, without a thorough contextual analysis of such findings, which includes the many variables, one should be wary of jumping to such conclusions. Contextual factors are complex and include the socio-economic contexts of the schools where these teachers were deliberately selected for this study, the kind of training they have had, the conditions in which learners live, parental support, functionality of the school, and quality of resources available to teachers, to mention a few. Hence the reason for this research, part of which is to try to link some of these variables with the performance of learners in the ANA tests at particular schools.

1.4.   Study aims and research questions

The foregoing section has demonstrated the centrality of the teaching and learning of literacy skills in a FP curriculum. Given such an important role of literacy skills as a gateway towards acquiring knowledge and skills in other learning areas, it is necessary to always seek clarity on what happens in a FP classroom when aspects of literacy are being taught.

The focus for this research is to explore Grade 3 teachers' strategies in the teaching of writing literacy, and to establish how appropriate and relevant they are in terms of language and literacy development theories, as well as to the particular socio-economic and social context in which they are teaching. An accepted assumption in SA is that education of a high-quality at FP level provides a good literacy foundation for learners' success in IP, in immediate terms and in their general academic performance throughout their schooling (WCED, 2008). Learners should be able to make the transition from 'learning to read' to 'reading to learn' in intermediate phase (IP) phase. This assumption is emulated internationally where learners are expected to use reading as a 'tool' for learning (Mullis et al., 2007). Skills developed in Grade 1 need to be nurtured, reinforced and built upon in Grades 2 and 3. Grade 3 is an important year as it is the exit grade from the FP that is benchmarked for learners to be able to read and write independently. Learners should have

mastered, and be able to demonstrate, specific skills regarding early literacy. Low attainment levels in literacy will reduce chances of future education success.

The current reality in SA is that a significant number of learners at Grade 3 level are underperforming in literacy. PIRLS 2006 (Mullis et al., 2007) and systemic literacy results (WCED, 2008, 2010) show that learners in Grade 4 and 5 as pertains to PIRLS and Grade 3 respectively are unable to do tasks related to their grade and have not mastered the skills specified and expected by this test by Grade 3 level.

The tests mentioned above have placed SA learners below the international average and this is perturbing, given the fact that literacy at foundational level is, as has been mentioned, seen as the cornerstone of academic success and critical for future success in school (DoE: CAPS, 2011; Heugh, 2006; Strickland, 2010; National Reading Panel (NRP), 2000). According to the developmental stages of the learners in Grade 3, 4 and 5 respectively mentioned above, their cognitive functioning level is far below the expected level with regards to Piaget's theory.

The development of early literacy starts from the time the child is born to three years old and is further developed at pre-school level, in Grades R and 1, a critical time for developing early literacy competencies in reading, writing, speaking and listening (DoE: CAPS, 2011). The kind of teaching instruction and literacy environment that early learners are exposed to, impacts on learners' future academic success. In addition, learners who have not acquired the skills to read and write by Grade 3 emerge from FP with a backlog and will be less likely to complete high school (DoE, 2008; Heugh, 2006:9; Hernandez, 2011). It is therefore imperative that learners in FP gain a strong foundation in literacy. The results of the PIRLS test and Grade 3 poor academic performance in literacy together provide a strong rationale for conducting research in the area of writing literacy at Grade 3 level. Also, it is eminent (Myhill & Fisher, 2010) that there is less evidence about writing than reading as PIRLS use the indicators from reading as proxy measures for literacy and do not include writing in their assessments. The two are intertwined and studying one indicates the status of the other. Furthermore, the perception of Grade 3 learners in theory is that learners have acquired a wide spoken vocabulary and competency in language from Grade R to Grade 3. According to the stage of cognitive development, DoE: National Curriculum Statement (NCS) and DoE: CAPS, learners should be able to express their thoughts, understandings and experiences in written form.

It is with this in mind that I explore the strategies two Grade 3 teachers are using since it is assumed that teachers are aware of the deficit in learners' writing which is reflected in the ANA (Annual National Assessments) results. I am aware of the fact that many learners in SA are not being taught in their mother-tongue, although SA is by no means unique in terms of this situation. With regard to the progression criteria for learners in SA schools, 'oral communication' accounts for approximately one-third of the total mark for English language (Kapp, 2004), while 'writing' accounts for two-thirds of the total mark, giving an indication of the high academic value placed on writing (written language). Hence, in terms of assessment and academic achievement, writing is a very important aspect of literacy and one which preliminary research has shown to be sorely neglected in the majority of South African schools.

According to Bloch (2009) a plethora of factors could be contributing to academic underperformance in literacy. Some of these factors are societal and systemic, while others such as emotional states, potential (intelligence, capabilities), physical health and language development, are intrinsic within the learner (Richek, Caldwell, Jennings & Lerner (2002:30). Despite this range of factors, Bloch (2009) presents a strong argument that creating proficient readers and writers requires high quality instruction in literacy skills. This means that being informed about how effective teaching - literacy teaching in particular - at this level is crucial. In terms of the importance of teachers and curriculum developers being informed, I have discovered that there is a plethora of literature on reading and comparatively little on writing literacy. For this reason I see this field of research as important, particularly in view of the relative dearth of literature, and the urgent need for more studies to be conducted, relating to writing literacy.

The teacher's role in developing literacy is particularly important in a context like SA's, where the majority of learners come from backgrounds where they do not have home-based opportunities for the enhancement of literacy. Parent-child interaction patterns vary significantly within and between social groups (Britto, Brooks-Gunn & Griffin, 2006) as low income parents are less likely to engage in conversation or book routines that promote relevant language and literacy skills (Hoff, 2006). Poverty further impacts on the kind of support learners' enjoy at home as parental availability and the benefits which learners should experience, such as parental supervision of homework, having story books, being read aloud to, and shared reading are absent in such homes (Krashen, 2002). Parents leave their homes very early and return home late because they work and have to commute; some even walk long distances to their place of employment. Parental illiteracy also impacts negatively on the kinds of parental supervision and monitoring that should take place at

home in terms of home programmes and homework. There is no sustained support in these homes and interaction between home and school is therefore very poor (Donald, Lazarus & Lolwana, 2007; Krashen, 2002). This situation places the teacher at the centre of alternative and expanded opportunities for many learners from economically poor backgrounds. The centrality of the teacher's role in literacy development, in addition to the importance of literacy for later school achievement, and the realities of the literacy test results were strong motivations for me to explore teachers' practices in terms of improving writing literacy, and to interrogate the relevance, appropriateness and effectiveness of these strategies.

Given the reasons outlined above in terms of teachers' practices, the study aims to explore the strategies used by 2 Grade 3 teachers in underperforming schools when they teach literacy, focusing on the following research questions:

1.   What strategies are being implemented by Grade 3 teachers to develop literacy skills in their classes?
2.   How appropriate, relevant and potentially effective are these strategies in terms of the aspects of literacy they address and support?

The main concept, 'teaching strategy' is defined by Strasser (1964) as a generalised plan for a lesson which includes structure, desired learner behaviour in terms of goals of instruction, and an outline of tactics necessary to implement the strategy. Reece & Walker (2003:36) defines 'teaching strategy' as 'a purposeful combination of student activities supported by the use of appropriate resources to provide a particular learning experience (process) and/or bring about the desired learning (product)'.

'Potential' according to Feuerstein, Feuerstein and Gross 1997 cited in Schoeman (2002), is unrevealed, innate capacities which are greater than the manifest level. The Free Dictionary (http://www.thefreedictionary.com/potential 03 March 2013) defines 'potential' as something that possesses the capacity for growth and development. 'Appropriate' on the other hand is defined as relevance and effectiveness, and 'relevance' means important to the matter in hand, closely connected or appropriate (Merriam Webster (http://www.merriam-webster.com/dictionary/appropriate 6 June 2013). According to the webdictionary.co.uk (28 April 2013) 'relevant' means intended or adapted for an occasion or use, suitable for a particular person. In my opinion, relevance is directly linked to the learner/s and is 'tailor-made' for a particular purpose or result. Hence, those strategies which a teacher uses should have a clear intent to develop and increase learners' literacy levels. Since this study seeks to investigate and establish the potential appropriateness and relevance of teaching strategies

chosen by the teachers, who are the focus of the study, to teach writing to Grade 3 learners, the meanings of these two words have been extended to include the possible capacity for growth and development of the writing literacy of Grade 3 learners provided by these strategies.

In the context of this study appropriate, relevant and potentially effective refers to whether the strategies employed by the Grade 3 teachers produce the desired outcomes which will lead to grade appropriate competent learners in writing literacy.

The aim of the study is to provide answers to these questions through collecting data by means of observing the teaching and learning of literacy in Grade 3 classrooms, and interviewing participants.

1.5. Context of the study

1.5.1. Research site and participants

The schools that were selected for the study are on the Cape Flats in the Western Cape. In spite of their having been classified as Quintile 4 schools (see 1.1). It has a high unemployment rate and some of the parents of the learners are teenagers. The area in which the schools are situated is gangster-ridden and drug and alcohol abuse are rife. The area is a predominantly 'coloured' community whose home language (mother-tongue) is Afrikaans.

Many learners from the community come from homes where books are not common as parents cannot afford them. According to the teachers, the learners' home culture is oral in nature and many of the parents are not literate. Many of the learners have not attended Grade R due to financial constraints. Hence learners would not have developed pre-literacy and numeracy skills. They commence Grade 1 with a back log, and it is thus inevitable that they will have to 'catch-up'. To exacerbate matters, the learners' language of learning and teaching (LoLT) is not their mother tongue. The learners are Afrikaans or Isi–Xhosa speaking and the language of learning and teaching is not the mother tongue of the learners and is being taught in English. The learners would in essence be learning through English which could be a second or third language. Both Grade 3 teachers home language is Afrikaans. These learners also come to school with a limited language base, or their mother tongue is not a 'pure' language but a dialect of either English or Afrikaans because this is what is acceptable and spoken in the community. Research has shown that factors of this nature exacerbate poor teaching and are predictors that the literacy development and future

academic performance of those learners who have a backlog will be seriously compromised (Donald, et al., 2007).

1.6. Methodology

This study examines the teaching of literacy in two Grade 3 classes in the WC. In addition, interviews were conducted in order to ascertain what strategies teachers pronounce they are employing during teaching. Furthermore, how appropriate and relevant, according to the literature they are. The teachers' lessons were video-taped for an accurate account of what was observed. All lessons observed have been video-taped for accuracy and so that the footage can be viewed repeatedly and transcribed. Open and closed questions were asked during the interview.

The study has been limited to a focus group of two Grade 3 English classes in 2 primary schools on the Cape Flats. All ethical considerations were observed as outlined by Neuman (2000, 2003, 2006). All the necessary processes were adhered to namely; seeking permission from the necessary authorities, Western Cape Education Department Research services, the School Governing Body (SGB), the Principals of the schools and the teachers. The participants were assured of respect, anonymity and confidentiality and that they would be free to withdraw at any time.

1.7. Delineation of this study

Certain demographic factors are included to delineate the socio-economic context of the primary schools situated on the Cape Flats where the research was conducted. Although the area on the Cape Flats in the WC is considered socio-economically to be an area with relatively high poverty levels, and, while acknowledging that the socio-economic circumstances of the learners may impact upon their learning, this will not be the focus of the research. The focus of this study is the use of teaching strategies to teach literacy and specifically writing literacy, while taking into account the socio-economic circumstances of the learners.

The study focuses on the concept of strategies which teachers utilise to teach writing literacy. These cannot be explicated without referring to approaches and methods and the exploration of these to determine whether they are effective and relevant for potential development and growth in writing literacy. The effectiveness is directly related to whether learners are writing at a grade appropriate level.

An important limitation of this study was that the research was conducted in only two Grade 3 classrooms at two primary schools on the Cape Flats. Research was conducted in the classrooms where the LoLT was English even though the home language of many of the learners was Afrikaans. An interview was conducted with each of the Grade 3 teachers at the commencement of my study before the classroom observations took place.

The classroom observation was done during the third school term of 2009 and was conducted over a period of 3 weeks. As I was not able observe all the follow up lessons, some of the aspects taught were lost to me as an observer. This in some cases limited my ability to get a true and comprehensive indication of all the strategies used by the teachers in these classrooms. I had to rely on the teacher's explanation of what she did on the days that I did not do observations. In this context care was taken not to make assumptions in order to fill in these gaps.

There are many dynamics that could influence or compromise the validity of my research. I am the Curriculum Advisor (CA) of teachers at these schools. One teacher is the Head of Department (HoD) with whom I work closely. She knows the expectations I have of her as HoD in terms of managing the curriculum at their respective schools, and in some instances I perceived that the teachers were 'wanting to please me' or impress me, not only as the observer but also as the CA. At times during the observations I wondered if the teachers would be using all the learning and teaching support material (LTSM) (masks, props, and role-play) they were if I had not been present in their classrooms.

1.8.   Thesis outline

Chapter 1, the introduction, provides insight into the aim of the study and the questions it proposes to explore and answer. A description and discussion of the background to the study is presented. The methodology is briefly outlined, and the ethical procedures followed as well as the delineation and limitations of the study presented. The chapter ends with an overview of the contents of all the chapters in the thesis.

Chapter 2 presents a review of the relevant literature with regards to the teaching of foundational literacy. The chapter explores the various literacy development theories, as well as the teaching and intervention strategies used by FP teachers, particularly in the development of literacy. This discussion includes critiques some of the theories and practices. A critical analysis of the Languages Learning Area of the national curriculum (NCS: 2005 is presented, with particular reference to the strategies and LO's specified in the

FP. Some international strategies presented in the literature for teaching literacy are also described and critiqued in terms of their relevance and appropriateness to literacy development in the Foundation Phase.

Chapter 3 focuses on the research design and methodology of the study, providing a rationale for the particular design and methodology selected in terms of the nature of the study. Details of the data collection process are presented, including the classroom observation process and recording, and the procedure for the conducting and recording of the interviews.

Chapter 4 presents the findings from the data together. The first research question is dealt with in detail in this chapter.

Chapter 5 is a discussion of the findings presented in Chapter 4. The discussion entails the interpretation of the findings on the basis of the literature reviewed in Chapter 2.

In **Chapter 6**, conclusions regarding the extent to which the two research questions were answered are made and recommendations for practice and further research are presented.

The literature pertaining to literacy and its development, as well as strategies for teaching literacy, writing literacy in particular, is reviewed and discussed in detail, and critiqued in the following chapter (Chapter 2). Chapter 1 has served as a framework for the study, and has provided the background, direction, layout and structure of the research process.

CHAPTER 2
LITERATURE REVIEW

2.1.   Introduction

Since this study seeks to investigate and establish the potential appropriateness and relevance of teaching strategies chosen by the teachers, who are the focus of the study, to teach writing to Grade 3 learners, the meanings of these two words have been extended to include the possible capacity for growth and development of the writing literacy of Grade 3 learners provided by these strategies. These terms have been clarified and explained in Chapter 1 and allude to the strong possibility for escalation and expansion in literacy.

This interpretation of 'effectiveness' in the context of education is linked to the United Nations Educational, Scientific, and Cultural Organization (UNESCO) and to Erlendsson (2002) cited in Ahmed, Mahmood, Mhyuddin & Ghuman (2013) a constructivist theorist, who defines 'effectiveness' as the extent to which objectives are met, the degree to which objectives are achieved, the desired outcomes are achieved, and the extent to which the targeted problems are solved. In an education context, this translates into a teacher doing what is perceived to be good or correct to achieve the desired result. However, since the scope of this study was limited to a few weeks' observation, and did not include longitudinal measurement of the 'effectiveness' and/or success of these teaching strategies in the form of various kinds of assessment, or comparative analyses of learner performance, the focus of the study is limited to evaluating the appropriateness and relevance of the strategies chosen by the teachers in terms of the context in which they are teaching. It does include some speculation as to the potential effectiveness of these strategies. Although this is not the focus of the study, an interest is shown on what teachers are doing regarding learners who are experiencing difficulty in writing. In this context, I examine those strategies in the literature which have been and could be most effective in contributing to the positive performance of all learners in a class, especially in literacy after delivery of instruction.

2.2.   Chapter organisation

In view of the fact that this study aims to explore Grade 3 teachers' strategies and the potential effectiveness of those strategies in promoting writing literacy, this chapter presents a critical review and discussion of the literature pertaining to the study. One of the aims of this review is to develop a framework for interrogating the quality of the strategies the teachers use. It is therefore necessary to start with an explication of the theories that

underpin teaching and learning in general, and writing literacy in particular (section 2.3). The questions that inform this section on theoretical underpinnings are: (i) how do foundation learners learn?; (ii) how do the various learning theories inform the most effective ways in which foundational learners could be taught writing literacy?

Subsequent to an examination of the theories and research in learning and teaching, the review uncovers key aspects and stages in the process of the development of writing literacy up to the point where a learner reaches the appropriate level of proficiency and independence (section 2.4). Section 2.5 presents a discussion of teaching strategies and methods. In Section 2.6, I re-examine the intent on the part of the National Department of Education in South Africa (DoE) in terms of what it envisages as generally appropriate and relevant content and skills in the teaching and learning of literacy, specifically in the FP. In this context, I will focus on writing in particular, with the understanding that it cannot be seen in isolation from the other five learning outcomes (LO's) of the NCS Languages Learning Area at the time the data for this study was collected. The questions informing this section of the literature review are: (i) what are the core elements that define literacy development among foundational learners and what do these elements imply in terms of what should be taught and how it should be taught? and (ii) what is the nature of the interaction between the learners and the teacher in this process? Furthermore, I present a discussion about the interconnectedness of reading and writing.

Section 2.7 presents a discussion of the teaching strategies recommended in one of the highly regarded literacy teaching approaches, the Balanced Language Approach (BLA). In section 2.8, I examine existing national and international research-related classroom literacy teaching practices, and in section 2.9 a discussion and evaluation of foundational literacy and the role of handwriting in the process of developing writing literacy. In section 2.10, I discuss teacher disposition and classroom ethos with regards to those specific teacher roles and attitudes which enable learning, the acquisition of writing literacy in particular. Lastly (section 2.11), I focus on those strategies which, according to the literature, are frequently used to encourage writing, and highlight evidenced-based practices for developing comprehensive literacy instruction.

2.3.   Theorising learning and teaching

A theoretical framework provides a point of reference for a study, reflects the position the researcher assumes in conducting the research, and frames the key concepts of the research study (Henning, 2007:25). In the context of teaching strategies there is a school of

thought that the best teaching strategies are those based on a thorough understanding of those teaching situations in which optimal learning takes place (Vosniadou, 2001). On the basis of this considered view, I intend to discuss the theories, contexts and interactions of teaching and learning processes in terms of their appropriateness, relevance and effectiveness.

2.3.1.   Learning Theories

I believe that (the) educational process has two sides—one psychological and one sociological. Profound differences in theory are never gratuitous or invented. They grow out of conflicting elements in a genuine problem (Dewey, in Dworkin, Dewey on Education, 1959:20, 91 in Hammond, Austin, Orcutt & Rosso, 2001:2).

There are many schools of thought about how learning takes place optimally. Learning theories provide insights into the nature of learning and the ways in which knowledge is constructed. Constructivists such as Piaget (1973), Vygotsky (1978) and Cambourne (1995), view learning as an active process in which learners construct knowledge in the process of attempting to comprehend their world through language development. Piaget's theory describes the mental structures or 'schemas' of young children as they develop in specific stages from infants to adults. These mental structures can be likened to a range of products that development should produce at each stage.

Piaget concluded that, through their interactions with their environment, young children actively construct their own understanding of the world, and that children's language reflects the development of their logical thinking and reasoning skills in 'periods' or stages, with each period having a specific name and age reference. Children thus make certain connections at each stage of their development.

While Piaget observed that during early childhood (ages 2 to 7 years), children's language makes rapid progress, and their developmental stages 'lead', or serve as prerequisites for language, Vygotsky believed that language is required for learning in a more cyclical process. Child cognitive development researchers Mc Garrigle & Donaldson (1974) suggest that children develop skills earlier than Piaget predicted and argue that many of the developmental stages overlap rather than follow a sudden stop-start process. Thus they would argue that childhood development is more of a steady progression than a lock-step process. However, some believe that Piaget's theory remains the most comprehensive account of how a child comes to understand the world.

Vygotsky's constructivist theory views the roles of social context, mediation, modeling and the use of language as paramount in the facilitation of learning (Donald, Lazarus & Lolwana, 2007:60) and presents these as useful concepts to explain and determine the process of how children construct, develop, acquire knowledge, and come to understand their world. Mediation is essentially a dynamic model of development, which sees a child's understanding and knowledge of her world as evolving through social interaction and occurring during the learning activity (Wertsch, 2007). Modeling pertains to the 'more knowledgeable other' (MKO) who could be the teacher or a peer, and who demonstrates the skill which is to be mastered (DoE: [1]CAPS Home Language, 2011:11&12; Krashen, 2003:50; Latham, 2002:23). This process is repeated many times so that children, are exposed to the 'correct', or socially/culturally acceptable, way of doing something such as, for example, writing using capitalisation, punctuation, and, in the West, writing from left to right.

According to Vygotsky (1978 & 1986) learning takes place in the Zone of Proximal development (ZPD) which has been defined as the difference between what a child can achieve on her own and what she can do with help from the MKO (Donald, et al., 2007; Berk & Winsler, 1997). The MKO must provide a challenge that is beyond the learner's capability but within the capability level of the ZPD. This model of learning implies that teachers extend their teaching beyond what the learner can do without assistance, as the potential for learning constantly shifts in each learner. Therefore, in this context, the teacher would be obliged to differentiate in her teaching strategies to accommodate the progress of all of her learners and their different learning styles but not beyond linking new knowledge to what a learner already knows.

Building on Piaget, Vygotsky's work led to an emphasis by learning theorists and practitioners on the deliberate use of co-operative learning teaching strategies and to the theory of assistance or 'scaffolding' to help learners learn in a supported and systematic way, and as an appropriate approach to guiding a learner through her ZPD (Hammond, Austin, Orcutt & Rosso, 2001:7). The ZPD is seen by Vygotskians as the area with the most productive teaching and learning potential. Thus, in the context of this study, the Vygotskian model of cognitive development would require teachers who use scaffolding as a teaching strategy to be 'experts' or the more knowledgeable other (MK0) at providing their learners with the necessary building blocks to support them in their development and in becoming independent learners. This means that, in order for Grade 3 teachers to be successful in

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1 'Her' or 'she' is used for ease of reference in the text throughout the study but refers to both male and female.

facilitating the development of their learners' writing literacy, they need to be consciously responsive to their learners' stages of development and provide the kind of support which matches the building blocks and guided instruction for this process to take place.

The new capacities of the learners can only be extended in the ZPD through collaboration in actual, concrete, situated activities with a MKO, a teacher or peer. Roosevelt (2008) sees the main objective of teaching from a Vygotskian perspective as being to keep learners in their own ZPD's by giving them interesting and culturally meaningful problem-solving tasks that are slightly more difficult than what they do alone, so that they will need to work with a more competent peer or with a teacher. It is likely that the learner will be able to complete a similar task on her own later at which point the level is once again raised with a task of greater difficulty so that the learner remains in her ZPD.

Language skills, in the form of language competence and communication, are crucial to the process of creating meaning and of linking new ideas to past experiences and prior knowledge. According to Vygotsky, language skills are also internalized skills, and are used by children to gain mastery over the world by self-regulating their own behaviour and cognition (thoughts) (Vassilieva, 2010; Wilhelm, Baker & Dube, 2001). The most important of these tools is the development of speech and its relation to thought. Language enables the learners to make meaning in the process of making links with previous knowledge and build on that knowledge. On the basis of this theorization, one would assume that long before they come to school learners have already developed some propensity for literacy skills.

Thus, according to Vygotskian and neo-Vygotskian learning theory, language and thinking are inextricably linked. According to this model, a teacher should constantly be aware of the language she uses to explain concepts, consciously using simple and comprehensible language within the learners' context, so that learners can actively engage with the teacher and with their peers, while introducing new vocabulary and concepts. However, the South African reality in terms of the language used in classrooms, including and especially FP classes, is that the choice of English as the medium of instruction by parents in the FP is on the rise at the expense of the learners' mother tongue, adversely affecting learning. In many cases the teachers' lack of proficiency in their learners' mother tongue, and/or in English, further disadvantages the learners as they have to learn the language of learning and teaching (LoLT) at the same time as they are grappling with new and difficult concepts.

Vygotsky regarded language as a critical bridge between the socio-cultural world and individual mental functioning, and the acquisition of language as the most significant

milestone in children's cognitive development (Donald et al., 2007:58; Latham, 2002:25, Berk & Winsler, 1995:12). In this context, as has been noted, learners are constructors of their own knowledge and need language to be able to construct this knowledge effectively. Thus, according to this model of language learning, young learners should be given ample opportunity to listen to stories in the course of which the teacher models reading and intonation. The learners are exposed to new vocabulary and good use of language (Latham, 2002:81). Krashen (2003:50) and Eggleton (2013) both corroborate this, and see reading aloud to children as being the single most important activity in developing a child's early literacy. Berk & Winsler (1995) also support Vygotsky's theory which maintains that, although children might acquire concepts through their everyday experiences, they would not develop modes of thought or those skills which use symbolism, such as speaking, reading and writing, without adult modeling, help and instruction (Latham, 2002:23).

Emerging out of the Vygotskian-constructivist perspective on the context of developing writing literacy is the proposal that opportunities should be created by teachers where learners are exposed to a MKO's expertise in good writing practice. They should receive regular support and guidance in the form of scaffolding and encouragement (Hattie, 2008; Lindsay, 2004), together with direct teacher instruction. Many language and learning researchers see constructivism as a well-balanced learning theory, as the process allows for children's optimal cognitive and literacy development. The teacher takes cognisance of all the aspects of the teaching and learning processes including the context, learners' prior knowledge, classroom environment, learning tools, social interaction, and acquisition of language and literacy, peer or group discussions, teacher mediation and scaffolding. Teachers continuously attempt to extend learners beyond what they already know and can do on their own. While Piaget and Vygotsky, and neo-Vygotskians, have provided a solid theoretical foundation for the learning process, others have expanded, elaborated and updated these theories. Constructivist theorist Cambourne (2002a:415), a researcher in literacy and learning, posits eight 'conditions of learning': immersion, demonstration, engagement, expectation, use, approximation, employment and response. Whilst it is accepted by researchers that children progress in developmental stages, it is also important to note that other factors, such as context (immersion), mediation, modeling and language play an important role in this process. Moreover, according to this constructivist theory, learners have to be actively involved in their learning by engaging actively (demonstrating or engagement) with what they are required to learn and discuss (employment and response). In addition, they are likely to be more engaged in the learning process if and when they believe what they are doing has value and purpose, and that they will be able to accomplish the task or master the skills (Cambourne, 2002a).

Cambourne (2002b:25) also sees constructivism as based on certain core assumptions concerning the learning process and the learners. These are three separate, yet overlapping, propositions: what is learned cannot be separated from the context; the purpose and goals that the learner brings to the learning situation are vital to what is learned; and knowledge and meaning are socially constructed by the learner through the process of negotiation with, and evaluation and transformation of her social environment. This approach to learning and teaching advocates 'lively language' practices, which are particularly appropriate at FP level, and to this study, which focuses on Grade 3 learners who are at the age and stage where they love to engage in play. Thus in this learning context, classroom activities would include essential social dialogue such as greeting, discussion, dramatization and the development of language. Graham (2006), an expert on cognitive development and a researcher whose interests include learning disabilities, cognitive functioning, the development of self-regulation, writing instruction and development, argues that, with this approach, learners are encouraged to ask questions, to argue, and to give their opinions on issues under discussion. Graham (2006) explains that teachers should encourage group activities so that learners can develop a higher level of cognitive functioning from their peer MKO's. In terms of language development, this kind of interaction and discussion at a higher cognitive functioning level will ideally generate rich vocabulary and ideas for learners, which will ultimately transfer to their writing. Undemanding, insignificant exercises result in boredom and little or no cognitive development on the part of learners, and teachers should be alert to this kind of teaching strategy. Similarly, activities which are too difficult for learners at their current state of cognitive functioning, will not result in meaningful learning and development even if they work in a group (Graham, 2006).

2.3.2.   Implications for teachers' pedagogical knowledge and teaching strategies

Taylor (2011) in his report addressing SA's education and training crisis, holds that what and how learners learn is dependent on what teachers know and do in their classrooms (Taylor, 2011:15). Thus, in order to deliver quality instruction, teachers should have a thorough knowledge of their subject, including the different methodologies and how to address individual learners' different learning styles. The skills and knowledge of the teacher are essential to developing literacy. Louden, Rohl, Barrat-Pugh, Brown, Cairney, Elderfield, House, Meirers, Rivalland & Rowe (2005) found that effective literacy teachers had extensive knowledge of the development of literacy and learning in the early years. The success or failure of literacy programmes and strategies are dependent on their implementation (Hall & Harding, 2003).

In the context of guiding learners successfully through the learning process, Shulman (2004) argues that teachers should be grounded in three types of knowledge: pedagogical knowledge (PK), content knowledge (CK) and pedagogical subject/content knowledge (PCK). Pedagogical knowledge includes the 'how' of teaching, generally acquired by teachers through teacher education coursework and practical experience in schools (Ball, 2000; Shulman, 2004). Content knowledge is the 'what' of teaching or the 'subject-matter knowledge' (Lafayette, 1993; Shulman, 2004). One of the theoretical assumptions of a constructivist approach, and on which this study is based, is that an effective teacher needs PCK in the sense of being aware of how learners construct knowledge (Shulman, 1987 in Schneider & Stern, 2010). Shulman (2004) sees PCK as a form of practical knowledge utilised by teachers to guide their teaching strategies, closely related to the classroom and school context. This form of practical knowledge includes: (i) knowledge of how to organise and represent academic content for direct teaching to learners; (ii) thorough knowledge of the common conceptions, misconceptions, and difficulties that learners encounter when learning particular content or subject knowledge, and (iii) knowledge of the specific teaching strategies for addressing the diverse learning needs of learners in particular classroom circumstances. PCK, according to Shulman (2004) and others, builds on other forms of professional knowledge and is a critical element in the knowledge base of teaching (Rowan, Correnti & Miller, 2002; Rowan, Schilling, Ball & Miller, 2001:2).

Researchers such as Brophy (1986); Muijs & Reynolds, 2003 cited in Muijs & Reynolds, 2011, Pressley (2007) among many others, argue that teachers have a significant influence on learner development and academic achievement, more than any other single factor, including the influence of families, neighbourhoods and schools, although these factors should not be ignored. A teacher's sense of self-efficacy determines how she plans, teaches and impacts positively on the manner in which learners learn as she has high expectations and works hard with learners who struggle and strives to do well (Ashton & Webb, 1986; Hattie, 2008; Gibson & Dembo, 1984 cited in Shaukat & Iqbal 2012; Woolfolk, 2004).

The constructivist approach advocates learner-centered and life-based teaching. The teacher as more knowledgeable other (MKO) takes into account all aspects and facets of the learner in her lesson preparation. This calls for a deep reflection and self-critique on her part in terms of her practice and an awareness of the kinds of connections she needs to make, the language she should use and when to use direct instruction, a teaching strategy where the teacher imparts knowledge by explicit teaching and step by step instruction, modeling or demonstration (Morrow, Gambrell & Pressley, 2003). Ideally, in terms of this approach, the teacher will have mastered a wide repertoire of instructional practices, such as shared,

guided and independent writing, and strategies like brainstorming, use of dramatisation and so forth.

2.3.3. The importance of language in learning

The importance of language to learner performance has been continually mentioned in learning and literacy research (Fleisch, 2008; Hoadley, 2012; Taylor et al., 2003). As has been noted, language is crucial to the process of cognitive development and when learners have to learn in a language which is not their mother tongue they are immediately at a disadvantage. Latham, (2002:25) emphasises the importance of children learning and consolidating language by using it regularly. Thus, if a pre-school learner has not been exposed to books and print in the home, and this situation persists through the FP, the learner will have a literacy 'backlog' and even more so if she is taught in a language other than her mother tongue.

Many teachers expect learners at Grade 3 level (8 or 9 years old) to have a good command of language, including the language used in the classroom. In a teaching context where English is the LoLT, and learners are not being taught in their mother tongue, teachers should be trained. They should develop strategies, to ensure that learners are acquiring language and vocabulary in both languages, and in such a way that learners are able to understand what is being taught and to be able to develop essential concepts and skills. Ample opportunity for conversation in more than one language, and an environment which immerses learners in language(s), are key to this (Cambourne, 1988; Cunningham, Cunningham, Hall & Moore, 2005). However, in a context such as the one which is the setting for this study, learner's mother tongue should be actively supported in the classroom wherever practicable, at least until the end of Grade 6 (Lit/Num Strategy, 2006-2016:20). Ideally this would be the LoLT, but unfortunately many parents, particularly in the context of township or 'disadvantaged' schools, opt for another language as the LoLT, in most cases English. Teachers are therefore not able to adhere to the Language in Education Transformation Plan (LIEP, 2006) as it was originally conceived. DoE: CAPS (2011), makes provision for a First Additional Language (FAL) which is taught from Grade 1 and should include the learners' mother-tongue. This is an important aspect to be dealt with by the school governing body (SGB) after a survey is done relating to the majority of the school learner population mother-tongue. SGB's should take responsibility for advocating mother-tongue learning. Teachers could also develop, or be trained in, multilingual classroom strategies and skilful code-switching (Heugh, Siegrühn & Plüddemann, 1995).

In the context of language teaching and learning, the teacher would also need to create a print-rich classroom with many opportunities for learners to interact with print and to generate lively engagement with a variety of resources and activities on a daily basis (Eggleton, 2010:61; Cunningham, et al., 2005; Cambourne, 2000a). It may be taken for granted that a print-rich classroom is a concept that all teachers know and adhere to, but this is not the case (Hoardley, 2008; NEEDU, 2012). The details of the kinds of texts, and activities for learners to engage actively with them, are described and discussed in detail in 2.13.2.1. Learners in a print-rich environment are stimulated to engage actively with language (Carter & Pool, 2011) and their concepts of print, writing and letter name knowledge are enhanced. For learning and cognitive development to take place, the texts should be functional and authentic, and be introduced and actively engaged with during a lesson (Cunningham, et al., 2005), both teacher and learners interacting with the print on the walls and with each other on a daily basis.

Resources for a print-rich classroom are imperative. Vision as advocated by Medina, (2008:233) supersedes all of the other senses and is arguably the best tool to use in any learning process. The basic hypothesis of the sensory stimulation theory is that effective learning takes place via the senses (Laird, 1985) and that the vast majority of what we learn (75%) is through sight, whereas hearing accounts for about 13%, and the other senses 12%. According to Laird (1985), superior learning takes place during a process of multi-sense stimulation. This section has demonstrated that a combination of intra and inter psychological factors are important where learning is concerned.

2.4.   Writing literacy

2.4.1.   Defining writing literacy

Since this study investigates choice of teaching strategies in teaching writing literacy, it is necessary, among other things, to clarify what constitutes this form of literacy. Writing is one of the major means through which learners demonstrate their knowledge, providing a powerful tool for communication, self-expression, and self-reflection (Thompkins, 2010; Ontario Guide, 2005:1.3). In order to understand the complexities of the language literacy development process, it is necessary to explore and discuss the various definitions of writing, particularly in the context of literacy, both as a set of interrelated skills, which include reading and speaking as well as writing, and as a continuum, and particularly as a learning tool.

At the most basic and functional level*,* literacy is defined in the free dictionary http://www.thefreedictionary.com/literacy as 'the ability to read and write'. However, researchers in the literacy and language field have interrogated and expanded this definition to make it more inclusive of a range of processes and contexts. Richek, Caldwell, Jennings & Lerner, (2002:266) and American Speech-Language-Hearing Association (ASHA) (2001:35) see literacy in terms not only of reading and writing but as including 'related processes' such as conceptual development, cognitive and social processes (ASHA, 2001:355). Richek et al., (2002) expand the definition further, seeing literacy in terms of a continuum, as having its beginnings in emergent literacy and continuing throughout a learner's literacy development and Snow (cited in Bowman, 2005) defines literacy as 'the capacity to construct and express meaning through reading, writing, and talking about texts.'

Written language (writing) is as a set of phonological (sounds), syntactical (form) and semantic (content/meaning) rules represented by orthographic features. Thus, written language expression refers to the written language texts that are generated through the writing process as a form of communicating meaning to the reader of the texts (ASHA, 2001:169). From this definition it is clear that literacy is not limited to the functional competencies of reading and writing, but includes clear and continuing and interrelated stages taught and mastered through interrelated processes. The implication of this definition on teaching is a conscious effort on the teacher's part to reflect on the extent to which the how and what she teaches develops all the aspects of literacy.

The literature shows writing to be the most complex form of language development as it requires generating thoughts and ideas, and organizing and converting them into written words that can be formulated into coherent, connected and interrelated sentences that not only convey meaning, but include the 'proper' mechanics such as spelling, punctuation, and capitalization (Wawryk-Epp, Harrison & Prentice, 2004:46). The ultimate goal of writing is for learners to express their thoughts and ideas in a coherent, meaningful, and comprehensible way and to communicate ideas (Navsaria, Pascoe & Kathard, 2011).

On the technical side, Clay (1975), and Temple et al. (in Browne, 1998) refer to writing as a system containing regular features and forms including letter shapes, print direction, consistent spelling and punctuation marks. However, the writing process and the learning thereof is not limited to this definition, but is expanded by such institutions in the education and literacy field such as the Ontario Ministry of Education and Training, (1997:11) to include writing as a complex process that involves a range of skills and tasks, and, more significantly, writing as a learning tool. Graham & Perin (2007), and Bangert-Drowns,

Hurley & Wilkinson (2004) explain that, although writing is often used to clarify and express personal thoughts and feelings, and relate ideas and concepts, it is used primarily to communicate with others, and in an education and cognitive development context, to review inherent connections in new learning. Therefore, in terms of these various explanations and specifications, FP learners who do not learn to write their learning will be negatively affected in the Intermediate Phase (IP) as, by this stage, a process begun in the FP, will not have reached an appropriate stage. By the IP, learners are expected, in terms of the LO's (DoE: NCS, 2011:70 - 81) and Languages subject area DoE: CAPS (2011:17-19), to competently demonstrate their understanding of a concept or text by describing, presenting an argument, skimming and scanning, summarising, and analysing using both spoken and written forms.

Another rationale for the specific choice of writing literacy as the focus of this study was linked to the theory that learners, after three years in the FP, who have acquired a wide repertoire of language and spoken vocabulary, should be able to write well. Skills developed by this stage for writing competently should include the formation of letters, as well as the mastery of multiple physical (handwriting) and mental processes (precision and fluidity of writing alphabet letters, grammar and syntax, logical ordering of thoughts, and thinking ahead) in a synchronised effort to create and convey information, not in a haphazard, but in a logical and/or story form.

According to the DoE (NCS, 2002:40), and to DoE (CAPS, 2011:11) a learner with Grade 3 appropriate literacy ability should have developed certain skills, such as the ability to use pre-writing strategies to gather information, write a selection of short texts for different purposes such as recounts, dialogues, newspaper articles about personal experiences. Furthermore the ability to write drafts and edit them, and /'publish' their own stories of at least two paragraphs, use informal structures such as experiments and recipes and make their own books. The Grade 3 learner should be able to do this by using other pertinent cognitive skills, such as sequencing information, using apostrophe's in contractions, punctuation, using conjunctions, using phonic knowledge and spelling rules to write difficult words, using a dictionary to find new words and to check spelling, be able to discuss her or his own writing, and to receive and give input (DoE: CAPS, 2011:128). If however, the level of proficiency has not been reached by Grade 3, and early reading and writing skills such as phonics and early writing conventions, which are part of phonological awareness skills (Bus & Van Ijzendoorn, 1999) have not been adequately acquired by learners in FP, they will encounter difficulties in the IP. This is the case in many SA schools (ANA results) and could possibly account for the poor literacy scores.

The curriculum, and researchers in the field of writing literacy, emphasise the importance of ordering and organisation in developing coherent, fluent writing. Thus, in order to attain the LO's specified in the DoE: NCS and DoE: CAPS, and by various researchers e.g. ASHA, learners need to become disciplined thinkers. In order to communicate their ideas clearly and effectively they need to learn to select and organize their ideas, keeping in mind the purpose for which they are writing and the audience they are addressing (DoE: NCS, 2002:52-53, Language LO 5). The use of standard written forms and other conventions of language must also be acquired (LO 6). Spivey, (1996:38 in Rothstein, Rothstein & Lauber (2007) describes writing as a way of generating meaning through fluency as well as organisation. Thus a writer needs words and the organisational structures that convey ideas or a message coherently.

As has been noted, writing, and reading are not discrete literacy skills, but are interrelated; writing leading to mastery of reading, and reading leading to mastery of writing in a continuous dynamic circular process, and thus combined instruction leads to improvement in both reading and writing. Graham & Perin (2007) suggest that one possible reason why learners' writing efforts may not approach required standards is because teachers are not engaging in a comprehensive and combined process of teaching both reading and writing.

Given that reading and writing are important tools in all learning areas in later grades, it is vital that effective interventions take place in the FP to assist learners acquire these literacies (Centre for Evaluation and Assessment, 2006). Recent research by the WCED (Howie, Venter, Van Staden, Zimmerman, Long, Scherman & Archer, 2007; Annual National Assessments, 2008, 2009, 2010, 2011) addresses the concern about writing and reading, which has been described as a national crisis (DoE, 2008). The ANA report of 2011 revealed that the percentage of learners reaching 'partially achieved' level of performance varies between 30% to 47% depending on the Grade and subject. The achieved level reflects between 12% and 31%. The best provincial figure is 46% for Grade 3 literacy in the Western Cape, which is still too low. Studies by Semke (2008), Hafiz & Tudor (1989) and Tsang (1996) all support the importance of effective reading and writing development in schools.

I would assume that the essential implication is also that in researching writing one is automatically researching reading because of the interrelatedness of the two components of literacy. In the context of this study, the importance of writing literacy cannot be underestimated in terms, not only of academic performance, but of learners negotiating everyday life, expressing ideas, opinions and feelings, and having access to opportunities. Yet many learners in SA are not yet literacy competent coupled to their age and grade level

(PIRLS in Howie et al., 2006) in intermediate phase (IP), senior phase (SP) phases as well as the FP, and lack adequate writing skills to pass a grade, let alone express them in writing.

2.4.2.   Writing development

According to Graham, Moats & Neuman (2005) writing is the most complicated language skill that children have to learn and teachers need to be thoroughly knowledgeable about how this takes place. One of the reasons that make learning of writing complex is that its development is always intertwined with the learning of another skill, reading. The National Reading Panel (2000) describes literacy as developing over time and in stages, as learners progress from emerging to skilled readers who can comprehend and analyse complex texts. While reading for understanding requires an active thinking process, it is influenced by the reader's prior knowledge and experiences (Crawley & Mountain, 1995; Pang, Makua, Bernhart & Kamil 2003:13).

I would argue that it is further influenced by learner's writing development, as learners develop from emerging writers to independent, critical writers, taking into consideration Piaget's developmental stages, which would be evidenced by the skills mastered at each stage of the writing development process. These stages include the emergent, early and fluent writer stages (Ontario Guide to Effective writing, 2005:15), and will be discussed briefly.

The writing development stages occur throughout the FP, from Grade R to Grade 3, until, ideally, learners become proficient, independent writers by the end of FP (Grade 3). These stages are internationally recognised and, according to the South African National Curriculum (CAPS, 2011:11); learners are expected to reach certain milestones related to their age and stage of development. Thus it is a given that the stipulated National Curriculum and age appropriate development levels represent the skills and knowledge which must be taught in all South African schools. However, Protheroe (2007) argues that knowledge and skills should be taught using differentiated teaching (DI) in a meaningful way for learners to reach the standards required by the NCS. Teachers should therefore be cognisant of the developmental levels of the learners in order to address skills not yet developed as explained in 2.4.1. It is imperative that teachers regularly monitor learner progress to inform her instructional practice and to give accurate feedback to the learner (Wilson, 1987).

2.4.2.1. The emergent writer

Ruddle (2002) says that 'emerging' is an appropriate descriptor for the first stage of writing literacy because it suggests an emerging awareness that signs can be represented on paper by symbols rather than pictures. The emergent writer (pre-school) initially invents his or her own signs, and later her own spelling and applies his or her own rules for the purpose of connecting speech to print. The ability to do this stems from his or her knowledge or awareness of phonics or the sounds associated with letters. Clay (1975:2) who coined the term 'emergent' sees emerging writing in terms of a child's gradual development of perceptual awareness of those seemingly arbitrary conventions used in written English as mother-tongue, in the LoLT, or any other language. These learners, according to the received developmental milestones, are the Grade R learners who, during this process, learn through a teacher modeling how their oral language can be recorded in print and they then develop an understanding that writing is used to communicate meaningful messages. They imitate adults and use pictures to convey ideas and may make marks, symbols and random letters to represent ideas, words and information. At this stage they develop an understanding of the difference between illustration/drawing and writing, and progress from scribble writing, to letter guesses, and ultimately to conventional letters and spaces, with few or no attempts at punctuation. They develop an awareness of directionality, using left to right, top to bottom according to the Western concept of print. These learners begin to spell high frequency words and words like 'mom', 'I' and 'to', besides their own names (Fountas & Pinnell, 2001). Ideally, all of these processes and skills are developed as a result of learners being taught through direct instruction.

The most effective approach to developing writing involves leading learners through organising their thoughts before writing, to the act of writing, and to rethinking and revising their initial writing (*Ibid*, 2001:iv), a similar process to that outlined in the NCS and CAPS (DoE, 2012). The Grade R teacher utilises modelled, shared and interactive writing for learners during this initial stage to record the learners' ideas during discussions, news or messages. She models a variety of message making modes, such as environmental print, classroom labels and shared writing to help learners understand that meaning can be communicated in a variety of forms. Shared writing is usually linked to texts that the learners have already been exposed to. She also models correct oral language structures and re-emphasises grammatically incorrect responses from the learners by articulating the correct grammar in context. These activities are examples of guided learning and 'scaffolding' methodologies. Through reading-aloud activities the teacher demonstrates the difference between illustrations and print and she emphasises these concepts through modelled and

interactive writing in an inviting and stimulating environment with a variety of tools and media for learner writing. The teacher may use an alphabet picture dictionary and think-aloud strategy during modelled reading of a 'Big book' to demonstrate that text is read from left to right. She engages in phonemic activities in auditory exercises before, during and after reading and models how sound awareness translates to print. Although this stage is described as typical of Grade R learners, some of the learners at Grade R could be lagging behind or could have surpassed abilities described above. Barriers to learning due to giftedness or slow development are issues that any teacher should be cognisant of in planning activities and teaching.

2.4.2.2. The early writer

Early writers are learners who are starting to learn to write. In a South African context, they would be Grade R and 1 (5 to 7-year olds) housed in well-resourced ex-model-C schools. They are starting the process of learning to write. These learners would be in the process of developing a greater understanding of the concept of print because it would have been modelled frequently by the teacher (Fountas & Pinnell, 2001:1.6). They are beginning to understand some of the purposes of writing and are using some basic forms of writing in expressing their ideas in simple sentences. They understand the sentence format, although at this stage they may often be inventing spelling. In the western context, the left to right and top to bottom orientation in writing is established. Learners are using a mix of capital and lower case letters.

According to some researchers, most ECD programmes which follow the Vygotskian approach do not follow a specific or systematic writing programme, as at this stage authentic and meaningful writing is guided by the child (Anderson, 2003). Vygotsky (1978:118-119) cited in Thompson (2013) advocates that, 'writing should be meaningful and the natural methods of teaching writing involves appropriate operations in the child's environment. At this stage, teachers should provide the opportunities which stem from learners' experiences in and outside of the classroom (Morrow, 2007; Reutsel, 2013). In this context, writing should be meaningful for learners and it should be formally taught. That is, writing in this specific context will ensue in an authentic manner, relating to a learner's everyday experience and to authentic purposes for writing such as shopping lists, notes and letters. Learners should be taught written language at the outset, not simply the writing or formation of letters in isolation from an authentic and meaningful context. As stated by Vygotsky, (1978:119) cited in Riley (2006) 'children should be taught written language, not just the writing of letters'.

The strategies teachers should use at the early writer and independent writer stages are discussed and described in detail in 2.7, in the context of the Balanced Language Approach (BLA) to instructional strategies. This includes Modelled Writing (2.7.2.1), Shared Writing (2.7.2.2), Guided Writing (2.7.2.3) and Independent Writing (2.7.2.4) as well as teaching resources and the concept of scaffolding. During these strategies, teachers give learners opportunities to write spontaneously after discussions or read-aloud stories. This occurs in a rich classroom environment that will enrich oral language and provide opportunities for learners to communicate in personal meaningful ways. This, in turn, sparks the learner's intrinsic need to write in a way that is meaningful to their lives.

Thus, the teacher of writing literacy ideally uses a variety of instructional strategies to record learners' ideas. She models the same skills as she did in the previous stage and allows her learners to write with support until she is confident that they are competent. Only then does she move to the next level.

In the course of the modelled and shared writing stages, learners come to understand that writing is a way of preserving their thoughts and information and demonstrate an awareness that oral language needs to be grammatically correct. They will become able to self-correct. They are able to represent words with conventional letters and spaces in simple sentences and attempt to use some punctuation. They commence with the first steps of planning, revising and editing (Fountas & Pinnell, 2001). They use vocabulary for description, comparison and higher-order thinking and continue to invent spelling. The teacher, however, takes cognisance of the learners' spelling and will make learners aware of the necessity for correct spelling during guided teaching time. A class dictionary containing those words which were spelt incorrectly as well as a repertoire of high-frequency words could be developed for easy referencing.

At this stage, teachers lead learners into shared writing, into creating books for the classroom library, sharing their journal writing, and writing notes and cards. Through shared (whole class activity) and guided writing (homogenous group) Tobon & Mcinnes (2008), a teacher introduces the elements of writing (Fountas & Pinell, 2001) and coaches learners to select the appropriate form to suit a specific purpose for writing. The same processes are used to demonstrate and engage learners in the use of strategies and resources that support the learning of spelling (e.g., sound/symbol relationships, word walls, theme word displays and personal dictionaries). By using examples of text, discussing appropriate or useful language, doing shared writing in collaboration with an MKO, the learners are developing the kinds of skills which they could not develop on their own. This process is called 'scaffolding',

a strategy for assisting the learner to move from being dependent on the teacher to interdependence and being independent, as has already been described. Harris & Hodges (1996) describe scaffolding as the gradual withdrawal of adult (in this case the teacher) support. This process occurs through instruction, modeling, questioning, feedback and understanding of the learners' performance whilst they are performing certain activities or successive engagements, thus allowing them to become more autonomous in acquiring certain skills.

According to Bodrova & Leong (2007:9), this developmentally appropriate approach for teaching beginning or early writers is in line with Vygotsky's theory and approach to early childhood learning. Calkins (2003:14) specifies that the teacher's scaffolding is gradually withdrawn in such a way that the learner is able to continue by voicing the next word or writing the next sentence on her own. She sees this as developing the learner's confidence and independence as a writer. This process is in line with Vygotsky's ZPD in the context of developing writing and the role of the teacher in assisting children at their individual stage of writing development. It facilitates progression to the next stage in writing (Calkins, 2003:14; Duffy, 2010). Before moving to the next stage, however, early writers should be able to form letters correctly, use spaces between words, articulate words, write high frequency words fluently, analyse and record a few sounds in words, and use an alphabet chart to make connections with sounds and letters.

Learners between the ages of 5 and 6, according to Beck & Mc Keown (1991), should have a working vocabulary of 2500 to 5000 words and should be writing paragraph-length stories and descriptive passages. In the context of this study the SA National Curriculum requirement at Grade 1 level is that learners should be able to write three interrelated, coherent sentences (DoE: CAPS, 2011:30). However, the reality is that in South African Grade 3 classrooms, particularly those in 'disadvantaged' schools, one finds many early writers who possess a limited language range if they are not taught in their mother tongue or have a 'backlog' (see 2.3.3). These learners write very simple sentences which lack cohesion and thus, in terms of the specifications of the DoE: NCS and DoE: CAPS, can be said not to be working at the appropriate developmental level for Grade 3.

2.4.2.3. The fluent writer

According to Graham, Moats & Neuman (2005), skilled writing requires regulation, planning, monitoring, evaluating and revising. According to the 'norm', fluent writers are

beginning to develop strategies for the craft of writing. At this stage the learners are enjoying writing and composing a variety of sentences and paragraphs, using appropriate punctuation and applying skills they have learned in the processes before (Thompkins, 2010). Learners would have an automatic mastery of some of the basics and can focus more attention on the demanding complex reasoning skills involved in planning and writing fluent and coherent texts (Graham et al., 2005). Ideally, at this stage automaticity of certain skills or operations such as spelling, grammar and structure should not restrict creativity but enhance it. Learners would now begin to write for different purposes, consciously using forms appropriate to their audiences. Fluent writers spell most words correctly and carefully edit their spelling while they write. They also have a wide vocabulary and know how to use a dictionary to expand their current vocabulary. They understand that writing is a crucial part of life in order to communicate and satisfy personal and academic needs, and are aware that oral language communicates messages for a variety of activities and events. Competency in the use of a range of strategies is displayed, such as planning, revising, editing, and publishing written text using vocabulary appropriate to the purpose and audience. The learners use letters to represent all sounds, and begin to use a variety of spelling strategies (e.g., visual and sound patterns, context, spelling resources such as dictionaries). They write on a wide variety of topics, including personal experiences and fiction topics and the teacher engages in a variety of methods and strategies which are related to the specific stage and level of development of the learners. Learners also rely on texts and stories to guide them in the process and development of writing.

2.5.   Methods and strategies for developing writing literacy and high cognitive levels in learners

The three stages of writing development described above depend on the nature of mediational strategies used by the teacher. Mediation is described as assistance to a learner to acquire knowledge and a cognitive change or modifiability which will support learning and bring about new knowledge (Mosito-Matheleli, 1999). Thompson (2013) agrees with Vygotsky that the most effective and powerful forms of learning through mediation or active intervention in the form of scaffolding by a more knowledgeable other (MKO) takes place in the learners zone of proximal development (ZPD). In this sense, methods and strategies for teaching writing can also be regarded as mediational strategies.

Instructional methods, teaching methods and teaching strategies, for all practical purposes, means the same thing, according to Kizlik (2012). Regardless of what we call such

processes, they are primarily descriptions of the learning objective-oriented activities, interventions and flow of information between teachers and learners.

In Woolfolk's (2004) view, methods and approaches to developing both reading and writing are largely influenced by the research of Piaget and Vygotsky. Both language researchers have contributed to the field of education with their explanations of children's cognitive learning styles and abilities and their advice to teachers in teaching literacy skills developmentally, despite their differing views on the process and stages of children's cognitive development. As has been mentioned, subsequent 'Piagetians' and Neo Vygotskian child cognitive development theorists have revised and elaborated on their original theories.

A 'method' as defined by the free dictionary http://thefreedictionary.com/methods is an orderly arrangement of parts or a sequence of steps taken by the teacher to accomplish certain objectives. It involves the organisation and application of a particular teaching technique, using Learning and Teaching Support Material (LTSM), with the aim of achieving a teaching and learning objective. The teacher selects the method as described by Petrina (Ch. 4:152) from a developed toolbox of methods (direct, indirect or experiential) to respond to the learners' learning styles for a specific purpose. The presentation and engagement with the subject matter is a key factor in the effective implementation of the method and, as has been described, should be specifically linked to learners' cognitive learning styles and abilities.

A 'strategy' in the context of literacy development, as defined in DoE: CAPS (2011:134), refers to 'ways to teach reading, writing and oral language in order to enhance learning and comprehension. Examples are prediction, making connections, visualising'. Thus a strategy would include the planned methods, approaches and differentiated instruction (DI) that teachers use to facilitate their learners' access to the information, content, knowledge and skills to be taught. Thus, in the context of developing writing literacy, classroom practices should embody different learning styles which include visual, auditory and kinaesthetic approaches, and relate to the interests and prior knowledge of learners (Benjamin, 2002). Ideally, these modalities are incorporated and mixed in order to accommodate all the learners in the process of teaching and learning.

'Strategy' is more comprehensive in terms of scope and structure than 'method' and can be seen in terms of creating the environment conducive to optimal learning (Fountas & Pinnell, 2008). Scaffolding, modeling (Cambourne, 2002; Latham, 2002), co-operative learning,

homogenous and hetrogenous group work (Graham,2006), using 'talk' in the forms of discussion and debate (Vygotsky, 1978), discovery (Cambourne, 2002), sharing ideas (Vygotsky, 1978), asking questions, mind maps, writing frames, are some of the strategies a teacher uses to assist learners to develop their skills.

In this context Killen (2000: xiii) advocates that teachers choose teaching strategies to assist learners to think about, understand, remember and apply the information directly aligned with the LOs the teachers want the learner to achieve'. It impacts on the way teachers design learning experiences, how they engage with the learners and respond to them and how they adapt their teaching (Hamre & Pianta, 2006). A teacher needs to be sufficiently flexible to make spontaneous well-grounded decisions informed by a thorough knowledge both of child development, and of the individual learners in her care. She should have a repertoire of well-developed teaching strategies for different purposes (Horowitz, Darling-Hammond & Bradford, 2005).

2.5.1.   Planning for 'deep' teaching and learning

In the context of developing critical thinkers and problem solvers who will function well in society, the curriculum seeks to 'create a life-long learner who is confident and independent, literate… participate in society as a critical and active citizen' (DoE, NCS: 2002:3). Teachers should plan their lessons making optimal use of their PCK, particularly with regard to differentiated instruction (DI), so that learners' potential is developed to their fullest.

This means that planning takes into account diverse learners' different abilities, levels and learning styles (Tomlinson, 2001). Provision for questioning which moves from a low to a higher cognitive level and functions (Anderson & Krathwohl, 2001) should be included in order ensure that the brighter, or more cognitively developed learners are sufficiently challenged, and that the other learners are able to move from their respective ZPD's to a higher ZPD. Accordingly, she should be mindful of how she will scaffold her learners to reach these varying levels. The teacher's role is to teach for deep understanding (Killen, 2010), stimulate, support activities and ask questions that engage learners' critical thinking where they analyse and evaluate information (Bhattacharya, 2002) are important aspects in any teaching, including and especially the teaching of writing literacy and should be explicitly planned for.

During teaching and learning, the teacher observes those learners (Harvey & Goudvis, 2005) who are not coping, and assists them through the process of responsive teaching by

providing the necessary scaffolding (Duffy, 2010) until they are able to continue independently. Scaffolding can happen during the lesson as the teacher guides her learners through the process of, for example, discussing a story, brainstorming and a process of shared writing. The planning of writing activities should make provision for a hierarchy of different questions or activities which could be informed by Bloom's Taxonomy (Anderson & Krathwohl, 2001). Although this model is to some extent now outdated and regarded by some researchers and practitioners as somewhat rigid and hierarchical, it can be used as a broad basis for planning a literacy lesson aimed at leading learners towards higher cognitive levels. A variety of different types of assessment should be built into the planning National Protocol for Assessment (NPA), 2006:4 to accommodate those learners who require alternative assessment. In the context of 'deep' learning learners are given many opportunities to engage with the concepts taught before they are formally assessed since informal assessment will have been done on a regular and continuous basis.

2.5.2. The deep versus the surface approach to learning and teaching

Deep and surface learning and teaching are two approaches derived from original empirical research as described in Atherton (2013) are two concepts that should inform the theory of motivation. According to this theory, learners can be classified as 'deep' or 'surface' learners. The deep learner is motivated to understand content and acquire skills and uses a higher level of cognition. Conversely, in the surface approach, the 'rote' learner is aiming to reproduce, or regurgitate, undigested material and, in the process, uses lower order thinking, relying mostly on memory. Learners may however use both approaches to learning, or have a preference for one, in different contexts. This type of learning corresponds to 'deep' (intrinsic) motivation activated by interest and 'surface' (extrinsic) motivation. The teacher's responsibility in leading learners towards 'deep' learning is to motivate learners and to help them understand the value and benefit of what they are learning and engage them at high cognitive levels and teach for deep understanding using evaluative and cognitive functions (Anderson & Krathwohl, 2001 in Killen, 2011) so that deep learning takes place as frequently as possible. In this way learners develop conceptual knowledge, become incrementally motivated, can apply their knowledge and in the process become more independent learners.

Deep learning involves critical analysis of new ideas and the linking of these to prior knowledge, leading to long term retention. Surface learning, which is the tacit, passive acceptance of information and memorisation for the purposes of examinations, does not promote understanding or long-term retention of knowledge and information. In a deep

learning process of developing writing literacy, learners would critically reflect metacognitively on their writing as they extend their ideas and engage at a higher level of thinking in a methodical, coherent way (Costa & Kallick, 2000 cited in Rothstein et al., 2007). Bodrova & Leong (2007:71) see written speech as representing a higher level of thinking than that of oral speech, and as influencing cognitive development by making thinking 'more explicit' (meta-cognition). Thinking and the use of symbols involves a more deliberate and less spontaneous process on the part of the learner- writer, as she is made more aware of the elements of language than is the case with oral speech. The authors emphasise that a learner's re-reading of her or his work during the editing process helps the learner writer notice gaps in his or her understanding, which in turn promotes both meta-cognition (*ibid*:72) and higher level thinking skills.

Purposeful questioning or elicitation (Fisher & Frey, 2010), is a strategy which helps the teacher ascertain what needs to be re taught (Rosenshine, 2012). Elicitation is a term which describes a range of techniques such as leading questioning, prompting and cueing, which enable teachers to draw information from learners, rather than providing it to them. The literature indicates various ways in which teachers use elicitation in classrooms which promote higher levels of thinking. Questioning or elicitation is also an invaluable strategy for supporting the connection of learners' prior learning with new material, thus stimulating cognitive growth (Croon & Stair, 2005; Rosenshine, 2012). Muijs & Reynolds (2005:43) posit the notion that it allows learners to clarify and verbalise their own thinking and understanding of the concepts taught which manifests in their writing. In this sense elicitation is also an invaluable strategy for supporting the connection of learners' prior learning with new material, thus stimulating cognitive growth (Rosenshine, 2012).

Bloom's model shows higher order thinking (HOT) as involving learners interacting with content at a higher cognitive level. Thus the teacher should be mindful of how she scaffolds her learners in the process of their reaching that level. Her instruction should be at a sufficiently high level for learners to be involved in deep learning as they engage with texts and/or stages of the writing process. Bloom's taxonomy (1956; 2000) can be used as a basic guide when designing higher level questions and tasks. Since this study specifically concerns the teaching-learning dynamic of literacy, I will focus more specifically on the cognitive domain. In 2000, Anderson a former student of Bloom, revisited the cognitive domain, re-arranging and changing the six categories, or levels of learning, from nouns to verbs (Figure 2.4). The levels are arranged hierarchically from the simplest behaviour to the most complex.

Figure 2.1: Hierarchy of Bloom's Taxonomy for the Cognitive Domain: Anderson's revised version 2000.
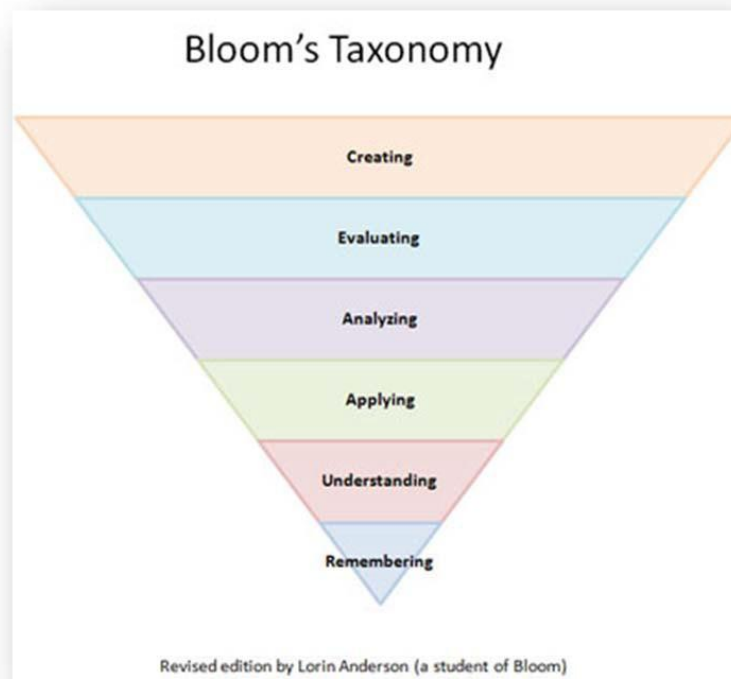
Figure 2.1 represents the six levels of learning, represented as verbs: remembering, understanding, applying, analysing, evaluating and creating, starting from the simplest behaviour to the most complex. The categories can be thought of as degrees of difficulty. This model portrays the first, or lowest, level of learning which must be mastered before the next ones can be mastered. While, this model can be of use to teachers in planning lessons for scaffolding and leading learners to higher levels of thinking, as was discussed in 2.5.2, the model, together with Piaget's developmental stages model, has been critiqued as being too rigid, linear and hierarchical. Subsequent researchers in the cognitive and learning field have argued that the distinction between the categories can be seen as artificial since any attempt to categorize cognitive processes into clean, cut and dry classifications undermines the holistic, highly connective and interrelated nature of cognition (Marzano & Kendall, 2007). Even though each concept has its place, researchers are beginning to see the mind as more of a web than as having discrete layers**.** Anderson & Krathwohl (2001) argue that in this hierarchical form, and on its own, it has limited usefulness. A person might skip from knowledge to application, then analyse the application, come to a conclusion (evaluation) and then re-analyse the conclusion, all working toward a greater synthesis of information. Constructivist teaching has suggested that teachers, in their planning and in their scaffolding, need to spread higher-order thinking skills throughout a task rather than beginning with the imparting of knowledge or with tasks aimed at the development and testing of 'lower order' cognitive skill and then moving in lock-step fashion to the next level. Bloom is useful as a

basic simple model for teachers to enhance their teaching of the curriculum by being mindful of the degrees of difficulty which can be infused during teaching and learning.

2.6.   Foundational literacy in the National Curriculum

As this study aims to investigate the ways in which teachers are teaching in Grade 3 classrooms, I have explored the literature concerning how foundational literacy should be taught in order to ensure the optimal development of learners' cognitive, specifically their writing, skills. Part of this exploration involves an analysis of the DoE (NCS, 2002), which, although having been revised in the form of DoE: CAPS (2011), was the curriculum statement being used by FP teachers at the time of the study.

The DoE (NCS, 2002:5) recommends that the language of learning and teaching (LoLT), particularly in FP where learners learn to read and write, should be the learners' home language (HL). This is in line with recent language learning research and theory. Although research and learning theory, particularly in the field of the development of literacy, sees the various literacy skills as interdependent, and as in varying degrees developing in tandem rather than sequentially, the DoE: NCS (2002:6) presents six main learning outcomes (LO's) in the Languages learning area (LA). Given the NCS framework for language development which all teachers were using at the time of the research, I will be discussing the different LO's, bearing in mind their interdependence. The first four LO's cover five different (interdependent) language/literacy skills; listening, speaking, reading and viewing, and writing (DoE: NCS, 2002:6). Viewing, however is not a strictly a language skill on its own as it involves interpreting graphic and visual tests, although it is a cognitive skill. The sixth LO concerns 'language structure and use'. The language programme has to be integrated across all subjects.

2.6.1.   Learning outcome 1 and 2; Listening and Speaking

None of the different versions of the South African curriculum post 2002 mentions the importance, or emphasises the absolute importance, of listening and speaking in the development of literacy. The DoE: RNCS (2002:21) mentions 'that all the learning outcomes, although presented separately, should be integrated in teaching and assessment'. DoE: CAPS (2011:10; Hodgkinson & Mercer, (2008:xi), however accentuates listening and speaking as essential aspects of the Languages LA for guiding and constructing knowledge, and not to be seen as disconnected from writing. Calls for attention to be given to listening has been made (Rose, 2006) to enable learners to listen more attentively and extend their

vocabularies especially in terms of the differentials in vocabulary in low- income learners and their middle-income peers (Neuman, 2011:358).

Learners are constantly developing their listening and speaking skills, not only in each of the components of the Languages LA, but also in other subjects, since listening and speaking are crucial to all learning (CAPS:2011:10) at every developmental stage (Latham, 2002:148).

According to Luria, who worked with Vygotsky in his research on cognitive development and language learning (cited in Cole, 1996:108, and in Lee & Smagorinsky, 2002), speech is the 'tool of tools', being the primary medium for meaning construction, particularly in the early years. Due to the importance of developing these skills early in a child's school life, time is specifically allocated in the curriculum to their development in the FP (DoE: CAPS 2011:09).

Browne (1996:4) saw learners as cognitive and active explorers of their world. The process of developing language enables them to amplify their thought process through questioning, commenting, finding reasons, using previous experience and receiving valuable information and guidance from their MKO. He believed that teachers should be willing to allow learners to explore topics both individually and collaboratively and to make their own discoveries as they negotiate meanings and extend their understandings and vocabulary.

Wray & Medwell (1991:15) declare that a teacher dominates 'talk'. She speaks alternatively with the learners and her speeches are longer than theirs. Learners' opportunity to speak is no longer than a few seconds and only occurs on invitation. Wells in Browne (1996) established that teachers, who have high expectations, encourage their learners to express their thought and ideas. The opposite is true when the teacher has low expectations. Wray & Medwell (1991) posit that a teacher utilises three kinds of utterances. Firstly, telling the class things. This 'lecturing" occurs as an information-adding device to develop the lesson. Secondly, she also uses an alternative strategy, namely questioning. Teachers' speeches contain one or more questions to ascertain if the learners know the answer. Browne (1998:14) believes that teachers should ask real questions to determine learners' opinions or thoughts.

The third type of utterance is to repeat the pupils' answers. This repetition has the function of evaluating the learners' answers. Teachers use their tone to indicate if the answers are accepted or correct. It could also indicate unacceptability. She is therefore providing the learners with feedback on their response to questions. Wray & Medwell (1991:16) claims that this pattern of discourse is the one commonly found in classrooms from infant schools to

sixth forms. It has been given names of Solicitation - Response - Reaction or Initiation - response-feedback or, because of its to-and-fro nature, 'verbal ping – pong'. Thornbury (1996) argues that in classrooms where this type of interaction occurs, no 'real' communication is taking place.

Talk and interactive lessons as proposed by Kieczykowski (2000:12) and Browne (1996:12) are key to developing learners' knowledge and learning and developing literacy as a social skill. More recent research (Fleisch, 2008) emphasises that, although teachers can allow for, and be involved in 'discovery' and self-directed learning, the emphasis should be on the teachers' role in direct teaching in the process of teaching and learning.

Speaking and listening together constitute a distinct attainment target in the Languages LA of the curriculum (NCS, 2002:24). While these cannot be seen as separate from reading and writing, they deserve their own literacy development status and sequential framework, particularly in the FP. A strong commitment on the part of FP teachers to developing their learners' speaking and listening skills within the framework of the curriculum will support all learners, especially those who currently start school with impoverished literacy and language skills and, in having to learn in a second language, are in danger of not being able to fully access the curriculum. She needs to cater for these particular learners by planning DI, as will be discussed in detail in 2.1.13.

2.6.2. Learning Outcomes 3 and 4: Reading and Writing

Reading and writing both need specific learning and acquisition of skills DoE, (NCS, 2002:33-45) and are interrelated, as is discussed in detail in 2.11. These skills do not come 'naturally' even in a literate and print rich environment, the way speech does in a spoken language environment (Downing & Leong, 1982; Bradley & Bryant, 1983 in Latham, 2002:46). For a while it was assumed that the reverse was the case, and that in an environment where learners were 'bathed in literacy' they would naturally acquire the relevant literacy skills. Despite various findings on, and insights into, the processes of both reading and writing, Bronfenbrenner (in Donald, et al., 2007:41) argues for the significant influence of the social context (micro system) and modeling on learning.

Good reading instruction includes a combination of strategies DoE, (CAPS, 2012). Eggleton (2010) encourages the use of small groups for instructional teaching according to the learners stage and needs in guided reading. Reading in groups allows learners to discuss and explore text meanings with peers, develops learners' listening, speaking and reading

skills, while reading aloud to the group, and to the teacher, develops reading skills through practice, and develops the ability to co-operate and work in a group.

Many reading experts agree that there are five main interrelated components to the teaching of reading (Moats, 2007; National Reading Project, 2000), related to scientifically-based reading research. These include phonemic awareness, word recognition (sight words and phonics), comprehension, vocabulary and fluency. Moats (2007) indicates that, even though a reading strategy used in the classroom may to a greater or lesser degree include all the processes mentioned, it may be watered down. DoE (CAPS, 2011:14) states that each of these components should be taught explicitly, in combinations and in context, on a daily basis to enhance learners' reading ability. These components strengthen the learners' ability to write well because they are guided through these processes in order to be able to compose written text (Moats, 2007).

Figure 2.2: The relationship between listening, speaking, reading and writing
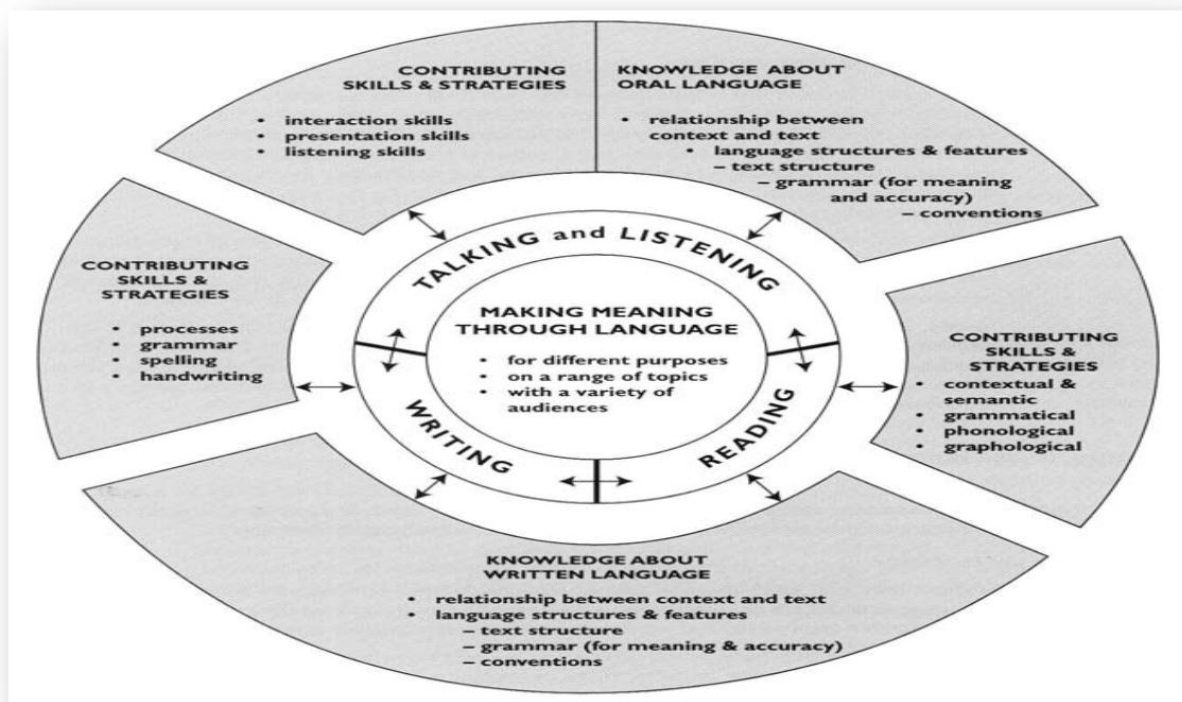
Figure 2.2, from the Board of Studies, New South Wales 2007, English K-6 syllabus, depicts the interrelatedness of the various components in the development of literacy, listening, speaking, reading and writing, showing how the one cannot be developed without the development of the other(s), or in combination with the other components. The relationships between these aspects allow learners to make meaning through language for different purposes, on a range of topics, with a variety of audiences (Board of studies, English K-6

syllabus, 2007:7). It also links the two key elements: knowledge about oral and written language. The specific interrelatedness of reading and writing is described and discussed in detail in 2.11 in terms of the reciprocity of reading and writing and how the one aspect with its development in different skills reinforces the other.

2.6.3. The interconnectedness of reading and writing

Clay (2005:14) observes that teaching all learners in the same way cannot be justified if learning is the essential foundation for subsequent success in education. This is particularly the case when considering the value of the reciprocity of reading and writing in a learners' language development, given that language competency is vital across all learning areas. Learners who have difficulty with reading are often those who find writing difficult. The fewer experiences learners have with print, the less they will learn about its use and conventions, and this will affect their overall academic performance. Also, they will benefit less from the reciprocal benefits of reading and writing when learning to read and learning to write, as both should develop together (Clay, 1991 in Browne, 1996). Elbow (2004) found that the process of writing helps learners comprehend written language and control letters and texts, a comprehension skill they need for reading.

Thus, given that reading and writing develop simultaneously, and depend on each other for their development, and since both reading and writing focus on meaning, development in one reinforces progress in the other. It has been established that learners learn to read and write better when the two processes are linked and they are taught the reciprocal processes. This acts as a powerful tool to support struggling learners so that they are able to self-correct and develop parallel processes for reading and writing as they make connections (Anderson & Briggs, 2011). Learners already have a sight vocabulary that they have learnt incidentally before they come to school and they continue to build on this as they make connections and their language extends.

Most reading and writing programmes, particularly in the seventies and early eighties, have been based on the premise that writing is an outgrowth of reading (Wilson, 1981). However, a considerable body of evidence suggests that reading and writing should be taught simultaneously (Chomsky, 1976; Clay, 1975; Hall & Harding, 2003). The two processes have been found to positively influence each other as a natural extension of children's desire to communicate (Applebee, 1986; Aulls, 1975; Gambrell, 1985). Falk (1979, in Gambrell 1985) argued that language cannot be taught in the 'traditional' way; it must be learned through extensive exposure to, and through practical experience of, using language in natural situations.

Clay (2001) believed that a writing programme should complement the reading programme, and both should emphasise meaning. Leu & Kinzer (2003) argued that an effective teacher of reading must follow certain principles that have been identified by research as instrumental in effective teaching. For instruction to be effective it should be aligned with research-based practices, for example the literacy programme must have a phonic programme, related word and sentence level, comprehension and so forth (Bloch, 2006; Nathanson, 2008; Swart, 2011). Being explicitly taught, phonics is a crucial element in teaching learners to read and it is essential in the development of writing and spelling skills. Researcher (*Ibid*, 2006; *Ibid*, 2008; *Ibid*, 2011) believe that the integration of reading and writing would develop the language learning process and support literacy. This is endorsed by Clay (2001:92), who sees learners in this process as creating a network of competencies which power independent learning. The BLA is a whole language balanced approach even though some gaps are evident in terms of the lack of a phonic programme and process specifics about how a teacher should teach guided writing or 'conferencing', both of which are essential for DI and for scaffolding to support learners through their ZPD. Hall & Harding's (2003:3) meta-analysis research studies found that 'effective literacy teachers' avoid strict adherence to one approach but instead balance direct skills teaching with more authentic, contextually-grounded literacy activities.

Rosen (1998:65) emphasised the need to develop learners' awareness of the reading-writing connection even though he is critical of the sharp distinction made between learners' oral (subjective) language and the formal (objective language) often required in school work. Shanahan (2006) responds positively to the connectedness of reading and writing in the sense that the both literacy skills draw upon common knowledge and cognitive processes. According to this view, improving learners' writing skills should result in improved reading skills. Thirdly, reading and writing are both communication activities, and writers should acquire improved reading skills by creating their own texts to be read (Tierney & Shanahan, 1991), leading to better comprehension of texts produced by others. However, if learners are not competent readers and writers by the end of Grade 3, the exit grade of the Foundation Phase, their chances of achieving advanced levels of learning will be compromised.

2.7.   The Balanced Language Approach (BLA) in the National Curriculum

Acknowledging the problem teachers were experiencing in teaching literacy, reading in particular, the DoE launched the National Literacy Strategy in 2008, aimed at Literacy and reading development in the FP (DoE: 2008b). A campaign, Foundations for Learning (FfL), was launched by the Minister of Education in March 2008, in response to research

conducted into the poor performance of learners in literacy and numeracy in South Africa in the Annual National Assessments (ANA). This research had indicated that Literacy and Numeracy levels in SA were among the lowest internationally (DoE, 2008; PIRLS, 2006; WCED, 2002). The campaign was launched, documented and expanded to become a National Strategy to improve SA's results in this area.

Another intervention undertaken by the Western Cape Education Department (WCED) to address literacy and numeracy underperformance is the Balanced Language Approach (BLA) which was introduced into WC schools in 2010 in the form of instructional strategies which form part of the National Curriculum. The approach consists of five instructional reading strategies: reading aloud, shared reading, guided reading, group reading and independent reading. It also includes four writing instructional strategies: modeling, shared, guided, and independent writing.

The READ Educational Trust, established in 1979, works alongside WCED to implement teacher training and literacy projects in schools. WCED has commissioned READ to 'train' teachers in the WC in the BLA. Currently, in 2012, Curriculum Advisors are also training teachers in the BLA because of a lack of human resources in READ. Thus all teachers are trained in schools in the BLA, and not a select few, which was the case in 2009 and 2010. The BLA is a text-based programme which integrates the six language skills: listening, speaking, reading and viewing, writing, language and structure, and thinking and reasoning. The instructional approach of the BLA demonstrates the criticality of a teaching-learning approach that acknowledges the connectedness of all the literacy components and which is based on detailed information. Rose (2006:4), a literacy expert, acknowledges that teachers require detailed knowledge, an understanding of literacy, and an ability to draw on a range of literacy approaches to engage learners and maximise their learning.

2.7.1.   An overview of the BLA reading instructional strategies

The following reading instructional strategies are used in the BLA: Reading aloud, Shared**,** Guided, Group and Independent reading*.* I will not be discussing these strategies in detail as my main focus is on how reading impacts on writing literacy. I mention the instructional strategies in order to provide an overview of the BLA and an idea of how connections can be made between the various strategies and literacy skills. I also describe the necessary scaffolding processes employed in the different strategies to support learners' progress from dependence on the teacher, to independence.

2.7.2.   Instructional strategies for teaching writing in the BLA

The Balanced Language Approach (BLA) is based on the research of Clay (1993) & Fountas & Pinnell (1996) whose specific area of research has been literacy, and is a model for teaching learners in a learner-centered classroom to read and write effectively and independently in a variety of group settings. This is an integrated approach which focuses on the use of a substantial amount of time for different types of writing experiences on a daily basis. These opportunities are arranged on a continuum based on the gradual release of responsibility, as discussed in 2.7.3. Some writing is modelled by the teacher, other writing accomplished with teacher- support leading to independent writing. For purposes of this study I will focus on modelled, shared, guided and independent writing instructional approaches or strategies, particularly in the FP.

The BLA encourages 'scaffolding' in the form of optimal and specific support to suit the need for intervention leading independent writing. Ideally this involves accommodating learners' different learning styles (DI) and ensuring a balance between teacher and learner-centered activities.

The balanced approach to developing writing literacy involves a process during which learners frequently engage in practicing the various stages of writing, and which eventually results in correct form and in quality final written products (Graham, Moats & Neuman, 2005). According to some fairly recent research, the most effective literacy teaching takes place in balanced and integrated programmes (Louden, Rohl, Barrat-Pugh, Brown, Cairney, Elderfield, House, Meiers, Rivalland & Rowe, 2005). Moats (2007) a USA reading expert, endorses the balanced approach as supported by scientifically-based reading research (SBRR).

The four key instructional strategies in this programme, modelled writing, shared writing, guided writing and independent writing, permit the teacher to scaffold the development of the learners' competence until the learners reach independence. Teachers create an environment where all learners see themselves becoming independent readers and writers through a variety of developmentally appropriate activities. Modelled, guided and independent teaching strategies are well researched strategies that teachers can use to introduce new knowledge, consolidate, practice, transfer, and apply literacy learning, and have built-in scaffolding for learners to move from dependent to independent learners (Duffy, 2010; Louden et al., 2005). These strategies, together with the concept of scaffolding, were briefly described and discussed in 2.4.2.

2.7.2.1. Modelled writing

Modelled writing takes place when the teacher 'thinks aloud' to demonstrate her thinking process and continues to write her thoughts on A3 size pages or on the writing board. She pays attention to punctuation, spelling conventions, sentence structure, vocabulary choices and writing neatly, while continually demonstrating a process of re-thinking, re-reading and revising (Fountas & Pinell, 2001; Ontario Guide, 2005: 4.4). In this context the writing text is constructed as a whole class activity.

Graves (2004:21) argues that learners need to hear their teacher talking throughout the modeling process while she writes, and in this way, they 'witness' their teacher's thinking. He sees these 'think-aloud's in terms of helping learners to understand the thought processes which accompany writing, and enabling them to apply these ideas to their own thinking and writing. Calkins, Hartman & White (2005:62) argue that this thinking aloud in front of learners conscientises and supports them in their learning how experienced writers think about, plan and write coherent texts.

During this process the teacher makes constant reference to neat, legible handwriting and correct letter formation. The learners' attention is continuously drawn to the beginning sounds, sounds used to make words and how words together form a logical sentence, logical order of words and sentences, and punctuation. The completed written text is read aloud so that learners see and understand that print, or written words, convey meaning.

In this context, Calkins (2003) argues for the value of modeling, and that explicitly naming and demonstrating the skills, conventions and strategies of writing can lead learners to adopt these in their own writing. Modeling at all stages of literacy development according to Graham & Perin (2007) is the most powerful of the individual writing instructional strategies.

2.7.2.2. Shared writing

Shared writing takes place in a socially interactive environment where the teacher, together with the learners, creates a text or a big book and the newly-constructed text is linked to a shared reading process of a known text, with the teacher and the learners negotiating the topic together in terms of the purposes and the word choice. Writing implemented in this way enables learners to work collaboratively, draw on each other's values, strengths and ideas (Browne, 1999:35). The teacher supports the learners through a scaffolded process to

develop a well thought-through text which is rich in vocabulary, is logical, has a good story line, and in which all grammatical and punctuation rules are observed. Discussion takes place as learners work co-operatively to develop their story, and a 'negotiation of the text', in constructivist terms, takes place. The teacher asks questions designed to lead the learners to evaluate their text(s) in terms of rephrasing, or adding or changing words to improve (edit) the text. The 'text' is 'constructed' as learners interject and improve on each other's utterances whilst the teacher provides explicit questioning and directions which both encourage high-level thinking and nudge learners to start to regard language use and writing as a craft (Fountas & Pinell, 2011). When consensus is reached, the teacher scribes, and, in the process of writing the text which the learners have constructed, with her guidance, points out spelling, lay-out of text, format and other writing conventions, thus affording the learners the opportunity to reflect on all aspects of the writing process while they observe and participate in all the stages of the writing. The learners may transcribe the story, 'make a book' and read their own story in a shared reading activity. To extend this process, and for learners to reach a higher developmental and cognitive level, the teacher may ask learners to write their own individual texts based on the shared writing experience, in the course of which learners use the new vocabulary and the teacher supports and guides them, while withdrawing some of her support and scaffolding. This could take several days and the new books created are added to the class library and can later be used for shared or independent reading (Browne, 1999:36).

In these processes learners come to see the possibilities of writing authentic and creative texts, not simply doing formulaic writing. Lane (1993) argued that teachers' use of formulae for learners to write, produces mediocre and dull writing, and results in learners being unable to engage meaningfully with the written text. Kirby, Kirby, & Liner, (2004) assert that developing writers who have been exposed to the formulaic approach and are required to focus on forms, only learn to plug lifeless words and mundane ideas into the formula. The result is low levels of learning and cognitive development.

2.7.2.3. Guided writing

Collins, Brown, & Newman (1990) sees writing as learned through apprenticeship, in the course of which teachers interact and assist learners during a guided writing process (Cunningham, Cunninham, Hall & Moore, 2005:22). As has been described in 2.3.1, learners who need to bridge the gap between the teacher's modeling and their own independent writing need expert guidance, support, and intervention in a small group context and thus guided instruction takes place as a transition between modeling and learners embarking on

their own writing. In Vygotskian and constructivist terms, this kind of instruction is targeted at the learner's ZPD to guide her from what she is able to do with support, towards independence (Oczkus, 2007). During this process, appropriate skills are taught to a selected ability group of learners. These groups are flexible in terms of their constitution, based on the learner's immediate and individual need as observed by the teacher after a whole class writing lesson (Ontario Guide, 5.4).

The teachers' role in this transitional process is to teach writing using direct instruction through a scaffolded process with regard to style and grammatical rules, coherence, and form. Calkins (2003) advocates continual support, monitoring and feedback from the teacher, as well as her suggestions of a variety of techniques for learners to draw from as they embark on their own writing.

The practice of monitoring learners' learning is an essential factor of high-quality education (Cotton, 1988) especially during guided teaching. There is a strong connection between a teacher's monitoring and an indication of the effectiveness of her teaching. It informs her to adjust her teaching practice to meet the needs of all the learners. An adjustment to suit learners' specific barrier or need will lead to effective learning.

Guided writing should occur after learners have had many opportunities to see writing demonstrated aloud and in shared contexts. Graham, MacArthur & Fitzgerald (2007) are of the opinion that learners must understand that writing is a way to share ideas and for communication, and that ownership of the writing continuously remains with the learner. Examples of some practical guided learning exercises include grammatical scaffolding, cloze procedures, outlining and writing frames, which are exercises providing 'skeleton' outlines, perhaps with sentence prompts and key vocabulary. They also suggest 'joint construction', where a group of learners together construct a text, as was described under 'Shared Writing' in 2.7.2.2 and can include peer-response feedback, where learners work in pairs or small groups, perhaps using prompts provided by the teacher, responding to each other's writing. In this context, teacher feedback can be useful, not just to grade and evaluate, but also to scaffold future writing.

2.7.2.4. Independent writing

Independent writing provides learners with opportunities to write without scaffolding or teacher intervention. While the learner is in the process of taking responsibility for the writing process, she may have a conference with the teacher, or before the final stage of publishing,

and the teacher may give some input which the learner may or may not decide to use. In this process learners would have many opportunities to write independently in different genres.

According to Gambrell (2011) and Graves (2004:91), good writing instruction for independent writing is giving the learners choices of topics, their own as well as the teacher's. Choice in both topic and format builds interest and commitment. Thus learners would be exposed to a variety of media.

The BLA has a component, 'word and sentence level work', which comprises of word work: phonics, sight words, spelling, vocabulary, phonemics, and sentence work, sentence types and patterns, language structure, and punctuation. A good understanding and command of these skills can lead learners towards being skilled and independent writers. Proficient writers draw on previous experiences with texts and other cueing systems as well as on the phonological system as their reading and writing develops (Hughes, 2007). The exposure to a wide repertoire of vocabulary is therefore important so that the learner has a richness of vocabulary to draw from especially if they are not being taught in their home language.

Wray (1998) describes the four stages of any teaching process as including demonstration (expert teacher models a skill), joint activity (teacher and the learner shares the activity), supported activity (learner does the activity alone as the teacher monitors but is ready to assist if needed) and individual activity (the learner does assumes sole responsibility). These stages correspond to the stages of the development of writing literacy already described in 2.7.2.1 to 2.7.2.4, and, as has been described, being embedded in the instructional strategies present in the BLA. Within these stages are scaffolding processes with DI to enable the learners to become independent writers.

Figure 2.3: The Gradual Release of Responsibility Learning Model (Pearson & Galligher)
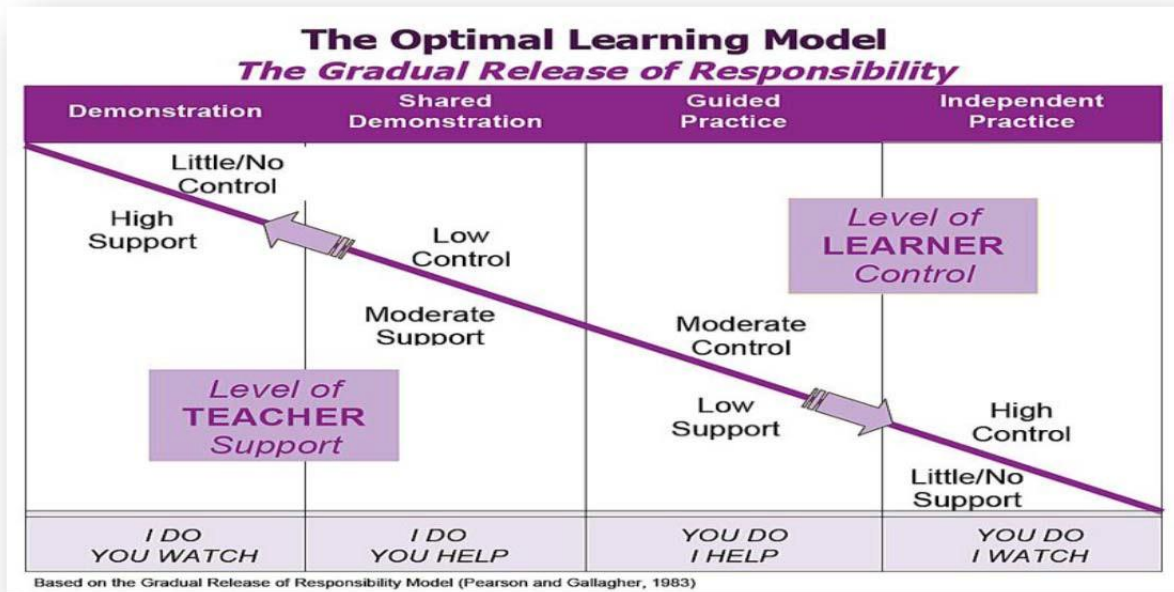
Figure 2.3 (Pearson & Gallagher, 1983) shows the progression of learners from dependence on the teacher, enjoying a high level of support, to independence, the teacher gradually allowing them to take more responsibility for their learning as her support tapers from high support to little and no support. The end point, or outcome, in the context of writing literacy, would indicate the effectiveness of the instructional strategies implemented with built in scaffolding and differentiation in terms of learner competency in writing literacy.

2.7.3.   Teaching the process of writing

The writing process includes planning or pre-writing, drafting, revising, editing and publishing (Richardson, Morgon & Fleener, 2006). There are many indicators that writing involves teaching both the process (how to) and the product (the piece of writing born out of the process). A good example of this indicator that positions itself fairly well into the BLA is one suggested by Fountas & Pinnell (2001) model of the writing process. Kennedy, 1996 cited in Rothstein et al., (2007) proposes that most schools have accepted the writing process which is a successive and possibly a recursive process which is taught as opposed to the rule-bound product-orientated approach where the learner writes and the teacher corrects. This is presented in the Figure 2.4 below which shows the recursive nature of writing: the writer moves back and forth between the steps of the writing process in order to create and refine her ideas.

Figure 2.4: The stages of writing process

Planning/Rehearsal I have shared with a peer and I am happy with my plan	— No →	Return to planning and rehearsal
↓ Yes		
Drafting Do I want to continue writing this piece	— No →	Return to planning and rehearsal or put in writing folder
↓ Yes		
Revising Is this piece the best that it can be?	— No →	Make further revisions, return to earlier stage or put in writing folder
↓ Yes		
Editing Do I want to publish this piece?	— No →	Return to an earlier stage or put in writing folder
↓ Yes		
Publish		

Gardner & Johnson (1997) describe the writing process as a fluid process created by writers (in the context of the classroom, mediated or guided by the teacher) as they work. Accomplished writers move back and forth between the stages of the process, both consciously and unconsciously as the teacher guides. In the context of primary schooling, a teacher thus needs to be flexible and discerning in terms of her guidance and support of learners in their writing process.

According to Graham (2006) most of what goes on during writing is not visible as it occurs inside the writer's head as thoughts. According to research, and the process stipulated in the DoE: NCS (2002), the process for developing writing literacy involves explicitly and systematically teaching learners the following distinct strategies: planning or brainstorming, writing a draft, revising, editing and publishing (DoE: NCS, 2002:11; DoE: CAPS, 2011:30; Graham, (2006). This process is designed to teach learners to ultimately use these strategies independently from the teacher, and to apply them across different writing genres. Each of these strategies or stages, as has been described, needs initially to be explicitly taught, an/or scaffolded, and the teacher may model each stage, while demonstrating that the process is not linear, but that one can go back and forth between the steps as learners engage incrementally with writing. The recursive nature of writing is an integral tool in the learners own agency in creating a social environment for development (Thompson, 2013:247). The teacher models all stages as often as necessary in order for learners to become familiar with all the stages and participate in the writing process with understanding, confidence and enjoyment. However, another school of thought, represented by Graham & Perin (2007), presents alternative methods for developing writing literacy, which they claim yields greater success.

2.7.3.1. Planning

The planning stage allow for the brainstorming of ideas that can be used in the writing (Fountas & Pinnell, 2008). During this session, learners, irrespective of grade or stage of cognitive development, generate ideas from their previous knowledge, stories, feelings and experiences.

Rao, (2007) found that learners in FP who had been trained in brainstorming techniques, and used them regularly over a twelve-month period, produced measurably better results in writing tasks than those who did not. Richards (1990) found learner interaction to be a significant factor in the development of the cognitive skills involved in generating ideas and found brainstorming to be an effective way of achieving this. DoE: CAPS (2011) stipulate brainstorming, as a strategy for producing improved written pieces and should be taught from Grade 1 (DoE: CAPS 2011:30).

2.7.3.2. Writing a draft

According to the process writing model, learners write a first draft in order to get their ideas down on paper. At this stage, the focus is on the message and not the mechanics of writing

(Fountas & Pinnell, 2008). 'They re-read, add or delete information, re organise it or make changes' which would constitute a second or third draft' (Fountas & Pinnell in Scharer & Pinell 2008:63). If the learners are satisfied with their draft they will continue to the next stage. The authors stress the importance of directing learners at this stage in the evaluation of their own writing. This can take place during a guided writing process (conferencing). Browne (1996:83) suggests that a draft can be changed many times until the writer is satisfied with the outcome. This strategy, together with having the teacher speak to the learners beforehand, has been found to produce better writers than those who have not used the strategies.

2.7.3.3. Revising

The aim and focus of this stage is to improve the quality of what has been written (the message). Learners are guided in a process of critically scrutinising their writing and using a variety of strategies to revise their writing. Learners review their writing style critically, covering sentence structure, paragraphing and vocabulary, and appropriate word choice. After a 'revision conference', the learner can decide whether she wants to implement the suggestions the teacher or her peers made. Fountas & Pinnell cited in Scharer & Pinell (2008:63) combine the draft and revise stages.

2.7.3.4. Editing

The focus of editing would be directed to improving the style and mechanical aspects of the learners' writing. Teaching editing is time consuming process which must be taught (Rothstein et al., 2007:210) to enable the learner to become increasingly meta-cognitive. The teacher listens actively so that guidance and, if necessary, direct instruction can take place. It could also occur through read-aloud with a peer. Guidance toward becoming more independent and building learners' confidence and competence will be developed. Learners become more critical and reflective of their writing as they self-correct. During this editing and proof-reading process, learners check the correctness of their spelling, grammatical structures, and punctuation (Cunningham, et al., 2005: 73-77). Learners develop a variety of strategies through a balanced writing program to be able to edit their own and their peers' work, independently.

2.7.3.5. Publishing

This stage in terms of Grade 3 involves organisation, coherence, correct grammar and spelling, and writing the final product legibly for the intended audience. Once their writing has been published, it is shared with the intended audience. The learners have the final say on when this can happen. For this purpose, teachers can introduce the 'author's chair', as advocated by Cunningham, et al., (2005:120) where learners get an opportunity to read their text, giving them the sense of writing for an audience and validating their 'authorship'.

2.8. Relevance to South Africa of an international approach to teaching literacy

While there are many strategies and models used internationally for teaching writing literacy, in the discussion and critique that follows I have selected as my focus the USA developed Four Blocks Literacy Framework (FBLF) strategy. In theory, it could have particular relevance to South Africa, as it was evaluated in the context of schools with high poverty levels and learners who were not being taught in their mother tongue.

The FBLF strategy was developed by Cunningham, Hall & Sigmon (1999), in the USA, together with a group of teachers during 1989-1990, and implemented in elementary schools throughout the USA. It is said to have yielded good results as shown in the observational study by Cunningham (2007) which focused on six schools in the USA located in five different states, all having high levels of poverty and learners who were not being taught in their mother tongue, as is the case in many South African schools. The study found these learners to have 'beaten the odds', as their scores indicated that between 68% and 87% of learners met or exceeded the state's standard for proficiency. The framework is highly structured and is said to have been developed to meet the diverse needs of all learners. In terms of the progress and results of these learners, one would think that this strategy has proved to be an exemplary one. However Moats (2007), one of several critics of the programme, has argued that this programme is not a scientifically-based reading research (SBRR) programme, and that this is a serious weakness, together with the fact, although it claims to address diversity, it does not address the literacy development of learners with barriers. This and other critiques will be discussed.

The Four-Blocks Literacy Model, according to Cunningham (2007:384), incorporates different daily approaches for teaching learners to become better readers, writers and spellers. The model claims to take cognisance of the fact that all learners do not learn in the same way

and provides substantial instruction to support the learning 'personalities' or styles of all learners.

The model includes; Guided reading, self-selected reading, working with words and writing. According to Cunningham, et al., (1999), the FBLM provides beginning readers with instruction consistent with four major approaches to reading as well as a multi-level instruction that meets the needs of children with a wide range of levels of literacy.

Block One: Guided reading encourages learners to attempt to engage with various kinds of reading material, including more advanced material. Comprehension of texts is developed using activities of interest to learners aimed at assisting learners to become fluent in oral reading. In Block Two learners are read aloud to by the teacher and select books to read independently. Regular opportunity is given to learners to tell the class what they are reading. Block Three, working with words, is aimed at enabling learners to recognise, read and spell high-frequency words. The emphasis in this block is on building phonemic awareness. The developers of the programme see proficiency in word recognition as being incremental and inevitable as learners learn more words and read more widely on a daily basis (Cunningham et al., 1999). This claim is debunked by Moats (2007) who explains that the making of words involves simply instructing learners to make words from arrays of letters, but does not systemically teach phonics correspondence in logical order, with sufficient practice and consolidation to support the application of these words to reading and spelling.

Block Four deals with writing. Writing in the context of this programme is seen as a skill inextricably connected to reading. The teacher modeling writing gives learners opportunities to practice writing and to for the learners to give feedback. Learners write on various topics and, in the process, learn writing rules such as punctuation and capitalisation. Cunningham et al., (1999) claimed that learners' learn to read by writing and that the writing is used as a first reading experience. Their argument is that learners love the combination of writing and illustrating and this combination leads to published work (Ibid, 1999).

They claim their systematic sequential phonics module 'allow teachers to provide hands-on, minds-on activities in which children discover how words work, while still meeting the requirements of systematic sequential phonics instruction' (Ibid, 1999). The 'word wall' is incorporated and includes high-frequency words and an example for each phonics element taught. During the writing block the learners are provided with a mini-lesson as a model of what writers do and how they do it. Learners then engage in a variety of writing activities, starting and finishing a new piece, revising, editing, and/or illustrating. Another module

includes conferences that lead to a final published piece. Learners have the opportunity, in the 'author's chair' (Cunningham, et al., 2005), to share their writing and respond to each other's writing at various stages in its development. In any context I would find the author's chair activity of value, bringing as it does a sense of accomplishment, authenticity and ownership for the learner writer, as well as giving her confidence in her writing. Some of the aspects of this programme are similar to the BLA, an approach to literacy teaching which informs, and is part of, the NCS.

However, the FBLF has met with criticism from various literacy experts, such as Moats (2007), and from literacy practitioners, which includes the cost of having multiple copies of a wide variety of books, time constraints, lack of provision for learners with special learning needs, and that the framework is for organizing instruction and is not added on to what the teacher is currently doing, thus not allowing room for teachers' individual teaching styles and approaches.

Moats (2007) uses the word 'dangerous' to describe FBLF. She argues that, while it appears to be a 'balanced' framework, it does not require that the teacher know much about language or reading and a danger lies in these teachers using incidental non-systematic and linguistically uninformed teaching, in each of the four components. Teachers should have specific, informed guidance about what to do when, and this programme lacks scientific validation. A good programme would be well implemented and each component explicitly taught with planned connections to others. This kind of scientifically based programme would have built in assessments of progress for learners who progress rapidly, and those who need support would be easily identified and intervention and support given timeously so that little is left to chance in terms of all learners in the class developing their literacy skills.

Research findings indicate that a balanced literacy curriculum that is explicitly taught and which includes word and text level knowledge and skills, particularly phonemic awareness, phonics, fluency, comprehension, and oral language in addition to varied classroom practice, leads to improved literacy outcomes (Fitzgerald, 1999; Louden, et al., 2005). Fitzgerald suggests BLA has an equal weighting of the key aspects of the curriculum, components and diverse instructional methods taught. The perception of having a balanced approach seems to be the answer to teaching reading and writing strategies to multi-level learners in one classroom. This in effect means following the BLA in SA is probably the logical approach.

2.9. Move to foundational literacy in the National Curriculum and beyond

In this section I discuss the relative importance of handwriting in the FP, the integral part it plays in the composition of written text, and how the role of handwriting in this process has been underrated and neglected.

Research undertaken into the predictors of writing competence, or 'orthographic motor integration' suggests that automatic letter writing is the single best predictor of the length and quality of written composition in the primary years, the seven to eleven age group (Graham, Berniger, Abbott, Abbot & Whitaker, 1997; Jones, 2004; Medwell et al., 2007). Writing involves holding a pen or pencil and moving your hand, physically producing the text, forming letters, and aligning them properly on paper. A child may have dysgraphia, which is a learning disability which affects handwriting. Motor skills include the ability to grasp a writing implement and coordinate ones movements to write. Hand-eye co-ordination plays an important role.

The motor aspects of writing involve visual perception, neuromuscular abilities, motor skills and cognitive factors. Visual perception refers to the ability of the brain to understand and interpret what the eyes see (Gardner, 1986; Scheiman, 1997 cited in Seara, 2009). Along with basic visual functions and motor skills, visual perception skills allow us to carry out many activities of daily life (Goodale & Milner, 2009; Jeannerod, 2006 cited in Seara, 2009).

Research has shown that when a learner has reached automaticity, and does not have to think consciously about letter formation, she is free to concentrate on the higher level of text generation. There is a direct, strong link between automaticity and levels of composing (Graham et al., 1997; and Jones & Christensen, 1999 cited in Medwell, Strand, & Wray, 2007:4). Automaticity is not the same as writing neatly, nor is transcription speed. Thus it is crucial that handwriting as a skill be taught in FP, and that learners have enough regular practice at letter formation to develop automaticity at least by the end of the FP (Medwell et al., 2007).

A substantial body of international research suggests that the role of handwriting in learners composing has been neglected. A key issue emerging from a major programme of research undertaken over the last fifteen years in the USA (Berninger, Abbott, Jones, Gould & Anderson-Youngstrom; Wolf & Apel, 2006; Berninger & Graham, 1998; Berninger & Amtmann, 1994 cited in Medwell, Strand & Wray 2007:1) is the recognition that handwriting is far from a purely motor act. Given the importance of lower level transcription skills to the

writing process, learning to write letters efficiently is not a trivial task for young children (Edwards, 2003). Those learners, who have low levels of handwriting automacy and struggle to transcribe, devote much time and energy to this lower level skill, and much of the attention and resources that could be directed to the more complex task of composing are spent on the lower level skill (Gathercole, Pickering, Knight & Stegmann (2004) and McCutcheon, 1988; cited in Medwell et al., 2007:2).

Working memory is particularly associated with the literacy scores of younger children *(ibid*: 2007:2) If young writers have to devote large amounts of working memory to the control of lower-level processes such as handwriting, they may have little working memory capacity left for higher level processes, such as idea generation, vocabulary selection, monitoring the progress of mental plans and revising text against these plans: handwriting can 'crowd out' the composing processes. Mental energy spent for other important aspects in writing such as formation of letters, spelling, correct punctuation, and so on, will detract from the actual writing processes such as brainstorming, planning and evaluating (Graham, 2006). Therefore, these lower level aspects of writing should be taught through explicit direct instruction in homogenous groups through modeling or guided practice (Graham & Perin, 2007).

Graham (2010) asserts that if teachers desire that learners creative writing improve they should not neglect their handwriting. According to Karlsdottir & Stephansson, 2002 as cited in Feder & Majnemer, 2007, 10-30% of foundation phase learners struggle with handwriting which could lead to diminished academic success and low self esteem (*ibid*, 2007). Many teachers have bedeviled the teaching of handwriting to be developed as a skill as they insist on letter formation being perfected and mostly do not tolerate it when learners formation is not good. The development of this skill is mostly not enjoyed by learners predominantly because of the attitude of teachers coupled by the adequate preparation for handwriting instruction in the classroom. Graham, Harris, Mason, Fink-Chorzempa, Moran & Saddler, 2008; Sampson, Van Allen & Sampson (1991:241) argue that a negative attitude to the mechanical aspects of writing on the part of learners will impact negatively on the creative aspect of the writing process. Given that creativity, ideas and thoughts are imperative for creative writing, they must be preserved and maintained at all costs. Whilst it is important that learners must be able to write legibly, they must not be rebuked for errors or lack of skill, as they will see their creative ability as not being good enough.

2.10. Teacher disposition, classroom organisation, management and planning in writing literacy development

A positive and productive classroom is determined by the caring, ethical, resourceful, well-organised teacher who considers not only the learners' academic needs but also their social and personal needs (Killen, 2011:37-39). An encouraging, safe atmosphere (Nelson, 2006; Woolfolk 2010:185) where learners learn well (Pintrich & De Groot, 1990), free to risk (Matsumara, Slater & Crosson, 2008) and learn from their mistakes without rebuke or feeling less than (Conroy, Sutherland, Snyder, Al-Hendawi & Vo, 2009). Ensuring that learners clearly understand stated rules (Gootman, 2008), procedures with established consequences (Allen, 2010) and expectations should be understood by all as the teachers continuously strives to develop good character (Smith, 1999). Teachers should create a relaxed classroom atmosphere where praise which is a powerful motivator is employed (Hawkins & Heflin, 2011) and learners' confidence can develop. It is advantageous to successful learning and a sense of belonging (Page & Page, 2010). A teacher's beliefs about showing positive emotions toward her learners are directly related to their self-efficacy regarding learner engagement and classroom management (Sutton, Mudrey-Camino & Knight, 2009 cited in Peterson, 2013). The positive climate of respect and kindness (Hattie, 2009) empowers learners to take risks and build a sense of trust.

Teacher disposition, but more so classroom management, is the single most important aspect to teaching as one cannot teach if the learners are out of control. Although there is no agreed-upon definition for 'classroom management', Evertson & Weinstein (2006:4) offers a framework which represents a current and widely accepted view which has two distinct purposes: 'It not only seeks to establish and sustain an orderly environment so students can engage in meaningful academic learning but also enhances social and moral growth'. They identify five specific tasks that show that classroom management is a multi-faceted activity which is as follows:

- develop caring, supportive relationships with and among learners;
- organize and implement instruction in ways that optimise learners' access to learning;
- use group management methods that encourage learner engagement with academic tasks;
- promote the development of learner social skills and self-regulation; and
- use appropriate interventions to assist learners who have behaviour problems.

Rebuke and correction therefore has a place in the teaching domain, However, learners must be taught self-discipline, co-operation and problem-solving skills in a respecting, encouraging environment (Nelson, 2006). According to Allen (2010), time taken away for classroom management is time taken away from teaching. Creating an environment that is conducive to motivation, achievement and effort is paramount (Griffiths et al., 2002 in Van Staden, 2013).

The fundamental requirements for proficient teaching have already been discussed (2.3.2) in terms of effective pedagogy, teaching methodologies and worthwhile engagement, assessment, teaching learners from diverse backgrounds and being prepared to be innovative. Morrow, Gambrel & Pressley (2003:12) saw effective literacy teachers as practicing constant self-questioning, reflecting/active enquiry, and evaluating and re-evaluating what and how they teach. This was advocated by Cambourne (1988, 1995) specifically in terms of teachers of literacy who manage to create classroom cultures that promote deep engagement: they use a positive discourse around reading and writing, set high expectations, and engage in reflective teaching.

The teacher's attitude toward the learners and the writing process is important for learners' development of their writing literacy. According to Ashton & Webb, (1986) a teacher with a higher self-efficacy and confidence, and who believes that she has the ability to support learners to develop to higher levels, tends to exhibit greater warmth toward her learners, is more responsive to learners' needs and accepts and affirms her learners' initiatives, allowing learners to explore, discuss and debate and giving them the space and opportunity to engage meta-cognitively. These teachers also tend to be more open to new ideas and are willing to experiment with innovative instructional methods (Guskey, 1988; Killen, 2011; Stein & Wang, 1988; OECD, 2013).

2.10.1. Planning for a differentiated class

Teacher support has somewhat changed in mainstream schools with the introduction of White Paper 6 (WP6) and Inclusive Education in 2001. Previously learners with barriers were placed in a special class in the mainstream school. The so called 'adaptation' classes which were operational for learners with barriers or 'special needs' were abolished in mainstream schools and these learners were included in mainstream classes. Teachers were expected to address the learners' barriers using different strategies and methodologies to scaffold learning. To differentiate instruction (Hall, 2003) is to recognize learners' varying background, knowledge, readiness, language, preferences in learning and interests, and to react

responsively. Tasks can differ in process or product and scaffolding applied correctly acts as an enabler.

Scaffolding the term associated with Vygotsky's ZPD, coined by Bruner (1978 and cited in Langer & Applebee, 1986) characterises the role the more knowledgeable (MKO) other plays in the dialogue where the learner progressively learns more sophisticated language functions. In this process the MKO minimises the level of freedom and concentrates the learners' attention into a manageable domain, makes the expectation of the task known but also providing models of the expected dialogue or task in order to extract what is needed to fulfill the task. This 'scaffolding' also transpires in other areas such as writing discourse. Scaffolding is related to guided teaching practice where the learner is supported which enables a learner to do that which she could not do by themselves within their competency level. The learner uses new strategies which will facilitate learning with the support of the MKO to complete similar tasks independently (Langer & Applebee, 1986; Vygotsky, 1978). The teachers however should have good pedagogical content knowledge (PCK) and content knowledge (CK) to be able to address an area of need.

In reality many teachers do not have the necessary training and skill (Cotton, 1988) to be effective in a 'specialised' kind of support as they have not had remedial or inclusive training. Teachers, therefore have a huge challenge as the learners in their classes have diverse needs in a mainstream class and it is their responsibility to change their teaching strategy and use appropriate strategies to suit the needs of their learners**.**

These appropriate strategies should be carefully selected to be beneficial to the learners, their different learning styles and within their ZPD. Monitoring, scaffolding, guided teaching, support and structure should be common place to guide a learner to reach their potential

A respectful, kind teacher with a friendly disposition (Hattie, 2009), high self-efficacy and a sound PCK and CK is deemed well able to teach, guide, motivate and address the learners' barriers (Shaukat & Iqbal, 2012). In order to plan for a differentiated class a teacher needs to consciously change teaching methods, pacing in teaching and the curriculum to meet the needs of her learners while still being consciously aware that learners must reach and exceed the outcomes of the National Curriculum. Learners' participation need to be maximised in teaching and learning. Responsive teaching according to Duffy, (2010) is highly recommended and beneficial for the teacher when engaging with the learners.

Harvey & Goudivs (2005) recommend that teachers should continuously watch, listen, keep track of, and document learners' learning. The purpose of giving learners an opportunity to speak (news or at other time) is primarily for the teacher to track learner development; the use of language, vocabulary, logical sequencing and so on, so that the teacher can provide the necessary responsive teaching in scaffolded instruction (Duffy, 2010). Support is quickly and constantly offered by the 'expert' teacher to accommodate the learner's acquired skills (Dom & Soffos, 2001). Responsive teaching goes way beyond meeting a learners' cognitive need. It encompasses learner emotional needs also being met (Duffy, 2010), which in turn supports academic progress. Triplett (1999) in Duffy (2010:23), concluded, 'learners are apt to take risks in literacy learning when they feel safe and valued. Being responsive to young literacy learners requires that we know and value learners as unique individuals'. According to Tobon & Mcinnes (2008), teachers who apply differentiated teaching within any grouping format are acting as responsive teachers.

As has already been described, teachers 'differentiate' their instruction in order to include learners who are at different language and learning levels, as well as learners who have different learning styles. By considering varied scholastic learning needs, teachers can develop personalized instruction so that all children in the classroom can learn effectively Tomlinson (1999). Furthermore, Moats, 1999 cited in Hill, Thornhill, & Alexander, (2008) state that in order to accommodate learners' varied scholastic and linguistic needs, learners should be assessed, instruction modified to the individual and errors interpreted so that corrective feedback can be given. Concepts should be illustrated, new ideas explained in new ways and linguistic symbols should be connected with 'real' reading and writing. According to Tomlinson as cited in Ellis, Gable, Gregg & Rock, (2008:32) DI is the process of 'ensuring that what a learner learns, how she learns it, and how she demonstrates she has learned is a match for that learners readiness level, interests, and preferred mode of learning.'

The Vygotskian/ZPD model, as discussed in 2.3.1, is useful in terms of organising learners into homogenous (same ability) groups according to their level or stage of development and heterogeneous (mixed ability of different levels) groups depending on the type of activity since learners learn from and with their peers, at times learners in a same ability group, at other times in a mixed ability group. Vygotsky accentuates the imperative role that the teacher plays during mediation when she guides the development of the learners during instruction (Van Staden, 2013). Support given to a learner outside of a group also allows for differentiated teaching.

2.10.2.   Creating a print- rich class

As has been discussed, children learn in a highly sensual way, and therefore greater perceptual development and learning occur in environments that are rich with stimuli and provide feedback in response to a learner's efforts to engage with her environment. In such environments, learners can develop a 'language of learning' and move on to a 'language of thinking' using sensory cues (music, smell) objects, symbols, and signs and/or words appropriate to their developmental level. Kennedy, Dunphy, Dwyer, Hayes, McPhillips, Marsh, O'Connor & Shiel, (2012) highlights the importance of engaging learners' many senses in the language learning process. Thus teachers, particularly FP teachers, should ensure that they create a stimulating, resource filled, highly visual classroom environment that fosters literacy and deep and meaningful learning that connects with previous knowledge and corresponds to the authentic needs of learners (Gambrell, 1996; Ahlberg, 2003 cited in Killen, 2011).

Fountas & Pinnell (2008) advocate print-rich classroom environments for fostering and stimulating reading and writing, while Purcell-Gates (2002, 2005, 2007 in Gambrell, 2011) advocate, in addition to a print rich classrooms, frequent opportunities for social interaction, and authentic literacy activities (Kennedy et al., 2012) instead of reading and writing activities geared to traditional 'transmission' classroom learning. Print-rich and language-rich FP classrooms would include phonic charts, vocabulary, sight words, and high frequency words serving to immerse learners in an environment which reinforces text. The print should be functional and meaningful and should include quantities of visual material.

In this context both Cunningham (1995) and Rothstein, Rothstein & Lauber, (2007:16) recommend word walls, including; months of the year, days of the week, seasons, colours, animals, shapes, names of their peers, occupations and things children like to eat. Writers also need grade appropriate dictionaries, maps, the globe, magazines, comics, story books, anthologies, as well as a home-made personal alphabetical dictionaries for writing new vocabulary encountered daily and reference material (*ibid,* 2007:15).

The use of flash-cards which teachers use in the look-and-say strategy promotes understanding and the development of a wide repertoire of words to use in their writing. 'Look-and-say' is a technique used by a teacher who uses flash cards or the writing board (print) with new vocabulary, phonics, high-frequency words, the repeating the word after the teacher. This also after these has been taught in context and after learners has engaged

with them many times. These are flashed randomly for the learners to recall the words and say. All the necessary tools should be available (Kennedy et al., 2012).

2.11. Teaching Strategies for teaching writing

2.11.1. Talk

According to Hodkinson & Mecer (2008), talk is a prerequisite to writing; Language enables thought making learners talk an essential part of the writing classroom. Teachers should allow their learners to engage regularly and frequently in exploratory and presentational talk. Learners will only embark on 'talk' if the environment is free from ridicule and threats. Presentational talk involves a 'final draft' about a topic for display and evaluation and is a prepared oral presentation. Ligard, Hayes & Mills (2003); Wray & Medwell (1991:15) advocate that a teacher does not dominate the talk but that she speaks alternately with the learners and that her speech utterances are initially longer than theirs. It is noted that teachers exert control or prevent learners from engaging productively in 'talk' by their attitude toward discipline (Hodgkinson & Mercer, 2008). Choral drill is a speaking-aloud strategy and occurs in unison and is also used by teachers. The idea of speaking aloud generates more electrical energy than just thinking about something; furthermore it promotes metacognition which impacts on high-quality learning and deep learning (Ahlberg, 2003 cited in Killen, 2011; Kennedy et al., 2012).

Secondly, the teacher uses questioning as an alternative strategy to lecturing. According to the model of Wray & Medwell (1991), teachers' speeches contain one or more questions and each of them is a 'display' question. The question is asked simply in order to establish whether the learners know the answer, not in order to develop dialogue or discussion. Croom & Stair (2005) and Vogler (2005) see classroom questions as possible diagnostic tools to indicate the level of learners' critical thinking, to support the connection of new knowledge to prior learning, and as being able to stimulate cognitive growth. Wells, 1986 cited in Browne (1996:14) suggested that, in order to encourage learners to talk as a means of learning, teachers need to be good listeners and give their full attention so that the learner feels that her responses are valued. She also believed that teachers should ask 'real' questions to find out the learners' opinions or thoughts, not merely to check if the learners know the correct answers (Danielson, 1996). Yang (2006:196) argues that teachers' questions constitute the most powerful device for leading (directing), extending and controlling communication in the classroom. According to Ornstein & Lasley (2000:184), cited in Bonnie & Pritchard, 2007, good questioning is both a methodology and an art. Thus, a teacher should ask

strategic and probing questions which will challenge her learners at a higher cognitive level and the evidence of this deeper thinking should manifest in the quality of what learners produce.

The third type of teacher utterance is repetition of the pupils' answers. This repetition functions to affirm and/or evaluate the learners' answers. Teachers use tone to indicate acceptability or unacceptability of answers, thus providing the learners with evaluative feedback. Wray & Medwell (1991:16) claimed that this pattern of classroom discourse was the one commonly found in UK classrooms in the eighties and early nineties from infant schools to sixth forms (Grades R -12) and has been given various names, such as Solicitation - Response – Reaction, or Initiation-response-feedback (Mercer & Dawes, 2008 cited in Mercer & Hodgkinson, 2008) or, because of its to and fro nature, 'verbal ping – pong'. The cycle of 'verbal ping-pong' or solicitation-response-reaction consists of three moves: the teacher asks the question, a pupil volunteers an answer; the teacher evaluates the answer, and so on, in a cyclical fashion *(ibid*, 1991:14).

The cycle of the discourse lends itself to the teacher speaking twice for each learner's response. Wray & Medwell (1991), together with the Association for Supervision and Curriculum Development (ASCD) in the UK, provided a clear explanation for another well-documented finding from observations of classroom teaching; the two-thirds rule. This rule, based on observation/advocated by ASCD, states that two-thirds of the classrooms talk is done by the teacher and two-thirds of this talk consists of the teacher asking questions. The learners are taught using a combination of 'Lecturing and Questioning'. This is the desired sequence and the teacher uses the answers to the questions she poses to determine whether the learners are 'following' the lesson. This approach to teaching and learning is known as 'Transmission' (*ibid*, 1991:16).

The assumption underlying this model is that knowledge resides outside of the learners and has to be transmitted by the knowledgeable other, the teacher. However, if learners are to be active constructors of their own knowledge, as advocated by Vygotsky and Neo Vygotskians, and the construction of knowledge is formulated and 'transmitted' solely by teachers; it is unlikely that learning will take place at any depth. Teachers should be informed about, and consider, the immeasurable benefits of allowing learners the space to explore, interpret and generate information and ideas for themselves, while acting as MKO's, and not focus on transmission methods where the teacher is the one to provide the explanations, answers and ideas (Mercer & Hodgkinson, 2008).

2.11.2. Questioning

In this context, in terms of a more interactive, constructivist and Vygotskian model, teachers would plan activities in an informed and thought-through way, which would involve the development of higher order thinking (HOT) skills. According to Fisher & Frey (2010:14-35) HOT skills can be developed through purposeful questioning not only to verify learners understanding to proceed with teaching (Rosenshine, 2012) but also to make connections with what they know and already have been taught. Learners, however, also need to voice their own thinking and understanding of concepts taught (Muijs & Reynolds cited in Van Staden, 2010:32). Opportunity should be afforded to learners to ask questions of their own which is not a very common practice in classrooms; situations where teachers simply ask questions to elicit correct or incorrect answers (Fisher & Frey, 2009b).

The under-use of learner talk in classrooms may be ascribed to teachers who do not understand the value of this learning medium. A simple transmission theory, as Wells (1992:289) argues, is completely contrary to the theory of knowledge construction or the Vygotskian constructivist theory of learning. Many researchers have observed that the transmission function continues to dominate discourse in many classrooms in the majority of South African schools, as the findings of the study done by the University of Stellenbosch (discussed in 2.10.1) showed. The balance between teacher and learner talk needs to be restored or created in FP classrooms, and more emphasis placed on the dialogic function which Lotman (1988 in Corden, 2000:6) calls a 'thinking device'.

Thus the ideal classroom situation during a discussion on a topic where the most effective learning ensue would be one where the learners have an opportunity to engage critically and collaboratively with the content that is being discussed. They offer their own explanations, views and thoughts with the emphasis on them asking questions about things they do not understand (Hattie, 2009 cited in Killen, 2011) and answering each other's questions.

In this context, Wray (1998) proposed that learners in collaboration or in 'social interaction' with others establish shared consciousness and borrowed consciousness. Shared consciousness: A group working together can construct knowledge at a higher level than individuals working separately. The knowledge acquired is determined by the group interaction.

Borrowed consciousness: Individuals working alongside a MKO, who could be the teacher or a peer, or peers, can 'borrow' their understanding of tasks and ideas so that it becomes

possible for them to work collaboratively with success. In this context, Vygotsky's ZPD, discussed in 2.3.1, applies in terms of what a learner can do in collaboration with others and what she can do alone. Wray & Medwell (1991:2) suggested that all learning in fact occurs twice in the learner: once on the social plane and once in the individual.

I would endorse the view of Mercer & Hodgkinson (2008) that 'talk' is an essential part of learning and literacy, and that teachers should make available constant and regular opportunities for 'learner talk' for learners to practice using language and give utterance to their thoughts, imagination and ideas as well as providing the teacher with insight in terms of where they need support, if any.

2.11.3. The value of stories

Stories are invaluable in the teaching of new vocabulary used in context (Elley, 1989) and literacy at FP level. Read-aloud provides a model for fluent reading and writing and provides an opportunity to engage in critical thinking (Krashen, 2003:50). This 'text talk', according to Graham & Perin (2007) however depends on the teacher to engage the learners to make inferences, interpret meaning, create new ideas and understanding and to discuss the writer's use of specific words to evoke specific emotions and feelings and set the mood.

Stories ignite the imaginations of learners, and expose them to rich language. Browne (1998:76) saw books as forming an essential part of the classroom reading and writing environment advocating a range of books in the library corner, to take home, to read to the class, books made by learners and the teacher and big books for shared reading. She maintained that a relationship with books gives learners insight into how writing works in terms of conventions and style, and thus learning to read supports learning to write. When children are read to they start to understand the concept of authorship and, according to Fountas & Pinnell (2006), this supports high-quality writing and improves comprehension, a view echoed by Smith (1982 in Browne, 1998:76): 'composition is stimulated by reading'. Children from lower socio-economic status families have a deficiency in their vocabulary knowledge (Childress, 2011) and a study done by Warwick Elly, cited in Childress (2011) showed that vocabulary can more than double when a teacher explains words from the text she is reading. Fisher et al., (2004 cited in Childress, 2011) advocate books appropriate to the age, interest, developmental, social and emotional levels of the learners.

2.11.4.   Dramatization and role-play

For young children, learning is a social and a socialising activity and thus teachers are able to accomplish much by using the power of story, drama and music to fire their learners' imagination and enrich their language. The importance for young children to learn co-operatively in language-rich contexts cannot be over-stated (Rose, 2006).

Tekin & Tekin (2007:207; French 2007) has identified play as a critical element of a child's development and learning, while Seefeldt and Barbour (1986:250) see play as a means of practicing skills, particularly in the context of using of language and vocabulary (Bodrova & Leong, 2007), which Piaget (1978) calls external speech. From a Piagetian cognitive perspective, play consolidates learning that has already taken place and allows for new learning. Higher cognitive levels emerge in children through practical activities (play and dramatization) in a social context (Bodrova & Leong, 2007:361). Cremin, Goouch, Blakemore, Goff & Macdonald, (2006) verified that drama provides learners with an opportunity to respond to text using multiple modalities which acts as a springboard for creative writing. (Cremin, et al., 2006; Bodrova & Leong, 2007:362)

As has been noted, language and literacy development should be facilitated in a comfortable, safe atmosphere that affirms learners and offers activities which challenge and motivate them. Hayes (2003) sees play in children's early learning and development as a pedagogical tool for the teacher and a pathway for learning (Bodrova & Leong, 2007:361; Hayes, 2003:79; Bodrova & Leong, 2007:362). This is in line with Vygotsky's emphasis on imagination and play in learning. Some teachers believe learning should be fun and others that it should be hard work. Vygotsky would acknowledge both of these approaches, maintaining that teaching and learning should be play that does 'work', in line with the view that learning should involve immediate application, function and real-world use (Wilhelm, Baker & Dube, 2001).

The use of role-play creates an experiential learning environment to increase learners' involvement in the learning process, in turn promoting a deeper understanding of, and engagement with, language. Learners can role-play as they take the roles of character in a story, poem or real life, identifying both their cognitive and affective dimensions which lead to creative writing (Cremin, et al., 2006). Role-play is a strategy which requires learners to think beyond the words they read or hear, to learn by doing (speaking their thoughts aloud) in a safe environment.

Vygotsky (1978:16) argued that make-believe play, drawing and writing comprise of different moments in an essential combined process of development of written language. In the nineties Meek (1991 in Corden, 2000:158) argued that, through narrative play, children learn to locate imaginative thoughts and events according to the conventions of narrative. Thus, when learners have engaged with and understood a text, the teacher can introduce activities which will extend the learners' narrative writing, such as retelling, dramatizing, or re-writing the story using the characters in another situation, changing the characters or the ending of the story.

2.12.   Conclusion

In this chapter theories of learning and development have been discussed in relation to learners' development of language and of writing literacy in particular. The chapter draws insights from many researchers and theorists regarding literacy development and the teaching of writing, and has demonstrated that writing is not a straight-forward or linear process but is a process which is recursive in nature and is linked to, and takes place developmentally with the other literacy skills. The chapter has reviewed literature which advocates and describes how learner writers can and should be taken through well-planned stages to familiarise themselves with texts and writing conventions so that they can compose their own texts. A description of how learning the craft of writing involves a number of processes and intentions has been posited. However, from the various findings and views of researchers in the field of writing development, and the varying approaches they advocate, it is clear that, while writing development should reflect these reviewed processes and intentions, there is no one clear-cut, or cut-and-dried, way in which the teaching of writing literacy, or of writing as a craft, should be done. However there are some dominant, and, in varying degrees similar, approaches which have reportedly been effective.

As has been discussed, the four main goals of writing instruction for learner achievement are to write clearly and creatively to convey a message, to communicate ideas, thoughts, feelings and experiences, to understand that writing is a reflective and interactive process, and to understand the different purposes, audiences and forms of writing (Ontario Ministry of Education, 2005). Thus, in facilitating primary school learners in attaining these objectives, teachers need to provide effective instruction in oral language skills, stimulate learners' prior knowledge and experiences, instruct learners in the mechanics of writing, guide them in their understanding of audience, purpose and forms of writing and of the basics of writing, as well as guiding them in their application of higher-order thinking skills. Learners need multiple opportunities throughout the day for reading and writing experiences. Numerous studies

have indicated that learners' literacy development is enhanced when they engage in daily writing opportunities that are meaningful and authentic.

The literature has also revealed the importance of the informed, judicious and strategic use of planned 'direct instruction' in combination with a flexible constructivist approach in developing literacy, with the teacher acting as mediator, rather than using the transmission mode. Recent research has found that, while there is also a place for 'discovery learning'; this has been overemphasised at the expense of direct instruction (Fleisch, 2008:136). The lack of teacher knowledge related to how learners learn concepts and skills results in teachers not implementing the appropriate and relevant strategies to support and guide learners, thus exacerbating learners' already low performance in literacy, as clearly shown by the ANA's. It can be argued that the majority of learners, in this country at FP, IP and SP levels, but particularly at FP level, do not have the basic skills and methods to self-correct aspects of writing such as spelling, let alone compose coherent written texts of any length. Schollar (2008) and Taylor (2008) add to the argument concerning teacher misconceptions of 'discovery learning' and the resultant wholesale move away from memorisation and argue that this is at the root of learner underperformance in the majority of SA schools. I would argue that there is a place for both discovery and self-regulated learning, but that this has to be guided and combined with direct instruction.

Many researchers and practitioners advocate the use of 'conferencing' or 'conferring', better known in SA as guided teaching, (Anderson, 2000; Calkins, 2003, 2006, 2011; Ray, 2001). Calkins (1994:189) described this strategy as 'the heart of our teaching'. In this process the teacher assists learners and stretches their abilities by questioning them and allowing them to express the ideas they will use in their writing. Different strategies for teaching writing advocated by various literacy development researchers and practitioners, was reviewed. One school of thought, originated by Tomlinson (2005; 1999) an expert in differentiated instruction (DI), works from the premise that learners learn best when teachers accommodate their differences, levels, interests and learning styles. As has been discussed, learners have common as well as distinct and individual needs as described by Edyburn (2004) based on Tomlinson's (1999) views and DI model. Teachers should focus on the essentials of learning and on learner differences, and should not separate assessment from instruction. Constant modification of the content, process and products which are produced from learning should be common place. Learners should be allowed to be completely involved in their learning throughout the process, with the teacher being available and flexible to support them if needed.

In this process researchers have argued for the importance of teacher knowledge and methodology expertise in the process of guiding learner writers and assisting them, not only to become competent in writing literacy for their age and stage of development, but to exceed their own and the teacher's expectations.

The next chapter, Chapter 3, will focus on the research design and the methodology.

CHAPTER 3
METHODOLOGY

3.1.   Introduction

The purpose of the present chapter is to describe the research design and methodology used in this qualitative explorative study. Drawing from a selection of past, recent and current literature on learning theories and literacy teaching strategies in the FP, the study explores the relevance and the appropriateness, as well as the potential for effectiveness, of these strategies.

In this chapter, I discuss the research design and methodology used in exploring the teaching strategies with the purpose of answering the questions:

- What strategies are being implemented by Grade 3 teachers to develop literacy levels in their classes?
- How appropriate, relevant and potentially effective are these strategies in terms of the aspects of literacy they address and support?

At this point it is important to note that some changes were deemed necessary with regards to the topic and second research question after much thought and debate. The topic changed after consultation from 'An investigation of the efficacy of Grade 3 educators' literacy intervention strategies' to 'Exploring Grade 3 teachers' strategies in the teaching of writing literacy'. The research question changed from 'How efficient are these intervention strategies that are being implemented by Grade 3 teachers to improve literacy levels in their classes to the above second question since this study does not 'measure' the efficiency but rather examines how appropriate, relevant and potentially effective these are in Grade 3 classes relevant to the age and stage of development and problems experienced and skills to be developed as per the National Curriculum.

As described in Chapter 2, a strategy refers to planned methods and approaches that the teachers use. The purpose of the using such methods and approaches by foundation phase (FP) teachers would be to engage their learners in accessing the information, content, knowledge and skills which is prescribed in the National Curriculum. The modalities of visual, auditory and kinaesthetic approaches used so that all the learners in the classroom accommodated in the teaching and learning process (Benjamin, 2002).

As explained in Chapter 1, the teaching strategies' appropriateness and relevance will only be measured in terms of findings related to other studies. Cognisance will be taken of the improvements which are noted in the literacy development of the learners.

In this chapter a description and explanation of the research design and methodology used in this qualitative explorative study is presented. According to Patton (2001), qualitative research, broadly defined, is 'any kind of research that produces findings not arrived at by means of statistical procedures or other means of quantification'. And, while the credibility of quantitative research depends on instrument construction, in qualitative research 'the researcher is the instrument' (Patton 2001:14). A qualitative research study uses a 'naturalistic' approach that seeks to understand phenomena in context-specific settings, such as 'real world' settings, in which the researcher does not attempt to manipulate the phenomenon of interest (*Ibid*, 2001:39). In accordance with this characteristic of qualitative research, in this study, which set out to answer the question on teaching strategies, a video-taped observation of teaching in a 'real world setting' of classrooms of two teachers of Grade 3 learners was used in order to lend the study maximum objectivity.

Maykut & Moorehouse (1994) see qualitative research as based on a phenomenological position which claims that knowledge is socially constructed and the knower is part of the knowledge and can therefore never be totally objective. In addition, qualitative researchers value and respect the context in which the research is done and endeavour to gain a comprehensive and sensitive understanding of the particular situation and environment (*Ibid*, 1994:23). In all these respects, this study complies with the description of qualitative research as presented by Maykut & Moorehouse (1994) because I have employed the specified qualitative methods namely; i) interviews and ii) classroom observation in a natural setting, the complexities of which I was aware and sensitive to, and which generated the data collected.

Given the fact that this research was designed for discovering what teachers do when they teach a particular subject (writing literacy), it was clear that the explorative design would be the most appropriate design within the qualitative paradigm. An exploratory research design is concerned with gaining ideas and insights and to provide better understanding of a situation and a hope to produce a hypothesis about what is going on in a situation (Creswell, 1994; Yin, 1994:85). It is also sometimes loosely used as a synonym for 'qualitative research', although this is not strictly or always true.

3.2.   Research Process

The research process described in this section outlines how access to the research site was secured, what sampling approach was used, the means of data collection and how the data was analysed.

3.2.1.   Access to research site of participants

Permission was obtained from the Western Cape Education Department (WCED) to conduct this study at the demarcated research sites and to use the data collected for research purposes. Letters were drafted for WCED, requesting permission to conduct this study, and to the school principals and the SGB of the chosen schools using the proposal model of Cohen, Lawrence & Morrison (2000) which included:

- the aim of the research, and the importance of the study to the respondents;
- assurance of participant confidentiality,
- A copy of a formal request to conduct the research and for the participation of the teachers involved.

Permission was received from the School Governing Bodies (SGB's) of the two schools to approach the two teachers to participate in the research. The teachers' consent was received as well as permission for the data collected to be used for research purposes. The teachers also agreed to being interviewed and for each literacy session observed to be video-recorded.

i)   Research sites

To provide context for this study, a brief description of the school building and surrounds is included. The two schools are situated in the Cape Flats. The learners mostly come from the surrounding areas or from the location across the highway from the Cape Flats area. Many of the homes in the area are semi-detached homes and most of the homes have wood and iron or Wendy houses in their backyards. As mentioned in Chapter 1, the living conditions in the area in which the schools are situated are very poor.

The schools in this area are in close to each other (approximately 1 kilometer apart) and are both fifty years old. The enrolments at the schools are between five hundred and six hundred learners. Each of the schools has a playground but both of these are unkempt and not

always conducive for playing sport. The reason given by the Heads is that the parents do not pay the obligatory school fees and watering and caring for lawns would eat into their budget, thus it is easier to just keep the area clean. Furthermore, the teachers do not always take the learners out for Physical Education (PE) as PE is not reflected on the timetables of several teachers.

The school buildings are a mixture of brick and prefabricated buildings. Many of the classrooms have broken windows and finances are not always readily available[2] to repair these immediately. Most of the schools in the area are in the process of being painted by the Department of Public Works. The schools chosen as sites for this research are still patiently waiting their turn. Most of the schools have broken windows, broken ceilings and inadequate lighting. The administration buildings are very cramped and inadequately equipped with the necessary furniture that could ensure that teachers have a relaxing break. Teachers also may not have easy access to photocopiers, computers, internet and fax etc. Each of the schools has a small staffroom where the teachers meet briefly in the morning for briefing sessions or report backs. Teachers do spend collegial time together, but it was noted that some teachers remained in their classrooms while others were on playground duty. These staffrooms are much too small to accommodate all the teachers at the same time.

Each of the schools has a Khanya laboratory (provided by the DoE Khanya Project) and the learners from Grade 1 to Grade 7 have a period twice a week to work on the computers, mainly to do consolidation of work taught in the classroom. The FP and IP learners use computer programmes called Cami - Mathematics, Cami - LTSM and Cami - reading.[3]

The schools are targets for vandalism and break-ins and the teachers are very despondent since they need constantly to repair or re-make learning teacher support material (LTSM) and sometimes they do not bother to do this. In addition, learners' books are sometimes torn and in poor condition, and, although teachers feel generally demoralised, they continue to teach under these conditions. Their wanting to make a difference in this community seems to 'be in vain'. Both teachers who feature in this research reside in the Northern Suburbs, outside the areas where their schools are situated. During the interview, they threw their

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2 These Quintile 4 schools have obligatory school fees which must be paid by the Parents. They are not no-fees schools and few parents are able to pay the obligatory school fees

3 The Khanya Project is an initiative of WCED. It was established in 2001 to determine the contribution that technology could make toward addressing the increasing shortage of educator capacity in schools. An alternative to use technology was an aid to augment teaching capacity. By the end of July 2011, 90 percent of the 1,570 government schools in the Western Cape had acquired computer technology, with a total of 46,120 computers in use. Just over 28,000 educators have been trained to use technology for curriculum delivery, and more than 900,000 learners are reaping the benefits.

hands up in the air in despair and said '*We just have to go on, what can we do?* The department will not give us money for a security guard' said Teacher 1. She showed me that she loads all her learners' books in her car everyday to keep them safe in case of a break-in, because there is no money to buy more books and she is fed-up with starting all over again so many times.

The results obtained from this research do not include these social factors, because the impact thereof on the teaching and learning was not the research focus of this study although it is a factor relating to poor performance in Literacy and Numeracy (LIT/NUM). I also believe that it is arguable that a poverty-stricken area does not determine results of learners as the functionality of the school. Instructional governance, the SGB, the leadership and the teachers play a pivotal role in education. One cannot de-emphasise the crucial role teachers with high levels of efficacy and effective teaching have on increasing learners' achievement. The 'climate' of the area has an impact on teachers' morale which could possibly influence the effectiveness of their teaching, but focusing on this aspect in detail is beyond the scope of this study. The success of the role-players and stake-holders are also influenced by a lack of resources, human, financial and cultural, bearing in mind the great divide between ex model C schools and the schools in this study.

ii)   Sampling approach

I used a purposive sampling approach for selecting my sample. Cohen, Manion & Morrison (2008:114) describe purposive sampling as a process that entails 'researchers' hand-picking 'the sample on the basis of their judgment of the participants' typicality. In this way they build up a sample that is satisfactory to their specific needs'. In this sense, purposive sampling refers to the selection of a particular sample with one or more defining variable in mind. In the case of this study, my sampling is purposive as it involves (i) two Grade 3 teachers each in a quintile 4 school which are in the same area and in close proximity to each other; (ii) schools that draw learners from the same areas and (iii) have both underperformed in the past three DoE systemic evaluation tests in literacy up until the third round in 2008[4]. The most important criterion for my sample is that the teachers are teaching Grade 3. Grade 3 is an important focus as this is the last year of the FP phase. It would therefore be relevant to know whether learners in this grade are being adequately prepared

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4 In 2002 and 2004, the Department of Education conducted two National systemic evaluations to establish the literacy and numeracy levels in primary schools. These results showed shockingly low levels of reading ability across the country. The Department of Education continues to investigate why the levels of reading are so poor, and find ways to deal with the problem. The National reading strategy for Reading is part of the response (The National Reading Strategy, 2008:4)

for the more challenging literacy and content subject requirements of the Intermediate Phase (IP). The socio-economic status of the community around the school in theory dictates the quintile classification of the school. Other factors determining classification of schools are poverty, unemployment and dependency on social grants of members of the community [WCED on-line http://www.statssa.gov.za/]. The criteria used for quintile classification are described in detail in Chapter 1, under 'Background to the Study' (1.1), as well as the need for reclassification of schools such as those which are the site of this study.

The research site factors which make these particular quintile 4 schools appropriate for my research purpose and for purposive sampling have been described in detail in the previous section ('Research sites') in terms of their proximity to each other, the socio-economic background of the learners, and the under-performance of the schools in the national systemic tests is as shown in Table 3.1 The table shows a consistent trend with a slow improvement in School 2. School 1 had a dip in 2004 and then an improvement by 13% in 2006.

Table 3.1: Literacy scores for the schools

	2002	**2004**	**2006**
School 1	45,0%	34,4%	46,6%
School 2	19,0%	22,5%	33,5%

In line with qualitative research, the variables in terms of which the sample is drawn are analytically and theoretically linked to my research questions. After a few schools that fitted the sampling criteria above were identified, I convened a meeting with the principals to enlighten them about my research study. Following the principals' agreement to my conducting research at their schools, I approached the Grade 3 English as LoLT class teachers and wrote a letter to the SGBs informing them about the study and requesting permission to conduct the research at their respective schools. In addition, I explained the research to the teachers. Initially, three teachers agreed to be part of the research at three different schools, and all three principals undertook to table the request at a SGB meeting. Thereafter, permission for conducting the research was received from the SGB of each school via a formal letter. The three schools then sent a letter to the parents informing them that the classes were to be part of a research project in September 2009, but that the learners were not the principal focus of the study.

I had a meeting with each of the teachers separately in order to discuss when I would be allowed to observe their lessons and make video recordings in each of their classes linked to

their literacy periods. The teachers all agreed to each lesson observed being video recorded. Video recordings were made during normal school hours. To put the teachers at ease, it was explained beforehand that the recordings were not going to be used for any purpose other than for research purposes by the researcher. Each of the teachers was also asked to explain the process to the learners beforehand.

iii)   Sample of the study

Since the study sought to establish what teachers do when they teach writing literacy to Grade 3 learners, this was the main determining factor in terms of whom to co-opt into the study. Currently, I am a Curriculum Adviser (CA) who services many primary schools in the district in which the schools are situated. This placed me in a position to solicit teacher participation. The teachers whom I had to select for the study had to be Grade 3 teachers who were chosen from two schools that had been continually under-performing for a few years in the national systemic literacy tests and were situated in the same area.

iv)   Sample selection

Prior to addressing questions specifically on how the teachers teach, they were asked to provide some information about themselves. A brief overview of the qualifications, home language, post level and years of experience is presented in Table 3.2 below.

Table 3.2: Biographical information of teachers

Teacher	Qualifications	Post level	Length of service	Home Language	Language of learning and teaching (LoLT)
1	Lower Primary Training Certificate (LPTC), a 2 year training course Remedial Course Third year specialised FP course, Grade 1. Bachelor of Arts Degree (BA)	2 Head of Department (HoD) 8 years	36 years	Afrikaans	English
2	Lower Primary Training Certificate (LPTC), a 2 year training course NPDE National Professional Development Education	1 Grade 3 Class teacher	30 years	Afrikaans	English

The Table 3.2 reflects relevant professional biographical information regarding the teachers in this study. Noteworthy is the fact that the first of my respondents, Teacher 1, completed a remedial course in 2004. She has taught in Afrikaans LoLT classes for 15 years and was forced to teach in an English LoLT class because of the demand for English medium classes. The learners in her class however are not all English mother tongue speakers. A percentage of them are Afrikaans- or Isi-Xhosa speaking learners. She has currently been teaching Grade 3 for twelve years.

The second respondent, Teacher 2, has taught Grade 3 for twenty eight years, Grade 2 for one year and Grade 4 for one year. She has taught at the same school for thirty years and, like Teacher 1, has been teaching in an English LoLT class for the past five years. This situation obtained because the School Governing Body (SGB) decided to have only English LoLT classes as the Afrikaans class numbers were diminishing as the demand for English as the LoLT was growing. The school decided to phase out Afrikaans as a LoLT. Her learners include English, Afrikaans and Isi-Xhosa mother tongue speakers.

Table 3.2 above shows that both the teachers have opted to improve their qualifications. Both teachers started their teaching career with Lower Primary Training Certificate (LPTC), a two year training course. With their improved qualifications in place, one would expect that these teachers have been exposed to and would be familiar with the latest research on reading and writing strategies as well as the implementation thereof.

The Grade 3 teachers I selected to be participants in the research all indicated that they were busy with or had the intention of furthering their studies. Teacher 1 indicated that she had completed the National Professional Diploma in Education (NDPE) and will be commencing with her Honours in Education in 2011. Teacher 2 had already enrolled for the NDPE and was doing her last year of the programme.

The first of my respondents (Teacher 1) has been the HoD for FP for the past eight years and has been teaching in the phase for thirty six years. She is FP-trained as she did the Lower Primary Training Certificate (LPTC), a two year training course, and subsequently completed a third year specialised FP course, Grade 1. She currently has a Bachelor of Arts Degree (BA) and has completed a remedial course. Her mother-tongue is Afrikaans and she is teaching an English LoLT class. She taught in Afrikaans for fifteen years and then had to switch to an English LoLT class. The reasons for this have already been outlined, as well as the linguistic composition of her classes, and years of experience in Grade 3.

Teacher 2 is a FP trained teacher. She did the Lower Primary Training Certificate (LPTC), a two year training course. In 2009 she enrolled to complete the National Professional Diploma in Education (NDPE) programme. She was completing the course in the year 2010. During the time of the research she had been teaching in the FP for thirty years, Grade 3 for twenty eight years, and Grade 2 for one year and Grade 4 for one year. She has taught at the same school for thirty years. This respondent's mother tongue is Afrikaans but she has been teaching in an English LoLT class for the past five years, for reasons already been given in terms of demand for English as LoLT. Her learners are English, Afrikaans and Isi-Xhosa mother tongue speakers.

v)   Description of the setting

The classrooms at the research sites vary in size. Teacher 1 had a bigger classroom than Teacher 2. The classroom of Teacher 1 was in the intermediate phase (IP) block. The classes were initially designed in the 1970s to house approximately thirty learners per classroom. During the observation period in 2009, there were forty one learners in the Teacher 1's class, and forty three learners in Teacher 2's class, a smaller class-room.

The smaller classroom, Teacher 2, had IP desks of varying sizes and it was extremely difficult for the teacher to execute effective group work. Since there was absolutely no space between the desks and learners found it very difficult to move around, very little co-operative learning took place, and the desks were not arranged in groups. The teacher's movement was also hampered as she could not get to learners whilst they were working at their tables. Due to the restricted mobility in the class, the learners had to go to her table for assistance. All the learners were facing the writing board and none of the desks being arranged in groups. The classroom had a mat but it was too small for the whole class to use during an activity. About ten learners could be accommodated on the mat, but were not seated comfortably. The teacher complained continuously that her classroom was too small for the number of learners.

The second, bigger classroom had FP tables and the tables arranged in sets of three for group work. In this class not all learners faced the writing board; only two did, while four had to look to their left to see the writing board. The classroom did not have an actual physical mat, yet the learners still came to 'the mat' for group work. The teacher said that their mat was old and unhygienic and she had to throw it out. The school did not have the money to purchase a new mat.

In the classroom of Teacher 2, it was extremely difficult to arrange seating so that the majority of the learners could face the black-board. There was very little space between tables, making it difficult to assist learners individually at tables. There was also limited space for the storing of books and resources as well as for the learners' suitcases. Learners were often cramped together at the tables or on the mat. When the teacher was asked in the questionnaire which factors she considered to be hampering her teaching, she indicated that there were too many learners in a class and that she would like to see the number reduced.

The following photograph depicts the layout of the cramped (Teacher 2) classroom.

Figure 3.1: Classroom layout

3.2.2.   The data collection process: Methods of data collection

The questions posed on (i) the strategies that are being implemented by Grade 3 teachers use to develop literacy skills in their classes and (ii) how appropriate and relevant and potentially effective these strategies are in terms of the aspects of literacy they address and support, required a research method that would allow me to answer them. I decided on two methods of data collection, namely observation using video recording and interviews with the teachers.

Classroom observations are considered by Selinger & Shohamy (1989) to be the most appropriate means to understand the effectiveness, appropriateness and relevance of a phenomenon that occurs within a classroom during teaching, arguing that 'the main use of observations is for examining a phenomenon, occurrence or behaviour, while it is going on' (*Ibid*,1989:162). I hoped that observation of the teaching-learning process would afford me the opportunity to gather rich data in terms of which teacher strategies are being

implemented during the teaching of writing literacy at my chosen research sites. Interviews prior to the observations were chosen as a form of triangulation to note the level of agreement between what the teachers' think they do as they teach, and how they actually teach, as observed by means of the video recordings.

3.2.3. Validity and methods

Validity refers to the bridge 'between construct and the data and the extent to which an account is accurate or truthful' (Neuman, 2003:185). Since the main characteristic of qualitative research is to seek understanding of the meanings, events and actions from the actors' position or perspective, validity carries a somewhat different meaning. In qualitative studies validity largely concerns the degree to which a finding is judged to have been interpreted in the correct way. This judgment is largely dependent on the extent to which the researcher has measured and studied what he or she sought to study, in this case teaching strategies. Validity in qualitative research is largely dependent on the definitions of the main concepts informing the study. The main concept, 'teaching strategy' as described in chapter 1 is a comprehensive plan with structure and goals for instruction (Strasser, 1964) with activities using different resources to afford a specific learning process to bring about learning (Reece & Walker, 2003:36).

Given these definitions, a method that allows the researcher to measure what she sought to measure, the relevance and appropriateness of teaching strategies, was dependent on a clear definition of various teaching strategies. In Chapter 2, teaching strategies are defined, differentiated and compared in detail. On the basis of these definitions, it was obvious that observation was the most appropriate and valid method for determining whether the strategies used in the classrooms are relevant, appropriate and effective in developing writing literacy. Observation is primarily used to gather what teachers do. A further examination of what teachers do while they were being observed doing occurs in chapters 4 and 5 with the aim of probing relevance, appropriateness and effectiveness. The techniques which I used to obtain the data are: Interviews (Appendix F) and observation (observation schedules for video data), (Appendix I).

The combination of both classroom observation and interviews enhanced the validity of the study as they afforded the researcher the opportunity to enhance validity through triangulation, a highly recommend strategy in qualitative research. Patton (2001:247) advocates the use of triangulation as a way of strengthening a study by combining research methods. Triangulation refers to a method used by qualitative researchers to check and

establish the validity of their studies by analyzing a research question from multiple perspectives (Patton, 2002). A researcher could use several kinds of methods, or data, including quantitative and qualitative approaches/data. Patton (2002) however cautions that it is a common misconception on the part of researchers that the goal of triangulation is to arrive at total consistency across data sources or approaches. Nevertheless, the probability exists that there will be inconsistencies in research findings, given the relative strengths and weaknesses of different approaches. Patton (2002) argues that the inconsistencies should not be seen as weakening the evidence but as an opportunity to uncover deeper meaning in the data. Triangulation was used in this study to ensure maximum reliability and validity from the findings. Triangulation in this study is described in terms of the validity that is established through evidence collected using the two data collection methods, interviews and observation with the understanding that these two methods may together act to confirm, or corroborate with each other in terms of the findings, and thus validity and reliability can be tested (Lincoln & Guba, 1985).

Henning (2007:147) argues that if the findings of the interview correspond with the observation study of the same phenomenon, the researcher would be more confident of the findings even if the data do not correspond. By using both observations and interviews as my data instruments, I sought to enhance the reliability and validity of the study. Through the use of more than one method of data collection, and an analysis of evidence collected using the theoretical framework developed as described in Chapter 2, methodological triangulation was achieved in this study.

3.2.4.   Observation procedure: Video Data

Gorman & Clayton (2005) define observation studies as those studies that 'involve the systematic recording of observable phenomena or behaviour in a natural setting' (*Ibid*, 2005:40). Other authors writing on the research process define observation either within the broader context of ethnography or within the narrower one of participation observation. What is consistent across the definitions, however, is the need to study and understand people within their natural environment. The 'natural environment' in the case of this study was the classroom. During the classroom observations I assumed the role of non-participant observer as I remained passive and did not intervene at any time (Kumar, 2005). I was able to observe all the 'action' and 'conversations' happening during teaching and learning between the teacher and the learners. Henning (2007:82) states that: 'observation is not just gathering of information, but participating in the actions of people in the research setting and getting to know their ways of doing very well'.

The method of observation used in this study involved recording the classroom observations on video. Craig (1988:96) argues for the value of video recorded observations in terms of their affording the researcher the opportunity to check details and make accurate comparisons which memory alone cannot do: whereas the casual observer must rely on memory, if those actions which have already occurred, need to be recalled, the analyst with recourse to actions recorded on video can replay, and check, and stop and start the tape countless times. The videotape, therefore, affords one the opportunity to 'reverse' time so that actions separated in time, or not occurring chronologically, may be compared with one another (Craig, 1988:96).

Video recordings constituted the best method of recording data for this study as accurately as possible, and for further observation, comparisons and analysis. The video recordings provided me with limitless opportunities for viewing and re-viewing (Reyer, 2005; Mosito-Matheleli, 1999) the learning and teaching process in order to make informed decisions about the teaching strategies the teachers were using whilst they were involved in the teaching of an aspect, or aspects of Literacy in the FP. I could transcribe the 'conversation or talk' and the 'actions' to the finest detail playing out during instruction and this led to extensive data (Reyer, 2005; Mosito-Matheleli, 1999). Although both video and audio recording are of great value in recording observations, one must always be aware of the possibility of the 'Hawthorne effect'. This term was coined by Henry A. Landsberger in 1950, and describes the frequently-occurring situation of people performing better, or differently, under observation than they would 'naturally' because of the attention paid them. Researchers do not believe that this is entirely accurate or inevitable (Levitt & List, 2009). The video data gave me discernible and reliable evidence regarding the intervention strategies that the teacher was using during the learning-teaching process to improve literacy.

The focus of my observation while viewing the lessons on tape was the class teacher and the strategies she was using to develop and improve the literacy of her learners. I focused on the teacher's three stages of planning for literacy, the integration within literacy and cross learning areas, the methodology to be used, learner teacher support material (LTSM), differentiated teaching, classroom organisation in terms of cooperative learning, reading material used by learners, creative and other writing, the class timetable and preparation of the teacher, teaching methodologies and strategies in use, learners' attention span, interest, enthusiasm and attitude toward learning and the teacher, homework given, and parental involvement. Research has shown these details to be essential to effective teaching as it

highlighted the lack of planning, little evidence of extended writing activities, time wasting and lack of instructional leadership (Hoadley, 2010).

I visited the classes about three to four times a week over a period of three weeks. I visited the second teacher less often as some other activities at the school took precedence. The observations presented a challenge: I had to be very cautious as I did not want to lose another participant teacher due to her feeling pressurised, as happened with the possible third teacher participant. I include a table below of the schedule of the observations. Although the sessions were scheduled for thirty (30) minutes, sometimes, especially for reading, the lessons extended to forty (40) minutes.

Table 3.3: A schedule of the observations that occurred in September 2009

September	07th Mon	08th Tues	09th Wed	10th Thu	11th Fri	14th Mon	15th Tues	16th Wed	17th Thu	18th Fri	21st
Teacher 1 09:30 - 10:40	No Lesson	30 min	40 min	30 min	30 min	40 min	40 min	40 Min	30 min	40 min	30 min
Teacher 2 11:00 - 11:30	30 min	No lesson	30 min	No lesson	30 min	30 min	30 min	No lesson	30 min	30 min	No lesson
Teacher 3	No class visits- Educator withdrew from the study										

During the classroom observation and video recordings I placed the camera on the right-hand side of the classroom, in front of the learners, which I thought was the most favourable position for capturing learners' actions and responses, particularly when they were being taught in groups on the mat, or as a whole class activity. The nature of a FP classroom is such that, during some lessons, especially during shared reading, the educator makes use of a high stand to hold the 'big book'. On these occasions I placed the camera in such a way as to be able to 'see' each learner so that their individual responses would be captured and recorded. I found that I had to move the camera to capture what the teacher was doing as well. I discovered that this did not always work for other classroom activities, such as dramatisation and activities which involved learners going up to the writing board. The realisation that I needed to, but could not always, capture all of the activity going on in the classroom caused me to move the camera around continuously and this proved frustrating. In hindsight I think I should have hired a camera-man as I was not an expert and was learning by trial and error 'on the job', and what I had planned on capturing did not always work out.

While the lessons were in progress I sat either at the teacher's table or at the learners' tables. While I sat observing, and manipulating the video camera, I was also making very simple field notes which included information on what the teacher was doing related to literacy development strategies, the use of LTSM, the strengths of the lesson, learner participation etc. (Appendix I) I was observing both the learners and the teacher.

I observed the following lessons:

Teacher 1: Story, guided reading, phonics, poem, dramatisation, read-aloud, shared reading, writing and reading own news and oral.

Teacher 2:   Reading, language, shared reading, guided reading, read-aloud and news.

3.2.5.   Procedure: Interviews

The approach used in this research was purely qualitative using closed and open-ended questions in the interviews. This approach was used to not only find out what happened during teaching and learning, but also how it happened and why it happened the way it happened (Henning, 2007:3). The 'how' and 'what' of the strategies used in the lesson(s) was amplified in the open-ended questions which related to teaching practices, methodologies used during teaching and learning, and the support given to learners who needed special attention during the lessons.

Henning (2007:79) describes interviews as: 'communicative events aimed at finding what participants think, know and feel'. At the most basic level, interviews are conversations (Kvale, 1996). Kvale defines qualitative research interviews as attempts to understand the world from the subject's point of view, to unfold the meaning of peoples' experiences, to uncover their lived world prior to scientific explanations'. Patton (1987; 2002) notes that interviews can reveal the respondents' levels of emotion, the way in which they have organized the world, their thoughts, opinions about what is happening, their experiences, feelings, and their basic perceptions.

Interviews were scheduled independently with each of the teachers teaching Grade 3 classes in July 2009. The semi-structured, 'face-to-face' interviews were conducted after hours. The interviews with the teachers were conducted in the medium of English, as that was the language of instruction in their classrooms. The respondents were asked to answer open-ended questions. Verbal probing and promptings were done in order for me to clearly understand the meanings of certain responses and statements as well as when teachers

sought clarification, or did not understand what certain questions meant. This was done in the interests of quality assurance and to ensure that the quality level was maintained during the process of collecting and analysing data. I tried as far as possible to offer clarification without diluting the essence of the questions. These probing questions were intended to help the respondents think more deeply about the issue at hand and I attempted to guide and encourage them to stay focused on the research topic (Hammell, Carpenter & Dycke, 2005:32).

The interview questions focused on the teachers' planning for literacy development, integration with literacy and across other Learning Areas, learning teaching support material (LTSM), differentiated teaching, assessments, classroom organisation, reading material used by learners, creative and other writing, timetable, readiness and preparation of educator, teacher methodologies and strategies in use, learners' attention span, their interest, enthusiasm and attitude, homework given and parental involvement. These aspects, as mentioned under 3.4.3, were the pertinent issues as listed in Hoadley (2010).

I chose a private and enclosed area in a restaurant on a Friday after school hours (just after the lunch hour rush) and a classroom respectively to conduct my interviews. The participants were informed about the process, possible time, purpose and format for the interview, as well as the confidentiality concerns regarding the interview and classroom observations. I asked the teachers if they had any questions or fears, or whether they needed clarity about the interviews. It was at this point of the clarification in terms of what the study entailed, when I made it clear to my respondents that they had the right to withdraw at any given time during the process that one of my respondents chose not to be part of the study as described in Chapter 1.

In the course of the interviews I took care to ask easy short questions as clearly and understandably as possible. I took cognisance of the fact that I had to be patient and sensitive at all times during the interview, irrespective of my respondents' views or opinions. I also tried to keep to my questions and did not digress too much from the topics at hand: classroom practice, readiness, methodologies used, planning and preparation, and teaching strategies. I did not write down any observations during my interview, deciding this would distract the respondents during the process. In my experience teachers become very suspicious when you write anything while interacting with them and they are not able to see it immediately. I did, however, make a mental note of observations, such as any discomfort, anxiety, or embarrassment manifested when certain questions were asked.

In this process I attempted at all times to be a neutral facilitator eliciting information from the interviewees using open-ended and closed questions and prompts in an atmosphere of trust and accountability. In some instances I had to guard against being biased as, in my professional life, I am partly responsible for up-skilling teachers. The recorded data was transcribed and analysed by coding linked to a particular question or meaning and then examined in terms of broader contexts and themes. Despite my role as CA, I did not at any time coerce the teachers to participate in the study. I received signed consent forms from both teachers agreeing to participate in the study (Appendix E).

The interviews were valuable to the research as they generated important data, knowledge and insight concerning the teachers, their teaching experience, their attitudes to teaching literacy, and their teaching practices prior to my going into the classrooms to observe their lessons.

The closed and open-ended questions allowed the teachers their own interpretation and understanding of what I was asking them regarding their subject knowledge, methodology and classroom practice.

3.2.6.   Challenges during the interviews:

This was the first time I had interviewed anyone and I was very conscious of this fact. My previous experience with my first respondent (she decided at the first information interview to withdraw from the study) hovered at the back of my mind and could have distracted me with negative thoughts and the fear that another teacher may withdraw. My second interview started an hour and a half after the first and I felt that I had perhaps rushed the interview. The third interview was done in a classroom and we were interrupted once, but I then rushed the interview again with the fear that we could be interrupted again. Another challenge was keeping the teachers focused on the specific questions that were being asked and discouraging them from branching off into side issues. In hindsight, after I had listened to the audio recordings of the interviews and had transcribed them, I realised I could have probed some more and extended some questions to obtain thicker data. In hindsight I removed some of the questions which I posed. At times I was obliged to explain certain concepts, such as Basal Reader and scaffolding, and I discerned that they felt awkward since I was their CA. Sometimes I got the sense that they felt as if I would hold against them the fact that they did not know certain concepts and facts that were included in the questions.

3.3.   Analysis of data

Mc Millan & Schumacher (2001:461) state that data analysis is primarily an inductive process of organising the data into categories and identifying patterns or relationships among the categories. Even though the study is predominantly qualitative, the interpretation of the findings can be a mixed one involving both quantitative and qualitative dimensions. The necessity of quantitative analysis entails a count of how many times teachers do certain kinds of things like actions, behaviour, utterances and how many times they do these. A constant comparative method in the grounded theory (GT) is used to interpret the data because of the systematic approach (Strauss, 1987). The teacher-to- teacher comparison and the interrogation of what they do and say, and feel, both in their classroom actions and in the interviews, in terms of the literature, renders the analysis largely qualitative so that informed conclusions can be drawn in terms of the effectiveness, relevance and appropriateness of the teachers' strategies. According to Glaser (2003), constant comparative method is not a qualitative method but a general method used for any kind of data, mostly considered qualitative.

3.3.1.   Analysis of interview data

After collection the recorded interview data was codified, arranged and separated into groups, each of which corresponded to a particular question or theme. Each theme was logically sequenced so that it could be reported on. The data was fully utilised, analysed and interpreted with as much objectivity and accuracy as possible.

I transcribed all the interviews that had been recorded, and checked the transcriptions for accuracy, and then transcribed these into raw data which was analysed in terms of recurring themes or particular questions. Both open-ended and close-ended questions were used. The information gathered pertained to the planning, the interventions used by the teachers, integration, the teaching methodologies used, LTSM, differentiated teaching, assessments, classroom organisation, reading material used by learners, creative and other writing, timetable, readiness and preparation of teacher, strategies in use, and the learners' attention span, interest, enthusiasm, and perceived attitude during the teaching and learning process.

3.3.2.   Analysis of video recorded data

The videos were fully utilised in the data analysis. They were carefully scrutinised and their contents and sound recorded at intervals, of 5, 10 or 25 seconds, depending on how long

some actions and strategies took, and then transcribed by capturing verbally what was captured on the video. I adapted the method used in a study by Mosito-Matheleli (1999) for recording the sub-categories which was based on a) what the teachers were saying, their actions and the frequency, b) what the learners were saying and their actions and the frequency. I compiled an observation schedule where I recorded and captured each of the behaviours and frequency of the teacher and the learner responses and frequency for every lesson I observed. I captured all the lessons I observed in Teacher 1 and Teacher 2's classes in this way.

Thereafter I analysed each of the recorded data per lesson, scrutinised and divided the schedule into things (strategies) that looked or seemed to be similar which is termed 'look and feel alike' actions, and identified them by giving the similar actions a strategy name as identified by literature. It made practical sense to adapt the method in this way to capture record and identify the teaching strategies that were employed by the teachers during instruction. The data was then codified as accurately as possible, arranged and separated into groups, each of which corresponded to a particular question or theme. Each theme was logically sequenced to be reported on. I then listed all the strategies by giving them 'names' and used quantitative methods to calculate 'how many times - which I refer to as 'hits'- a teacher did 'what' per lesson and then collated the data. I then listed all the strategies per lesson on a table to tabulate quantitatively those strategies used most frequently during the teaching of literacy.

During the actual recordings, data from the classroom observations was gathered through making continuous simple field notes during each lesson. Coding procedures, categories, and labeling and naming of various aspects around interventions were used. 'Coding', according to Henning (2007:131), represents the operations by which data is broken down, conceptualised, and put together in a new way. This process allowed me to work systematically, while comparing the data and grouping them together under the same conceptual label.

3.4. Measurement of Effectiveness, Appropriateness and Relevance of Teaching Strategies

This section describes the method of measuring the effectiveness of the observed teaching strategy using the following steps (Mosito, 1999):

Step 1 *Data collection*: By means of observations and video recordings I collected data related to what teachers in the study do as they teach writing, language, reading, phonics and independent writing and written activities.

Step 2 *Viewing and reviewing of data*: The video data was viewed and reviewed repeatedly in order to identify and evaluate interventions strategies and practices. This was the first stage of the analysis: the analysis of the raw data.

Step 3 *Categorising the findings*: Once the video-data had been viewed, the consecutive reviewing was informed by the question: 'What is the teacher doing in terms of her actions and speech when she was teaching?' The tape was stopped every few seconds in order to give a name to the teacher's actions (strategies) viewed during a short or longer sequence.

Step 4 *Theoretical analysis*: The identified strategies were probed and evaluated using ideas from the literature and from language-learning theory in terms of whether the teachers' interventions (preventative, promotive of literacy and ameliorative) could be effective in developing the literacy of their learners (Chapter 4 and 5). Illustrative extracts from the data (both video and observation field notes) were used to illuminate the analysis and evaluations.

Step 5 *Conclusion*: The conclusion was drawn based on the questions that my study posed:

1. What intervention strategies are being implemented by Grade 3 teachers to improve literacy levels in their classes?
2. How appropriate and relevant these strategies are in terms of the aspects of literacy they address and support?

3.5. Quality Assurance of the Study:

Quality assurance, as described by Most, Craddick, Crawford, Redicon & Laws (2003), preserves data integrity and ensures the scientific validity of the study results. It is important that there should be quality assurance in place before, during and after the qualitative data collection. Patton (2003) describes the quality assurance process; it is important that the researcher a) select approaches that are particularly appropriate to answering the appropriate evaluative questions, b) collect high quality credible qualitative evaluation data, and c) analyse and report on the qualitative evaluation findings with as much objectivity, consistency and accuracy as possible.

Quality of a study is determined by the validity and reliability of the research. Evidence for validity is based on four components namely: content, response processes, internal structure and relations to other variables (McMillan & Schumacher 2001:277-281) cited in Lawrence, 2011). Reliability however is used to judge the consistency of stability, equivalence and agreement. To arrange for exactly the same situation in order to reach the same results is an impossibility as noted in the study, namely; comparisons of Teacher 1 and Teacher 2 classroom observations, and therefore reliability is difficult to achieve. It is with this in mind that the triangulation method was employed to support the reliability and validity. The concepts of reliability and validity are viewed differently by qualitative researchers who strongly consider these concepts defined in quantitative terms as inadequate. In other words, these terms as defined in quantitative terms may not apply to the qualitative research paradigm. According to Glesne & Peshkin, 1992 (cited in Golafshani, 2003), the question of replicating in the results is of no consequence to them. Precision, (Winter, 2000 cited in Golafshani, 2003) credibility, and transferability (Hoepfl, 1997 cited in Golafshani, 2003) provide the lenses of evaluating the findings of a qualitative research.

Patton (2002) explains that the most common sources of qualitative data include interviews, observations, and documents. To assure the quality of this qualitative research I selected the two approaches, the interviews and the observations, to collect the data.

I was mindful that the data collected might not fully support or corroborate the findings of these two processes and thus was open to the possibility that they could reveal other or new information which, rather than render the findings 'accurate', would, in terms of the qualitative paradigm, enrich the study. During the observations I decided to video record all of the teaching sessions in order to attempt to obtain a more comprehensive picture of the teaching of the different aspects of literacy and to afford me many opportunities to view and compare the data, and thereby collecting credible, quality evaluation data. In this way I would be able to observe the different aspects of literacy being taught as well as the use of a range of teaching strategies and to both make comparisons and to consider to whether these were effective, appropriate and relevant as measured by those in the literature, and to gather and analyse both qualitative and quantitative data.

The data collected from these research instruments are descriptions of people's lived experiences, events or situations and in this study, what strategies teachers employ to develop literacy, is often described as 'thick data' (Denzin, 1989). The 'thick' data provided an opportunity to compare the teachers' responses and views during the interviews in terms of what teaching strategies they think they are implementing with the actual observed and

recorded classroom interactions. In essence this means that attention is given to the rich detail which these instruments yield related to what is being studied. In this approach, the goal of the qualitative data analysis is to uncover emerging themes, patterns, concepts, insights and understandings (Patton, 2002).

The steps in the application of thick description are as follows: Description validity, interpretive validity, theoretical validity and external validity. A brief description of the steps follows.

a)   Descriptive validity (DV)

DV is related to factual accuracy in the presentation of what was observed and the interviews. All subsequent types of validity are dependent on the existence of this fundamental aspect of validity. The data presented included opposing and conflicting accounts. In this study DV is achieved as the interviews were transcribed verbatim as well as the observation of lessons. In doing so, I was able to describe in detail the teachers' behaviour observed correlated to what they said in the interview in context.

b)   Interpretive validity (IV)

IV is indicative of whether the participants' meanings or perspectives, e.g. of events or behaviours are accurately reported. In addition, through IV the researcher is afforded the opportunity to account for agreeing and opposing views which could shed further clarity on the phenomenon under study. In this study IV was achieved by teasing out the level of agreement between the researcher's observations and the utterances and actions of the teachers. For example, in one instance both teachers responded to the question on how they scaffold the unknown to learners with a response that they did not understand what the term means. It became apparent through classroom observations that they might have misunderstood the language of the description 'scaffold' since their teaching displayed numerous accounts of good scaffolding.

c)   Theoretical validity (TV)

The theoretical understanding goes beyond concrete description and interpretation and an attempt was made to explain most of the data recorded. In this study TV occurs largely through the constant comparative method whereby a group of strategies that feel or look alike are given 'a new name, that is, a more appropriate propositional statement; one that

conveys the meaning which is contained in the particular group of strategies' (Mosito-Matheleli, 1999:63). The strategy is used to achieve validity. Theory and literature play a big role in informing the phrasing of the propositional statements.

d)   External validity (EV)

EV is the extent to which results of a study can be generalized to other situations. In this study the sample selected were 2 quintile 4 schools whose learners were underperforming in literacy for a few years and most of the learners were being taught in a second language. One cannot make generalizations in a qualitative study and therefore 'thick' descriptions are imperative. These thick descriptions were generated from the verbatim transcribed interviews and the observed recorded lessons. Descriptions of the site and one's findings are critical and therefore the study reports on similarities and differences.

Researchers are co-constructors with their research participants of meaning and therefore interested in what their participants think and feel about the subject being researched. I interacted and communicated with the respondents in a social context to find out what they knew, thought, and felt about their classroom practice and interventions. The data gathered in this process assisted me in gaining a more comprehensive and sensitive understanding of how the teachers perceived their task to improve literacy development and levels in their classes, as well as of their subject knowledge, and the barriers they perceived to their being effective and efficient in their classroom practice.

The two methods of data collection, as well as the rationale for their choice both in order to gather rich and thick data and for triangulation purposes, have been described in detail in 3.4.2 and 3.4.3 under 'Data Collection Processes' and 'Validity and Methods'.

Creswell & Miller (2009:190) describe validity as being 'one of the strengths of qualitative research, and it is based on determining whether the findings are accurate from the standpoint of the researcher, the participant, or the readers of an account.' When checking for reliability, as Yin (2009:45) explains, 'the objective of the research is to be sure that, if a later investigator followed the same procedures as described by an earlier investigator and conducted the same case study all over again, the later investigator should arrive at the same findings and conclusions'.

3.6.   Trustworthiness of the Study

Cohen, Manion & Morrison (2008:114) describe various types of reliability and validity in research, and also use the terms 'trustworthy' and 'consistent'. According to them, validity can be addressed and measured by the extent of the triangulation and the objectivity of the researcher. The honesty of the researcher, the depth, richness and scope of the data and the participants in the study, add to the validity.

In terms of the reliability of a study, and its trustworthiness, credibility, dependability and consistency, the argument of Henning (2007:147) has already been mentioned in terms of the triangulation of the data collected from the interviews and from the observations. Thus the use of both observations and interviews as my data instruments added to the validity of the study and helped to ensure the consistency, reliability and validity of the study.

3.7.   Ethical considerations

> The emphasis is on good principles, adequate for working with human participants in all their complexity. Procedures, techniques and methods, while important, must always be subject to ethical scrutiny. (Ryan, 2006:17).

A serious researcher considers both the process of her research and the ethics that govern both the research process and the research participants. Ethics deals with the conduct of research with people, which has the potential to create a great deal of physical and psychological harm. This means a commitment to the principle of no harm to the persons, institutions and data involved by following the principles and ethical considerations and procedures outlined by Winter (1996) and described in detail in Chapter 1 (1.6). Care must be taken by the researcher of the ethical principles related to the face-to-face data collection as well as their research topic (Johnson & Christensen (2000:63-64) cited in Lawrence (2011).

Guidelines pertinent to ensuring ethical acceptability were adhered to; the rights and anonymity of each participant were protected, voluntary participation was explained to the participants, and they were free to withdraw at any time. No harm related to physical, legal, a person's career, income or to the research object was caused. The confidentiality of information was guaranteed, as was the findings (Neuman 2000).

In Chapter 4 I present the results of the data collection and a systematic discussion of the findings from the classroom observations and the interviews, as they related to the research questions.

CHAPTER 4
PRESENTATION OF RESULTS

4.1. Introduction

The primary aim of this study is to critically analyse the teaching and learning of writing literacy in Grade 3 English classes in an attempt to answer the following research questions:

- What strategies are being implemented by Grade 3 teachers to develop literacy levels in their classes?
- How effective, relevant and appropriate are these strategies in terms of the aspects of literacy they address and support?

The process for answering the first question entailed interviews and a video-captured observation of the teaching strategies used by two Grade 3 teachers in two different schools to develop their learners' literacy, their writing literacy in particular.

The second question posed in the study will be answered in part in this chapter as it relates to the interpretation of the effectiveness, appropriateness and relevance of the strategies as measured by data-literature interplay. In line with this process of analysis and evaluation, the strategies are further examined in chapter 5 using the first of Neuman's (2010) three levels of data analysis, which he calls first order interpretation involving a process of examining data in order to learn their meaning in terms of the people, events and phenomena being studied (Mosito, 2006). Therefore, at this stage, no theory-related meanings are assigned to the data as I simply describe what the data tells me, rather than attempting to interpret them. In order to develop the new set of data as discussed in Chapter 5, the quantitative/qualitative presentation is followed by the researcher's interpretation and analysis in the process of which the most prevalent findings are identified and categorised in themes.

4.2. Chapter organisation

The chapter is organised as follows: In section 4.3.1 a list of lessons observed and the criteria used for selecting lessons to be analysed are presented. Secondly, I present the findings from the video recorded observations of the teaching strategies (4.3.2) utilised by the teachers. In cases where there are common findings in the video data and interviews, these are presented simultaneously. In such instances I firstly present classroom observations and secondly, descriptive findings from the interviews that either

validate/corroborate or negate/contradict what was done during the teaching or said in the interviews. Thus the first question and part of the second question is addressed by using this form of triangulation and descriptive validity. Although the interviews preceded the video recorded observations, I considered it essential to present the findings in this way since the process highlights the triangulation in the data, which in turn strengthens my argument regarding the relevance and appropriateness of the literacy development strategies being implemented by the two Grade 3 teachers who participated in the study.

Subsequently then, the interview findings on the clarity the teachers offered relating to their teaching practice (4.3.3) which did not correspond, or yield data related to the teaching strategies used by the teacher participants during classroom observations are noted. The following section (4.3.4) describes, explains and analysis all the strategies utilised by the teachers in this study related to the video recorded observations during their lessons.

The aim of 4.3.5 is to find what the purpose of looking for such a link between the teachers' strategies and the learner responses, interactions and behaviour during the teaching. Thereafter (4.3.6), I discuss the lesson plans of the teachers and how that relate, or not, to the observed and recorded teaching practices in their classrooms. Lastly (4.3.7), I present those strategies which appeared to have no direct link the clearly observable results in terms of the development and improvement of the learners' literacy.

The way in which the results are presented is aligned to the method of data collection described in this study. This chapter therefore represents the first level of data, that is the first order imposition of meaning (Neuman, 2003) which is linked to i) the kinds of strategies teachers are using in their Grade 3 classrooms to teach literacy, and in particular writing literacy ii) how effective and appropriate these strategies are in terms of the aspects of literacy they address and support will be partly addressed.

4.3. Presentation of findings

4.3.1. Context, frequency and nature of the lessons

This section describes the context, frequency and nature of the lessons I observed.

Table 4.1 and 4.2 shows the number and type of lessons I observed, including the LTSM and main methodology used by Teacher 1 and Teacher 2 respectively.

Table 4.1: Teacher 1's lessons:

Lesson Number	Type and topic/theme/focus of lesson	Method	LTSM
Lesson 1	Shared reading: Animals in the Jungle	Reading a Story	Big book
Lesson 2	Reading: The rock in the road	Group guided reading	Basal reader
Lesson 3	Phonics a-e	No context: demonstration	Writing board
Lesson 4	Reading, oral: Animals' Homes:	Teaching a Poem by demonstration	Each learner has a copy of the poem
Lesson 5	Oral, reading: Animals in the jungle:	Dramatisation	Masks and a copy of the story for story tellers
Lesson 6	Reading/text organisation: Sentence strips:	Reading: First read the sentence strip; arrange in Correct Order	Sentence strips
Lesson 7	Shared reading: Leopard	Shared reading – Comprehension	Each learner has a copy of the story
Lesson 8	Reading: I am a cup cake	Individual Reading and Corrections	The learners read their own story written
Lesson 9	Writing: News	Writing own news	News book and newspaper cutting
Lesson 10	Writing and reading: Using a home-made television as prop	Writing news; reading own written news	Home - made television
Lesson 11	Oral/Listening: Baking a cake	Demonstration, interactive	Ingredients, utensils, flashcards

Table 4.2: Teacher 2's lessons

Lesson Number	Type and topic/theme/focus of lesson	Method	LTSM
Lesson 1	Reading: Story - Gardening	Reading: Read aloud by teacher	Story book
Lesson 2	Language – Adjectives	Reading: Shared reading	Big book
Lesson 3	Shared reading: (One and Many) – Lindi	Shared Reading & Language modeling and usage	Big book
Lesson 4	Gardening; Language - Verbs	Reading: Read aloud by teacher	Story book
Lesson 5	Reading: The Little Mermaid (Sequel)	Teacher Reading Aloud	Library book
Lesson 6	Oral: News	Speaking: Conversational	Chalk board

As has been noted, Teacher 1 taught more lessons than Teacher 2 as I spent more time in the classroom of Teacher 1 due to reasons beyond my control. Firstly, assembly coincided with one of my visits as well as school feeding scheme time for the learners, and thirdly internal arrangements regarding the computer time table overlapped with the agreed lesson observation time. Although I plot all of the lessons I observed and video- taped, I will discuss four lessons in each teacher's case for ease of comparison of an equal number of lessons per teacher. The four lessons were built around different components of literacy and I also checked what lessons Teacher 2 was teaching which were linked to the components. In order for me to be able to compare how many times teachers employed a particular strategy or intervention in each of the lessons, I chose a shared reading, guided reading, news, dramatisation, and a read aloud lesson from each of teachers as these represent the lessons most common to both teachers.

The following section presents a brief overview of the lessons taught by Teacher 1 which were linked to reading.

4.3.2. Lessons taught by teachers and interview response

4.3.2.1. Teacher 1: Lesson 1, Shared reading

Shared reading usually refers to the teacher reading from an enlarged text or a big book to the learners and the learners reading together with the teacher who leads the reading process (Fountas & Pinnell, 2007). This experience is intended to provide for a range of guided experiences that promote learners' problem solving strategies at both text and word level (Dom & Sofas, 2001).The teacher consciously and deliberately draws the learners' attention to concepts about print, comprehension, and new or interesting words during the reading experience (Tompkins, 2010). The focus is on the learners' comprehension skills which are being continually enhanced before, during and after the reading (Tompkins, 2010).

In this shared reading lesson, whose theme or topic is 'The Jungle', the teacher first questions the learners about the jungle scene she has set using a picture inviting them to respond to questions related to it. She elicits responses from them for understanding. She asks questions such as: 'What place do you think this is?' 'What kinds of animals do you think live in this jungle?' She then reads the text aloud with the correct intonation to the learners, modeling how the learners should read a story and the learners listen intently. She uses elicitation often as a means to get the learners to engage with the text and derive meaning from it. She places flannel cut-outs of the different animals on a flannel board to set the scene and also to create a context and provide understanding for her learners who are not English speaking. She often makes use of scaffolding processes during her lesson. For example, she continually repeats the learners' answers to reinforce and clarify what the learners are saying, deliberately using the new vocabulary in the story. She continually introduces the new words using flashcards, and places the names of the animals in the story next to the flannel cut-outs. The learners join in reading the sentences which she has written on the board. Each sentence contains a word or phrase which is repeated in the story. The learners read in 'chorus.' They seem to be enjoying the activity since they carry on reading without the teacher asking them to do so. It however seemed that some learners are just 'reading' from memory and do not remember, or are not able to read, all of the sentences. She employs strategies to engage these learners with the text and the language. She gives the whole class a writing activity which is differentiated. She asks the learners in what appears to be the weaker group, to transcribe the sentences from the board into their writing books. The first and second group is asked to write 5 original sentences using the new words that they have been taught. A few learners write with ease while it seems that others are finding the activity more challenging. For example, they take a long while to put pen to

paper but they do complete the activity. The lesson plan did not state all the aspects that the teacher would cover in the lesson that day. She stated the name of the big book to be used, the LTSM, and the activity. I would say that despite their absence in the lesson plan, the activities made sense in terms of the teacher rising to the demands that unfolded in the process of teaching and learning.

The following tables (4.1 to 4.6) summarise the different strategies Teacher 1 and Teacher 2 used in each lesson and the number of times a strategy is used by the teacher. 'Hits' refers to the number of times teachers used a strategy in a lesson.

Table 4.3: Teacher 1: Strategies used in shared reading

Lesson 1:	Strategy used	Number of hits
Shared reading	Elicitation	17
Big book: Animals in the Jungle	Look and say	1
	Reading aloud	10
	Instructs learners	10
	Call to attention/behavior	3
	Clarification of instruction	8
	Use of LTSM -writing board, cut outs	8
	Checks if all learners have LTSM	1

Table 4.3 shows that the strategy Teacher 1 uses mostly is elicitation, followed by reading aloud and instruction, and thirdly clarity of instruction and use of LTSM.

4.3.2.2. Teacher 1: Lesson 2, Guided reading

Guided reading is generally utilised when teaching different ability groups who read at their different levels from a basal reader, and where they are supported in developing reading strategies. Guided reading as a strategy allows the teacher to meet the diverse literacy needs of the learners in an intimate setting, providing explicit modeling, prompting and instruction (Ferguson & Wilson, 2009; Fisher, 2008; Ford, Opitz, Fountas & Pinnell, 1996). According to Fountas & Pinnell (2005), there are six basic components to guided reading:
(1) introducing the text, (2) supporting effective reading, (3) discussing and revisiting the text, (4) teaching for processing strategies, (5) extending the meaning of the text (optional), and (6) working with words (optional). This methodology is used to hone in on aspects which a learner lacks or with which she or he needs remediation. All of these components should encompass one purpose or focal point for example, reading and observing punctuation in a text with different punctuation marks, during a guided reading lesson (Opitz & Ford 2001).

In her guided reading lesson Teacher 1 makes extensive use of flash cards for word recognition. She continually flashes the words to individual learners and they say the words until they are recognising and reading the words. The words flashed are not the words the learners are expected to find to complete the sentences which she has on sentence strips. They are not asked to use the words in context but the learners recognise the words and say them confidently. Each learner in the group has a sentence strip with the sentences which appears in the basal reader used for guided reading. Learners are expected to find the read-aloud their sentence on their individual sentence strip. Each learner receives a turn to read-aloud their sentence.

Learners are given a page with sentences that are the same as the sentences in the basal reader, except that a word is missing, together with a set of small flash cards on which the missing words are written. The learners are asked individually which word is missing and they have to consult their reader to find the appropriate word in order to answer the question. Firstly they had to identify the word which is missing and then find the matching word amongst the individual flashcards they have in front of them. They use the loose flash cards they have been given with the missing words, find the word (word recognition), and place it in the correct position in the sentence.

They are continuously instructed to either read the individual words, the sentence or the sentences together. They are asked to read, observing punctuation (full stops and exclamation marks). For this lesson it seemed the intention was for learners to be able to read the sentences and recognise the missing words. The new vocabulary was accessible as it was placed on the word wall so that the learners had easy reference.

The following table summarises the different strategies Teacher 1 used in the guided reading lesson and the number of times a strategy is used by the teacher.

Table 4.4: Frequency of Teaching Strategies used by Teacher 1 in Guided reading

Focus of lesson 2:	Strategy used	How many "hits"
Guided reading	Issues instruction/ instructs learners	13
	Look and say	5
	Supports learners	8
	Call to attention/correct behaviour	3
	Reading aloud	7
	Elicitation	6
	Clarification of instruction	2

As Table 4.4 above shows, the teacher issues instruction frequently during the lesson. The nature of the instruction was on directing or guiding learners to what do next. Next in frequency was support given to learners in instances whereby the teacher told the learners words high frequency words that they could not sound. Clarification of instruction was used the least number of times.

4.3.2.3. Teacher 2: Lesson 1, Shared reading

Teacher 2 discusses the front cover of the big book with the learners. She continually encourages and elicits their responses. The learners freely offer their responses to, and show their understanding of, the visual cues from the front cover of the story. The teacher continually makes them aware of grammar and most times learners do their own self-correcting. It is obvious from their responses that the learners are made aware of the use of correct grammar.

The teacher reads the story with the correct intonation and models how to read. The learners now read together with the teacher and I realise that this is not their first time that they are reading the same story. I asked the teacher and she told me that it was their third lesson of shared reading. At the end of the story she asks them to make suggestions as to how the they think the story should end taking into consideration that the girl did not buy the items her mother sent her to the shop for. Individual learners then provide an ending which they think is more appropriate or interesting.

The teacher then introduces new words in the story on flashcards. The learners recognised the words (word recognition). Individual learners are asked to make sentences unrelated to the story. Once again learners were encouraged to use extended sentences and the use of 'is' and 'are' (singular and plural) were corrected immediately. The class was given an activity. No differentiated activities for the weaker learners were given. The learners were

asked to write sentences using the words that were introduced on the flashcards. I noted that the teacher asked all learners to participate, not only those learners who were obviously in the first group with the highest ability. She offered correction and remediation whilst she was busy with the lesson. She asked learners to assist their peers and they did not feel embarrassed to do so. Much more discussion took place during this shared reading lesson. She did not tolerate the incorrect usage of language but there was no threat. The atmosphere was very relaxed and learners knew exactly what was expected of them.

The teacher asked a few learners to read. The teacher gave the class the ten words that they had discussed and they had to write ten compound sentences. The new vocabulary was accessible so that the learners had easy reference on the word wall. She asked higher order thinking questions and continually prodded and probed them. During the lesson the learners were continually rebuked as they did not sit still and were easily distracted and side tracked. One would assume that this was because the learners were bored listening to same story again even though the teacher was dealing with a new concept within the same story.

Table 4.5: Frequency of Strategies used by Teacher 2 in Shared reading

Focus of Lesson 3:Teacher 2	Strategy used	How many "hits"
Shared reading - Language	Issues instruction/ instructs learners	12
	Elicitation	17
	Read aloud	7
	Use of LTSM	10
	Observation	13
	Calls to attention/Corrects behavior	7
	Equips learner with LTSM	1
	Clarification	6

Table 4.5 shows that Teacher 2 mainly utilised elicitation followed in frequency by observation and finally instructing learners.

4.3.2.4. Teacher 2: Lesson 2, Guided reading

The teacher flashes the new words/ vocabulary and the learners attempt to read to them. The teacher immediately questions the learners about the meanings of the words. She asks the learners to explain the meanings of the words but they answer by using the word in context rather than giving the meaning. She does not correct them. The learners use words like 'promise', 'eyesight', 'passing' in sentences. She continually affirms the learners. She questions them continually related to the sentences they formulated and, when needed,

offers short explanations. She continually affirms the learners with expressions like 'good' and 'well done', and they visibly enjoy the affirmation. She continually emphasises language structure and use (e.g. when to use a capital letter) as she engages with the learners whilst they are discussing and offering sentences which contain the words she is flashing. She makes use of direct instruction and as she teaches the errors are rectified immediately.

The learners find and identify the new words in the reading text and mention them without the teacher asking them to do so. The teacher models reading for her learners and then asks all the learners in the group to read a few sentences individually. The teacher uses ability group teaching while the remainder of the learners at their desks is doing a writing activity. The written activity is a story 'Chan and the grain store' which is not related to their basal reader. The instruction for the activity is to find the mistakes in the words, for example 'boock', 'steap'', and 'roof'. The second activity requires them to find words which rhyme, for example, 'Mouse/house, weep/steep. A summary of strategies gleaned from the lesson described above follows.

Table 4.6: Frequency of strategies used by Teacher 2 in guided reading

Focus of Lesson 4:	Strategy used	How many "hits"
Guided reading	Issues instruction/ instructs learners	16
	Elicitation	19
	Look and say	9
	Clarity /Explanation	4
	Learners Read aloud	5
	Affirmation	3
	Rebuke/reprimand	6
	Prompt	5
	Group work	3
	Assurance	1

In this lesson the teacher utilised elicitation most frequently, followed by instruction, and lastly flash cards to flash words recognition. In the section that follows the findings from the interview relating to reading methodology are presented.

4.3.2.5. Data generated from interviews

The interviews sought to gather specific teaching information and the questions with regards to their teaching were built around (i) methodology used to teach reading and writing, (ii) opportunities for learners to write creatively, (iii) planning to include support for learners with

barriers, (iv) scaffolding methods used, (v) type of support received from School Management Team (SMT), (vi) learning support teacher availability/involvement, (vii) the kind of LTSM used to teach literacy, (viii) frequency of use of recitations, story-telling and dramatisation to develop literacy. The following sections describe the teachers' responses to the use of strategies and scaffolding in developing literacy.

4.3.2.6. Methodology used to teach reading

As I wanted to determine the effectiveness of the strategies the two teachers were using to improve writing literacy, I felt it was necessary to determine which methods they were using to teach reading and how they were building on that knowledge of language and words to get learners to write. I was motivated to find out how they teach reading and writing because both literacy skills focus on meaning, and are closely interrelated, as discussed in Chapter Two (A Guide to effective instruction in Writing: Ontario, 2003), where I pointed out that the development of one underpins progress in the other. The processes of learning to learn to read and write are enhanced when the two are interconnected. As was discussed in detail in Chapter 2, both of these facets should be taught using a balance of modeling, direct teaching, guided instruction and scaffolding until learners reach independence both in their learning and in their literacy practices. I wanted to determine what strategies teachers used when teaching different aspects of literacy and how their procedures lead to independent writing literacy on the part of their learners.

During the interviews, neither of the teachers knew the names of the methods they were using although they gave me some sort of explanation of what they normally do when teaching reading and writing.

Teachers' responses to questions posed relating to methodology follows:

4.3.2.7. Methodology used to teach reading (Teacher responses)

Question:	Which methodologies are you using currently when you teach your learners reading?

> Teacher 1: *Ok the teaching of reading. I use a mixture of READ method and also the method of immm… The department, the look and say method and sometimes we use the phonic method to get the slower ones to start. In the phonic method we started with the 3 letter words and then take that into sentences. That is how we start and then afterward that we go to the book.*
>
> Teacher 2: *Do I use? Well I normally introduce the new words, explain, and then I go into my groups. I take one, sit on the floor and the other two has something an activity and that's how I go about it.*

The teachers teach reading as specified in their planning every day. In the interview both teachers made reference to group reading using readers. Even though the teachers did not name the methodologies, from my own classroom observations, and as the video footage confirmed, they knew how to implement the methodologies.

Both Teacher 1 and Teacher 2 used Guided reading very effectively. They used the appropriate LTSM; flashcards, basal readers, work cards or independent activities. Learners were given opportunity to read individually. One shortcoming was that both teachers did not question the learners or ask their opinions about what they had read. Shared reading was also implemented very well. Teacher 1 extended it to dramatisation and then a creative writing activity and Teacher 2 extended the Shared reading to different aspects of Language and a creative writing independent activity. Although both teachers did not know the methodologies offhand effective teaching transpired.

The teachers' continuously employed scaffolded teaching (modeling and demonstrations, specific activities to enhance learning, LTSM etc.). Since some scaffolding techniques were noted during the teaching of shared reading and guided reading I will note what the teachers' responses were to scaffolding methods.

4.3.2.8. Scaffolding methods

I aimed to ascertain if teachers were consciously aware that it is a requirement (DoE: NCS, 2002, DoE: CAPS, 2011 and National Reading Strategy: 2008) to guide learners through a process of learning and that they should have in place, both in their planning and during the

lesson a number of 'building blocks' or strategies and activities to guide those learners who may experience some difficulty or competence lack. When I used the term 'scaffolding' in my interview question I had presumed that the teachers understood the term as it is widely used by teachers and in curriculum documents and also appears in the Literacy and Numeracy Manual but this was not the case.

The concept of scaffolding as a teaching strategy is described in detail in Chapter 2, under 'Learning Theories' (2.3.1) and 'The Early Writer' (2.4.2.2) in terms of dividing learners into ability groups to support learners experiencing similar difficulties within the different reading and writing strategies used through guided reading and writing. High levels of scaffolded instruction according to Bitter, Gubbins, O' Day, & Socias (2009) and Vygotsky (1962) cited in Langer & Applebee, 1986, are designed to foster the gradual release of responsibility and support, through guided and interactive activities, until a stage is reached where learners work independently of the teacher.

The following responses were made by the teachers when asked what scaffolding methods they utilise when teaching reading or writing. This question was posed because of the previous comment.

Question:	How do you scaffold your learners in the difficult aspects of learning?

Teacher 1:   *Scaffold their knowledge? Please explain what that word means?*

[Researcher]: Scaffolding is when you take your weaker learners, the learners with a backlog or barrier, through a process from simple examples or explanations, and build on it providing guided support in stages until they become competent in the skill].

Teacher 1:   *OK, normally we work with our ability groups so they are with the slower ones. When I have them in Phonics and Reading, the lesson normally goes slower but I try to do short stories where they can also be part of the whole … and from that obviously most of the knowledge goes. I discovered recently we did the story of the caterpillar no not the caterpillar, OK we had this newspaper article 'Someone who cares', and I found they could keep with it but it was very short.*

Teacher 2:   *Scaffolding? immm … I'm not sure… I get the stronger learners to help the one's. They don't always catch up but they try. I do write words on the board for them.*

The response from Teacher 1 indicates that she does not fully understand the concept of scaffolding. A shorter story on its own, without appropriate scaffolding activities, does not necessarily mean that the learners will be able to cope with the text or take their literacy development to another level. I am not implying that the teacher does not implement scaffolding though as I have observed many strategies which are building blocks to literacy development: such as continuous modeling, the use of flannel cut-outs for unfamiliar animals, writing new vocabulary on the board and using flashcard etc.

The same could be said about the understanding of the term scaffolding for Teacher 2 however she took much time to support learners by providing information and leaning heavily on learners' prior knowledge, modeling, flashcards, continuously making connections for the learners so that words and concepts could be grasped and understood.

4.3.2.9. Teacher 1: Lesson 8, News

The learners are seated on the mat and they are asked to recite one rhyme and then another. She rebukes the learners because they are not all paying attention. She asks them to fold their arms and reminds them that they are not to shout. She chooses a learner to report the news she is required to give to the class, and then questions the learner for more information. The learner's news is about soccer and the girl did not know where the game was played and the class chorused 'New Zealand'. Another learner offers news and the teacher probes and questions the learners as a whole class again. The learners respond with one word answers and she does not ask or encourage them to speak in full sentences, or elaborate on their answers, although she does rectify some language usage mistakes. She asks for only one more learner to offer her news. She enters into a discussion with the class about the news items offered by the three learners.

She uses a voting system to find out whose news is the most popular. The learners vote and they are counted. Thereafter she informs them that there is a tie and they have to vote again. The learners understand the act of voting and everyone accepts the decision without a murmur. She informs them that everyone is going to write their news and that they will read it 'on television'. The 'television" is a box painted to resemble a television and the learners express their excitement at the idea. She writes the news of the winner on the board and says that the 'babies' will be the only ones who will write the news. The learners quickly wrote their news. Some had news reports which consisted of one or two compound sentences. I am not completely certain, but I had the impression that they could have rushed their writing, and wrote short pieces of news because they all wanted to read their news on

'television' and be a 'news reader' and were racing to finish. The learners enjoyed this exercise in the process of taking turns to read their news. The teacher chose learners from different groups but there was very little difference in the number of sentences written in each piece although some were better than others in that the sentences were coherent and compound sentences.

Table 4.7: Frequency of Use of Different Teaching Strategies in the News lesson

Focus of Lesson 8:	Strategy used	How many "hits"
News	Issues instruction/ instructs learners	25
	Elicitation	10
	Use of LTSM/ writing board	1
	Calls to attention/Corrects behaviour	6
	Elicits clarity	8
	Shows empathy	1
	Affirmation	3
	Recite a poem/poems	1

In this lesson the teacher made most use of instructing learners as a teaching strategy, followed by elicitation. Although I have noted that the teacher has made use of 1 item of LTSM, the teacher was very innovative in her choice as many learners, weak and strong readers and writers were very eager to write and to read their writing without support from the teacher or their peers. The LTSM evoked the desired response more than any other item she has used during the observations; enjoyment, participation and reading aloud.

4.3.2.10. Teacher 2: Lesson 3: News

Teacher 2's learners have been taught a plethora of rhymes, songs and poems in the course of the year. The teacher starts the lessons by asking them to recite a poem and they recite one and simply continue on to the next and next. The learners thoroughly enjoy this activity as they are enthusiastic and cannot wait their turn to start a new rhyme or recitation, which is the custom in this class.

She asks the learners to offer a news item but they are not as forthcoming as those in the 'News' class of Teacher 1,and she encourages them to speak, reminding them to respect the… and the class completes the sentence by responding … the 'speaker'. The learners offer news related to an experience and she questions whether it is good or bad news. Learners offer news and she reminds them to speak up. The learners become somewhat boisterous and she rebukes them. She continues this practice umpteen times throughout the

lesson. The teacher sometimes repeats the news and at other times asks a learner to repeat the news and to speak up. She asks a learner if he enjoyed his outing and shows interest in what he had done. At a particular time she says that the learner's news is glad and sad news and the learners agree. She continually guides them and corrects their language usage.

Another learner offers news and mentions the names of all the persons in her family, and the teacher asks the class what she could say instead of mentioning all the names, and the learners' chorus 'family'. Another learner offers news and she probes a little for more detail. Another offers news about the zoo and she poses question to the class to find out who has been to the zoo. A few 'middle order' questions, which require more of thinking, are asked. What kinds of animals are found at a zoo? She engages the learners in a discussion about the animals and they participate enthusiastically. What do you call those kinds of animals? The learners are asked to write down their news and they immediately respond 'ten sentences'. It is a tacit rule that the learners always write ten sentences.

The learners wrote their news but no one had the opportunity to read their own written news. I do not know if they did so after I left or the next day. The learners were reminded by the teacher to employ words on the word wall in their writing.

Table 4.8: Frequency of Use of Strategies in the Lesson of Teacher 2

Lesson 5:	Strategy used	How many times used in lesson
News	Issues instruction/ instructs learners	16
	Elicitation	7
	Explanation/ Clarity	3
	Use of LTSM	1
	Calls to attention/Corrects behavior	7
	Reprimands/rebukes	9
	Acknowledgement/affirmation	1

In this lesson the teacher utilised instruction most often as a strategy, followed by rebuking learners and finally and calling learners to attention.

Both teachers were aware that after every lesson a writing activity follows. In the case of Teacher 2's lesson, learners were asked to write their own news after the oral presentation on the mat. Since learners in Grade 3 are expected to develop their writing skills, I considered it appropriate to present the teachers' responses to how they teach writing.

As was described and discussed in detail in Chapter 2 under 'Writing Instruction Strategies in the Balanced Language Approach' (2.7.2) 'Planning' (2.8.1) and in Section 2.13, writing is taught using the same principle as that used in the teaching of reading in a balanced programme where the learners and teachers create text together in a shared and interactive writing process with the teacher as the scribe (Fountas & Pinnell, 2007). As the learners make contributions, the text is read many times, creating a model for the learners. In this process, learners are exposed to many shared, interactive and guided processes so that they are taught the necessary skills to be able write independently and individually. Thereafter, learners must be provided many opportunities to apply what they have learned through shared, interactive writing and guided writing. The learners learn to apply the skills they have learned during this period of writing independently (Tompkins, 2010). During independent writing learners should also be given the choice of topics.

The teachers' responses to the question related to the methods they employ to encourage their learners to write.

4.3.2.11. The methodology used by teacher participants to develop writing

Question:	What method do you use to encourage your learners to write? Do you use a variety of teaching methods for writing?

Teacher 1: *Ok, at the beginning of the year we will also you know first do capital letters and the full stops and then we will go over say when they fill in about two words say then we will also give them say a little exercise say in the jumbled sentences and after that we will go over to key words. So we take them through all the different stages to encourage them to write. The method that we use is doing a theme, say for instance key words, doing the oral with them and then introducing the sentence structure with the key words. We build three sentences per day and once we have about five sentences we will go over to ask each child to read their sentences and once they confident with speaking they will go to the written work and we still give them keywords with the written part.*

Teacher 2: *I will always encourage them to read. I mean to read on their own and if give them creative writing. I will encourage them to come to me to ask if they can't spell a word and whatever helps them and so on. Opportunity? Well if I read them a story then I will tell them beforehand they better listen carefully because you gonna write about the story. Or …mmm … maybe the day before I tell them they must watch the news because tomorrow morning then you gonna write their own. News and that is it. You must always help them maybe with the words. Ya, like I say the story and or I will tell them I don't know if this is now creative writing I will tell them to go to the library to get a book, maybe draw a picture and write about that book.*

In Teacher's 1 news lesson which led to a writing activity of their own news, I noted that she probed learners to give more information regarding their topic. She continually extended their oral presentations by probing and asking more questions. This oral presentation was then translated into a written piece thereby increasing the amount of sentences and the use of descriptive words or more information. Teacher 1 did not write many new words which were used by the learners on the board to be a reference when they wrote. No writing process was followed and no learners were supported. No learner was observed asking the teacher for help.

Teacher 2's learners were not very keen to speak. She however evoked more conversation by asking questions and engaging them. They became eager to share their experiences and their oral presentations were extended. Teacher 2 also alerted them to collective nouns and at other instances, the correct use of tenses. She also did not write new vocabulary on the writing board and did not take the learners through a writing process. The learners had a writing activity; they had to write ten sentences and many learners wrote much more than that. Learners knew what was expected of them and from what I observed all learners were happily busy writing their own news.

4.3.2.12. Planning to include support for learners with barriers

In all classrooms one finds learners with varying levels of ability, and in order to reach all learners and support them to the expected competency levels a teacher should plan accordingly for the learners, taking cognisance of this important factor. It was with this in mind that I ventured to ask the teachers about this very important aspect which is sometimes neglected or overlooked.

Teachers' responses to the question related to whether they plan for learners with barriers and the methods they employ to encourage learners to write.

Question:	Do you make provision for your learners with barriers and who need intervention in your planning?

Teacher 1: *Yes, that's our third group. But I have to be honest there now we don't really get to that group, because of the big numbers I find that there is not enough time to spend with them. For reading and writing basically as I told you before I use the phonic method, from that we also high frequency words. We build little stories with them and then… I have little books called level A books, that's what they use. For writing they basically… it's the sentences from the phonics. That's what they write?*

Teacher 2: *Not really. At the moment I give them ah …ah ... less complicated work easier work those who repeated a grade because some of them can hardly read and that is just how we go about.*

These responses clearly indicate that no differentiated activities are included in the planning and that no special attention is paid to these learners. It seems clear the teacher did not plan for them according to their level or stage of development. Teacher 2, although she did not mention it specifically, gives the same number of sentences to all the learners to write as she would her top group. She still encourages them to rise to the occasion in a no nonsense approach. Teacher 1 seems to have a low expectation of those learners who are unable to cope adequately with writing sentences on their own. Most of the time they are allowed to transcribe sentences from the writing board for 'news'. These sentences are written by the teacher about a learners' experience which was chosen by the class. No shared or guided writing was done during the three weeks that I observed both classes. Collaborative writing did happen in both classes for other lessons, such as language and phonics lessons. In some instances it was singular words and in other a sentence but no long texts as referred to as a 'shared writing' activity.

4.3.2.13. Learners experiencing language barriers

The reason why I added this question was to ascertain whether the learners whose mother tongue was not English were being considered and provision was made to develop language and acquire the second language.

Answers questions answered relating to learners with language barriers

> **Teacher 1:** *Okay we overcome it by copying [transcribing].We can copy the story that's what we do and they take it home but uh… again it limits the child. You know it… I don't think it really develops them because he has to... that story will cater for the average child, it doesn't give the strong learner much exposure. That is the only way we can overcome it. The breaking ins... I think Safer Schools came in there. They sort of barricaded the school but still there are people coming into the school. They sort of buckled the school from that side so now they break into the school.*
>
> **Teacher 2:** *Man, like I say, I encourage them really to read and I will put a weaker learner next to a stronger one to help. I will encourage the weaker one to ask if they can't read. You better listen because you gonna read for me also. And maybe homework... Little words to go learn and so.*

Both teachers seem not to understand how to support those learners who have limited language and those who cannot read when they were interviewed. Teacher 1 indicated that her intervention to support these learners consists of allowing them to transcribe a story which is beyond their competency level and remarks that this does not support them to read. Teacher 2 leaves the learners to their peers to support them. It seems her expectation is that, after the learner has listened to her or his peer reading he or she should be able to 'read' the text. Both teachers however have used strategies to support their LoLT by giving the learners opportunity to dramatise and use the Language (Teacher 1), teaching them many rhymes, songs and jingles (Teacher 2) and allowing for 'talk' opportunities regularly.

4.3.2.14. Teacher 1: Dramatisation, Lesson 5

This is a lesson following on from a shared reading lesson I observed two weeks prior to seeing this dramatisation. The learners were given roles or characters to play and each character was given a mask. The rest of the class was the story tellers and the learners spoke, and, in the case of the story tellers, read their parts. The learners seemed to thoroughly enjoy the dramatisation as indicated by their enthusiasm, as the other learners could hardly wait their turn, and the way they 'lived' the experience and the story.

The learners were asked to take their seats and the teacher gave ten learners each a sentence in random order. Each of the ten learners were asked to read her or his sentence in no particular order and then they are asked to arrange themselves so that their sentences

follow in a logical order according to a story. The teacher questions them about the main idea of the text which is constructed from the sentences. At this point, however, the teacher helped the learners to arrange the sentence strips and they did not have the opportunity to find the order by themselves. Each learner is once again asked to read his or her sentence so that they can see if they are indeed in the correct order according to a coherent text.

The whole class is asked to go to their seats and to make their own small books about the story that they have read and dramatised. The learners are given pages and taken through a process to fold the pages to make a book. The learners then each write their story in their own little books. There was no limitation set, the learners being at liberty to write as much as they wanted.

Teacher 1's learners thoroughly enjoyed the dramatisation as her learners took turns to be and act as certain characters. They were clearly excited and enthusiastic. She also used role-play where the learners had to pretend to be news readers on the 8 o'clock News on television. They were also exposed to riddles and had to guess which fruit the teacher was referring to.

The LTSM used by Teacher 1 included a Big book on a stand, basal readers, sentence strips, flashcards, masks, activity cards, work sheets, other readers, charts, flannel cut outs, and packets of words to match.

Table 4.9: Frequency of strategies used

Focus of lesson 5:	Strategy used	How many "hits"
Dramatisation	Issues instruction/ instructs learners	8
	Elicitation	13
	Individual learners read aloud	17
	Use of LTSM	10
	Class chorus reading	1
	Calls to attention/Correcting behaviour	2
	Equips learners with LTSM	1
	Repeats learner's' questions/responses	6

Table 4.9 represents the different strategies Teacher 1 used in the dramatisation lesson observed and the number of times a strategy is used by the teacher.

It is clear that the teacher allowed individual learners to read aloud as the most prominent strategy, secondly elicitation was utilised, and thirdly the teacher used LTSM. Next in order of frequency was the issuing of instruction by the teacher followed by the repetition of learners' answers for clarity and understanding.

4.3.2.15. Teacher 2: Lesson 4, Read aloud

The learners are asked to recite recitations and rhymes and they do so with expression and thorough enjoyment. The teacher asks the learners where they stopped in their last reading the previous day. A few learners are given an opportunity to retell the story up to the place where they stopped reading. The teacher asks them to quiet down and she reads the rest of the story with intonation. The learners are quiet and listen intently. She reads a few words that may have needed an explanation e.g. 'converged', 'horizon' and 'grasped'. She asks them a question while she is reading and they respond 'no'. She continues to read. She reaches the end of the story and then shows them the pictures. They spontaneously start discussing which picture they like and the teacher allows them freedom to express themselves to each other. She then poses questions to the class, asking them to explain the parts they liked and they give long explanations as to why they liked certain parts of the story.

The written activity for the whole class is the same for all learners. She asks them to return to their seats and write their own story. She writes the names of the characters on the board as a reference.

Teacher 2 used a big book on stand, flashcards, a variety of reading material, fiction and non-fiction, basal readers, word wall and worksheets.

Table 4.10: Frequency of strategies used in reading aloud lesson

Lesson 6:	Strategy used	How many times used in lesson
Read aloud	Issues instruction/ instructs learners	2
	Elicitation	4
	Read aloud	8
	Group work	2
	Discussion/opinion	1
	Offers information	4
	Calls to attention/Corrects behaviour	2
	Prompting	5

The observations made in Teacher 1's class regarding read-aloud is that the strategy is implemented well and evokes the desired result as learners continually use the vocabulary in their dramatisation, (which is an extension of the read-aloud), to develop language and extend their repertoire of vocabulary. Teacher 2 uses the strategy in another way and also receives the appropriate response where learners use the new vocabulary in their oral presentations as well as in their writing. The aspect lacking is that both teachers do not explain new vocabulary and I have observed that learners shy away from utilising that vocabulary in their oral and their writing. Having reported on the observations regarding dramatisation, reciting and reading aloud, I will now discuss the teacher responses in terms of the frequency of specific strategies: teaching recitations, story-telling and dramatisation.

4.3.2.16. Teacher responses

The frequent use by teachers of reciting of recitations or poems, telling stories and dramatisation using the repetitive structure device (Sampson, Van Allen & Sampson 1991:140), enables the learners to learn the language, and increase their vocabularies, and also to use the language when they speak. Learners will also adopt this style and imitate it in their own writing. Many opportunities provided for oral literacy will develop language acquisition (Sampson et al., 1991). It was my aim to determine if the teachers had created opportunities during their lessons to do this as they both had many Isi –Xhosa and Afrikaans home language learners in their classrooms.

Responses relating to frequency and use of recitations, story-telling and dramatization

Question: How often do you use story-telling and dramatisation in your class?

Teacher 1: *Often. We use story often, and dramatisation, especially for those learners.*

Teacher 2: *I try my utmost to start my day with a story but… hardly any dramatization which I should do and I like to end my day with a story. The children must bring a book and they pester me to read.*

Although both teachers stated that they engage in a variety of activities, when I enquired about these they did not go into any depth about what they actually do. In retrospect I feel that I did not probe deeply enough to get a true reflection of what and how teachers are teaching in their classes.

During the interview, Teacher 2 did not disclose that she uses the read-aloud strategy frequently. Although she did not mention this, the teacher is doing much to develop the language of those learners who are not being taught in their mother-tongue. She has used many scaffolding strategies (flashing new words, discussion about the story, explanation of new words, using the words in context, writing the words on the writing board and most of all, involving all the learners in the class) to develop language acquisition which will lead to competency. She has not however supported particular learners with specific interventions in a guided teaching process to address a barrier.

Teacher 1 regularly allows her learners to dramatise the stories she reads in shared reading. She uses many scaffolding processes to develop the language of those learners not being taught in their mother-tongue (words of flash cards, discussion of the story, discussion of new words, and dramatising the story). She does not go into the same depth that Teacher 2 does. During all the lessons observed both Teacher 1 and Teacher 2 used a variety of learning and teaching support materials which are discussed in the following section in terms of this important aspect of teaching and learning.

4.3.2.17. Learning and Teacher Support Material

A variety of quality LTSM is crucial to the teaching and learning process. It appeals to and supports learners' different learning styles and therefore supports the learning process. I was interested to see and hear if the teachers catered for the learners' different learning styles to enhance learning and teaching.

Teacher responses:

Teacher 1: *We use flashcards for the phonics, flash cards for reading the words. Mmm… we have those... I have the little activity book where the sentences is and then the learner fits in the little word in there and I use it a lot for the slower learner. Uhuh... sort of reinforce the story with them.*

Teacher 2: *Flashcards and pictures. To be honest now we don't concentrate on intervention, it's hardly done.*

Both teachers indicated only two items which they use as LTSM. This will be discussed when I present the feedback on classroom observations (5.2.6). The teachers used various types

of LTSM namely, flash cards, writing board, big books, basal readers, props such as a home-made television. Both teachers provided assistance to the learners in the form of 'cultural tools': flashcards and words written on the writing board. Teacher 2 also used flash cards, big books, basal readers and the writing board. Teacher 2 had print on the walls that could be used as reference for daily writing.

Teacher 1 used a wide variety of LTSM and the learners were spontaneous and thoroughly enjoyed the lesson. They had no inhibitions as they read, dramatised and answered questions. The teacher displayed a good understanding and use of flashcards, sentence strips, big books, and props.

Teachers 2 also used LTSM but not to the extent that Teacher 1 did. In particular she used the 'big books' extremely well. She did most of her language (verbs, adjectives, singular and plural, past and present tense) from the 'big book'. It was evident that, after the learners had engaged with the book over several days, most of them could read the text and recognise the words. She developed discussion, debate and provided opportunities for learners to air their views. The learners thoroughly enjoyed the sequel she read for them daily and would not leave if she had not read a page or three to them. I particularly impressed by the learners who were so open to express what they thought and felt about the story.

It would seem that the teachers have their own preferences and strengths. Teachers 2 took much time and trouble to teach the learners poems, rhymes and songs. She used these to develop language as well as get the learners' attention, and to help them focus and participate. Teacher 1 utilised much time after each big book shared reading to dramatise the story using the flashcards of the words in the story to consolidate the vocabulary. Thereafter the learners wrote their own story although they did not regularly or systematically go through the stages of writing which, it could be argued, could have a significantly improved their writing.

Table 4.11: Frequency of use of different strategies of Teacher 1

Lessons taught	Elicit information	Offers info/ explanation	Instructions	Reading Aloud	Teachers Support	Use of LTSM	Affirm, acknowledge	Look and say	Re-phrase, repetition	Offers assurance (empathy)	Reciting	Group work	Rebuke	Feedback	Observation/ monitoring	Check if learners - LTSM	Encourage/Coax/prompt
Lesson 1	19	4	19	5		8	3	9	8				6				1
Lesson 2	5	5	12	6	10		3	4	2				2	1			
Lesson 3	6		3	1	2	4								1			
Lesson 4	7		6	5	7	4	4	7							13		10
Lesson 5	13	6	8	19		10	2		7				2			1	
Lesson 6	23	4	12	9		4	4		14				3			1	5
Lesson 7	2		12						2				4			8	2
Lesson 8	7	3	16			1	1				1		9				
Lesson 9	10		25				3		21	1		1	6				
Total hits	82	22	103	45	19	31	20	20	36	1	1	1	34	2	13	10	18

Table 4.11 shows a comparison of the total number of different strategies used in the lessons taught by Teacher 1 which were observed. The totals are presented in order to ascertain which of the strategies are most prominent.

From the above table it is clear that Teacher 1 principally used the strategy of (i) issuing instructions, followed in frequency by (ii) elicitation or questioning, and (iii) learners reading aloud and lastly (iv) repeating or re phrasing of learners' answers.

Table 4.12: Strategies identified across all lessons taught by Teacher 2

Lessons taught	Elicit information	Offers info/explanation	Instructions	Read Aloud	Teachers Support	Use of LTSM	Affirm, acknowledge	Look and say	Await response	Re-phrase, repetition	Offers assurance (empathy)	Reciting/song	Group work	Rebuke/call to attention	Feedback	Observation/monitoring	Check if learners - LTSM	Encourage/Coax/prompt
Lesson 1	17		12	20	10		2	1		6				4		1		
Lesson 2	23	6	12	3	4		1		7	7	2			3	1			5
Lesson 3	6		4	5	1		1	8						3	1			5
Lesson 4	10		7	10	2		2											2
Lesson 5	4	5	2	8	4						5		2	2				
Lesson 6	12		6	2	1		4			5	3			5				
Total hits	72	11	43	48	22		10	9	7	18	10		2	17	2	1		20

Table 4.12 reflects a comparison of the frequencies of the different strategies used in the lessons taught by Teacher 2. The totals are presented in order to ascertain which of the strategies are mostly used by the teacher.

The four common most commonly utilised strategies by Teacher 1 were: i) elicitation (questioning), ii) read-aloud and iii) instruction, and iv) utilisation of LTSM. In the following section I discuss how these strategies, all of which are of value in the teaching process, specifically contribute to the teaching of writing literacy.

4.3.3.   Analytic definitions of strategies

4.3.3.1.   Questioning- Eliciting information:

Questioning or elicitation is used to draw out, to evoke or elicit a response. Learners explain their understanding of concepts taught (Roshershine, 2012), voice their own opinion (Muijs & Reynolds cited in Van Staden, 2013), explain their thinking (metacognition) and ask questions of their own. Different types of questions ranging from lower order thinking to higher order thinking should be asked to develop problem solving and critical thinking. Probing for depth of understanding ensure deeper understanding. Misunderstanding and

misconceptions should be cleared immediately. Teachers should not answer their own questions but allow different learners to have a go and importantly there should be a 'waiting time' for learners to think about the question asked before moving to the next learner.

4.3.3.2.   Instruction:

Effective instruction is vital in the act of teaching. The transfer of knowledge or skills from the more knowledgeable other (MKO) to another in an intentional, explicit, direct, orderly and structured process in a whole class group, group or individually is instruction or teaching. It could also refer to anytime someone tells you how to do something, it is deemed instruction. Planned 'explicit' direct instruction involves substance, deep explanations, descriptions and opportunity to discover while the teacher guides the learners. Most effective instruction happens in the learners ZPD (Donald et al., 2007). In order to improve the quality of learning in foundation phase teachers need to pay close attention to the way they organise and implement their teaching strategies to enable learners to learn well.

4.3.3.3.   Reading Aloud:

Read-aloud is a strategy employed to model good reading behaviour (intonation and fluent reading). It develops the understanding of language patterns, enriches vocabulary and critical thinking strategies (Brown, 1998:76; Krashen, 2003). It stimulates the imagination and critical thinking and exposes the learners to different genres and it demonstrates good writing skills. It should be a daily practice in classrooms as it encourages learners to read and write.

4.3.3.4.   Re phrase or repeat learners answers

Re phrasing or repeating learners answers repeated information is a way of re-enforcing the information or facts and making sure that the learners had understood or heard the first around. It could also be used to give the teacher time to think of a next question or statement but a pause works better as learners reflect on what has been said. In order for 'real' learning to take place this should not happen continuously (Thornbury, 1996). This practice could be something teachers do impulsively or habitually.

4.3.3.5. Offering information or explanation:

Offering information is important for teaching and learning and information can be presented in many ways. Learners learning styles are important as information can be grasped better if visual, auditory or tactile for others rather than just print. Multiple presentations could be planned. Good explanations are important, however learners must engage with what has been said offering their own explanations and thoughts. Learners must be given ample opportunity to be constructors of their own knowledge.

4.3.3.6. Teacher support:

Teacher support is deemed imperative and can be implemented in various ways including personal and instructional support for all learners irrespective of their competency level. Teachers are always the more knowledgeable other (MKO) that guides a learner through their ZPD (Wertz, 1991) from total dependence to interdependence and then independence and self0regulated learning. Learners have to be engaged continuously to be constructors and co constructors of knowledge. Assessment, observations are imperatives as knowledge of learners' strengths can be elevated and weaknesses addressed. Engagement and motivation is key.

4.3.3.7. Use of Learning Teaching Support Material:

The use of learning and teacher support material is not a teaching strategy in itself but effective instruction cannot take place without it. The learning styles and hands-on experience were alluded to early to enhance learning (Kennedy, 2006). The Khanya laboratories are also a useful tool to teach learners to write. Books, flashcards, word walls, pictures, magazines, monopoly boards, phonic frieze, audio tapes, movies, costumes for drama and other LTSM that teachers utilise during teaching and learning adds to learners' learning well.

4.3.3.8. Affirmation and Acknowledgement:

Affirmation and acknowledgement of the learners are motivational factors for learners. Extrinsic motivation such as stars, certificates, smiley faces and so forth can be used to encourage learners to do well. The teacher needs to be aware that intrinsic motivation also needs to be inculcated in a learner so that they become self-motivated to want to excel.

4.3.3.9.   Look and say:

The look and say strategy can be used to test whether learners recognised words that have already taught and also to introduce new vocabulary. Teachers need to be strategic when she uses this strategy. Chorus answers should not be common place as the teachers employ needs to know who needs what intervention.

4.3.3.10.   Verbal prompts, Cues and encouragement:

Verbal prompts, cues and encouragement involve giving the learner enough cues so that they can accomplish an appropriate response. It could be the beginning of a sentence, phrase or word. This strategy can be used but learners do need to be weaned off this kind of support so that they become independent.

4.3.3.11.   Giving/offering assurance/ empathy:

This aspect is detrimental to our being human and feeling a sense of belonging and value, Teachers should employ a measure of this strategy as over indulgence will have negative effects and be detrimentally to a learners' emotional and social development.

4.3.3.12.   Reciting

Reciting is the act of saying things out loud from memory. It is good for their memory and it also allows for hearing the rhyme and the rhythm. Reciting poems could be taught to improve for pronunciation and intonation especially for learners not learning in their mother-tongue. It also improves the ability to read with expression and can be used between lesson changes and the commencing of a new lesson and an attention grabber.

4.3.3.13.   Rebuking or correcting behaviour

Rebuke is appropriate for young learners who are at the stage of being trained and mold in terms of what is socially acceptable and what is not especially in a classroom situation. Teachers should institute good rules and acceptable behaviour so that learners strive to develop character (Smith, 1999). Classroom management is paramount to maintain an orderly environment (Evertson & Weinstein, 2006:4). A relaxed classroom atmosphere will add to a learners' sense of belonging (Page & Page, 2010) and wanting to do what is

expected and pleasing. This adds to good working conditions and structure in the flow of each day.

4.3.3.14. Monitoring

Monitoring is an important aspect which teachers should play close attention to as this practice will inform who and when learners are in need of support. Support for the weaker as well as the bright learner who needs to be taken to a higher level of competency. Monitoring is a daily occurrence and a teacher may choose to record these informal occurrences to inform her teaching practice.

4.3.3.15. Feedback

Feedback occurs in many different forms. In most cases it could be verbal regarding an aspect of work done or actions taken as well as written. Marking and comments are also deemed feedback to inform a learner where there have erred or need to improve. Teachers could also clarify statements, a skill taught for their learners' understanding. It could be intervention moments to rectify misconceptions by asking another learner to explain or asking someone else what they thought, even if they were wrong. Cambourne (2004) maintains that learners must receive 'feedback' from exchanges with 'more knowledgeable others'. The response from the teacher must be relevant, appropriate, timely, non-threatening and readily available.

4.3.3.16. Checking whether learners have LTSM

This is an important aspect as learners should have all tools to complete a task however this can be very time consuming if teachers do not have a monitoring system in place. These monitors could take care of this aspect. Time on task will be adhered to as she can carry on with teaching and the learners with their own independent activities.

4.3.3.17. Teacher support:

Teacher support is an imperative aspect that occurs during teaching and learning. This cannot occur effectively if appropriate regular monitoring does not happen. Scaffolding (Langer & Applebee, 1986) embodies the role of the teachers as the MKO to support the learner until they can perform activities on their own. Teachers provide the necessary carefully selected strategies to support learners. Support occurs at different levels and in different ways; groups or individual learners. In some severe cases the learners' barriers would

have been identified and discussed with the Individual learning support team (ILST) (Landsberg, 2008).

4.3.3.18. Group teaching

Group teaching is small group interaction which allows the teacher to teach and support learners and to hone in on aspects which is lacking and need more direct teaching in aspects of reading and writing. It also allows for teaching a group at their ability level giving more direct, deeper teaching. The weaker learners should be taught daily during the week and the lessons and activities should be pitched within the learners ZPD for optimal learning to take place.

4.3.4. The teaching strategies utilised and learner interaction and behaviour

4.3.4.1. Attention Span:

Class 1 and 2: At first the learners were very curious and kept looking in the direction of the camera, waving and making faces. Their teachers soon got them to sit attentively to listen to her and to respond when called upon to do so. This was routine throughout the observation period. Towards the end by the third session the learners were more focused on the teacher with only a few mischievous learners still doing some silly actions during the lesson.

4.3.4.2. Behaviour:

In both classes the learners were very loud and, as learners generally do, they took a lot of chances, but the teachers soon commanded their attention and had them continuing with their work. Both teachers had some measures in place when dealing with learners who did not behave or pay attention. In the class of Teacher 1, learners were immediately called to order and or made to sit next to the Teacher 1's chair. If they continued to misbehave they were threatened that the next place would be behind her chair but I never witnessed the teacher actually carry out this threat. Learners misbehaving or not paying attention was a common occurrence during teaching and learning, which meant that much time was wasted quieting or reprimanding learners. However no learner was ever completely out of control and on the whole the teachers could manage their classes well. The noise level in the classes was a fairly high at times while learners were working at their tables but the teacher called them to order. On the whole, one could argue that the rebuking, correction and

reprimanding of learners took up too much of the teaching time in terms of maximum and effective learning and development of literacy.

4.3.5. The teaching strategies observed in the Grade 3 classes are as follows:

Table 4.13: Teaching strategies

Strategy Number	Group	Strategies used in Lessons	Number of 'hits' Teacher 1	Number of 'hits' Teacher 2	Total 'hits' for both teachers
1	A	Elicitation (E)	72	82	154
2	A	Offer information (OI)	11	22	33
3	A	Instruct learners/issues instruction (IL)	103	43	146
4	E	Read aloud (RA)	48	45	93
5	B	Teacher support (TS)	0	19	19
6	D	Use of LTSM (LTSM)	22	31	53
7	D	Affirmation/acknowledgement (A)	10	20	30
8	D	Look and say (LS)	20	9	29
9	A	Rephrase/Repeats learner answers (RLA)	18	36	54
10	D	Group teaching/collaborative (GT)	1	2	3
11	C	Offers assurance and empathy (OA)	1	0	1
12	D	Reciting, poems jingles and rhymes and songs (REC)	1	10	11
13	C	Rebuke/reprimand (RB)	34	17	51
14	B	Feedback (FB)	2	2	4
15	B	Observation (OBS)	13	0	13
16	C	Check if all learners have LTSM (R)	10	1	11
17	D	Encourage /coax (EC)	18	20	38

The teaching strategies above indicate the frequency of each strategy as was recorded during the observation of lessons as recorded on video. From the table above it can be determined that the strategies used by the Teachers 1 and Teacher 2 as recorded per teacher are mostly the same but there are some strategies used by Teacher 1 that is not used by Teacher 2 and vice versa.

In order to proceed to the discussion chapter, the above strategies were examined in order to form analytical categories using the constant comparative methods. The new categories are presented in Table 4.14 below.

The following table depicts the new regrouped strategies.

Table 4.14: Regrouped strategies

Strategy	Strategies used in Lessons	Number of 'hits' Teacher 1	Number of 'hits' Teacher 2	Total 'hits' for both teachers
A	Elicitation: (E), (OI), (RPL), (FB)	133	142	275
B	Teacher support: (TS), (OBS), (FB).	15	21	36
C	Classroom Management, (RB), (R), (OA).	44	18	62
D	Motivation: (A), (EC)	82	40	122
E	Teaching practices: (IL), (RA), (GT), (LTSM), (LS), (REC).	70	97	167

This chapter has presented teaching strategies used by Teachers 1 and 2 from the observed total of 17 strategies. The constant comparative methods have reduced them to 5 analytic categories.

In chapter 5 I will use the new regrouped strategies to present and elaborate on the results, draw conclusions and make recommendations regarding the current study and possible future studies on the appropriateness and relevance of particular teaching strategies for developing literacy at FP level.

CHAPTER 5
DISCUSSION OF FINDINGS

5.1.   Introduction

In this chapter these refined strategies are analysed and discussed through data-literature interplay in terms of how appropriate and relevant these strategies are for improving Grade 3 writing literacy skills, which answers the second research question. In addition, in the course of the chapter, I demonstrate the extent to which this study has answered the focus questions:

- What strategies are being implemented by Grade 3 teachers to develop literacy skills in their classes?
- How appropriate, relevant and potentially effective are these strategies in terms of the aspects of literacy they address and support?

Appropriate' as defined in Chapter 1, is intended or adapted for an occasion or use, suitable for a particular person. In this case the question is whether the strategies used are relevant for Grade 3 learners in promoting the acquisition of language and literacy skills. 'Relevant', on the other hand means closely connected, or appropriate, to the matter at hand. In respect to this study, the relevance that is being explored is that of the strategies being used. In this study appropriateness regarding the following factors study namely i) FP Grade 3 learners who are mostly being taught in a second language, ii) a context of poverty with little resources e.g. books and the relevance is related to the teaching approaches such as the Balanced Language Approach and others. In this chapter a discussion of the analytic categories emerging from a constant comparison of 19 strategies is carried out.

The new categories are discussed through data-literature interplay in terms of how appropriate, relevant and potentially effective the strategies are for improving literacy skills. This theory-data interplay will in effect head towards the answer for the second research question; how relevant, appropriate and potentially effective are these strategies.

Furthermore, Grade 3 is the end of the FP and a probability according to CAPS (2011:30) that these learners should be able to write in different genres competently and independently. 'Effectiveness' in a teaching context, according to Tomlinson (1999) would suggest that a concerted focus is on selecting appropriate and relevant strategies employed for the learners and their diverse needs. 'Effectiveness', as defined in Chapter 1, is the degree to which the

purposes are achieved and the extent to which the targeted problems are solved. However, the scope of this study was limited to a few weeks observation, and did not include longitudinal measurement of the 'effectiveness' and/or success of the teaching strategies in the form of various kinds of assessment or comparative analyses of learner performance. The focus of the study is limited to evaluating the appropriateness and relevance of the strategies in terms of the context in which the teachers are teaching. It does, however, include some educated speculation as to the potential effectiveness of these strategies. Thus, in terms of the stated aim of this study, I collected data from recorded classroom observations and from interviews with teachers. In this chapter I analyse the refined results and come to certain conclusions regarding the appropriateness, relevance, and potential effectiveness of these strategies.

5.2.   Discussion of the themes

The research focused on the teaching strategies that Grade 3 teachers employ to improve writing literacy. The central findings that became evident in Chapter 4 were that the teachers utilised teaching strategies which were categorised into five themes namely;

1.   **Group A: 'Elicitation'; (E), (OI), (RLA), (FB), (C)**
2.   **Group B: 'Teacher support'; (TS), (OBS), (FB)**
3.   **Group C: 'Classroom Management'; (RB), (R), (OA)**
4.   **Group D: 'Motivation'; (A), (EC)**
5.   **Group E: 'Teaching practices'; (IL), (RA), (GT), (U/LTSM), (LS), (CA)**

5.2.1.   Elicitation (Group A):

Elicitation refers to a range of techniques, including leading questioning, prompting and cueing, which enable teachers to draw information from learners, rather than providing it to them. In this study it means the many actions teachers use to elicit information from learners to gauge what they know and what they understand to inform their teaching. Elicitation occurs in various ways namely; in purposeful questioning (Fisher & Frey, 2010), to verify learners' understanding and knowledge to progress to the next stage in the lesson (Rosenshine, 2012). It is also an invaluable strategy for supporting the connection of learners' previous knowledge and prior learning with new knowledge thus stimulating cognitive growth (*ibid*, 2012). Thus, in this context questions should be geared not simply to eliciting correct or incorrect answers (Fisher & Frey, 2009b). Through elicitation learners

learn to clarify and verbalise their own thinking and understanding of the new concept taught (Muijs & Reynolds (2005:43) cited in Van Staden, 2013:32).

Good practice is related to offering information and explanations which enhance elicitation and teachers combine these with repeating the learners' answers. Verbal prompts and cues are frequently used together with elicitation and are scaffolds to support a learner. Another highly documented manner is when teachers' transition between lower and higher order questions which in turn provokes higher order thinking and learners engage at a higher cognitive level (Bloom, 1956; Anderson, 2000; Du Plooy, 2002 cited in Van Staden, 2013).

An inadequate practice could be the continuous use of lower-level questioning, which mostly requires memory, factual recall and anticipated answers. These are not in themselves a problem, but if posed continuously, without leading incrementally to higher order thinking (HOT) questions, they would fail to extend the learners cognitively.

In this study the teachers exhibited numerous behaviors which are typical of the elicitation acts described above as Teacher 1 and 2 relied heavily on elicitation in a variety of ways. The lessons happen as described in chapter 2, in a ping-pong fashion where the teacher asks the question, a pupil volunteers an answer and the teacher evaluates that answer (Fredericks, 2005; Wray & Medwell 1991). Both teachers continually would either repeat the learners' answers, give feedback by rectifying incorrect language usage when they repeat the answer, modify answers or offer information. Although the cycle of discourse happens in this manner where the teacher speaks twice for each learner's response and resembles the ping-pong style, the teacher employs a variety of strategies and different types of elicitation could be deemed productive.

In the first lesson by Teacher 1, Shared Reading, she mostly used lower-order (closed) direct questions related to the text she read where she asked *where*, *what*, *when* and who questions which simply require recalling previously learned information from memory (Lesson 1). The types of questions she posed were related to knowledge, the first level of Bloom's Taxonomy (*who, what, why, when* questions). Repeating learners' answers are not evident in this lesson while she does encourage the learners to speak in full sentences.

The manner of questioning portrayed during lessons was observed regularly in Teacher 1's lessons whenever she used elicitation. The pattern discerned involved largely Lower Order Thinking (LOT) or closed questions. It is acceptable to start off with LOT questions when eliciting information but the level of questioning ought to increase in complexity so that higher

levels of cognition are stimulated. Given the fact that learning writing, among others involves the ability to reason at a higher cognitive level one assumes there is a level of writing literacy development which requires a higher order reasoning engagement appropriate for learners at Grade 3. Regular exposure of LOT questioning could negatively impact the development of writing literacy as it requires functioning at a high cognitive level. An important reality to bear in mind is that the automaticity of handwriting is a lower skill which should be mastered so that a higher cognitive level is utilised in the creation of text. Elicitation enhances the cognitive aspects as learners are encouraged to think more deeply about *'what'* they are writing and *'how'* they want to 'say' it and which vocabulary to use to make the writing more interesting. To some extent it also supports learners to acquire the mechanics of writing as learners are asked about correct letter formation.

As observed, the questions posed did not allow teachers to address errors and misconceptions that the learners may have on the same level and rarely changed incrementally toward questions involving HOT or open-ended questions. The questions did not lead to the development of critical thinking as Browne (1998) indicates. The manner in which the questions were asked deprived the learners of being constructors of knowledge in these classes.

In Lesson 9 (4.3.2.7) however, Teacher 1, in addition to LOT, closed, direct questions, enhances the strategy. She asks a learner more probing or leading questions to nudge her towards giving more information and sharing her thoughts regarding her news causing the learning to think more deeply. The questions asked were still however LOT questions. This was noted very rarely during the observation of eleven lessons. The learner however does not know the answer, and her peers answer for her. This kind of elicitation can be effective in terms of developing learners' cognition as the teacher, in posing the question, allowed the rest of the learners to think about the question and to give a response. The strategy had the potential to extend the learners' knowledge and spark their curiosity to seek more knowledge regarding the country where the match was played, thus giving the teacher an opportunity to point out the country on the world map. She, however, did not exploit the opportunity to further extend the learners' knowledge, and thus the learners remained at the first level of skills application. In order for teaching to be affective teachers should give learners the opportunity to vocalise their thoughts and ideas.

In Lesson 15 Teacher 1 asks or prompts the learner to think more deeply about the answer she has given and also allows the class to support the learner by providing the correct answer for her information. This is also a common practice in her class although I have

witnessed her offering information unlike Teacher 2 who tends to rely more heavily on her learners to support each other. This support however is done without explanation which is also not effective. Teacher 1however repeated learners' answers in specific lessons (Lesson 4) but not in others (Lesson 1,10,16). She repeated the learners' answers even if they were one word answers. At times she modified the answer substituting the learner's monosyllable or phrase with a full sentence. She however was not consistent in her approach as she practiced one or the other interchangeably. Rephrasing of questions was also observed in her practice (Lesson 2) reflected below.

Table 5.1: Teacher 1 offers information, questions, repeats learner responses and rephrases a question

Teacher 1: Guided Reading: Lesson 2	
Teacher:	Read the two sentences together.
Learner:	The learner reads the sentence. He does not recognise the word 'tries'.
Teacher:	The teacher says 'tries'.
Learner:	The learner continues to read.
Teacher:	Dickie dog comes along to help who?
Learner:	No answer
Teacher:	Dickie dog comes along to help …?
Learner:	Robbie rabbit
Teacher:	What is the story about?
Learner:	No answer
Teacher:	What happened in the story?
Learner:	The rock in the road.
Teacher:	The teacher says 'that is the name of the story'.

The written activity that followed this lesson was sentence writing. Learners had to write a few sentences about what they had read.

In Lesson 2, Teacher 1 offers information also known as 'lecturing' (Wray & Medwell, 1991) when she is modeling and 'speaking' her thoughts (inner speech) aloud while writing a passage or sentences on the board during a writing lesson (Graves, 2004). A highly effective instructional practice as learners are able to 'see' the main idea, sequence of events and characterisation (Pressley, 2002:247-248) forming in the teachers' thoughts and witness them being put onto paper.

Wray & Medwell (1991:16) advocate that learners be taught using a combination of 'lecturing and questioning'. One could therefore conclude that in a situation where a teacher

uses a combination of offering information and elicitation, as discussed above, as her main teaching strategy she is implementing a potentially effective teaching strategy combination which could yield the expected curriculum-related outcome.

There are occasions during instruction where it is appropriate to 'offer information', for example, when introducing a new concept, or when learners are unable to answer the teacher after several questions have been asked to provoke thinking and reasoning or after she has prompted learners and given them cues. In this context the teacher could offer a direct explanation or model (Rosenshine, 2012).

The most common feature of elicitation in Teacher 2's class is similar to Teacher 1 in that she utilises verbal prompts and cues through which she encourages learners to engage in conversation and offer information or give answers. Although Teacher 2 utilises elicitation and prompts, she never answers her own question as she relies on the brighter learners to give a correct response and she would the repeat the correct response. However, when answers are incorrect she would repeat what the learner said incorrectly with emphasis to highlight where the error is. She allows the learners to engage with the said 'answer', think about it and then respond with a better or correct way. Although she did this, she did not give the learner an opportunity to self-correct before approaching the class to assist. I noted that, although she did not ask them, I got the distinct impression this is the practice was used regularly to rectify something, and thus she did not have to pose a question. Whilst prompting the learners she also made reference to the learners' previous knowledge (Lesson 12) which allowed learners to make connections, thus making this strategy highly effective.

Although Teacher 2 also predominantly asked LOT, closed questions, she did demonstrate a higher level of questioning as observed at the end of Lesson 13. The teacher asked the learners to tell her what had happened in the story thus far. The learners retold the story in their own words demonstrating, not only memory, but understanding and logical sequencing which is LOT and MOT questions. A regular practice observed was questions posed related to skills and knowledge (the vowel sounds, collective nouns) dealt with previously and related questions.

In addition, an opportunity to do an *evaluating* exercise was given when she asked them to relate which part of the story they liked but there is no probing of any kind to encourage them to think more deeply about what they said or the reason for their choice. In this way an opportunity to compare their answers with other learners' choices would have rendered this exercise highly effective. Thus she missed an opportunity to steer the learners towards

engaging with the text as higher cognitive level thinkers where they could *evaluate* the actions of certain characters, or make *inferences, draw conclusions, form opinions* (Blooms Taxonomy, 1956) linked to the particular part of the story they liked and chose (Lesson 13). This did not yield the HOT outcome expected (Blooms, 1956).

I observed both teachers, but more especially *Teacher 2*, referring learners to what they were taught previously and then making the necessary links between what they know and the new information. This helped learners understand the new aspect taught, although I did not observe a learners being given the opportunity in Teacher 1's class to give an explanation about how what they know links with the new information as a way to explain how they understood the connection. This was a practice which was observed regularly in *Teacher 2's* class.

Little (Teacher 2) to no (Teacher 1) opportunities were created for the learners to elicit information, to initiate questions or to engage in valuable discussion. In other words learners were not taking charge of their learning in the sense of being initiators in the learning process. Both teachers responded to learners answer with 'good' or 'well done' or 'uh ha' but Fredericks (2005) advocates that a more powerful response be used. A useful way in terms of activating learners' thinking to respond to a learner's answer, is to use some of the learner's words to craft a follow-up response or further question (*ibid*, 2005). This technique would be potentially effective in developing learners to clarify their thinking and to keep the motivation going for conversation but this was not evident in either of the classes. By engaging in this fashion will maintain the discourse and interest so that learners engage in a discussion and their thinking is stimulated and more questions will come from the learners.

This technique applies to the writing process as well, when the teacher is conferencing with the learners relating to their writing. The teacher will probe and question the learners regarding what they have written, eliciting from them more information about their written pieces, thus extending the learners and helping them improve their writing skills.

Although it seems as if this strategy could be used more effectively there were occasions where the teachers did allow their learners to engage at a higher cognitive level. Teacher 1 used this strategy well in the guided reading lesson, by asking questions to obtain more information and to elicit more detail from the learners. She probes so that the learners can think more deeply about what they have said. Teacher 2 allowed for learners' opinions to be expressed, beginning to move from simple understanding and explanation towards HOT, but sometimes stopped short of presenting an opportunity for learners to give reasons for their

choices. Neither teacher allowed their learners opportunities to engage with the text or engage in the kind of conversation which could extend their knowledge and skills. Open-ended questions, according to Fisher & Frey (2010) allow for more than one response and with this teaching strategy the teacher can provoke more insightful commentary from learners and this was not observed.

Learning to be literate means that learners have to be given the opportunity to talk and to pose questions so that they consciously work through their understanding and verbalise it. Mercer & Dawes (2008) recommends that teachers allow their learners to engage in exploratory talk.

Posing questions is an art and a methodology (Ornstein & Lasley, 2000:184) cited in Bonnie & Pritchard, 2007. Teacher 2 posed a few open-ended questions which allowed the learners to recall knowledge but also apply it in the context presented. The teacher's tone indicated whether the answer was correct and signified its acceptability and provided the learners with immediate feedback. Both teachers I thought could be repeating the response to check if learners have understood. This would improve learning if teachers asked the learners if they had understood after repeating information and then perhaps allowing someone else to explain in their own words. In the case where there is a negative answer she could ask another learner to explain what was said. Learners will then receive valuable and immediate feedback and misconceptions will be eradicated.

Thus, in terms of using questioning as a strategy, teachers should take cognisance of what they want to achieve when planning their lessons. If a teacher's aim is simply to check for understanding and knowledge absorbed by learners, the questions will be aligned with this aim. However, if the teacher wants to develop higher cognitive processes, she has to carefully plan the kinds of questions she would ask, and in what order and manner, so that the questioning directs the learners to where she is guiding them. The questions are scaffolds to support the learners to reach their 'ZPD' and in order for them to become critical thinkers, in a process leading to what the learner can do by herself without teacher support. In the lessons observed one questions what the intention of the teacher was and did it produce the intended result. Without a thought-out questioning process, which seems to be the case, questioning can become random and will not result in learning. On the spot questions tend to be LOT questions which do not provide opportunities for clarity and extension of understanding (Fisher & Frey, 2010:32). The intended outcome is to develop higher cognitive processes such as insight, critical thinking, and meta-cognition. It seemed

that at times more 'transmission' was happening than the development of learners' cognitive levels.

Ideally in this context the teacher would make use of what she has observed of her learners' responses in terms of their levels of understanding to plan subsequent instructional strategies (Fisher & Frey, 2009) and to provide support and intervention where needed. During my observations I wondered if perhaps the teachers in this study had not thought about developing the higher order skills of their learners when they planned their lessons and/or what the extent of their understanding of literacy development was. Also, I questioned whether teachers were taking cognisance of the learners' responses for follow-up interventions; I noted that they had not made any notes on their lesson plans from previous weeks because the column for 'teacher reflections' remained empty.

In each classroom there was a definite interaction between the teacher and the learners but neither teacher made a long speech or 'lectured', which, in terms of the definition of Wray & Medwell (1991) means that no explanations were given when learners needed clarity regarding the meaning of words. I am aware that teachers do not always do exactly what the literature describes, but adapt their teaching strategies according to their particular contexts. Opportunity to provide direct explanations regarding the new unfamiliar words in the story was not forthcoming (Teacher 2 L13). Fisher & Frey (2010) explain that the teacher must at times herself reassume cognitive responsibility, removing it temporarily from the learners in order to provide direct instruction (5.3.3). Teacher 2 did not take the opportunity in Lesson 13 to explain new words such as 'converged', 'horizon', and 'grotto'. In this context, the teacher should either elicit explanations from the learners to ascertain whether they know what the words mean, or she should 'offering information' or direct explanation (Maloch, 2002) and the use of a dictionary. Rosenshine (2012) comments that a teacher needs to spend time making sure that the learners understand what is being a taught and guarding against learner misconception. These words were not highlighted as new vocabulary to be added to their class dictionary or word wall. Unfamiliar words in the text that are explained give learners a better understanding of the story and the learners are able to visualise what is happening. If rehearsal time is too short the learner is unable to store and remember the information and therefore will not use the material, in this case vocabulary that all the learners could be using in their writing.

Learners as observed in Teacher 1 and 2's classes were sometimes passive in the learning process and not constructors of their own knowledge (Camborne, 1995; Vygotsky, 1978). Verbal prompts and cues as scaffolding strategies such as recognising sounds in a word,

reading on and skipping the word not known and then making sense of what the word could be, or using visual cues to assist in recognising the word (DoE: Lit/Num Strategy 2006-2016) were not promoted to be employed by the either of the teachers during reading. Teacher 2 offers information allowing their peers to tell them the word when the learners are unable to read the word. Teacher 1 however told the learners the word and did this more frequently, however learners were asked to find the new words in the text before they read the text.

On reflecting on the potential effectiveness of the strategy pertaining to both teachers, I realized some attempt to lift the level of thinking and engagement were made. They however needed to think more carefully in terms of planning for the types of questions needed in order to lead learners towards a higher cognitive level. Teacher 1 and 2 both used a combination of lower-level questioning, which mostly required memory and factual recall and anticipated answers, with middle order and very few higher-order questions. These are not in themselves a problem, but if posed continuously, without leading incrementally to HOT questions, they would fail to extend the learners cognitively. However, taking into consideration that some learners were not yet at a reasoning stage, and were still in the process of developing language, this type of questioning has its place for those learners.

A teacher should be mindful that learners requiring guided questions should be scaffolded to the next cognitive level. Continuous exposure to HOT questions promotes deeper understanding and deeper thinking. Learners' reasoning and critical thinking skills need to be developed as is evident in results reflected in the Annual National Assessments. When learners are engaging at a higher cognitive level as a result of the type of questions they are asked and the conversations they have their literacy develops. They will acquire new vocabulary, think critically and attain 'new' knowledge, information or skills, from or with each other that they can apply in their daily language usage (conversation) and/or writing.

Table 5.2: Regular practices observed which Teacher 1 and Teacher 2 do differently

Regular practice by the teachers in the study show-casing what they did differently	
Teacher 1	**Teacher 2**
Repeat the learners answer given in a phrase, in a full sentence (TS 14).	Repeat the learner's incorrect answer so that the class can re-think and answer correctly.
Ask a question and then start the sentence for the answer (TS 1). Give the learners time to think before moving to the next learner.	Ask a question but not give a learner enough time to gather her thoughts before moving to next learner.
The teacher poses a question a few times to different learners and re phrases the question and if they cannot respond, she tells them the answer (TS 2).	Allow the learners' peers to answer if the learner asked did not know the answer (TS 14).
No observation made of referring to previous	Continually makes references to previous

Regular practice by the teachers in the study show-casing what they did differently	
Teacher 1	Teacher 2
knowledge.	knowledge as a cue and to make connections.
Offer information and a word not recognised whilst reading (TS 2).	Asks the learners/peers to support if a learner does not recognise the word whilst reading.
Rarely give a response/correct a learner who gave an incorrect answer.	Relies heavily on the learner's peers to support when a learner makes a mistake.
Move from one learner to the next expecting an answer. Sometimes gives a short explanation.	After a few attempts the teacher allows the class to communally give an answer.
Uses Shared reading for teaching reading, new vocabulary and dramatisation.	Uses Shared reading (1 text) to teach a variety of concepts in Language, reading, new vocabulary and writing.
Supports a learner for easily remedied skills and errors e.g. letter formation.	Refers to previous knowledge so that the learners are able to identify their error and relies on the learners peers to give support.

The table above depicts some of the good and ineffective practices observed in Teacher 1 and 2's classes.

Table 5.3: Similar practices observed in Teacher 1 and Teacher 2's classes

Regular practice by the teachers in the study show-casing what they did similarly.
The teacher (especially Teacher 2) and the peers are very patient with learners with barriers, especially when they are asked to read.
Rarely correct the learner who gave an incorrect response/answer and withdraw learners who did not grasp a concept during direct teaching or engaging in an activity and did not understand an aspect.
Prompt the learner to think and repeat a statement to clarify what was said.
Reminds the learners to answer in full sentences (Used diligently by T2)
Move from one learner to the next expecting an answer.
No regular offering of valuable information and an explanation of meanings of new words.
Little direct teaching
Support the learner by telling them the word they cannot read.

Teacher 1 and 2 regularly utilised these teaching practices to a lesser extent than others as explained. Fisher (1998) is of the opinion that a good teacher makes learners think even if they do not want to. Elicitation is therefore an imperative in teaching and learning as it gives the teacher the information needed to determine which aspects in writing need to be re-taught (modeling and guided teaching), and at what level she should pitch. This would translate into guided teaching and support. Since the development of writing literacy is the focus of this study, it is important to mention that the writing levels expected of the learners should also vary in terms of cognitive demand and different learning styles. Practice in this manner would render the elicitation appropriate and effective as learners will be stimulated to

develop critical thinking and reasoning which will consequently impact on writing literacy and the learners composed texts.

5.2.2. Teacher support

In this study teacher support refers to the conscious observation of learners during teaching and learning as the information gathered through observation is her compass to make deliberate decisions regarding the type of support which is needed for the learners as mentioned before. These permit the teacher to give accurate feedback to the learner regarding their progress, to clear up misconceptions or to guide the learner in the right direction or where they need to improve.

'Teacher support' has a multi-dimensional meaning and therefore means different things to different people and is determined by the condition under which learners require support. Among others, the theme strategy 'teacher support' as determined by Vygotsky (1956), Winsler & Berk (1995) and Graham (2006), can occur as support and guidance in the form of modeling, scaffolding and encouragement together with direct instruction from the expert MKO. This high level of support is gradually lessened so that the learners move from dependence to independence (no support) and autonomy and self-regulated learning (Pearson & Gallagher, 1983).

In order for a teacher to effectively support learners, regular monitoring and observation during lessons, class activities, interacting with LTSM, learning material, their peers, informal and formal assessments should be common place (Fuchs & Fuchs, 2006). Progress monitoring is usually implemented to follow learners' performance that is at risk but it could also be implemented for the entire class of learners. This said monitoring is not easy to record as 'the amount of times' a teacher employs this. The teacher is in a constant monitoring mode while engaging with her learners at all levels, whether cognitively or socially. During this observation process she will ascertain 'who' and 'where' the learners necessitate support and what nature of support is required to address the specific barrier or problem.

Types of monitoring and observation employed in the teachers' classes; Teacher 1 and Teacher 2 regularly observed and monitored whether learners;

i.   were following on the page, reader, Big book or on the writing board when teachers were doing small group or whole class teaching

ii.   are reading on the correct place whilst reading individually, observing punctuation, reading the words in the text correctly and reads with intonation

iii.   are speaking in full sentences, observing the correct use of 'a' and 'an' in a sentence

iv.   observes classroom rules, behaving on the mat during small group teaching or at their seats doing an activity

v.   are writing words on the board correctly, spelling correctly and using the appropriate punctuation in their writing activities, have appropriate LTSM to complete a task

vi.   recognises words that are flashed for recognition and accurate recall, can explain what a word means, understands vocabulary and can use words in context

vii.   understands the text being read and can answer questions related, can make inferences (although rarely), can give and opinion, can make connections

viii.   Understands the concepts taught (silent 'e', adjectives, singular and plural).

ix.   completes given tasks and note errors and misconceptions

x.   Participates in lessons in whole group teaching and small group teaching

Bearing Question 2 in mind which relates to the relevance and appropriateness of the strategies implemented, all of the aspects mentioned above are very relevant and appropriate considering the learners' age and stage of development. Monitoring happened continuously in varying degrees in both FP classrooms.

Teacher 1 monitored her learners fairly well on the mat during small group work and during independent writing as she moved between the tables to check the learners' work or their progress. Monitoring facilitates the quick identification of learners needing support or more thorough intervention. Teacher 1 especially did more monitoring, observation and support at the tables than Teacher 2 because of her easy access to the learners whist they were writing independently at their tables. Both teachers offered some form of support to the learners during small group teaching. Several times the support from Teacher 1 was in the form of telling the learner a word that the learners did not recognise. The learners supported each other often during group work or whole class work on the mat but this support could be seen as non-effective sometimes as the learners may or may not have understood the correct answer given and could not see the connection for themselves. The learners were not guided to use strategies to enable them to decipher the word on their own. Teacher 2 engaged in a similar practice when she allowed the peers to tell the learner the word or the answer to a question.

In Teacher 2's class her monitoring process was inhibited because of the seating arrangements. She could not get to the learners' seats while they were writing independently unless she called them up to her table to check their work, resulting in a line of learners waiting at the table to be assisted which took up quite a bit of the teaching time. She did however monitor learners during small group and whole class activities on the mat and did support learners who came to ask for support. She regularly implemented the practice of conscientising them related to some skill, information or previous knowledge which enabled learners to make connections thereby being more able to answer the question posed. This practice seemed to be highly effective.

Teacher 2 demonstrated potentially effective use of this theme in some instances as she always asked the weaker learners to read, spell words by writing them on the board and to answer questions. She listened intently and so did the class. No one became impatient and intolerant. One could see that this was a daily occurrence and learners learned to respect their peers. This was quite remarkable for learners who at one time did not respect their peers when they were taking a turn to speak. The teacher always affirmed these learners when they responded to a question. Teacher 1 also offered support but sometimes became impatient with some learners who misbehaved or did not respond quickly even though she displayed love and affection for her learners. Observation was made that she also gave immediate support like getting a learner to have a look at the chart for the correct formation of a letter while he was writing a word on the board. Letter formation is an important factor relating to the development of the correct motor-skills even though the expectation is that learners at Grade 3 level learners should have been taught and be able to write automatically.

The kind of support mentioned above could be appropriate and relevant for that particular time, however learners should be withdrawn if more support was needed to reteach or revise some skill related to writing. Teacher 1 offered less support and would sometimes resort to giving learners answers for the sake of proceeding and this would be appropriate but should make an opportunity available immediately thereafter to intervene with learners who need it.

Observation and monitoring ensue in both classes on a continuous basis almost involuntarily as learners' work on the mat, in groups or pairs. Both Teacher 1 and 2 do make a mental note of what learners do or do not do, whether they are coping or not coping with the required amount of sentences, sentence structure, punctuation and so forth. In fact more intense monitoring than what I have listed above happens. Monitoring should be a regular standard procedure in all classrooms so that no learner is overlooked and is not offered

support the moment they need it. It is imperative that learners' barriers or errors be identified early and the necessary support given. Backlogs and gaps only become greater as time passes and those are not identified and addressed.

As mentioned before learners should be given an opportunity to engage with the skills that have not yet been mastered in aspects of writing. Withdrawing a group of learners who needed support would be more appropriate and effective than trying to address these with all the other learners present. Whilst observations happened regularly and both teachers easily point out learners who need support, no learner or a group of learners were being drawn out for special intervention of re-teaching or a guided lesson related to the in-depth support they need. The information seems not utilised to strategically determine what kind of support to implement to address specific challenges in writing learners were experiencing. At this opportunity the teacher could offer 'direct teaching, modeling or engage in conversation with the learners. Teachers could assist learners make connections with what they know and have read, help them to organise their ideas, prompt and support learners to put their ideas together. Once again I did not know if the teachers ignored the fact that some learners needed immediate intervention because they wanted to complete the lesson, or because I was observing, or if they would intervene after I had left.

Effective, continuous monitoring is paramount in enabling learners' development but is superfluous if it is not followed by intervention and support provided by the teacher so that learner who is experiencing difficulty or barriers are addressed. In this sense, although the strategy used is very relevant and appropriate to determine how learners are progressing and more importantly what the barriers the learners are experiencing, both Teacher 1 and Teacher 2 are not implementing teacher support as effectively as they could be.

In the case where learners are still encountering problems with handwriting because of under-developed fine muscles which will impact on letter formation and more energy spent on formation rather than creation of text, activities should be provided to rectify the problem. At Grade 3 level learners are expected to write neatly and legibly with confidence and speed in print script as well as cursive writing observing spacing and good letter formation. Being writing literate means that a learner's motor skills or orthographic skills have been developed to include formation of letters and the mastery of multiple physical and mental processes to create texts for different purposes which leads to a logical product.

5.2.3. Classroom Management

Classroom Management as referred to by Evertson & Weinstein (2006) is defined as 'the actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning.' It occurs as a set of rules and actions that the classroom teacher use to keep her classroom running smoothly so that she and her learners can work, teach, and learn safely and efficiently. According to Gootman (2008) rules give learners concrete direction that will enable the teachers expectations become a reality. Affirmation teaching where a teacher guides a learner to success will impact learners when she shows them how their efforts lead to success. In this study classroom management means the actions that teachers perform to ensure that teaching and learning takes place in a well-managed classroom which includes the setting up of the classroom and resources as well as the learners.

Classroom management as described in Chapter 2 (2.8) is paramount to effective teaching. Learners in one classroom come from different backgrounds and the teachers should have a 'buy-in' strategy whereby learners know what acceptable behaviour is for them in a classroom context. However, social abilities develop over time and are shaped by the social and cultural contexts in which learners live (Donald, Lazarus & Lolwana, 2007). Social interactive pathways refer to learners' ability to communicate and interact with a variety of people in different social situations.

Excellent classroom management manifests itself in a healthy and safe, supportive atmosphere which the teacher creates for effective learning to take place. A positive, productive and caring environment created will nurture and inculcate what is socially acceptable in an inclusive classroom. The teacher should give learners the space to learn from their own mistakes with the knowledge that they will not be rebuked or scolded at (Conroy, Sutherland, Snyder, Al-Hendawi, & Vo, 2009). Learners who feel safe will be prepared to participate and take risks (Matsumara, Slater, & Crosson, 2008). This type of created environment will encourage learners to do well (Pintrich & De Groot, 1990).

Mutual respect between the teacher and the learners should be evident. Learners should understand the stated rules and procedures and consequences for unacceptable actions. Disciplinary measures have to be put in place and rebuke and discipline certainly has a place in the teaching domain. Teachers should strive to develop good character in the learners all the time (Smith, 1999). Self-discipline, co-operation and problem solving skills should be

taught to learners in a respecting and encouraging environment (Nelson, 2006) although Allen (2010) believes it impacts on teaching time and breaks down teacher morale.

The Merriam-Webster dictionary defines 'rebuke' as to express sharp disapproval or criticism of (someone) because of their behaviour or actions. Although rebuke is defined as such, I believe that learner actions must be treated with disapproval and not the learner themselves, a distinction many teachers find hard to make. A teacher is often expected to mould a child to behave in a socially acceptable manner and I have noted some classroom organisation or actions by the teachers which could be linked to misbehaviour.

In this study the kinds of actions that manifested in the classrooms that caused learners to misbehave are as follows:

i. Learners did not always raise their hands to answer or get up (T1 and T2)
ii. Chorus answers were frequently accepted (T1 and T2)
iii. Movement to and from the mat was not executed in an orderly fashion (T1 and T2)
iv. Pencils not sharpened in the morning (T1 and T2)
v. Quick access to their writing books limited (T1 and T2)
vi. No monitor system in place (T1 and T2)
vii. Clear instructions not given (T1 and T2)
viii. Teacher not moving between the desks regularly to check if learners are actively engaged in written tasks due to constraints (T2)

Teacher 1 used this strategy efficiently as the learners had 'buy in' with their classroom rules. The learners, although a bit boisterous, listened when she spoke and when she rebuked them. Although she rebuked them frequently one needed to take cognisance of the ages of the learners, as they are still at a playful stage. As noted by many researchers behaviour issues should be dealt with quietly and strategically so that teaching time is not wasted, although others (Allen, 2010) believe that time should be taken to deal with these.

During classroom observation I noted that continual rebuke and calling to attention was common-place in both classrooms, but more so in Teacher 1's class. Having learners understand that certain behaviours are unacceptable is important for self-control and development to co-exist in a classroom and society at large. Teachers need to understand that social norms are learned and that social skills should be explicitly taught and they should insist on good manners and standards even as pertaining to the learners work. When

learners' behaviour differs from the classroom norms or expectations it is essential that a teacher explain the desired behaviour to the learners and models it for them rather than simply rebuking or punishing them (Darling-Hammond et al., 2000). Learners also continually interrupted each other's feedback or classroom discussion. In this case she could model active listening skills and specific strategies for gaining attention and speaking so that learners understand turn taking.

I was under the impression that Teacher 2 probably did teach the learners to respect the speaker, as was evident in her classes as the learners would obediently complete her sentences as has been described but did not actually do so. It is quite noteworthy that Teacher 2 often rebuked her learners but her learners always seemed to be having fun and she often joked with them. The classroom atmosphere is very relaxed although when the learners are engaged in an individual activity at their table she expects them to be focused quiet and completing their task. She insists on neat work and maintains this attitude.

When rules have been decided upon, negotiated and agreed to by the learners themselves there is a sense of ownership and accountability. When teachers rebuke learners because of their behaviour this rule is accepted by the learners as it has been negotiated. In the classes of both teachers, the learners therefore did not protest when they were rebuked. The learners were also not upset about being scolded as they knew the teacher never followed through with the agreed consequence to their unacceptable actions. The frequent rebukes and corrections caused many interruptions and sometimes caused a breakdown in the lesson as teachers lost track of where they were in the lesson. Learners should be rebuked if they misbehave but teachers should think of a quick way to deal with the learner and then carry on teaching. Teaching time is precious, and these interruptions make inroads into contact instructional time.

Although Teacher 1 and 2 continually rebuked the learners they both displayed a good balance between rebuke, correction and praise. They were consistent in rebuking misbehaviour, although they did not always directly rebuke the 'culprit' but made blanket statements as well as not 'punishing' the learner befitting the 'trespasses'. Both teachers were firm and fair in their approach and I did not discern that either of the teachers had favourites and did not over-use praise, so it remained effective as learners thrive on praise which motivated them. Also comments directed to 'offenders' were not too harsh which could have a disastrous, devastating impact on learners' self-image and self-worth.

In this study the kinds of rebuke or call to attention exercised by Teacher 1 are as follows:

    i.   *'Who is talking?'*

    ii.   *'Do your work!'*

    iii.   *'1,2,3'*

    iv.   *'Listen everybody'*

    v.   *'What's your problem?'*

    vi.   *'Sit still and pay attention!'*

    vii.   *'No, you copied the news!'*

    viii.   *'Take that money out of your mouth, you are going to choke!'*

The kinds of rebuke or call to attention exercised by Teacher 2 are as follows:

    ix.   *'No shouting out please!'*

    x.   *'Be quiet!'*

    xi.   *'Do not shout!'*

    xii.   *'Why are you looking for the answer on the charts at the back?'*

    xiii.   *'Pay attention'*

    xiv.   *'Put up your hands'*

    xv.   *'Shhh …'*

    xvi.   *'Who is that talking?'*

    xvii.   *'Listen!'*

    xviii. *'I am going to hit you'… she did not make good on her promise… I think she says this out of habit.*

From the actions and responses perused above, one determines that the learners are not 'committing terrible acts' but regular non-attendance, fidgeting, shouting out, not raising hands, talking to each other during lessons and not waiting their turn. These 'offences' are easily rectified and are not major problems; however they impact heavily on instructional time which is also an important factor which must be taken cognisance of and used effectively in classroom management.

I noted that the learners were not taught self-regulation behaviour as they continuously misbehaved. Nevertheless, I wondered whether this continuous reprimanding and calling to order stemmed from the teacher's own schooling during an era when corporal punishment was the order of the day. Both teachers felt that the learners were out of hand and had a difficult time handling them. In my opinion, the idea of learners having to be quiet stems from

their own experience as children. A healthy busy buzz did not appear to fit into their frame of reference, even during the kind of group work and co-operative learning Vygotsky (1978) advocated.

Classroom management to a large extent is determined by teacher preparedness and consistency. Good clear instructions must be given and learners must be aware that they should be attentive because the instruction will not be repeated again. Furthermore, all learners should be equipped with all the necessary items (LTSM, sharpened pencils) that are needed for teaching and learning and completing activities. Learner resources should be placed strategically for easy access and group monitors are very effective to help with the smooth running of the class activities so that the teacher is exempt from those activities. Both teachers spent much time handing out resources and books during teaching time and this impacted on instructional time. Learners also left their seats to fetch what they needed or sharpened pencils.

In terms of lesson preparation and group teaching, Teacher 1 and Teacher 2 utilised this strategy well. This was an important part of classroom management where lessons went very smoothly except for the interruptions by both teachers to rebuke learners. Learners were engaging in activities at their table were focused and completed their work with a very few exceptions. The consistency regarding classroom rules, however revealed that both Teacher 1 and 2 were inconsistent and rarely followed through with the consequences for the 'transgressors'. Learners at this age need rules and routine and they do take chances to check how far they can push the boundaries. Teachers ought to prompt learners to have a desire to become responsible and self-disciplined and be self-directed to learn and should not always rely on external reinforcement.

Resources were also not accessible and both classes did not have a monitor system and the teachers did all the handing out and class control. I think that rules which were used in both classrooms are very relevant but are redundant because there is a lack of regularity and the learners are very aware of this and therefore, continue to misbehave. Rebuke is appropriate for the stage and age of the learners', however it should be managed in a way which does not have impact on contact time. What is very evident in especially Teacher 2's class is the relaxed, calm atmosphere where learners continually risk without fear, especially the weaker learners. Teacher 1 had more access to the learners at their tables and kept them focused as she continually would take a quick walk between the tables checking on the learners' work and giving support if needed before slipping back to the group on the mat. Teacher 2 however 'controlled' everything from the front of the class because she had very little access

to the learners at their desks and could not support the learners as well as Teacher 1 did. What is very noteworthy to mention is that the learners have a good rapport with both the teachers where respect and kindness is evident (Hattie, 2009), especially Teacher 2, and effective learning takes place with an element of fun. The teachers could however raise their expectations of their learners and support them to meet these expectations especially Teacher 1.

The relevant and appropriate intervention for the learners who experience barriers relating to a withdrawal system or guided teaching opportunities for writing did not occur in both classes even though the Teacher 1 and 2 both pointed out those specific learners needed that type of intervention. Aspects linked to motor or cognitive issues such as; talking about the topic, their ideas, discussion related to what they would write, using more descriptive words and language, explore possibilities to use in the development of text (product). The scaffolded support is aimed at moving learners along a developmental continuum to new literacy learning and increasing autonomy. Guided teaching where the teacher gives the learners language as she models her own thinking process in developing text has the potential for effectiveness to address the learners gaps associated to writing literacy. Both teachers mentioned time as the factor which prohibited them from doing so.

5.2.4.   Motivation

Behavioural and cognitive psychologists agree that motivation is essential for learning. Motivation according to Guay, Chanal, Ratelle, Marsh, Larose & Biovin, (2010) cited in Lai, 2011, refers to 'the reasons underlying behaviour' where as Gredler, Brousand & Garrison (2004:106) cited in Lai, 2011 generally define motivation as 'the attribute that moves us to do or not to do something'. In this study it means the actions which teachers use to act as the driving force which stimulates learners to learn. Motivation can be divided into intrinsic and extrinsic motivation; intrinsic being activated by personal enjoyment, interest or pleasure such as play and exploration and extrinsic related to factors related to external rewards (Deci et al., 1999:658) cited in Lai, 2011.

Learners can be motivated and occurs in many ways such as; encouragement, providing feedback, acknowledging effort, praise and affirmation and the intention on the part of the teacher is to improve learner performance. Mosito-Matheleli (1999) advocates that teachers reward appropriate responses during the mediation process. The way feedback is received from the MKO is critical to positively impact the learner improvement and performance (Marzano, Pickering & Pollock, 2005). Feedback can be given verbally and non-verbally.

Verbal feedback includes; i) providing correct answers, ii) encouraging learners to continue working until they have completed, iii) providing learners with explanations about what is correct or incorrect about their answers. Researchers Marzano, Pickering & Pollock, 2005; Flemming & Levie, 1993) agree that ii) and iii) are the most effective to increase learner performance.

The term *feedback* is often used to describe all kinds of comments made after the fact, including advice, praise, and evaluation, although in the classroom context none of these are feedback, strictly speaking. Feedback is usually followed by or accompanied by motivation to improve and acknowledgement of what had been done. It is important that teachers help learners to believe that they can master an attain success. *Affirmation* and *motivation* are important aspects. Motivation is an integral part of teaching and learning and teachers should activate in the learner a desire to learn. The root word is 'motive' which means desires, interests, feelings needs. Anything a teacher does to create interest and excitement causes a learner to be attentive, involved and absorbed in the teaching process. Motivation can be stimulated in many ways come in many forms such as (i) encouragement and acknowledgement (ii) verbal or non-verbal feedback for appropriate behaviour. My focus is related to;

    i.   actions and speech which teachers engage in which causes learners to be motivated and acknowledged,

    ii.   whether the said actions and speech indeed cause learners to respond positively to teachers requests,

    iii.   and finally does it yield results reflective of understanding.

In this study Teacher 1 gives positive feedback, motivates and acknowledges learners effort in the following ways;

- repeats learner's correct responses
- she nods her head when the learners responds correctly
- she says *'good'*, '*well done'*, '*come on'*, '*you know this'*, *'very nicely done'*, *'give him a clap'*, *'nice'*… when they offer correct responses
- when a learner responds incorrectly she says', *'I don't think so'…, 'oooh', 'dangerous', 'what do you say?'* not something negative. This response is not harsh.
- she tells the class to applaud themselves
- a short explanation when learners do not understand some aspect

- Regular marking of learner books and adding a comment, *'good', 'well done'* or a smiley face sticker.

Affirmation, praise and motivation on the part of the teacher heighten a learner's self-esteem and enthusiasm to do better and to excel and these are evident in both teachers' classes and learners thrive on this. Experts have noted that the teacher's affirmation and praise of good answers or good work needs to be spontaneous and genuine, and should not be given for the purpose of controlling learners' behaviour or tacitly expressing teacher expectations (Brophy, 1981). Teacher praise is a powerful motivator for learners yet according to researchers (Brophy, 1981; Hawkins & Heflin, 2011) praise is underused in classrooms yet this cannot be said of Teacher 1 and 2. Both teachers use both verbal and non-verbal affirmation and praise and each of them uses a friendly coaxing tone in their voices. It is friendly and appealing.

Learners in Teacher 1's class were very responsive and attempted to answer again after being wrong previously. Learners are very relaxed and willing to participate.

Table 5.4: Teacher 1: Motivation, affirmation and praise

Teacher 1: Lesson 15: News Lesson	
Teacher:	The learner tells her news to the class.
Learner:	The teacher affirms her: 'Well, done Gabbi…'
Teacher:	The teacher questions Gabbi about her news. 'Where did they play?' 'They played against the All Blacks'…. 'But where?'
Class:	The class responds 'Hamilton'. The teacher asks, 'It is in?'
Teacher:	The learner responds, 'I did not watch the whole one.'
Class:	'It is in New Zealand'.

In the lesson above the teacher uses a combination of actions (eliciting, prompting, the teachers' relaxed tone and praise) which motivates learners to 'risk' and try again.

Teacher 2 gives positive feedback motivates and acknowledges learners effort in the following ways;

- smiles at the learners when they answer correctly
- repeat the learners correct answers
- she says *'good', 'ok', 'well done', 'good, good', 'hey, that's a good one', 'good, you are so clever', 'oh!'* response to something she did not know

- she says, *'we must remember that hey', 'I know you are clever', 'I know you are special', 'hey!', 'ok, we gona get it'* (She means the answer when the learners have answered incorrectly)
- she says to a learner who takes long to answer *'are you thinking?'*.
- marking learners work regularly, adding a smiley face or *'well done' or 'good'*
- displaying learner work

Table 5.5: Teacher 2: Motivation, feedback, affirmation and praise

Teacher 2: Lesson 5	
Teacher:	She asks a learner to read. 'Who did I not ask yet?'
Learner 1:	Another learner reads.
Teacher:	She is patient with the learner who struggles. She affirms with positive feedback: 'good'.
Learner 2:	Another learner is asked to read.
Teacher:	Teacher tells the learners' they are going to do some language. 'I am going to give you a word and we are going to talk about one and many'. She writes the words 'one' and 'many' on the board opposite each other. One is and many are. Teacher says: We must remember that, hey!
Teacher:	If we talk about is and are what are we going to say? Learners' chorus - 'One' and 'many'. No shouting out please. I know you are clever!

Learners in Teacher 2's class are very motivated, eager and enthusiastic. They answer spontaneously and 'risk' often. Learners seem extremely comfortable and relaxed and the teacher has to curb them many times as they are so fervent. Weaker learners are comfortable and take their time to answer a question or read with no fear of being ostracized for taking too long by their peers or teacher. No one seems to become impatient. This is remarkable and noteworthy since at other instances they disregard their peer but when it is a 'challenged' learner they are very patient and tolerant and this I believe is due to grooming by the teacher.

A fair amount of verbal affirmation was observed in both classes but more so in Teacher 2's class. This motivation is appropriate and relevant for learners at this stage of development as they need to feel acknowledged and valued as well as inculcating in them an attitude of 'I can'. The implementation was potentially effective but could have been extended to draw out those learners who did not try very hard in Teacher 1's class or those whom the teacher saw as having the potential to excel.

Teacher 2 displayed the learners' work (non-verbal feedback and affirmation) in addition to affirming them verbally. She was extremely patient with weaker learners, continuously

affirming them and their peers were tolerant and patient as well. This communicates to me that this is a regular occurrence and the class are very supportive of their peers who are slower or need more attention. This theme is used effectively by Teacher 2 and is very appropriate to impel learners to excel and work harder. Learners' effort was acknowledged and not only work which was correct.

According to research, low achievers and boys tend to receive more criticism from teachers (Stipek, 2010). This behaviour on the part of teachers should be guarded against if they want their learners to excel. The boys in Teacher 1's class were often rebuked by the teacher for their disregard of the class rules. High expectations evoke in learners a sense to want to do better in a loving and caring environment. According to Ashton & Webb (1986) a teacher with a high self-efficacy, who believes she has the ability to make an impact on and a difference in a learners life, is more inclined to display greater warmth toward her learners and be more responsive to learners' needs and accepts learners initiative. It was encouraging to note that both Grade 3 teachers in the study displayed very caring natures. The weaker learners in Teacher 1's class needed more affirmation and support to be motivated to overcome some backlogs they were experiencing in writing literacy. Teacher 1 referred to these learners as her 'babies' and she did not have high expectations of them because of their barriers. I do think though because the expectation is low, the learners do not strive harder.

According to Thompson (2009:248) it is good to let learners know that a task is difficult, using humour, providing positive and negative feedback, reinforcing correct responses from learners by repeating them, helping learners maintain motivation and containing their frustration through sympathy and empathy. This was evidenced more so in Teacher 1 than Teacher 2's class.

A non-verbal way of affirming learners is by displaying learner work. This practice was evident in Teacher 2's class and promoted a feeling of being acknowledged. Their work is deemed important by the teacher and other audiences, and the learners feel a sense of pride and ownership (Cunningham, 2007). Learners can also be given an opportunity to sit on the 'author's chair' (*ibid*, 2007) and read their published work, and in this way the other learners, or a wider audience, will be exposed to their creativity. Learners could also be given the opportunity to read their creations at assembly and other gatherings to boost their self-esteem and self-worth. Motivation, affirmation, encouragement can be given in various forms for example, stickers, smiley faces in their books and a pat on the back (Fredericks, 2005). Not only correct work should be acknowledged and affirmed, but also learners who have

shown improvement. Basically, feedback is information about how we are doing in our efforts to reach a goal.

Teacher 1's feedback (Lesson 2) was mainly in the form of praise for learners whilst they were on the mat during a whole class or group activity as well as repeating learners answers and giving explanations and articulating words the learners did not know. She also demonstrated non-verbal affirmation and gave regular non-verbal feedback when she marked the learner books daily with ticks or double lines that communicated feedback in terms of how they fared in an activity. Although Teacher 2 gave the same kind of feedback to her learners, she also corrected them when they spoke incorrectly, or used a wrong tense, and so forth. The peers were also quite involved in supporting learners. She indicated when a learner was making a mistake by repeating the mistake and the class was immediately alerted and responded with feedback in chorus (Lesson 12). She would also make links with previous knowledge so that learners would understand what they have done incorrectly.

Feedback is the information or responses from teachers to the learners regarding their understanding or performance of academic or behavioural tasks to accurately recognise when they have been successful or unsuccessful (Conroy, Sutherland, Snyder, Al-Hendawi & Vo, 2009). Learners need specific feedback to understand what is expected of them, correct errors, and get help in improving their performance (Fredericks, 2005). Without feedback, learners may not have an accurate idea of their progress. Effective performance feedback is one of the most important tools teachers can use as they monitor learners practice activities. Regular constructive feedback from the teacher can take the form of nonverbal responses, or the marking of their books with clearly identified markings understood by the learners. When learners become discouraged about their performance, feedback in terms of acknowledgement and support feedback provide impetus to learners' performance (Conroy et al., 2009).

Alternatively, the teacher can use verbal responses where she acknowledges her learners' progress or lack thereof by explaining to them where they went wrong and how to correct their mistakes, (Fredericks, 2005) or lauding them because they had done well. Both teachers disclosed that they marked the learners' books regularly, which provided immediate feedback to learners. Learners were not, however called individually or as a group to discuss common errors. Also, the correction of writing pieces where learners were asked to rewrite their sentences was not mediated and neither were learners who made common errors called so that she could support the learners related to specific aspects. I was reluctant to assume that they did not implement this practice even though I did not observe this.

Both Teacher and 1 and 2 continually affirmed and encouraged the learners. Teachers also regularly gave the learners immediate feedback verbally and non-verbally which is potentially effective to encourage learners to strive to perform better (Fredericks, 2005). At this age and stage of development, the relevance of using stickers and stars is appropriate and effective as learners love to be the recipients of stars and smiley faces paced in their books by Teacher 1 and 2. This reinforces the types of behaviours that earned them the token (Deci, Koestner & Ryan, 1999). Whilst this is so, teachers should inculcate in learners self-regulation and intrinsic motivation (Deci et al., 1999) rather than expecting extrinsic motivation; therefore teachers should give learners writing activities of different genres which they enjoy. Considerable gains can be made academically which was noted in the enthusiasm and the amount of sentences learners composed. Teacher 1 allowed much of the kinds of activities which the learners thoroughly enjoyed.

Learners displayed their enthusiasm to participate during conversations, reading and writing opportunities. Motivation and praise acts as a potential for effectiveness and is a powerful motivator (Hawkins & Heflin, 2011) in that learners in both classes who only wrote a few sentences would attempt to write more complex sentences and would write very neatly. They were always very eager to read-aloud what they had written to the class. It is noteworthy that in both classes, the learners, especially Teacher 2's class, risked often. I would ascribe this to the safe, secure environment, motivation and the atmosphere of acceptance and love created. Both Teacher 1 and Teacher 2 treated their learners with respect and I did not at any time observe a learner feeling threatened. They seemed to feel free to explore and make mistakes even though they were continually being rebuked for inattention and restlessness, especially in Teacher 2's class. Both teachers displayed a wonderful, loving and kind temperament.

5.2.5. Teaching practices (Group E)

Teaching practices refer to those actions that were observed to entail an overarching focus through the lesson was being conducted. Examples of teaching practices as observed in this study are ***instructs learners, read-aloud, ULTSM, look and say, choral activity and group teaching***. Instructional and classroom management, strategies and techniques, adequate pacing are aspects of instruction that teachers use to bring about effective learner outcomes (Brophy & Good, 1986; Wang, Haertel & Walberg, 1993). The effective desired result in teaching and learning and depends largely on the professional competence as the crucial factor in the classroom (Baumert & Kunter, 2006; Campbell et al., 2004; Shulman, 1987). Teacher practice is therefore what teachers do given that they have

pedagogical content knowledge (PCK) and the application of that knowledge and how well they do teaching and what they accomplish, that is, how well the learners learn. Good teaching instruction is not only linked to the teachers knowledge and beliefs but must also be responsive and adapted to the learners needs, social and language background, grade level, achievement level and class size. Lipowsky et al., (2008) also suggests specific relations between teaching practices and the two climate factors: structure-orientated teaching practices should primarily relate to high levels of classroom climate. Learner-oriented practices should be linked with positive social relations, a supportive climate and individualised instruction.

During teaching and learning a teacher employs certain actions and steps which enable her to teach, impart knowledge and skills to the learners (Roosevelt, 2008). That which a teacher executes is purposeful, intentional, planned and enables learners to learn, understand and demonstrate the skills taught. In order to teach the teacher has to ascertain what learners already know so that she can build on existing knowledge and teach new knowledge using a variety of techniques. Teachers plan with the following in mind; learners' readiness, interest, individual learning styles (visual, auditory, tactile, or kinaesthetic learners) so that learners, ideally individual learners, can develop in an environment conducive to their particular needs (Tomlinson, 2000). Good practice and a good Pedagogical content knowledge (PCK) determines that teachers will differentiate incorporating different techniques to suit different learners based on what she has previously observed (Louden et al., 2005). She will therefore include activities such as choral activities, listening to stories for the auditory learner; visual stimulus, such as pictures, charts, videos, flashcards etc., for the visual learner and activities where learners manipulate objects, dance, drama and role-play for the tactile and kinaesthetic learner.

A variety of strategies materialised in the classes namely; instructs learners, read-aloud, group teaching, use of learning teaching support material, look and say, choral activity and instructs learners. Teacher 1 and Teacher 2 employed all 5 teaching strategies; however, individually they implemented them to a greater or lesser extent. These practices were not employed in isolation but in a combination of 2 or more. In this study it emerged that i) 'Instruct learners (IL)' was most the most employed technique by both, Teacher 1 and Teacher 2, followed by ii) read aloud (RA), iii) use of learning teaching and support material (U/LTSM), iv) look and say (LS), v) choral activities and lastly vi) group teaching/ co-operative learning. A discussion follows related to the techniques mentioned employed by teachers.

i.   Instructs learners (IL)

Direct instruction as defined by Thompson (2009:427) as 'giving explanations, examples, explicitly model, explaining the answer, referring to previous discussions, posing a leading question for the learner, and planning what the learner should do next'. Lindsay (2004) describes direct instruction as a rigorously developed, highly scripted method that is fast-paced and provides constant interaction between the learners and the teacher. It involves directing learner attention toward specific learning by using different teaching methods or strategies and actively engaging learners to construct knowledge. Direct instruction is often called 'teacher-led' instruction, involves academic focus, provides few choices for learner-initiated activities, and emphasises factual knowledge. Any time a person is given directions or told to do something, the person has received an instruction. It is a systematic method of instruction where the teacher leads the learners in a carefully constructed step-by-step lesson and learners are exposed to certain exercises while instruction is taking place so that the teacher can see that the learners understand what they are being taught. In the process learners have the opportunity to talk about or explain what they are doing.

When teachers prepare to teach thorough planning should happen. Most of what the teacher implement involves either whole class teaching, group work or individual teaching. Within one lesson for example a phonic lesson encompasses all of the strategies could be employed namely; The learners commence with a choral activity, they are taught in homogenous groups or a whole group, direct teaching takes place depending on the aspect being taught, use of LTSM (reading text, flash cards), look and say, learners read aloud.

A phonics lesson could be taught according to a step-by- step process and in various ways. While an extensive debate has emerged regarding the teaching of phonics, researchers have agreed that learners must be taught this important skill to assist them to read unfamiliar words (Cunningham & Cunningham, 2002). Many methodologies for teaching phonics are used in schools in the Western Cape.

In the phonics lesson observed in Teacher 1's class, I noted that the teacher did not teach according to the methods described in the literature. There was no step by step explicit, direct instruction used to teach the learners a new 'a-e' phonic sound. The teacher mentioned the 'new' sound and asked learners to give words which rhymes with the words on flashcards which was placed on the board with the 'a-e' sound. A watered-down explanation is given no mention is made of the vowel taking on the letter name, the 'e' is silent and thus the emphasis on the vowel sound which makes the 'a', a long sound. Learners

need to understand why certain things are the way they are and be able to explain it as the rule pertains to all vowel sounds with the 'e' at the end of the word. The lesson was also taught out of context.

Many phonic programmes, including the BLA approach, advocate that phonics be taught using a text. This particular sound, however, is a sound taught in the previous grade and I assumed the teacher did not spend too much time with explanations because of this. She expected the learners to know the sound and they would be able to give their own words because of previous knowledge. This was however not the case as no learner mentioned the reason for the change in the 'a' sound. Teaching phonics in Grade 3 is extremely effective, valuable and relevant. In fact, its relevance is as important in the IP as an intervention for learners who cannot read, write and spell.

Engagement is an important part of teaching and learners who develop self-confidence will try new strategies when they experience success or failure. The learners were engaged by firstly giving rhyming words and secondly writing the word on the board. Furthermore, the teacher employed whole class teaching and research (The National Reading Panel, 2000) found no significant difference in the effectiveness among teaching small groups or whole class so in this sense whole group teaching is appropriate.

What is prevalent in both Teacher 1 and 2's classes is that the instruction which was employed continuously and had the highest rating translated more into the teachers telling or 'instructing' learners what to do (e.g. open your book) than explicit teaching through direct instruction.

What is highly significant in this class (Teacher 1) is the fact that I could not find one instance where the teacher engaged in direct instruction, as in giving explanations, referring to previous discussions or strategies described the literature for direct Instruction. She did however offer 2 words which was written on the board which contained the sound taught. What was noteworthy in all the lessons was the learners' referral to their previous knowledge and what they had been taught with the exception of the phonics lesson.

There were numerous occasions in the classes of both Teacher 1 and Teacher 2 when learners self-corrected or corrected others as common practice. At times the teachers prompted learners to correct those learners who were using incorrect language or tenses, or other language structures. This I noted as evidence that direct teaching had taken place in other language lessons which had developed the competence displayed by the learners in

concepts such as tenses, collective nouns, capitalisation, punctuation and a few other language structure skills.

Table 5.6 showing an extract of a lesson makes reference to my earlier statement regarding the instances of explicit direct in the lesson.

Table 5.6: Teacher 2 Direct teaching

Teacher 2: Lesson 12: News Lesson	
Teacher:	Teacher asks a learner to present her news.
Learner 1:	The learner responds: She says my mommy, my daddy, my sister ...
Teacher:	The teacher interrupts the learner and says to the class… She says my mommy, my daddy, my sister… She does not pose a direct question to the learners.
Class:	Without a question having been asked by the teacher, the learners all chorus… 'Her family…'

This is response on the part of the learners indicated that the teacher had already taught certain concepts and was relying on the competent learners' knowledge to correct those learners who were making errors. I also observed learners self-correcting when they made grammatical mistakes or used 'is' and 'are' incorrectly when they spoke.

Effective teachers are those who plan well and use a variety of instructional practices including direct instruction/teaching, (Pressley, Wharton-McDonald, Allington, Block & Morrow, 1998), individualised instruction, (Zahorik, Halbach, Ehrle & Molnar, 2003), discovery methods, and hands-on learning (Wenglinsky, 2000), among many other instructional practices. In order to develop learners' critical thinking skills, direct teaching should take place regularly and often and guided opportunities should be created to address those specific skills not yet mastered.

As was described in detail in Chapter 2, the teacher uses the same kind of process in teaching writing literacy as she does for reading. Learners receive direct instruction in a shared or guided lesson for the skills needed for writing (CAPS Home Language, 2012) using teacher modeling, thinking aloud, capitalisation, punctuation, sentence construction, and other writing conventions. The learners are taken through an interactive shared writing process before they are taught in small groups (guided teaching) to write sentences, paragraphs, how to substitute a word for a better word or phrase, and so on, until learners become independent writers. During this process the teacher conferences with the learners and they discuss their writing and the changes they want to make after teacher intervention. The teacher continually motivates the learners to create a better final product. Teachers who

are able to communicate high expectations to their learners, as described by Stronge (2007) can be said to be effective teachers. No process of this nature was observed although the learners had written activities.

During the lessons Teacher 1 and Teacher 2 which I observed adequate direct teaching instruction (modeling) took place yet the cognitive expectations and demand made on the learners was not always grade appropriate. Learners were not often challenged by Teacher 1 during the phonics lessons I observed and deep sustained learning did not take place. Nor did the standard of the 'talk', reasoning and deep thinking appear to have been modeled by the teachers. Thus it could be argued the potential for effective teaching in terms of developing their learners' higher order thinking skills was lost.

It was notable in Teacher 1's class that the learners did not produce more than the 3 sentences (writing activity given after the phonics lesson) she expected from the third group (learners who need intervention); arguably confirming the findings of is Wentzel (2002) that a significant indicator of learner achievement is related to the expectations of the teacher. When teachers teach and develop in their learners not only basic skills but also focus on more complex cognitive skills, learners rise to and above the expectation (Knapp, Shields & Turnbull, 1992 in Stronge et al., 2011). The Grade 3 third term curriculum specifies the following skills to be mastered in the third term:

- Writes personal texts in different forms: a diary entry, a letter to a relative, description.
- Drafts, writes, edits and publishes own story of at least two paragraphs (ten or more sentences) with a title.
- Writes and illustrates sentences on a topic to contribute to a book for the class library.
- Summarises and records information using mind maps, tables, notices, diagrams or charts.
- Uses different sentence types, such as statements, questions and commands.
- Uses punctuation correctly, capital letters, full stops, commas, question marks, exclamation marks and inverted commas.
- Identifies and uses nouns, pronouns, adjectives, verbs, adverbs and prepositions correctly.
- Joins sentences using conjunctions such as 'and' 'but'.
- Uses a variety of vocabulary to make writing more interesting.
- Uses phonic knowledge and spelling rules to write unfamiliar words.
- Reads own writing to the class.

By the time of the year when the lesson observations were done (September, the end of the third term) it was reasonable to expect that some of the learners would be able to write paragraphs. I observed that the level of writing ability of the top and middle groups of learners was fairly high in terms of the mechanics and use of language, coherence, sentence structure and use of varied vocabulary. It is noteworthy that Teacher 2 asked for 10 sentences and Teacher 1, only 5 sentences. When learners were told to write without limitation in both classes they wrote pages of beautifully composed sentences, as was seen in Teacher 1's classroom when they wrote about baking cup-cakes. The weaker group even wrote three quarters of a page, although their sentences were simpler and shorter.

Explicit direct teaching with step by step instruction did not always transpire during the guided or small group lessons for concepts that need to be re taught or consolidated for the learners who need further intervention. Teachers can do much more in terms of direct teaching of phonics, and guided writing which requires explicit teaching to support learners to be able to read new words, spell and write well. Thus, I would argue that, in order for a learner to reach independence, effective direct instruction needs to happen, firstly in the form of guided teaching opportunities to address the needs of individual learners, whether these are geared to offering scaffolded support or to extending a learner's ability in his or her ZPD. These teaching moments should be planned, informed by the teacher's knowledge of the stage of development the learner(s) has reached. Teachers need to consciously pitch higher when they note that learners can move on cognitively and not keep them at the level at which they are more than able to function.

From what I observed, two thirds of the class was more than able to write sentences at Grade 3 level with the professional guidance of the teachers in the form of scaffolding. These particular learners could be guided to a level where they would be able to write paragraphs and different genres for different audiences as specified in the curriculum. The norm was to write simple sentences and complex sentences were only encouraged in Teacher 2's class. Some gaps were noted in their teaching strategies and methodology, including and particularly in the teaching of writing literacy, in terms of those described and recommended in some of the literature (Rodgers, 2005:504). No guided writing process was forthcoming and the teachers expected the same outcomes for the whole class. Those learners who needed support were not provided with guidance to move to the next level of writing competency. In the case of shared reading (whole class teaching), each teacher implemented the appropriate methodology effectively with some of the desired outcomes. Teacher 1 included dramatisation, new vocabulary and writing.

Teacher 2 extended the opportunity provided by the text to teaching, language including singular and plurals, adjectives, vocabulary, contractions, past tense, and some writing. It was noted that both teachers used methods such as those advocated by the BLA which encompasses many methodologies, including group teaching and hands-on experiential learning. The teachers both modelled reading, observing punctuation, intonation, and proper handling books, as well as modeling the correct way of writing sentences. Direct teaching in terms of the motor aspects (orthography) was potentially effective as learners who experienced difficulty with letter formation in Teacher 1's class was supported immediately but more complex barriers were not addressed. Learners were also regularly exposed to the mechanics of letter formation in writing lessons.

Ideally, opportunities should be planned for to accommodate those learners who do not engage critically with a text by making connections, forming opinions, making inferences, discussing, comparing and contrasting, debating, and posing questions, and thus 'practice' higher cognitive levels. In terms of engaging at a higher cognitive level at the grade appropriate level still needs attention. During a writing process, learners will always think of better ways and vocabulary to produce better texts if this is regularly modelled until this scaffolding can be removed.

Based on my observations related to the learner work, I would argue that the teachers lack the knowledge and the skill to do effective guided teaching in writing. It appeared from the learner work that neither teacher was addressing the common mistakes learners made in one group. Neither did the teacher take the group who wrote well and devise ways to extend their writing ability by, for example, guiding and encouraging them to extend their sentences to compound sentences, or to add adjectives. No 'top' learners were supported to look at their sentences again to see if they wanted to add or omit anything because it did not make sense. Recommendations were not made to any learner in terms of improving on what they presented, thus guiding learners through their ZPD and neither did learners read their peers' work or give them feedback.

In most cases, in the classes of both Teachers 1 and 2, the type of direct teaching or instruction given to the learners was usually not that of 'direct instruction', as defined by Thompson (2009:427) in the previous section, but an instruction to be executed by the learners, such as 'Get out your workbooks', rather than direct explicit teaching. A modest amount of direct teaching instruction could be said to have taken place in both classrooms in the form of; modeling, demonstration teaching of tenses, referring to previous discussions, language, tenses and so on. What was lacking was giving explanations, explaining the

answer, posing leading questions to the learner to activate deeper thinking and planning what the learners should do next. Direct teaching is geared to direct learners' attention toward specific learning by using different teaching methods or strategies and actively engaging learners to construct knowledge.

ii.   Read Aloud (RA)

According to Fountas & Pinnell (2006), interactive Read-Aloud is referred to as 'a teaching context in which learners are actively listening and responding to an oral reading of a text.' In this study read-aloud is an appropriate, enjoyable experience for learners as they listen to a story, dialogue or poems by the MKO and homes in on the learners with a preference for auditory learning. At this developmental stage and grade, learners are still shown the pictures, which are bright and colourful, to add to the enjoyment of the story. The teacher or the MKO reads the text aloud, modeling intonation, breathing, and observation of punctuation and good use of voice modulation.

In classrooms it occurs as a method which provides a model for fluent reading and writing, enabling learners to engage in a thinking activity, making inferences, interpreting the meaning and creates new ideas and understanding (Krashen, 2003:50). Reading aloud to young children is an essential approach in a reading programme. It is crucial to language development, literacy and literature, and also provides examples of different genres and styles for learners to use in their own creative writing (Eggleton, 2010:81).

Reading aloud to learners allows for learners to talk and think critically about what was read besides providing a model for the craft of writing (Ray, 2004). Learners can also be exposed to comprehension strategies from the beginning (Eggleton, 2013). Pinnell & Fountas (2008:54) argue that it expands content knowledge and vocabulary, developing shared vocabulary for talking about written texts.

Reading aloud is one of the most valuable literacy developing activities parents and teachers can do with children. Learners coming from low socio-economic status families have a deficiency in their vocabulary knowledge and read-aloud moments address these deficiencies (Childress, 2011). Read-aloud builds many important foundational skills, introduces vocabulary, provides a model of fluent, expressive reading, and children begin to experience reading for pleasure. The provision of 'text-talk' is an opportunity for learners to engage with the text and construct new knowledge. Even though teachers use read-aloud for enjoyment, it also has the potential to enrich vocabulary and improve comprehension skills

(Childress, 2011). Read-aloud should include 'think-aloud' and interactive elements and focus intentionally on the meaning 'in-text', 'about text' and 'beyond text' (Fountas & Pinnell, 2006:33).

When read-aloud is related to writing, it stimulates children's imagination and their acquisition of language and vocabulary. According to Fountas & Pinnell (2006) reading aloud supports high-quality writing. Table 5.7 below shows the stages of a read-aloud lesson.

In this study a read-aloud lesson was taught to the whole class group and the LTSM was the big book and flashcards, flannel cut-outs and a flannel board, look-and-say was employed.

Table 5.7: Teacher 1 Read-aloud

Teacher 1: Shared reading Lesson 1	
Teacher:	The teachers flashes words to the learners and individuals are asked to read the words. She asks the class to read the sentences on the board. She points to the picture on the stand and questions the learners related to the picture. The teacher reads the story. When she reads about a particular animal, she puts cut-outs of the animal on a prepared flannel board. Green flannel boards have trees for the background of a jungle.
	She places a cut-out of a leopard on the flannel board. She continues to read the story using intonation and each animal she reads about is placed on the flannel board.
Class:	Learners are listening intently.

In this lesson I observed Teacher 1 reading a story aloud (modeling) with intonation. She uses direct teaching and models good reading skills and the learners listen intently. Before beginning to read she elicited learners' previous knowledge about a jungle and the animals that live there. The teacher utilised LTSM such as pictures, flannel cut-outs a flannel board and flashcards. She employed a questioning strategy after reading the story to encourage learners to engage with the text and derive meaning from it using closed LOT questions only. The learners were thus not challenged to think more deeply about the text, or express how they felt about it thus the extension into HOT was not implemented effectively.

She placed flannel cut-outs of the different animals on a flannel board to set the scene and also created a context to assist her learners' understanding, particularly for those non mother tongue English speaking learners. She made use of scaffolding processes even though this teacher claimed not to understand the term 'scaffolding' in her interview. In other words, she frequently utilized 'building blocks' to support understanding (flannel cut-outs of the different animals, making connections) during her lesson. The teacher continually repeated the learners' answers to reinforce and clarify what the learners were saying, deliberately using

the new vocabulary from the story. A learner, who answered incorrectly, is ignored as she moved on to ask the next learner a question. This practice is not good for a learner's self-esteem and confidence. She did not explain the new words; when she read the word 'ripple' she gesticulated with a rippling movement of her hand but did not ask a learner to explain what the word meant, and neither did she herself offer an explanation. She continually introduced the unfamiliar words and animal names with a flashcard and placed each flash card near the flannel cut-out.

The learners were given a written activity: they were asked to write one sentence about what they liked in the story allowing an opportunity to express opinion. The learners who were unable to write a sentence were told to transcribe a sentence she had written on the board. It was evident that the teacher had very low expectations of her class. This practice was seen in the types of written activities given after read-aloud in other lessons observed.

The learners who are unable to write a sentence should be taught in a small group to construct their own sentences. Intervention is needed as a matter of urgency as these learners are still at a Grade 1 level. However, intervention strategies, as the teachers verbalised in the interview, were not being implemented in general.

Table 5.8: Teacher 2 Read-aloud

Teacher 2: Lesson 13 Read Aloud	
Learners:	Learners are reciting recitations.
Teacher:	When they stop the teacher asks the learners to tell her 'What happened in the story so far?' This question is related to a sequel she is reading daily.
Learners:	Some learners give a very excited response.
Teacher:	'Be quiet' She asks the learners' to be quiet. The teacher begins to read the story with intonation.
Learners:	The learners listen intently. One can hear a pin drop as the learners hang onto every word. The learners are absolutely quiet, listening to her reading the story and a learner would make a spontaneous comment while she is reading.
Learner 1:	A learner offers spontaneously… 'He wanted to marry a witch…' someone says. The teacher and the learners do not mind this interruption.
Teacher:	The teacher continues to read. She offers no explanations of new or difficult words.
Learner 2:	Another spontaneous comment from a learner, '…he had no idea'.
Teacher:	Teacher poses a question: 'Who are Flotsam and Jetsam?' She shows the learners the picture. The story comes to an end.
Class:	The class echoes 'Happily ever after.' For the next few minutes the learners erupt into a spontaneous discussion about the story and what they liked about it. They direct their comments to their peers until the teacher calls them to order.
Teacher:	The teacher poses questions to different learners, such as 'What part of the story did you like?'

At the beginning of the lesson Teacher 2 allows the learners to engage in choral activities which she relies heavily upon to develop vocabulary and an attention keeper as well as reading aloud daily. She reads a sequel and this was a common practice throughout the year. She employs a direct teaching method by modeling good reading. The pictures are shown to the learners while she is reading so that they can make connections using picture cues. Learners once again very spontaneously have a discussion regarding the pictures which the teacher allows but do not hone in on. She does however offer information telling them that she saw the video. Thereafter she questions learners regarding the part of the story which they liked, however their responses are a very short sentence and she does not probe further. She uses the writing board to write down the names of the characters and words learners need to write 10 sentences. Read-aloud is utilised potentially effectively as learners write their own story after engaging with the story. However, the level of 'think-aloud' and interactive elements such as the discussion about the text and beyond the text could have been dealt with more strategically to allow learners to talk and think more critically about the text so that learners could use the ideas in their writing.

I observed in both classes, but to a greater extent in Teacher 2's class, how the learners were engrossed in the story. Not once did I observe any learner fidgeting or misbehaving. All learners were totally engrossed in the story and the 'regular' fidgety learners were setting very quietly, listening intently. In Teacher 2's class the learners spontaneously comment about plot in the story and this seems to be a regular practice. Teachers should take full advantage of such a moment, and optimise the learners' engagement and learning experience by extending the language and literacy experience cognitively for the learners. Learners' interest and enthusiasm was high and would be willing to have a discussion or give their opinions.

If reading aloud does have the potential to produce this kind of effect on the learners' cognitive and literacy development, teachers should place more emphasis on this method and use it skillfully, in terms of choice of text, learner interest and teachers' manner of reading, to optimise and stimulate learners to have discussions, make inferences, develop their own questions, debate, and write, using language rich in vocabulary, plot and style.

Teacher 2 uses reading aloud as a daily strategy, and, from the read-aloud lesson I observed, the learners were obviously completely engrossed and captivated for the 15 minutes that the teacher was reading aloud to her class. The usually boisterous class was relaxed and all learners totally absorbed and focused, not one learner misbehaving or fidgeting.

Books and stories chosen for reading aloud should have rich language, attractive illustrations, rhythm and rhyme, and repetition (Eggleton, 2013). The language should 'roll off the tongue' (*ibid*, 2013), be age appropriate for the learners, bright and engaging with magical, musical text. The teacher should read the story with good intonation and rhythm.

Although Teacher 1 was not reading aloud a sequel or story to her learners' on a daily basis, she did make use of the shared reading period to read aloud to her learners. She read with lively intonation and modeled reading well. She always made flash cards of the new vocabulary, and posed questions about the text to check learners' understanding even though her questions were predominantly LOT questions. It could be argued that she used the read-aloud strategy efficiently and effectively in that she extended the learning experience by creating an opportunity for her learners to dramatise the story. Dramatisation is appropriate and relevant for these Grade 3 learners. It afforded an opportunity to the learners, particularly those whose mother-tongue is not the school's LoLT, to use the language, acquire new vocabulary in the LoLT, and develop their literacy skills. Hayes (2003:79) advocates role-play as a pedagogical tool for the teacher as well as a pathway for learning, besides providing an opportunity for teachers to determine their learners' competency levels in language and/or literacy (Peterson & Belizaire, 2006).

Teacher 1 also demonstrated effective use of this strategy in terms of developing writing literacy. She could however have created an opportunity to further develop her learners' writing literacy by going through a guided writing process (2.7.2.3). The teacher could also raise her expectations of her learners, as I noted that they appeared capable of more challenging questions and activities. When no restriction was placed on them, they rose to the occasion and most of them wrote beautifully constructed, logically sequenced complex sentences. The book used by Teacher 1 for shared reading had appropriate, repetitive text, as recommended for shared reading at FP level, so that learners would feel free to join in the reading because of the 'catchy phrases' or the rhythm and repetition.

Teacher 2, although she did not dramatise the story she read it aloud and provided the opportunity for her learners to engage with the text at a higher cognitive level. She allowed learners to discuss the story in terms of what they liked or did not and to express their opinions about aspects in the story. One could argue that this strategy has the potential to lift the cognitive levels of the learners and was utilised effectively. The teacher used the book initially to stimulate the learners' imaginations as well as to get learners talking and as a result activating development of their higher thinking skills, leading to the development of their writing literacy. However, although the new vocabulary was displayed while the learners

wrote their sentences, it had not been explained by the teacher. However, the discussion between learners of the stories provided insight and ideas about the story. In this context, in terms of direct instruction, one could argue that the teacher should be cognisant of the fact that new vocabulary should be explained by her, or discussed amongst learners who should articulate their understanding of what a word means in the text and incorporate the new vocabulary in their repertoire of language and writing.

The writing process in terms of the stages recommended in the literature and stipulated in the curriculum was not followed in the lesson of Teacher 2. When learners were asked to write, many of them wrote well-constructed sentences using a few of the words from the story and which were displayed. They appeared to steer clear of the words they did not understand and which had not been explained to them. I perused many of the learners work, especially the better performing group, and compared the new vocabulary displayed for the learners as reference with that used in their writing, and found that not one of those learners had attempted to use the words 'grasped', 'horizon' and others. This suggested that the teacher's attempts to introduce and consolidate new vocabulary had not succeeded: these words had not 'transferred' to the learners' writing. During the observation period I did not see any guided lessons taught to support learners who were struggling to order their thoughts and put them on paper. Also, the learners who were writing well were not given an opportunity to discuss their writing in terms of how they could improve on it, and thus be nudged to their next level of writing literacy development.

In the read-aloud lesson of Teacher 2, the choice of 'The Little Mermaid' was an appropriate choice as it had rich language, attractive illustrations, intrigue and a strong story line. Even though the teacher read extracts from the book over an extended period of 2 weeks, the learners were enthused and would not go home if the teacher did not read to them. The evidence of how appropriate this strategy is for the learners' stage of development and how effective it was is evident in the learners' sentence writing. The vocabulary used in their sentences was remarkably better than other pieces of work of individual learners I had randomly perused. When I asked the teacher what she would do after this writing activity, she responded that she would mark the sentences and the learners would do corrections. She made no mention was made of a guided writing or conferencing with learners who needed support and where through direct teaching some intervention could take place. She said she did not do process writing. However, the learners enjoyed writing and there was no hesitation as they wrote the 10 sentences the teacher requested, and many learners wrote much more.

As was described in detail in Chapter 2, in Section 2.8, 'Writing Process' a teacher should make process writing a regular practice with learners steadily and progressively developing their writing skills as they go through the stages and develop grade appropriate thought out pieces of writing. Teachers in general tend to rush through, or omit stages of the writing process and sometimes learners are expected to write and complete writing in one session. Guided opportunities, where the MKO poses questions and affords the opportunity to learners to review their ideas, rephrase, make changes, use a varied vocabulary and iron out grammatical errors should be introduced as a regular and ongoing process so that learners will pose the questions to themselves or to their peers after completing a piece of writing.

According to research, learners should spend at least one hour writing per day (Graham, 2012). However this essential requirement is not reflected in the time allocations in the South African curriculum (CAPS, 2011:128), and was a shortcoming on both teachers' class timetables as no 'writing period' was reflected.

iii.   Use of learning and teaching support material (U/LTSM)

Learning and teaching support materials (LTSM) refers to and include any kind of visual (picture, posters, flashcards, written text) or auditory items (tape recordings, music, video) which enhance teaching and learning. In this study the LTSM is not in itself a teaching strategy but is intended to enhance direct teaching, co-operative learning and individual activities and to cater for learners' different learning styles. Research has found that 'cultural tools', as described by Vygotsky (1976), are educational resources to aid learning. Teachers cannot teach without LTSM which, according to Vygotsky can include maps, diagrams, charts and many more with the most important cultural tool being language. Although both teachers in their interviews indicated that they mainly used two LTSM items when they taught, during observation both teachers used numerous different tools.

In this study Teacher 1 and 2 used LTSM including 'big books', flash cards, sentence strips, pictures and text books during their teaching. No other kinds of auditory LTSM, such as tape recordings, music, and television were used, except for the teachers 'voice'. Teacher 1 took into consideration the learners learning styles to a greater extent than Teacher 2 did with the variety she utilised.

Table 5.9: Teacher 2 Read-aloud

Teacher 2: Lesson 13 Read Aloud	
Learners:	Learners are reciting recitations.
Teacher:	When they stop the teacher asks the learners to tell her 'What happened in the story so far?' This question is related to a sequel she is reading daily.
Learners:	Some learners give a very excited response.
Teacher:	'Be quiet' She asks the learners' to be quiet. The teacher begins to read the story with intonation.
Learners:	The learners listen intently. One can hear a pin drop as the learners hang onto every word. The learners are absolutely quiet, listening to her reading the story and a learner would make a spontaneous comment while she is reading.
Learner 1:	A learner offers spontaneously… 'He wanted to marry a witch…' someone says. The teacher and the learners do not mind this interruption.
Teacher:	The teacher continues to read. She offers no explanations of new or difficult words.
Learner 2:	Another spontaneous comment from a learner, '…he had no idea'.
Teacher:	Teacher poses a question: 'Who are Flotsam and Jetsam?' She shows the learners the picture. The story comes to an end.
Class:	The class echoes 'Happily ever after.' For the next few minutes the learners erupt into a spontaneous discussion about the story and what they liked about it. They direct their comments to their peers until the teacher calls them to order.
Teacher:	The teacher poses questions to different learners, such as 'What part of the story did you like?'

Teacher 1 used the relevant LTSM appropriately and learners engaged with all the LTSM that was used as 'scaffolds'. One could argue that the learners in Teacher 1's lessons engaged spontaneously as all their learning styles were appropriately catered for; the flash cards, the creation of a jungle with flannel cut-outs, supporting learners to making meaning of the text, the masks for the dramatisation of the story. Learners used words which were introduced on flash cards in sentences orally and in written text. Her classroom was less print rich than that of Teacher 2 but Teacher 1 used more of an array of relevant and age appropriate LTSM in her lessons, thus engaging learners at various levels and stages of development and with different learning styles. However, what proved ineffective was the fact that the learners had less resources for easy referencing when they wrote sentences as no high frequency words and relevant vocabulary or dictionary was displayed or available. She seemed to have 'stored' the flashcards and wrote some related vocabulary on the board. Learners seemed to be misspelling easy high frequency words which are frequently used.

Teacher 2's learners developed a wide range of vocabulary and their use of language in their written texts was more advanced because the words were displayed in the classroom and the learners had easy access to words they needed in their writing. The learners also had the

opportunity to engage with the new vocabulary as they were asked to use the words in context. I observed this practice in other lessons as well and I think the learners 'risked' a lot more. Their language usage was more consolidated as they were made aware of the use of 'is' and 'are', extending sentences, when to use 'a' and 'an', and many other skills came to the fore when the learner were engaging in oral discourse. I noted that in both classes learners did not make use of a home-made or a published dictionary which is a requirement for the grade (NCS, 2005). The use of dictionaries is highly recommended as well as providing easy access to new taught vocabulary. Teacher 2 continually reminded her learners to utilise the vocabulary displayed on the walls (word wall).

Teacher 2 however had a variety of books in the reading corner but I did not observe any learners going to fetch a book after completing a written task while their peers were still busy. I got the sense that they were not allowed to collect a book unless they were told to do so.

iv.   Look and say

The strategy is referred to as a more complex, in that it adds print to the learning dynamic whereas reciting or choral activity mostly has no print (Piller & Skilling, 2005). The 'look and say' strategy promotes understanding, giving more recitation and rehearsal and continuing the over-learning process. 'Look and say' in this study is a technique used by a teacher who uses flash cards or the writing board (print) with new vocabulary, phonics, high-frequency words, the repeating the word after the teacher. This ensues after the vocabulary has been taught in context and after learners have engaged with them many times. These are flashed randomly for the learners to recall the words and say them aloud and use them in a sentence. This technique requires mental processes of rehearsal and recitation and it is argued that it teaches the learners through rote memorisation.

In this study both teachers used flash cards of words from previous lessons to ascertain whether their learners were able to identify the words (Teacher 1: Lesson 2 and 4). In Teacher 2's class (Lesson 9), the flashcards were used to ascertain whether they were able to recognise the word and to use the word in context. Look and say words become part of the learners' repertoire and part of their rich vocabulary 'bank' which they will use daily in speech and writing. When learners are 'drenched' in new words their language will be enriched (Eggleton, 2013). Both teachers used this strategy effectively as the learners engaged with the vocabulary, read the words (recall) and used the words in sentences to demonstrate their understanding of the words. In the written activity these words will be incorporated into their story or written piece. The potential for effectiveness lies in the fact

that the learners used the new vocabulary in their written texts or written products appropriately in context.

Research has shown that learners in the top group need to engage with words many times, depending on the stages of development of the individual learners. This means that the middle group and last group need to interact with the new words much more than the first group so that they become part of their repertoire and they can spell them. Learners must be given the opportunity to write the words (Eggleton, 2013) over and over again until they can write them on their own. The key to this technique I believe is to combine it with other techniques for best results.

v.   Choral activity (Reciting poems, singing, jingles and rhymes and dramatisation)

Poetry, according to Pinnell & Fountas (2008:60) refers to condensed language that is heavy with meaning and can be the foundation of rich discussion. Brain research (Haskell, 2001; Mayer, 2002 in Piller & Skillings, 2005) supports speaking aloud as speaking generates more electrical energy in the brain than just thinking about something (Bower, 2003 & Perry, 2004 in Piller & Skillings, 2005).

In choral activity or choral drill learners recite (speak aloud), repeat together the melody and rhythm, or echo, following the lead or in unison with the teacher. This activity is used frequently and requires no print and is verbatim memorisation (Perry, 2003 & Bower, 2004 cited in Piller & Skillings, 2005). The purpose was for transfer to long term memory, learning vocabulary as well as enjoyment. Teaching learners recitations, jingles, nursery rhymes and songs is invaluable in that it improves learner memory, teaches them new vocabulary, how language is used, and how to use intonation and expression. Choral drill is similar to 'look and say' as both are related to memory and repetition except 'look and say' is introduced in print. Teachers can teach jingles, rhymes, poems and songs in print but this was not the case in both classes.

Choral drill is a powerful way to cause over-learning, that is, continuing to recite after something is memorised, creates deeper memory traces that makes for longer retention (Ridley-Smith, 2004 in Piller & Skillings, 2005). Learners may write what they like about the poem or what it makes them think about. In this context, Fountas & Pinnell (2007) in Pinnell & Fountas, 2008:60) argue that developing a voice and a sense of audience is critical for developing writing proficiency.

The catchy phrases, rhyming at the end of their lines or alternate lines could be imitated by the learners when they are writing their own poems, or doing creative or story writing. I witnessed learners reciting poems, acting it out with gestures and singing songs with motions in Teacher 2's class with absolute pleasure and once they got started it was difficult for the teacher to stop them. Teacher 1's class recited one poem but used a poem as text for direct instruction and elicited information about animals and their homes. I did not, however, observe Teacher 2 using this rich resource to initiate creative writing. Although Teacher 1 only recited 1 poem, she used a poem (Lesson 8) to encourage learners to write their own story. I did not ascertain from Teacher 2 if she did likewise.

In the tables below are examples of how Teacher 1 and Teacher 2 employed choral activities.

Table 5.10: Teacher 1

Teacher 1: Lesson 15: News	
Teacher:	The teacher calls the learners to the mat. She asks them to say one simple rhyme quickly. 'Let us say…' Then she starts a rhyme. No listening skills hey. You have to listen or you won't hear what they are saying. She speaks to them about sitting still and paying attention. She starts again… 'Let's start.'
Class:	Learners say the rhyme' news, news everywhere, on the radio, on the TV.' All the learners join in and recite the rhyme.
Teacher:	They complete reciting the rhyme and she asks them to fold their arms.

In Teacher 1's class I noted that the learners were asked only once to say a rhyme at the start of a news lesson, and the rhyme was linked to the news. In Teacher 2's class, however the learners were taught a plethora of poems, rhymes and songs. The table below relates to the learners' absolute enjoyment of singing and saying rhymes, jingles and poems.

Table 5.11: Teacher 2 Recitations

Teacher 2: Lesson 12 News	
Teacher:	Learners are asked to be seated on the mat. The teacher asks the learners to say a rhyme.
Class:	They say 'diddle, diddle Dumpling'… They continue with a song. Learners thoroughly enjoy this type of activity.
	The teacher gesticulates with her hands… asks them to stop. She says… 'Shhh'. She asks for another rhyme or poem. They start… 'If I meet a crocodile…' They start something else after completing the previous poem and the teacher says 'No. no, no …something else'.
Learner 1:	A learner suggests something and everyone starts joining in.

In the interviews both teachers stated that they taught the learners poems and rhymes. Teacher 2 in particular taught her learners a plethora or rhymes, poems and songs, and the learners enjoyed singing these. These develop vocabulary and language and the learners thoroughly enjoy this strategy as they would go on and on if they are not stopped. The teacher mentions that she likes recitations and rhymes and not that it was a strategy to develop memory, enlarge vocabulary and language development.

Teacher 1's learners did not know as many poems, songs and rhymes but the learners did a fair amount of dramatisation, whereas Teacher 2 did no dramatisation during the period of observation. Teacher 1 uses dramatisation, 'role-play' (news reporter) and riddles well related, appropriate and relevant to the age and stage of development to enhance vocabulary and language development. This strategy is potentially effective as the teachers could further extend this strategy by using these poems and rhymes to teach learners how to use them in the creation of their own poems, ending their sentences, paragraphs and other texts with words that rhyme.

vi.   Group teaching / co-operative learning (GT)

Research evidence on grouping appears at time to be contradictory. It is not grouping in itself that makes a difference but what happens in terms of instructional and educational activities provided (Siegle, 1994; Tomlinson, 2000). Placing learners in an ability group without adjusting the instruction and content has little impact. Teachers need to adjust how they teach to suit the needs and capabilities of the learners.

Learners can also be grouped according to interests or motivation. Groups can also be formed to utilise a variety of strengths needed to accomplish a common goal or project. According to research learners who are not in high ability groups are not harmed academically by ability grouping and may gain ground in some cases. Ability grouping does not have a negative effect on learners' self-esteem and appears to be slightly positive for low achieving learners (Rodgers (1991) & Kulik (1992) in Siegle (1994).

During the observation period I noted that the teachers used, or attempted to use, a differentiated group teaching/co-operative approach, although the children were clustered together in three homogenous groups for reading only. I noted that, although they were in ability groups, they did not always receive differentiated activities.

At specific instances Teacher 1 and Teacher 2 would have the whole class on the mat for the teaching; phonics, reading aloud, shared reading and language an interaction took place between teacher and learners and learners and their peers. It was observed that only the guided reading lessons were taught in differentiated homogenous groups. Individual learners were given opportunities to read-aloud but no questions were posed after reading a few lines. No group work with group discussions and guided lessons in homogenous groups were observed as the class were given instructions to do a writing activity after a lesson, such a write sentences, cloze activities and writing news. No learner or learners were called out to be assisted with an aspect of writing when they were engaging in the activities.

Learners were exposed to shared reading and co-operative learning was not observed in both classes providing learners with an opportunity to work together as a team of different ability groups in accomplishing a set of given written tasks. Teacher 2 demonstrated effective and efficient use of shared reading (modeling) as she allowed for vocabulary extension, a fair amount of reading, discussion, opinion and engagement with the text relating to comprehension, language, tenses, singular and plurals, and independent writing. Teacher 1 also used shared reading effectively but not to the same extent as Teacher 2 who included aspects of language and comprehension. She however effectively used it to extend vocabulary, to elicit information, and for reading and dramatisation.

Teachers however did not demonstrate the use of shared writing after doing shared reading as a co-operative process by a heterogeneous group of learners. This would be a good strategy to use after the learners have engaged with a story at length. Both teachers used shared reading but did not extend and maximise the teaching opportunity to lead to a shared writing process where learners develop a text together as a scaffolded process especially for learners who are not capable of writing independently. Both teachers did not use this strategy which is effective and an appropriate strategy to support learners. The teacher models the writing process by speaking aloud her thought processes (inner thought), thus exposing the learners to the cognitive processes and thought and other good practices. Learners are said to learn best, and retain and internalise information and skill, when they learn from each other in co-operative learning (teach others 90%) (Lalley & Miller, 2008). However, even though the learners in both classes were 'taught' in groups, there was no evidence of learners learning from, or teaching, each other except when one learner would answer a question which was asked of their peer. Although Teacher 2 mentioned in her interview that she sometimes paired a weaker learner with a strong reader, her explanation was that the strong reader had to read aloud to the weaker reader and the weaker reader

would in turn read. The emphasis, or explanation for this strategy, was that the weaker reader had simply to 'listen' to the reading so that she or he could learn to read.

A major benefit of co-operative learning is the nurturance and development of social interaction skills (Slavin, 1990). Ideally, in well organised co-operative learning, positive interdependence is encouraged as learners complete the task, thus creating an atmosphere of achievement. Guided instruction in the form of 'conferencing' seemed generally to present a problem to both teachers as neither of them was planning guided sessions for writing literacy. They were not carefully thinking through or planning for the specific kinds of support needed by the learners, as recommended in the literature including extending competent writers and assisting those struggling. This kind of support should include conferencing sessions with all learners during writing. However, even though teachers made use of eliciting, modeling and group teaching which could be seen as scaffolding, direct instruction and process writing was not adequate, particularly in the case of those learners with backlogs and learning barriers. Both teachers offered superficial support to those learners with barriers. I did not observe any small group intervention and support for learners. Most of the activities were 'one size fits all'.

According to the literature, teachers of literacy should provide specific strategies, scaffolding strategies in particular, to assist learners who need special support to become independent writers, including group and peer learning (Pressley, Harris & Marks, 1992 in NSW Education Department). These could include a shared writing process, sentence starters, key words, and writing frames. These strategies and scaffolding were not used in either of the classrooms. Sometimes learners were expected to start writing 'cold', with little discussion and assistance.

Guided opportunities for developing writing were scarce in both classes. This process involves the teacher mediating learners through a process to rectify their mistakes. Although I observed a guided lesson in both classes where learners were given an opportunity to read aloud, I did not observe the teacher doing any kind of intervention in the form of supporting a weaker learner or engaging further in the development of a particular skill. During the writing sessions both teachers did not withdraw learners who were experiencing problems in order to remediate the problem. I did however observe Teacher 1 asking learners to rectify spelling mistakes although she did not check their work or point out their mistakes.

According to Vygotsky (1986) teacher support is essential to bridge the gap in the learners' ZPD (Hammond et al., 2001:7) and this support should be planned for and specifically linked

to observations made during lessons and in discussions and questioning (Fisher & Frey, 2009b). My observations in both classrooms revealed that learners with barriers (3rd group) did not receive support in the form of well thought through differentiated teaching or activities. Learners with perceived problem-areas were not placed in an ability group for guided instruction. During the interview both teachers admitted that they did not devote much attention to assisting these learners. This is confirmed in the planning: these learners did not receive a teaching support related to their stage of development even though both teachers had identified them and put them in a homogenous group. The only time they were taught together was in a guided reading lesson during which pertinent literacy skills (reading fluency, observation of punctuation rules) and the specific barriers were not addressed either in the planning and or in the course of the lessons. During to my observation I noted that neither of the teachers used scaffolding to bridge these gaps in skills even though they recognised the learners' problem.

Teacher 2's planning did not indicate differentiation for learners who needed either intervention or enrichment. All learners were all asked to write the same number of sentences. She had a range of language structures (plurals adding's' and 'ies', contractions, adjectives) which she developed and demonstrated using the shared reading text. This she did exceptionally well and the learners manifestly developed new concepts and skills which were regularly reinforced by the teacher. The learners were given the opportunity to 'practice' the skill and explain to their peers their understanding of concepts. Teacher 2 did not do any brainstorming but learners did discuss the story and generated appropriate vocabulary which she wrote on flashcards and put up on the board for easy reference during their subsequent reading and writing. These flashcards were later placed alphabetically on the word wall. She continuously made reference to the new words during observed lessons.

Skills developed by this stage for writing competently should include the formation of letters, as well as the mastery of multiple physical (handwriting) and mental processes (precision and fluidity of writing alphabet letters, grammar and syntax, logical ordering of thoughts, and thinking ahead) in a synchronised effort to create and convey information, not in a haphazard, but in a logical and/or story form.

5.3.   Conclusion

This chapter has provided the discussion and the findings in response to the research question:

- How effective, relevant and appropriate are these strategies in terms of the aspects of literacy they address and support?

The data was presented in data-literature interplay and each theme that emerged was discussed. The teachers response to their questions related to their teaching practice was discussed.

5.3.1.   Concluding remarks:

Both participants were hard working teachers who wanted to see their learners excel in literacy. Each Grade 3 teacher used a variety of strategies to teach literacy and in particular, writing literacy. They used a combination of teaching strategies and it was interesting to note that the teachers' personal preferences stemmed from their personalities and eliminated not only their strengths, but their love for a particular concept in teaching literacy.

Teacher 1 and Teacher 2 relied heavily on constructivist approaches such as modeling, the use of language and socialisation, utilising read-aloud, poems, rhymes and songs. Even though both teachers employed group work there still remains a deprivation in differentiated teaching and sometimes used a 'one size fits all approach. More intentional mediation during teaching and learning could be planned.

Both teachers during the course of the study shared their concerns related to the following aspects which they felt hampered their learners' progress:

- Their own lack of knowledge to address learner barriers at Grade 3 level
- Lack of time to address learners barriers
- Little to no parent support
- The language barrier of the learners
- The lack of resources
- Vandalism

In Chapter 6, I make recommendations related to the findings in Chapter 4 and 5.

CHAPTER 6
CONCLUSIONS AND RECOMMENDATIONS

6.1.   Introduction

This final chapter of the study around exploring Grade 3 teachers' strategies in the teaching of writing literacy makes clear the extent to which the two research questions have been answered.

The first question was answered in Chapter 4 whereby seventeen (17) strategies were identified in the two classrooms. In order to answer question 2; how appropriate and relevant and potentially effective the seventeen strategies were, I further examined these by using the constant comparative method 'look and feel alike' criterion in order to determine the related meaning within some of the strategies. Through the constant comparative method those strategies which looked and felt alike in terms of behaviour were placed under a theme. In Chapter 5 the five themes were probed for relevance and appropriateness. The focus of Chapter 5 was whether the literature and existing research support the use of actions observed in this study in the teaching-learning of literacy (specifically writing) to Grade 3 learners. In this final chapter, I address once again the second question on the potential for effectiveness that is contained in these themes. Further insights that emerged from this study of the teaching of literacy in writing will be discussed.

6.2.   Relevance and Appropriateness of the strategies

The exploration and the analysis of video-data revealed the following trends in the classes of Grade 3 teachers. They implemented the following techniques - which were relevant and age/grade-appropriate - effectively to promote writing literacy. There are five distinct ways in which the teachers seemed to teach writing. These are as follows:

i.	Theme 1: Eliciting responses from learners through a range of strategies
ii.	Theme 2: Offering learners on-going support during the teaching-learning process
iii.	Theme 3: Using different classroom management strategies to ensure an atmosphere that is conducive to learning.
iv.	Theme 4: Motivating learners through acknowledgement of their good practice and encouraging the reluctant ones to participate in learning.

v.   Theme 5: Tapping into a wide range of teaching practice entailing actions that seemed to overarch dominant foci through which the lessons were being conducted.

Teaching practices

These are some of the techniques observed which rendered are not regarded highly in literature and might therefore not the best way of teaching literacy as very little to no positive results are associated with their use even though they may be age appropriate and relevant to bring about and develop writing literacy.

6.2.1.   Theme 1: Elicitation

Some good practices were observed in both teachers classes.

- Teacher 1 allowed learners to engage by eliciting information which leaned toward making the class learner-centered.
- Teacher 2 allowed for learners' opinion and making comments whilst reading the sequel aloud.
- Evidence of prior knowledge linked to new concepts to be taught was observed in both classes.
- Scaffolding observed as teachers linked prior knowledge to new concept taught
- Prompts learners (Fisher, 1998) and allows peers to support (Vygotsky, 1978).

There were some practices which were not observed or could be more focused:

- No opportunity was given to learners to ask questions or lead discussions
- Not many opportunities to construct develop and acquire knowledge (Vygotsky, 1978).
- Very little social interaction in terms of co-operative learning; More emphasis can be placed on the 'learners talk' in terms of their opinions, ideas and inferences to render the classroom learner-centered (Wertsch, 2007).
- The transitioning between LOT and HOT questions to develop critical thinking (Anderson, 2000; Rosenshine, 2012).

6.2.2.   Theme 2: Teacher support

Observations made which are deemed potentially effective:

- An effective observation system to identify and monitor learners' writing progress, and/or to monitor those learners who are not making the expected progress.
- Teachers are patient with learners with barriers.
- Regular modeling of written text and writing conventions (Graham, 2006).
- Completes given written tasks and notes errors and misconceptions
- Regular marking of learner written work
- Specific focus on motor skills and orthography when needed (Berninger et al., 2006).

Aspects which could be improved:

- Guided teaching for the learners who need specific support.
- Regular monitoring of written work whilst the learners are engaging in composing texts
- Early identification of a learner needing support and intervening immediately
- Conferencing with learners who need support in the creation of text.
- Regular monitoring moving from learner to learner is important for immediate support and suggestions during composition of text (Goldman et al., 2007; Graves, 1983.) Intervention or guided instruction of this sort was not witnessed in both classes.
- Shared writing (as a class, in groups or pairs) is an important strategy and a scaffold which was not implemented in both classes except for writing very short texts like news. Teaching learners to write is a strategic and planned process which is scaffolded to lead the learners to their optimal level of writing and to become independent writers.

6.2.3.   Theme 3: Classroom Management

Good practices observed:

- Healthy, safe, supportive environment and a sense of acceptance and belonging. Learners risk often (Matsumara, Slater & Crosson, 2008; Page & Page, 2010)
- Teachers show empathy, kindness and concern (Sutton, Mudry-Camino & Knight, 2009).
- Rules and regulations have been negotiated (Gootman, 2008).

Aspects which could improve:

- A monitoring system with clear instructions related to the support they give
- Chorusing of answers and walking around to sharpen pencils
- No 'buy-in' from learners regarding rules and responsibilities and teachers not following through with agreed consequences

6.2.4. Theme 4: Motivation

Good practices observed:

- Frequent affirmation -stickers used in books and verbal affirmation
- Learner work displayed
- Learners reading their own efforts
- Empathy displayed towards stragglers

Practices not observed or too frequent:

- Mutual respect between teachers and learners not always observed
- Frequent rebuke, little explanation of desired behaviour; the teacher could have addressed this aspect when I was not present (Darling-Hammond et al., 2000).
- No self-discipline instilled, little accountability related to behaviour
- Learners being encouraged to self-regulate behaviour

6.2.5. Theme 5: Teaching practices

Good practices observed are as follows:

- Demonstration and continuous modeling of speaking, reading aloud, writing, words, use of punctuation, correct language usage to name a few (Krashen, 2003; Latham, 2002).
- Learners dramatised, read their stories and news.
- Conditions for learning employed; immersion in text, mediation, demonstrating and so on (Cambourne, 2004).
- Display of PCK in the employment of a variety of teaching strategies, group teaching, scaffolding and intervention even though not to the degree needed (Schulman, 2004; Tomlinson, 1999).

- Differentiation in strategies to address all learners learning styles.
- Role-play used as a pedagogical tool to determine language competency levels (Hayes, 2003).
- Making connections between reading and writing; using read-aloud, poems or shared reading to write/ create their own stories (Elbow, 2004; Tierney & Shanahan, 1991).
- The use of various LTSM, print rich classrooms (Cunningham, 2006), read-aloud, dramatisation, choral activities to promote multi-sense stimulation (Medina, 2008).
- Learners had multiple opportunities to practice their skills (Seefeldt & Barbour, 1986:25) through play (Tekin & Tekin) articulating external speech in the use of language (Piaget (1978); use of language, new vocabulary, articulate the sequence of the story logically.
- Evidence of co-operative learning, mediation and scaffolding.
- Both teachers employed group teaching.
- Learners were engaged in a constructivist approach making their own books, writing stories and news to be read on television.

Aspects not observed or very scarce:

- Very little 'talk' before the composition of learners own written text.
- The writing process to be implemented; brainstorming, drafts, edits and final product instead of going directly to write the final product.
- No writing process observed (time given for discussion or brainstorming their topic in a homogenous group to order their thoughts.
- Guided teaching for the learners who need specific support with writing especially the learners who were still in transcription stage.
- Not enough 'direct teaching' took place even though they modelled reading and provided multiple scaffolds for the learners.
- Shared writing (as a class, in groups or pairs) is an important strategy which was not implemented in both classes except for writing very short texts like news.

It is important to note that the potential for effectiveness in a strategy is in the implementation thereof to bring about learning. No matter how good a strategy or a group is according to literature, if the teacher is not fully aware how to employ the strategy so that it may yield the desired results it could work against such a strategy. The potential for effectiveness in the correct, intentional employment thereof with the knowledge of what it must bring forth.

Both teachers appeared to work extremely hard. It is my perception that both teachers are working towards improving their practice and therefore has both completed their NPDE (National Professional Development Education) qualification. It is more about the extent to which teacher actions and talk during teaching indicate teachers' understanding of the business of teaching-learning. Teachers need to change their own mind-sets in terms of having high expectations of their learners no matter what the odds. When learners are taught to have higher expectations of themselves and to self-regulate, half the battle is won. Systemic issues such as class sizes, the quintile system, compulsory Grade R and mother-tongue advocacy in foundation phase which has been proven to benefit learning all impact negatively on curriculum delivery and learner performance. Some of the factors mentioned are also a reality in many other countries, yet these countries learners perform.

Teachers need a platform where they can engage and discuss their reflections and theory related to curriculum matters and share best practice so that they can improve their professional competence and learn how to do better. The two teachers' part of the study showed obvious passion and commitment.

6.3.   Conclusion

The three aspects which constitute writing and which enable a learner to be writing literate are: the motor or mechanical aspect, the cognitive aspect and the final product. In order to learn a motor skill requires some cognition. However, the goal is not the cognitive aspect but the control of the muscles. At Grade 3 level it is expected that learners have fine motor function, are knowledgeable and able to form letters automatically. Both teachers made efforts to rectify incorrect letter formation. Learners were referred to the writing chart or were asked to write the correct formation on the writing board. I did not, however, observe handwriting lessons taught in either class an aspect imperative to automaticity and improved pace and creativity since the focus will be on what the learners are producing and not on the formation of letters. From my observation, learners were able to write without having to look on the chart for letter formation, so I conclude that all learners were competent. However, I have noticed that many learners write at a very slow pace. This slow pace could impact negatively on the production of text, as much concentration is focused on letter formation.

The cognitive aspect was addressed to some degree in both classrooms. The posing of questions, albeit mostly lower order and middle order questions, allowed for few opportunities to engage at a higher cognitive level. A concerted effort has to be employed to consciously lift the levels of engagement in the classroom. Teachers should consciously

raise the bar in terms of expectations related to learner talk, teachers' questions transitioning from LOT (lower order thinking) to HOT (higher order thinking), learner questions, discussions and opinions, brainstorming, editing, conferencing and composition of text development.

It is noteworthy to mention that even though learners' work was not the focus of this study, I did observe their written work and noticed some learners wrote beautifully-composed stories, news and poems even though the level of engagement was not progressively leading to HOT questions. Learners were not given the opportunity to operate at that level often, so that learners could translate that level of cognition into their writing. I would argue that the exposure and being read-aloud to regularly afforded the learners the opportunity to be exposed to good authorship. The development of new vocabulary on flashcards for referencing and using the words in context was beneficial.

In conclusion I argue that although teachers did not employ all the strategies necessary to lift the cognitive levels, they implemented some good strategies as mentioned in chapter 5 and above, that have manifested in well-written final products even though the learners had not yet written paragraphs which are grade-appropriate. Despite this, learners had written between ten and fifteen logical, well-composed, composite sentences with good descriptive words and some using direct speech related to a topic. The learners' work also indicated a good understanding of the beginning, middle and end that a story should have. Some orthographic aspects are also improving, such as spelling, punctuation. This includes question marks, inverted commas and exclamation marks. They understand the concept of thinking and speech bubbles which manifested during the read-aloud period although they had not used those in their writing.

Several higher order components such as goal-setting, planning and revising and editing aspects still need to be taught. A percentage of the learners were able to present a well-organised, coherent piece of writing. Very few learners had the hindrance of a delay in motor development although there are quite a few learners who do have limited language and oral abilities. Daily story reading, choral activities and dramatisation are strategies which have potential for effectiveness to develop language acquisition. I have also made an observation that some learners are at an early stage in writing development because of a lack of fine motor function which leads to slow production, cognitive skills and limited language, some of which is related to the fact that the learners are not learning in their mother-tongue.

6.4.   Limitations to the study

This was a small study limited to two respondents. Due to the limited number of respondents used, one could argue that a limited perspective was obtained about 'how' teachers' teach and 'what' strategies they employ. Yet through in-depth analysis that is consistent with good qualitative research practice, this study has yielded rich, comprehensive data.

The methodology included interviews which were conducted before the classroom observation. The advantage was that teachers could speak about the strategies they employed related to their teaching practice and this gave me insight into their practice. In hindsight, a good strategy would have been to have a post-interview. The disadvantage related to a pre-interview only was that I did not have the opportunity to ask the teachers questions related to their practice after the observation. I believe more comprehensive data could have been gathered to give me a better perspective related to what I observed.

Classroom observations took place over a short period due to logistical constraints related to the schools' existing and established year-programme and time-table. In retrospect, I could speculate that a longitudinal study of perhaps four weeks with daily observation would have yielded a more comprehensive perspective of the different types of writing activities and handwriting lessons and all aspects of written work and creative writing in Grade 3 classrooms.

Video-taping the lessons also presented a challenge as I was not skilled to do so. There were occasions where the video had to be moved to capture the interaction during small group teaching and because one wanted to be as unobtrusive as possible I kept the camera in the same position most times. In hindsight, I should have had a professional to do the video recording.

It was difficult to find teachers who agreed to be part of the study as one of the respondents who had initially committed to be part of the study declined due to personal reasons. Some teachers withdrew after they heard the lessons would be video-recorded. In hindsight it could also be because I was their curriculum advisor, and they could not internalise the altered role of research student.

6.5.   Aspects linked to the context of this study

The context of this study relates to what is referred to by Western Cape Education Department (WCED) and Department of Education (DoE) as 'underperforming schools'. As has been indicated in 6.2.1 to 6.2.5, there are plenty of indicators of good practice in these underperforming schools. Although performance is below expectation, they still function according to policy requirements. Pedagogical content knowledge (Shulman, 1987) is widely perceived as a factor affecting teacher effectiveness and social issues, management, language and other factors relating to curriculum and frequent changes are not taken into account.

6.6.   Recommendations

6.6.1.   Recommendations for teachers and curriculum advisors

There are moments of good teaching strategies in under-performing schools according to issues highlighted in previous research (Hoardley, 2010; Schollar, 2005 & Taylor, 2004) Factors cited included little written texts or written exercises, no print in classroom, little use of LTSM, no understanding of curriculum, learner responses mostly in chorus, teachers adopted authoritarian roles by doing most of the talking, few learner initiations, little reading and writing and little teaching was taking place, to mention a few.

Even though this study reveals considerable good practices, there is a need to 'raise the bar' as far as teaching and learning is concerned. Aspects such as 'time on task, differentiation, direct teaching, opportunities for discussion, scaffolded process for writing, the implementation of the writing process and immediate intervention are aspects to be considered. Teachers should engage in the practice of self-reflection pertaining to these aspects which are addressed to some degree; they should engage in well-thought through practices to address the gaps. A conscious effort with regards to moving learners toward self-regulation and independence should be prioritised.

Communities-of-practice are an aspect which is sorely lacking in the Western Cape. Curriculum Advisors could play a role in establishing such 'communities of practice' which could not only share practice but also engage in research and study trends in countries where literacy scores are high. They could start by using what is being advocated. Teachers need a platform where they can regularly share best practice and be empowered to speak about the endemic problems.   Curriculum advisors can afford the teachers regular

opportunities to do exercise these occasions for self-expression. Demonstration lessons and discussions relating to curriculum are valuable exercises which will impact positively on the outcomes attained in the classes.

Curriculum advisors (CA) are to support, guide and advise by conducting workshops to up-skill teachers in subject-areas or methodologies which are not implemented correctly. Research has revealed that teachers have little to no confidence in the CA's who are deemed officious and demand rather than demonstrate the correct methodology or practices (NEEDU Report). Check-lists and any written reports are viewed with suspicion. Teachers should regularly reflect on their practice and similarly, CA's need to do the same when visiting teachers in their classes. They need to be the proverbial 'more knowledgeable other' and therefore be aware of what is happening in the education arena nationally and internationally.

This research sensitised me towards certain aspects in writing which led me to start a writing project in 32 schools in the circuit where I work. The project was directly linked to the gaps in the writing process which was observed. Teachers were themselves taken through the writing process and experienced first-hand that they could not create a good product if the correct process in context is not followed. They were up-skilled on the importance of language, discussion, vocabulary, audience, voice and so on.

6.6.2. Recommendations for Policy

A phonic programme is important and is the basic building blocks of word sounds and structure to improve a learners' decoding ability and word recognition which is a stepping stone for reading. CAPS do not have a complete phonic programme built into the curriculum; teachers are encouraged to buy one from a publisher. A seasoned teacher will be able to put together a phonic programme because of her experience of using previous curricula, but for new teachers it will be problematic. The methodology of the explicit teaching of an important component such as phonics is lacking as well as a phonic programme for foundation phase. It is recommended that a phonic programme be built into the CAPS.

The climate of the Western Cape has become a breeding ground for substance-abuse. Our learners are victims in that the users and abusers are often the parent/s. We have many Fetal alcohol syndrome (FAS) and drug-related incidents among learners. Teachers find themselves in a terrible predicament as these learners need 'specialised' support. The teachers themselves need 'support' in order to provide help to learners who experience barriers to learning. There is, therefore, a need to research the implementation of Education

White Paper 6, in order to fill this void. The policy in itself is good, but the context in which the policy is implemented is laden with shortcomings and this is also related to the past politically-based divide.

6.6.3.   Methodological Recommendations and further research

I would recommend that a more comprehensive and longitudinal study of strategies used by teachers in Foundation Phase to develop writing literacy be done. This would yield more comprehensive results if it is done on a daily and continuous basis so that the patterns and trends in the strategies being implemented by teacher participants can be observed over an extended stipulated period of time. This would enable the researcher to observe and measure with greater insight and accuracy both the impact of these strategies, and their effectiveness in terms of literacy teaching and learning, especially writing literacy.

As was noted in this study, the teachers were not teaching in their mother tongue, and the impact of this on learners' literacy and cognitive development was touched on. I would recommend a study focusing on the influence that non-mother-tongue instruction has on the development of writing literacy in the foundation phase. We also need to undertake a comparative study focusing on the effects of non-mother tongue and mother-tongue instruction with particular attention on teachers whose mother tongue is Afrikaans who teaches through the medium English to learners whose mother tongue is Afrikaans or Isi-Xhosa.

Masondo, 2013 (City Press 21 July 2013) reports… 'they can't count spell or understand what they read…', referring to the learners in our schools. The new shock report by DoE reveals that South African children in Grade 3, 6 and 9 are functionally illiterate … these were the findings of the Annual National Assessment Diagnostic report which was published in June 2013. Furthermore, Dwane (Equal Education (EE)), states that 98% of SA teachers are qualified but they lack the skills to understand what they teach and to deliver the content. Bloch however highlights the fact that new teachers coming into the system are not Foundation Phase teachers but lauds the DoE's emphasis on the FP and the workbooks which are 'prescriptive and detailed'.

The ideal situation would be for teachers to be trained to have sound PCK and CK as well as sound skilled practice in methodologies and strategies as well as training to specifically support those learners with barriers in their classes. Early, effective intervention and remedial teaching can reduce or eliminate the barrier before the problem snowballs and becomes a

major stumbling block in a child's schooling career, so that no child is left behind, or promoted on age. I would hope that the language competency levels of learners in the Western Cape and in South Africa will be raised and result in improved Literacy results, so that, in turn, there is no high drop-out rate in the Further Education and Training band (FET). This could, it is hoped, go some way to reducing poverty and producing citizens with the skills to find or create employment.

According to Comer (2001) ... as a teacher, you are really an instrument of learning. You can help the child grow in all the developmental pathways. That growth is what makes academic learning most possible. If you understand this, you will find all kinds of opportunities to help children grow and develop and learn what it takes to be successful in school and as an adult.

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APPENDIX A: LETTER REQUESTING PERMISSION

<div align="center">
Mrs. E. J. Fredericks
7 Denver Close
Colorado Park
Mitchells Plain
7785
05 July 2009
</div>

Dr. Ronald S. Cornellissen
Western Cape Education Department
Research Services

Dear Sir

Re: Permission to do research

I am currently a student at Cape Peninsula University of Technology and am reading for my Masters degree.

I hereby request permission to conduct research and gather data for my thesis in Grade 3 English classes at Schools in the Metro Central Education District in Circuit 3 and 4 schools. The following schools have been identified as my research sites; Sunderland, Factreton, Windemere and Wingfield Primary School in Circuit 4 and Bokmakierie, Arcadia, Athlone North, Bergsig, Alicedale, Boundary, Bramble Way, Cedar, Central Park, Cypress, Disa, E. A. Janari, Hazendal, Kewtown, Klipfontein, Mimosa, Montana, Montevideo, Nerina, Nooitgedacht, Norma Road, Parkvale, Protea, Rosewood, Silverlea, St. Raphaels School in Circuit 3.

My topic and research questions are as follows:

An investigation of the efficacy of Grade 3 educators' literacy intervention strategies

1. Which intervention strategies are being implemented by Grade 3 educators to improve literacy levels in their classes?
2. How efficient are these interventions? Which aspects of literacy are addressed and supported by these programmes?

Data collection will commence the second week of the third term subject to approval from the HRC and receipt of permission from your office. Attached please find a copy of my research proposal.

I trust my application meets your favourable approval. Thanking you

in anticipation.

Yours sincerely
Elizabeth Joy Fredericks (Student number 207 194343)
Contact details: 084 293 87 91 elfreder@pgwc.gov.za

APPENDIX B: RESEARCH APPLICATION FORM BLANK

Wes-Kaap Onderwysdepartement

Western Cape Education Department

ISebe leMfundo leNtshona Koloni

APPLICATION TO CONDUCT RESEARCH IN
PUBLIC SCHOOLS WITHIN THE WESTERN CAPE

Applicant details

Title: _____ Surname: _____

First name(s): _____ Gender: _____

Name of organisation (directorate if WCED): _____

Contact person: _____

Address: _____ Postal code: _____

Telephone number: _____ Cell number: _____

Fax number: _____ E-mail address: _____

Name of institution: _____

Student number: _____ Degree/ Diploma: _____

Supervisor's name: _____ Tel no of supervisor: _____

Year of registration: _____ Year of completion: _____

Specialisation: _____ Faculty: _____

Title of research: _____

_____

Research question: _____

_____

_____

_____

Respondents: _____

Name(s) of education institution(s): _____

_____

_____

_____

Research period in education institutions:

Start date: _____ End date: _____

Signature: _____ Date: _____

FOR OFFICIAL USE ONLY

Date approved: _____ Approved by: _____

Reference number: _____

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Navrae Enquiries IMibuzo	Dr RS Cornelissen
Telefoon Telephone IFoni	(021) 467-2286
Faks Fax IFeksi	(021) 425-7445
Verwysing Reference ISalathiso	17/03/08

Wes-Kaap Onderwysdepartement

Western Cape Education Department

ISebe leMfundo leNtshona Koloni

Dear Mr Sir/Madam

Before research can be approved the following must be provided:

1. Concise description of the research project/proposal.
2. If questionnaires/interviews/tests are to be used in the investigation, copies of such questionnaires/structured questions/test questions to be provided.
3. A letter from your supervisor/project head must accompany the application stating that you are registered at a tertiary institution (for students only).
4. The names of the departmental institutions (schools) where the research will be conducted.
5. Who are the Respondents (i.e. learners, parents, educators, etc.)?
6. The period during which the research will be conducted.
7. **No research can be conducted during the fourth term (October – December) as schools are preparing and finalizing syllabi for examinations.**
8. Complete the Research Application Form (attached with letter).

The above information can be faxed or e-mailed. If further assistance is needed, please e-mail (rcornelissen@pgwc.gov.za).

Yours in Education

Signed: Ronald S. Cornelissen
for: **HEAD: EDUCATION**
DATE: 17th March 2008

MELD ASSEBLIEF VERWYSINGSNOMMERS IN ALLE KORRESPONDENSIE / PLEASE QUOTE REFERENCE NUMBERS IN ALL CORRESPONDENCE / NCEDA UBHALE IINOMBOLO ZESALATHISO KUYO YONKE IMBALELWANO

GRAND CENTRAL TOWERS, LAER-PARLEMENTSTRAAT, PRIVAATSAK X9114, KAAPSTAD 8000
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APPENDIX D: LETTER TO SCHOOL GOVERNING BODY

<div align="right">

7 Denver Close

Colorado Park

Mitchells Plain

7785

10 June 2009

</div>

Dear Mr. X and Members of the School Governing Body

Re: Request for permission to gather data at your school

I am currently a student at Cape Peninsula University of Technology and am reading for my Masters degree.

I hereby request permission to conduct research and gather data for my thesis in a Grade 3 English class at your school. My request to conduct research at your school is also subject to permission from the Western Cape Education Department (WCED).

My topic and research questions are as follows:

An investigation of the efficacy of Grade 3 teachers' literacy intervention strategies

1. Which intervention strategies are being implemented by Grade 3 educators to improve literacy levels in their classes?
2. How efficient are these interventions? Which aspects of literacy are addressed and supported by these programmes?

Initially, I would require the Grade 3 educator to engage in an interview with me. The interview will be audio recorded for accuracy purposes to ensure validity concerning my data gathering. The recording will only be used for the purpose of gathering data. All information will remain strictly confidential. The name of the school and the names of all participants will not be revealed without prior consent.

In order to gather data I will need to visit the English Grade 3 class for the duration of one school term, three times per week during the literacy period. The class teacher and parents of the Grade 3 class must be informed regarding the purpose of my visits. During these visits I will observe as unobtrusively as possible.

This process will be beneficial to the school as it will highlight best practice as well as recognise the areas where there are gaps and can be improved on. Not only will the class

teacher benefit but the complete Foundation Phase. A copy of my thesis will also be made available to the school once I have completed my degree.

I trust that my request will meet with your favourable approval.

Yours sincerely
Elizabeth Fredericks

APPENDIX E: TEACHER CONSENT FORM

7   Denver   Close

Colorado   Park

Mitchells Plain 7785

9 July 2009

Re: Consent to participate in the study "An investigation of the efficacy of Grade 3 teachers

"Exploring Grade 3 teachers' strategies in the teaching of writing literacy"

I _____ hereby agree to be a participant in the above research. I consent to Elizabeth Joy Fredericks video-taping the literacy lessons that she will be observing for research purposes in my classroom. I understand that all information will be treated confidentially and that I can withdraw from the study at any time.

Signature: _____

Date: _____

APPENDIX F: INTERVIEW QUESTIONS

The respondent will firstly be reminded of the ethics involved in research and that all information will be considered confidential. If she is not comfortable answering any of the questions she may pass the question. The purpose of the interview is to firstly gather information regarding the educator, her teaching practice and her views concerning teaching.

1. For the record can you please state your name and surname.

2. How long have you been teaching Foundation Phase?

3. How long have you been teaching in Grade 3?

4. Can you please tell me what qualifications you have?

5. Which methodology do you use to teach reading?

6. Which of the above teaching strategies would you consider to be the most effective? Can you provide me with reasons please?

7. What method do you use to encourage your learners to write?

8. When do you do planning and over what period do you plan?

9. Do you make provision for your learners who have barriers and need intervention in your planning?

10. What methods do you use for them for reading and writing? How do you scaffold their learning especially your isi- Xhosa learners?

11. What kind of support do you get from your HOD and learning support educator?

12. What LTSM do you use for your learners during literacy lessons?

13. How often do you use story-telling and dramatisation in you lessons?

14. What opportunities are given for creative writing (own choice, diary etc.

15. Do you integrate when you teach literacy?

16. What are your thoughts about assessments

17. Are learners free to explore and discover for themselves or with friends

18. Do you use a variety of teaching methods for writing?

19. What do you do about troublesome children who disrupt you lessons?

20. How often do you mark the learners work especially literacy?

21. Do you reflect on your teaching practice and how often do you do this?

22. What hampers teaching and learning in your class/ How do you overcome that obstacle or barrier?

23. Do you receive support from your district office? How often do you receive support?

Allow me to thank you for your willingness to participate in this research. Thank you for your time today.

Some questions were omitted during the interview as it did not seem relevant.

APPENDIX G: INTERVIEWS WITH THE RESPONDENTS

Respondent 1: Teacher x

Interviewer: Thank you for agreeing to my request to use your class to collect data and having an interview with me. For the record, questions will be asked and information will remain confidential. I would like to advise you that you may stop this interview if you want to and that you do not have to answer any questions that may make you feel uncomfortable. (Pause). May we continue?

Teacher x: Yes you may.

Interviewer: For the record would you like to state your name.

Teacher x: XXXX XXX

Interviewer: Tell me, how long have you been teaching in the Foundation Phase?

Teacher x: 35 years

Interviewer: Can you please tell me if you will what qualifications you have.

Teacher x: I started with JP then I did the third year, the KG, then I went for matric, after matric I went to imm... then I did a third year course at Belleville College, after I did my degree and I did a remedial course at BOK for the year.

Interviewer: So your current qualification is what?

Teacher x: What is it now… would it be a … my current qualification is BA plus a fourth year.

Interviewer: OK. Thank you very much. Tell me imm … which methodologies are you using when you teach your learners reading?

Teacher x: Ok the teaching of reading I use a mixture of READ method and also the method of imm... the Department the look and say method and sometimes we use the phonic method to get the slower ones to start. In the phonic method we started with the 3 letter words and then take that into sentences. That is how we start and then afterward that we go to the book.

Interviewer: Tell me the read method that you are talking about what does that entail?

Teacher x: OK the READ method is where you take a book and imm … the whole say

all it's that story covers all the learning areas. That's the READ
method where you do the story with the children and you get your
Language from it you get your written work from it you get it your…
reasoning from it imm… also your vocabulary.

Interviewer: What is the….

Teacher x: That story is done during the morning during that reading session. But
we also still have our Reading Series as well.

Interviewer: Ok thank you. What method do you use when you use the reading
series?

Teacher x: The look- and - say method mostly and then the Phonics method.

Interviewer: Which of the strategies that you just mentioned now do you find most
effective for your learners in your class?

Teacher x: I would say ih ihm ... because I'm use to with the look and say method
I've been doing it for…. the phonic method I introduce only to the
slower learners and because Immm... just to get the material. That's
more or less   building your own material, with the say the words they
know.

Interviewer: What method do you use to encourage your learners to write?

Teacher x: To encourage them to write write, the method that we use is doing a
theme say for instance key words, doing the oral with them and then
introducing the sentence structure with the key words. We build three
sentences per day and once we have about 5 sentences we will go
over to ask each child to read their sentences and once they
confident with speaking they will go to the written work and we still
give them key words with the written part.

Interviewer: Thank you for that... imm … When do you do...

Teacher x: Can I just stop you there. At which level do you mean introducing
written work .

Interviewer: When I talk about writing I mean imm ... when learners write their own
sentences where they develop imm. You know writing own stories
maybe or little sentences and you can then ascertain coherent thought
and stuff like that.

Teacher x: Ok, at the beginning of the year we will also you know first do capital

letters and the full stops and then we will go over say when they fill in about two words say then we will also give them say a little exercise say in the jumbled sentences and after that we will go over to key words. So we take them through all the different stages.

Interviewer: So you don't just let them write per say even though they are Grade 3.

Teacher x: Only in their news. That's about one sentence some of them give one sentence other s give about 2 sentences.

Interviewer: Alright. When do you do planning and over what period do you plan?

Teacher x: Ok. Planning we do. We do planning at the beginning of each term where we plan our theme and then our plan works weekly. Yes every week we will do our lesson plan but our work schedule ?????

Interviewer: Do you make provision for your learners with barriers and who need intervention in your planning?

Teacher x: Yes, that's our third group. But I have to be honest there now we don't really get to that group because of the big numbers I find that there is not enough time to spend them.

Interviewer: Imm ... what methods do you use then for these learners... I know you say you do not have enough time but when you do get to them what methods do you use for reading and writing?

Teacher x: For reading and writing basically as I told you before I use the phonic method from that we also high frequency words. We build little stories with them and then I have little books called level A books that's what they use. For writing they basically it's the sentences from the phonics. That's what they write?

Interviewer: How do you scaffold your learners' knowledge these learners who are struggling and especially your isi - Xhosa learners?

Teacher x: Scaffold their knowledge please explain what that word means?

Interviewer: Scaffolding means if learners have a backlog how do you provide building blocks so that learners acquire certain skills.

Teacher x: Ok normally we work with our groups ability groups so they are with the slower ones. When I have them in Phonics and Reading lesson normally goes slower but I try to do short stories where they can

	also be part of the whole ….and from that obviously most of the knowledge goes. I discovered recently we did the story of the caterpillar no not the caterpillar, ok we had this newspaper article someone who cares and I found they could keep with it but it was very short.
Interviewer:	My next question is about the support from your HoD but since you are the HoD what kind of support do you receive from the learning support teacher at your school?
Teacher x:	Ok the learning support teacher, I think her work was changed recently she does not take the slow slow learners any longer she takes the learners that are slow say in one area and strong in another area. So there is not much support for those learners . I think the support comes from the teacher. I think we need to clear that.
Interviewer:	What LTSM do you use for your Literacy lessons?
Teacher x:	We use flashcards for the phonics, flash cards for reading the words. Immm we have those ... I have the little activity book where the sentences is and then the learner fits in the little word in there and I use it a lot for the slower learner. Uh uh ... sort of reinforce the story with them.
Interviewer:	Immm ... how often do you storytelling and dramatisation in your lessons.
Teacher x:	Often. We use story often and dramatisation especially for those learners.
Interviewer:	What opportunities are given for creative writing? By that I mean learners own choice where they would choose to write in a diary or a story.
Teacher x:	Up to now we were working mostly on building vocabulary but when it gets to the fourth term we will give them like pictures, articles imam ... also just get them write their own things because then I feel at that stage they are more comfortable with writing. I actually pick it up now. With the faster ones they are able to write on their own.
Interviewer:	Do you integrate when you teach Literacy?
Teacher x:	Integrate imm …

Interviewer: Integrate immm … in any way, with other Learning areas, Learning outcomes, assessment standards.

Teacher x: We integrate mostly I would say Literacy with imm ... Life Skills because I think the Life Skills LO's guides our themes. So it influences Literacy.

Interviewer: Thank you very much. Imm ... What are your thoughts about assessment.

Teacher x: The continuous assessments. My thoughts about assessment is that I find the assessment good the assessments standards work well the the… for us because it definitely guides you. When it gets to the tasks imm... it is a bit much because I find the teachers spend a lot of time on tasks and and ... little time on teaching. Soo ... I know what you going to say…. the tasks must be integrated in your daily teaching but you find that i imm ... I think that more time must be spent on reinforcing and then it will work. The task should work.

Interviewer: Are your learners, and this is all learners given…. are they free to explore, in your class within literacy lessons? And in which way?

Teacher x: Yes I think they are free to explore but our learners need a lot of guidance. Their background do not make them free. They will read the instructions you and they will come back to ask you what must I do here. You often need to guide them and I said in the fourth term I actually find them ready to to work freely and to create things. The second question that you say is what do you do to encourage them. To encourage them I would say is to get them to read or have material in the class available for them so mostly of their creative things is around books that they make.

Interviewer: So do you use a variety of teaching methods for writing?

Teacher x: For writing... Yes, I would think…if I The only thing I have done up to now The variety of methods would be a picture that they write about. And imm ... What is the other thing that we always do. Ok write about a picture. And then also go when they complete things. The glossier method that we use and then the word method. But most of the time we stick to the key word method.

Interviewer: What do you do about troublesome children who disrupt your lesson?

Teacher x: Ok. I normally remove them from their group. Imm... I have a way of putting them behind the chair and their hands must rest on my shoulders because I find if they are behind me they listen. I don't put them in corners because if they are in corners they sort of pull faces at those but when they behind me. I find out somehow I have control over them but that's one learner. But say about three of them are disruptive.

Interviewer: How often do you mark the learners work especially for literacy,

Teacher x: I mark every day I don't like them to continue get their book the next day if that book is not marked.

Interviewer: Thanks. Do you reflect on your teaching practice? And how often do you do this?

Teacher x: I think we are guilt there. We don't reflect much on this. That is when we wait for the Department to come in. We do have our reflection sessions after during IQMS that is when we reflect and we go in and assist we try and then again it stays within the school.

Interviewer: What kind of guidance do you as the HoD give your teachers?

Teacher x: I guide the… with phonics and the method I use the Athlone School Clinic method. Imm… that is the guidance that I give them. And then also we recently… now we have the guide books. So I'll use that method as well but imm ... wherever there is a problem I will go in and guide them with the lessons. To get them to implement more contact sessions with the learners people find, I find that uh once they use the flash cards that is where it stops You know also introducing perhaps the slower ones where they build the words with the cards and I think some of them Grade 1's I work mostly this year with the Grade 1's and I ... feel we work it should go better we brought this method back so they introduced the little method we brought it back where they build the words with the little cards. The learners have their own cards.

Interviewer: Do they build words or sentences

Teacher x: They build words they build sentences. The sentences that they build is mostly the reading for reading.

Interviewer: What hampers your teaching and learning in the class? And How do you overcome that obstacle or the barrier?

Teacher x: The hampering I would think is financially. If we can have more money in the school perhaps we could buy more apparatus. You know especially when it gets to reading. Because they have to have nice cards and cover them and a little containers to put them in uh... that I find frustrating because we have to uplift but we you have to use your own money and also the other thing is the break ins of the school you build up and then the things get destroyed I think that's one of the factors. The other thing is the absenteeism, they don't come to school regularly and you don't have the time to go back so that is the other factor and also the background of the kids it's not enriched when it gets to literacy and the school is perhaps the only place where they can get exposure to the literacy and some of the things is so old or you have to take care of them you cannot give it to the child to take home. And I feel that is big a big gap with the poorer schools and perhaps the affluent schools because that children gets their library to take home we can't it doesn't come back so the child only has 30 minutes a day when he gets exposure to reading.

Interviewer: So how do you overcoming the barrier of break-ins the children's background that is not enriched with literacy and story books?

Teacher x: Okay we overcome it by copying we can copy the story that's what we do and they take it home but uh. Again it limits the child. You know it it ... I don't think it really develops them because he has to... that story will cater for the average child it doesn't give the strong learner much exposure. That is the only way we can overcome it. The break-ins ... I think Safer Schools came in there. They sort of barricaded the school but still there are people coming into the school. They sort of buckled the school from that side so now they break into the school.

Interviewer: I have one last question and it is do you receive support from your district office and how often do you receive support?

Teacher x   We received support from the district office recently with uh Numeracy uh the only support we received in literacy is the 100 books. Which was not 100 books… it was less than a 100. But other than that I don't think we had any other support recently.

Interviewer: And your curriculum advisers and learning support advisers. How often do you see them?

Teacher x: The curriculum adviser uh she she gave us immm imm i would say she helped a lot with planning that is where she helped us and imm ok she helped us with the planning of the lessons imm that was about two years ago when we started with RNCS that's where she helped us of the lessons and material wise we did not get much so it was only with planning that where they helped and guided us there and the themes I could say ok it was most of the themes we chose.

Interviewer: You spoke about two years ago what about recent support.

Teacher x: The recent support with the changes ok the recent support with the changes they actually left us with our prep as it is or as it was. And imm... The only changes with literacy was to bring in the new guide so that we are back now on imm... format where with OBE we used our own material and imm and I think a lot of books were used to guide you from the known to the unknown say from the unknown to the known so with this new guides that we have now we are on track I think with method and that should I have a lot of confidence in this new guide I really think that people will uplift the children now. Before when you walk into other schools you will find that the work is so different even the levels are different so we are back on one level hopefully.

Interviewer: Ma'am, allow me to thank you for your willingness to participate in this research and thank you so much for your time today.

INTERVIEW WITH SECOND RESPONDENT

Respondent 2: Teacher Y

Interviewer: Thank you for agreeing to my request to use your class to collect data and having an interview with me. For the record, questions will be asked and information will remain confidential. I would like to advise you that you may stop this interview if you want to and that you do not have to answer any questions that may make you feel uncomfortable. (Pause). May we continue?

Interviewer: For the record will you please state your name.

Teacher Y: XXXXX XXXX

Interviewer: XXXXXX how long have you been teaching in the Foundation Phase?

Teacher Y: uh 35 years … almost 35 years.

Interviewer: Did you always have the same Grade or did have to teach all Grades.

Teacher Y: I taught Grade 4 that was standard 2 in those years but most of the time Grade 3. I think one or two years Grade 2 I taught and Grade 1

Interviewer: Currently how long have you been teaching in Grade 3?

Teacher Y: Imm…I can't remember now.

Interviewer: Mmm…

Teacher Y: I think it's about 10 years.

Interviewer: Tell me what methodology you like to use when you teach reading.

Interviewer: What method do you use?

Teacher Y: Do I use? Well I normally introduce the new words explain, and then I go into my groups. I take one sit on the floor and the other two has something an activity and that's how I go about it.

Interviewer: Thank you XXXX the strategy that you just mentioned now. Do you say it is the most effective strategy and why do you say it is the best strategy to use for your learners?

Teacher Y: Group reading? Yes well then you can pay more attention to the group on the floor. You have more imm... control over them because I have a bit of a fidgety class so it's better best for me.

Interviewer: OK. What method do you use to encourage your learners to write? And when I say write I mean do you know stories, their own sentences and so on.

Teacher Y   I will always encourage them to read. I mean to read on their own and if I give them creative writing I will encourage them to come to me to ask if they can't spell a word and whatever help them and so on.

Teacher Y: Imm… When do you do your planning and over what period do you plan?

Interviewer: Your weekly planning?

Teacher Y: We plan weekly.

Interviewer: And your other planning, you use the Learning Programme and Work Schedule when do you do that planning?

Teacher Y: That we normally work out together in a Grade.

Interviewer: When now?

Teacher Y: At the beginning of the year.

Interviewer: Tell me do you make provision for your learners who have barriers and need imm... intervention? Do you make provision in your planning?

Teacher Y: Not really.

Interviewer: Ok. So what method do you use for the learners who are struggling with reading and writing?

Teacher Y: At the moment I give them ah ah less complicated work easier work those who repeated a Grade because some of them can hardly read and that is just how we go about.

Interviewer: How do you scaffold learning for your Isi- Xhosa learner. Do you have any Isi-Xhosa learners.

Teacher Y: Yes I have about 5 in my class. Most of them repeated Grade 1 or 2 and there is only one that is very weak, but the others can read somehow. But I don't actually … I mean in my class I don't have time we don't have time to set aside just for them. That is a bit of difficulty.

Interviewer: Ok. What kind of support do you get from your HoD or your learning support teacher at your school?

Teacher Y: Well… not much the learning support but our HoD will come in if you need her help.

Interviewer: What kind of learning and teacher support material do you use during literacy lessons?

Teacher Y: Learning support?

Interviewer: Yes, ahh… learning and teaching support material, apparatus ...

Teacher Y: Flashcards and pictures. To be honest now we don't concentrate on interventions it's hardly done.

Interviewer: How often do you use storytelling and dramatisation in your class.

Teacher Y: I try my utmost to start my day with a story but…. hardly any dramatisation which I should do and I like to end my day with a story. The children must bring a book and they pester me.

Interviewer: Ok. What opportunities do you give your learners to do creative writing? Like their own independent writing.

Teacher Y: Opportunity? Well if I read them a story then I will tell them beforehand they better listen carefully because you gona must write about the story. Or imm... maybe the day before I tell them they must watch the news because tomorrow morning then you gona write their own news and that is it. You must always help them maybe with the words.

Interviewer r: Ok. So it's only with news that they have an opportunity to do free writing.

Teacher Y: Ya and like I say the story and or I will them I don't know if this is now creative writing I will tell them to go to the library to get a book maybe draw a picture and write about that book.

Interviewer: Thank you. Do you integrate when you teach Literacy? Is there a lot of integration taking place?

Teacher Y: Ah... maybe with life skills. Sounds of animals and so on but we busy with plants now. Long pause. I can't think now.

Interviewer: Ok. Are the learners free to explore in your classroom and discover for themselves. Is there opportunity created for that?

Teacher Y: Such as?

Interviewer: In any aspect of Literacy any exploration or experimentation taking place where they find out little things for themselves.

Teacher Y: I mean like books….

Interviewer: And what kind of opportunities? How do they use that?

Teacher Y: When they finished with their work they go take a boo k. And at the moment I am trying teaching them the rules of the library, be quiet in the library because they can't sit still. And they very into it …but they like to read.

Interviewer: Ok. What do you think about assessment? The assessment you are currently busy with and teachers are expected to do?

Teacher Y: It's a headache. She laughs...

Interviewer: Can you clarify what you mean?

Teacher Y: I mean sometimes it's difficult. I mean especially must go. Ok we must sit with my "graad maatjie" like we call each other. Ok…What now here… and so on… But actually it's a bit of a 'dinges' for all of us… I duno …for me. I duno how to express myself actually.

Interviewer: Ok. Would you like to express yourself in Afrikaans?

Teacher Y: No…no... no... no it's fine.

Interviewer: Alright. Ok. Do you use a variety of methods, teaching methods for teaching writing?

Teacher Y: Not really. Writing like creative writing.

Interviewer: Tell me how do you handle troublesome children that disrupt your class during lessons.

Teacher Y: What do I do with them? Try not to lose my patience. When you sit on the mat, tell them if you if you disrupt my class I'm not gona put you outside the door I'm gona put you on the mat. That's because I know you want to be part of the group but you are disturbing the next person then I'll will maybe just take the little one and put them at the back because still want to see your face and I want you to listen to the story. They know I don't put them outside the door. That is now what I do with them.

Interviewer: How often do you mark your learners books especially the Literacy.

Teacher Y: Ahhhh… I don't even want to tell you. She laughs. Cause there's hardly time. Because sometimes they will come to you I will mark and then they must do something else. There actually I struggle actually to do all that marking hardly time. I struggle to do the marking

Interviewer: Do you ever reflect on your teaching practice and how often do you do that?

Teacher Y: Reflect?

Interviewer: Think about your teaching practice you know. Like think about the kinds of lessons you teaching and the methods you using whether you can change it or not. Do you ever sit and think about that?

Teacher Y: Ja. I go maybe sometimes at home and then I think... I wonder... especially if I did like a a new word or something how many children I helped did I do the right thing or I see some of the kids can't grasp then I ask myself did I now do the right thing can I do it different and how can I do it. Things that I don't understand

Interviewer: Do you ever do research concerning literacy? Like the different methods that you can use.

Teacher Y: Umm... No, not really.

Interviewer: What hampers your teaching and learning and how do you overcome any obstacles or barriers that you have in your teaching?

Teacher Y: Just literacy?.

Interviewer: Teaching and learning that happens in your class daily

Teacher Y: Admin, ahh…that gives me a headache. Admin and admin. This year it's so and next year is so... really. and and Assessment. How to do the assessment.

Interviewer: Nothing about the children?

Teacher Y: No… children distracting me. Maybe the class is too big and another thing the language barrier. Some children come from an Afrikaans background they struggle and the parents want them in an English class. And the Isi- Xhosa learners again.

Interviewer: How do you overcome that barrier. The language barrier.

Teacher Y: Man, like I say I encourage them really to read and I will put a weaker learner next to a stronger one to help. I will encourage the weaker one to ask if they can't read. You better listen because you gona read for me also. And maybe homework. Little words to go learn and so.

Interviewer: Do you receive support from your District Office and how often do you receive support? Your District Office. Your Education Department. You are in Central how often do you receive support? From your Curriculum Adviser or Learning support Adviser

Teacher Y: I can't recall now.

Interviewer: Allow me to thank you for your willingness to participate in this research and thank you so much for your time today. I look forward to visiting your class and spending time with you and your learners.

APPENDIX I: OBSERVATION SCHEDULEs

LESSON 1 – STORY

Seconds	Teaching Strategy	Frequency	Learners and frequency	raw action
00:05-00:10	look and say	1	a learner answers and class chorus response1	flashes baboon
00:10-00:30	discipline of inattentive learner	1	quiet	rebuking little one
00:30-00:35	Instructs learners	1	chorus reading	reading text on the board
00:35-00:40	elicits information based on text	1	chorus response 1	questions the learners
00:40-00:50	elicits information based on text	1	chorus response 1	questions the learners
00:55-01:00	pause		pause	
01:00-01.05	elicits information based on text	1	pause	questions the learners
01:00-01:10	elicits information based on text	1	pause	
01:10- 01:15	asks for a full sentence	1	pause	
01:15- 01:30	pause - elicits information	1	pause-learner response 1	questions the learners
01:30- 01:35	elicits information based on text	1	learner response 1	questions the learners
01:35-01:40	elicits information based on text	1	learner response 1	questions the learners
01:40-01:45	elicits information based on text	1	learner response 1	questions the learners
01:45-02:00	settles the learners	1	quiet 1	
02:00-02:15	reading aloud	1	quiet 1	reads with intonation from a story book
02:15-02:20	adds text	1	quiet and watch 1	places cut-outs on the board
02:15-02:20	reading aloud, adds text	1	quiet and watch 1	reads with intonation- places cut-out on the board
02:20:02:25	reading aloud	1	listen 1	reads with intonation from a story book
02:25:02:30	reading aloud, adds text	1	quiet and watch 1	reads with intonation- places cut-out on the board
02:30-02:35	gesticulates with her hands	1	quiet and watch 1	indicates/demonstrates the motion with her hands
02:35-02:40	adds text	1	quiet and watch 1	
02:45-03:30	noise outside		quiet and watch 1	

03:30-05:10	reads with intonation from a story book	1	quiet and watch 1	reading aloud
05:10-05:15	adds text	1	quiet and watch 1	places cut-outs on the board
05:15-06:00	reads with intonation from a story book	1	quiet and watch 1	reading aloud
06:00-06:10	Instructs learners	1	chorus reading	reading text on the board
06:10-06:30	reads with intonation from a story book	1	quiet and watch 1	reading aloud
06:30-06:35	adds text	1	quiet and watch 1	places cut-outs on the board
06:35-06:40			chorus disbelief	
06:40-07:10	reads with intonation from a story book	1	quiet and watch 1	reading aloud
07:10-07:50	Instructs learners	1	chorus reading	reading aloud
07:50-07:55	Instructs learners	1	chorus counting	rote counting
07:55-08:25	reads with intonation from a story book	1	quiet and watch 1	reading aloud
08:25-08:30	Instructs learners	1	chorus reading	reading aloud
08:30-08:55	reads with intonation from a story book	1	quiet and watch 1	reading aloud
08:55-09:00	adds text	1	quiet and watch 1	
09:00-11:55	reads with intonation from a story book	1	quiet and watch 1	reading aloud
11:55-12:05	Instructs learners	1	quiet and watch 1	
12:05-12:20	questions the learners	1	pause	solicits information
12:20-12:25			learner response 1	individual response
12:25-12:30	encourages/instructs learner	1	pause	encouragement and instruction
12:30-12:35			learner response 1	individual response
12:35-12:45	repeats response	1	pause	repetition
12:45-12:50	elicits information based on text	1	learner response 1	individual response
12:50-12:55			learner response 1	individual response
12:55-13:05	repeats the question	1	pause	repetition
13:05-13:15			learner response 1	individual response
13:15-13:20	elicits information based on text	1	chorus response 1	questions the learners
13:20-13:25	answers own question		chorus response 1	chorus response
13:25-13:30	reprimands learner	1	pause	rebukes learner
13:30-13:35	rectifies learner	1	learner response 1	individual response

Time	Teacher action		Learner action	Description
13:35-13:40	elicits information based on text	1		questions the learners
13:40-13:45	repeats the question	1	learner response 1	repetition
13:45-13:50			learner response - incorrect 1	individual response
13:50-13:55	elicits information based on text	1		questions the learners
13:55-14:00	repeats the question	1		repetition
14:00-14:05			learner response 1	individual response
14:05-14:10	pause			
14:10-14:15	poses a leading question	1		questions the learners
14:15-14:30			learner response 1	individual response
14:30-14:35	elicits information based on text	1	learner response 1	questions the learners
14:35-14:40	repeats the response	1	learner response 1	individual response
14:40-14:45	instructs learners to go to their seats	1	learners act on instruction and goes to their seats	instruction
14:45-14:50	question learners about enjoyment of story			questions the learners
14:50-14:55			learner response - positively 1	response
14:55-15:00	instructs learners	1	learner response 1	open up their books
			learner response 1	write their date
15:00-15:50	repeats instruction	1		repetition of instruction
15:50-15:55	incomplete question	1		
15:55-16:35	equips learners tools	1		hands out pencils
16:35- 16:45	repeats instruction	1	learner response 1	repetition of instruction/ learners write their date
16:45-16:50			learners requesting pencils	
16:50- 17:05	repeats instruction	1		repetition of instruction
17:05-17:15	instructs learners	1		draw a line and write the title
17:15-18:00	steps outside to check noise	1		steps outside to check noise
18:05-18:10	instructs learners/ choice	1	learners writing in their books	instruction/ learners writing in their books
18:10-19:00	writing on the board	1		using the writing board
19:00-19:25	An teacher comes to the door	1		

Seconds	Teaching Strategy	Frequency	Learners and frequency	raw action
19:25-19:50	writing on the board			using the writing board
19:50-19:55	instructs learners		learners writing in their books	instruction
19:55-20:00	writing on the board			using the writing board

LESSON 2: GROUP READING

Seconds	Teaching Strategy	Frequency	Learners and frequency	raw action
00:05-00:15	Instructs learners	1	Quiet	instruction/seated on the mat
00:15-00:25	instructs learners	1	Quiet	instruction
00:25-02:10	supports learners	1	writing in their books 1	guidance on how to complete activity
02:10-02:15	group work	1	writing in their books 1	doing the activity
02:15-02:20	look and say	1	learner response 1	flashes words
02:20-02:40	Instructs learners		chorus reading 1	reading aloud the sentences
02:40- 02:45	look and say	1	Quiet	flashes words
02:45- 02:50	reprimands learners at their tables	1	Quiet	reprimands
02:50- 02:55	look and say	1	learner response 1	flashes words
02:55- 03:00	reprimands learners at their tables	1	pause-learner response 1	flashes words
03:00- 03:20	look and say and gives positive verbal feedback	1	learner response 1	flashes words and affirms learners 'well done'
03:35-04:15	supports learners	1	Quiet	answers queries/questions
04:15-04:20	inform learners	1	learner response 1	tells the learners the Title of the story
04:20-04:25	pause	1	Pause	
04:25-04:30	inform learners	1	quiet 1	information
04:30-04:40	chorus reading	1	learners response 1	reads the sentences/text
02:40-04:45	reading aloud, adds text	1	learner response 1	reads the sentences/text
04:45-05:30	reading aloud with intonation	1	listen 1	reading aloud the text in their books
05:30:05:40	Instructs learner	1	learner response 1	instruction

05:40-05:45	instructs the learner	1	quiet and watch 1	indicates/demonstrates the motion with her hands
05:45-06:00	missing words	1	quiet and watch 1	find the missing word in the text
06:10-06:20			learner response 1	individual response
06:20-06:30	instructs learners	1	learner response 1	individual reading of a the word
06:30-06:40	find the missing word	1	quiet and watch 1	asks learners to find the word and hold it up
06:40-06:45	instructs the learners	1	learner response 1	find the next sentence
06:45-07:15	instructs learners	1	chorus reading 1	group reading aloud text in their books
07:15-07:25	reads with intonation from a story book	1	learner response 1	reading aloud
07:25-07:30	instructs learners	1	learner response 1	instruction
07:30-07:35	tells the learner the word	1	learner response 1	supports the learner
07:35-07:55	tells the learner the word	1	quiet and learner response 1	supports the learner
07:55-08:00			learner response 1	individual response
08:00-08:15			learner repeats the response 1	learner repeats
08:45-08:50	instructs learners	1	quiet and watch 1	reads the text
08:50-09:00	questions the learners	1	learner answers 1	elicits information
09:00-09:30	reads aloud and question learners	1	quiet and watch 1	questions the learners
09:30-09:35	adds text	1	quiet and watch 1	
09:35-09:40	instructs a learner	1	quiet and watch 1	instruction
09:40-10:05			hand up to indicate he has a response 1	learner put their hands up
10:05-10:15	instructs learners	1	learners response 1	reading aloud/reads the text together
10:15-10:55			learners response 1	reading aloud/read the text together
10:55-11:25			learners faking a response 1	some learners are just moving their mouths
11:25-11:35	instructs the learners	1	learner response 1	instruction
11:35-11:40	she tells them they know the story	1	pause	affirms the learners
11:40-11:45			learner response 1	individual response
11:45-11:50	repeats the question rephrasing the question		learner response 1	questioning/repetition

Seconds	Teaching Strategy	Frequency	Learners and frequency	raw action
11:50-11:55	elicits information based on text	1	learner response 1	rectifies the learner
11:55-12:00			learner response 1	rectifies the learner
12:00-12:05			learner response 1	
12:05-12:25	elicits information based on text		chorus response 1	chorus response
12:25-12:30	elicits information based on text	1	pause	rebukes learner
12:30-12:35			learner response 1	individual learner response
12:35-12:55	she tells the learner to read the text	1	learners response 1	instructs the learner
12:55-13:15			learner response 1	individual learners read confidently
13:15-13:35	learner reads slowly but is able to read all the words/ instructs	1	learner response 1	instructs the learner
13:35-13:40	questions/ assists a learner- group at table	1		questions the learners
13:40-13:45	learners each have a turn to read/ instructs learner	1	learner individual response 1	Learner's each have a turn to read.
13:45-14:05	questions the learners	1	learner response 1	elicits information based on text
14:05-15:00	pause		learner response 1	they fill in the missing word
15:00-15:05	activity word sheet	1	learner response 1	answers the worksheet
15:05-15:10				
15:05-15:10				

LESSON 3: PHONICS

Seconds	Teaching Strategy	Frequency	Learners and frequency	raw action
00:00-00:05	instructs learners	1	quiet	seated on the mat
00:05-01:20	uses the writing board	1	quiet	teacher writes the words on the writing board
01:20-01:30	Instructs learners	1		instruction
01:30- 01:40	reading words written on the writing board	1	reading words 1	chorus reading
01:40-01:55	elicits information	1	learner response 1	volunteer information
01:55-02:15	Instructs learners	1	chorus reading 1	reads the sentences/ instruction

02:15- 02:25	rectifies learners	1	quiet	rectifies learners
02:25- 02:35		1	learner response 1	elicits information/ learner writes on the board
02:35- 02:45		1	learner response1	elicits information
02:45- 03:00		1	pause-learner response 1	elicits information
03:00- 03:15	writes on the board	1	quiet	using writing board
03:15-03:25	elicits information	1	quiet	learner writes on the board
03:25-03:35	inform learners	1	learner response 1	information
03:35-03:40	questions learners	1	learner response 1	elicits information
03:40-04:45	quiet	1	learner response 1	individual response
04:45-04:55	chorus reading	1	learners response 1	reads the sentences/text
04:55-05:10	uses LTSM-alphabet chart	1	learner response 1	reads the sentences/text
04:45-04:50	elicits information	1	listen 1	

LESSON 4: POEM

Seconds	Teaching Strategy	Frequency	Learners and frequency	raw action
00:00-00:15	handout	1		teacher handing out a worksheet
00:15-0025	instructs learners offers some information	1	quiet	execute the action
00:25-00:50	Instructs learners	1		instruction
00:50-00:55	instruction	1	chorus response 1	instruction
00:55-02:10	instructs learners offers some information	1	chorus response 1	instruction/ information
02:10-02:20	instructs learners		pause	instruction
02:20-02.25	elicits information based on text	1	pause	questions the learners
02:25-03:10	affirms learners all the time	1	pause	she says 'well done'
03:10- 03:15	quiet	1	pause	
03:15- 03:20	pause - elicits information	1	pause-learner response 1	questions the learners
03:20- 03:25	elicits information based on text	1	learner response 1	questions the learners

03:25-03:35	quiet, observing the learner	1	learner response 1	
03:35-03:40	elicits information based on text	1	learner response 1	questions the learners
03:40-03:45		1	quiet	
03:45-04:10	look and say/ elicits information	1	learner response 1	flashes a word
04:10-04:20	repeats the answer	1		repetition
04:20-04:25	look and say	1	learner response 1	flashes another word
04:25-04:40	look and say/ repeats the word	1	learner response 1	flashes another word
04:40:04:50	look and say/ affirmation	1	learner response 1	flashes another word / affirmation
04:50:04:55	look and say	1	learner response 1	flashes another word
04:55-05:00	look and say/ affirmation	1	learner response 1	flashes another word/ affirmation
05:00-05:05	gives learners a cue	1		verbal cue
05:05-05:10	look and say/ affirmation	1	learner response 1	flashes another word/ says well done
05:10-05:15	puts up a phonic chart	1		use of chart/ LTSM
05:15-05:20	prompts the learners	1		verbal cue
05:20-05:30	quiet, observing the learner		learner response 1	observation
05:30-05:35	asks learner to read	1		instruction
05:35-05:40	prompts the learners	1	learner response 1	verbal cue
05:40-05:45	ask learner to find a word	1		elicits information
05:45-05:55	quiet, observing the learner		learner response 1	observation
05:55-06:00	quiet, observing the learner		learner response 1	observation
06:00-06:10	ask learner to read	1		instruction
06:10-06:15	questions the learners	1		elicits information
06:15-06:20	quiet, observing the learner		learner response 1 - answers correctly	observation
06:20-06:30	quiet, observing the learner		looking for word 1	observation
06:30-06:35	quiet, observing the learner		looking for word 1	observation
06:35-06:40	quiet, observing the learner			observation
06:40-07:00	asks learner to read	1		instruction
07:00-07:10	quiet, observing the learner		finds the word 1	observation

Seconds	Teaching Strategy	Frequency	Learners and frequency	raw action
07:10-07:15	asks learners/ class to read	1	learners chorus response 1	chorus reading aloud
07:15-07:35	asks a learner to read	1	learner responds 1	individual reading aloud
07:35-07:40	questions the learner	1	learner responds 1	elicits information
07:40-08:10	quiet, observing the learner			Observation
08:10-08:40	sentence strips/ asks learners to read	1	learner response 1	use of LTSM/puts down sentence strips
08:40-08:50	quiet, observing the learner		learner response 1	Observation
08:50-09:10	rectifies the learner	1		language usage - an ant….
09:10-09:15	prompts the learners	1		verbal cue
09:15-09:20	prompts the learners again	1		verbal cue
09:20-09:25	prompts the learners	1	learners chorus response 1	verbal cue
09:25-09:30	affirms learner	1		affirmation
09:30-09:40	instructs the learner	1		instruction
09:40-09:50	reads	1		reading
09:50-10:00	repeats the prompt	1		verbal cue
10:00-10:45	questions the learner	1		questions the learners
10:45-10:55	prompts the learner	1		observation
10:55-11:30	quiet, observing the learner		learners chorus response 1	observation
11:30-11:35	quiet, observing the learner		learners chorus response 1	observation
11:35-12:00	activity given		learners find the words in the poem	she marks the learners books/ affirms learners

LESSON 5: SHARED READING LANGUAGE

Seconds	Teaching Strategy	Frequency	Learners and frequency	raw action
00:00-01:15	reading from a big book	1	a learner answers and class chorus response1	educating turning pages
01:15-01:20	individual reading	1	learner reading a few lines of the text 1	Following the read text
01:20-01:25	individual reading	1	learner reading a few lines of the text 1	Following the read text

			learner reading a few lines of the	
01:25-01:35	individual reading	1	text 1	Following the read text
01:35-01:45	individual reading	1	learner reading a few lines of the text 1	Following the read text
01:45-02.00	individual reading	1	learner reading a few lines of the text 1	Following the read text
02:00-02:30	individual reading	1	learner reading a few lines of the text 1	Following the read text
02:30- 02:45	individual reading	1	learner reading a few lines of the text 1	Following the read text
02:45- 03:20	individual reading	1	learner reading a few lines of the text 1	Following the read text
03:20- 03:55	individual reading	1	learner reading a few lines of the text 1	Following the read text
03:55-04:20	individual reading	1	learner reading a few lines of the text 1	Following the read text
04:20-04:35	individual reading	1	learner reading a few lines of the text 1	Following the read text
04:35-05:00	individual reading	1	learner reading a few lines of the text 1	Following the read text
05:00-05:25	individual reading	1	learner reading a few lines of the text 1	Following the read text
05:25-06:30	chorus reading	1	learners/ class reads a few lines 1	Following the read text
06:30-07:00	individual reading	1	learner reading a few lines of the text 1	Following the read text
07:00-07:30	individual reading	1	learner reading a few lines of the text 1	Following the read text
07:30-07:50	individual reading	1	learner reading a few lines of the text 1	Following the read text
07:50-08:30	individual reading	1	learner reading a few lines of the text 1	Following the read text
08:30-08:35	informs learners of the concept to be taught	1	quiet and watch	
08:35-08:45	writes text on writing board	1	quiet and watch	
08:45-09:00	she tells them about the use of 'is' and 'are'	1	quiet and watch	instructs learners
09:00-09:15	instructs the learners- class rules	1	quiet and watch	affirms the learners

Time				
09:15-09:20	elicits information related to text	1	quiet and watch	places cut-outs on the board/ questions learners
09:20-09:45	quiet	1	learner response	use of LTSM / places flashcards under the headings 'one" and 'many"
09:45-09:55	Instructs learners	1	chorus reading	instructs learners
09:55-10:00	teacher reads a phrase	1	learners/ class response to complete phrase	reading aloud
10:00-10:20	questions the learners	1	quiet and watch	questions the learners
10:20-10:25	quiet			
10:25-10:30	teacher questions the learners- prior knowledge	1	quiet and watch	elicits information
10:30-10:35	questions one learner	1	learner response	elicits information
10:35-10:40	adds a word on writing board	1	learner response	using the writing board
10:45-10:50	quiet		learner response	
10:50-10:55	writes the word on the board	1		using the writing board
10:55-11:10	questions the learners	1	learners/class response	questions the learners
11:10-11:20	questions the learners-	1	quiet and watch	eliciting a sentence
11:20-11:30	reading aloud	1	learner response	reading aloud
11:30-11:35	writes on the writing board	1	quiet and watch	using the writing board
11:35-11:40	quiet	1	learner response	
11:40-11:45	questions learners		quiet and watch	elicits information
11:45-11:50	quiet	1	learners/ class response	
11:50-11:55	writes on the writing board		learner response	using the writing board
11:55-13:00	asks learner to write word on the board	1	pause	elicits information
13:00-13:10	learners called to attention	1	Quiet and watch	writes on the board
13:10-13:25	quiet		learner response 1- writes on board	
13:25-13:30	quiet	1	learner reads	
13:30-13:45			learner response 1	
13:45-13:50	questions the learners	1	chorus response 1	elicits information based on text
13:50-13:55	answers own question		chorus response 1	correction
13:55-14:00	reprimands learner	1	Pause	rebukes learner

14:00-14:05	rectifies learner	1	learner response 1	correction
14:05-14:10	elicits information based on text	1		questions the learners
14:10-14:30	repeats the question	1	learner response 1	repetition
14:30-14:45			learner response - incorrect 1	
14:45-14:50	questions the learners	1		elicits information based on text
14:50-14:55	repeats the question	1		repetition
14:55-15:00			learner response 1	individual response
15:00-15:05	pause			
15:05-15:10	questions the learners	1		elicits information based on text/ poses a leading question
15:10-15:20			learner response 1	individual response
15;20-15:25	questions the learners	1	learner response 1	elicits information based on text
15:25-15:30	repeats the response	1	learner response 1	repetition
15:30-15:35	instructs learners to go to their seats	1	learners act on instruction and goes to their seats	instructs learners
15:35-15:40	question learners about enjoyment of story	1		elicits information
15:40-15:45			learner response - positively1	individual response
15:45-15:50	instructs learners	1	learner response 1	Instruction /opens up their books
15:50-16:00			learner response 1	individual response / write their date
16:00-16:05	repeats instruction	1		repetition
16:05-16:10	incomplete question	1		questions the learners - does not complete the question
16:10-16:20	equips learners tools	1		hands out pencils
16:20-16:40	repeats instruction	1	learner response 1	repeats instruction / write their date
16:40-16:55			learners requesting pencils	
16:55-17:00	repeats instruction	1		repeats instruction / write their date
17:00-17:05	instructs learners	1		instruction/ draw a line and write the title
17:05-17:10	steps outside to check noise	1		steps outside to check noise
17:10-17:20	instructs learners/ choice	1	learners writing in their books	Instruction
17:20-17:30	writing on the board	1		using the writing board

Seconds	Teaching Strategy	Frequency	Learners and frequency	raw action
17:30-17:35	a teacher comes to the door	1		disturbance
17:35-17:45	writing on the board	1		using the writing board
17:45-17:50	instructs learners	1	learners writing in their books	Instruction
17:50-18:00	writing on the board	1		using the writing board

LESSON 6: DRAMATISATION

Seconds	Teaching Strategy	Frequency	Learners and frequency	raw action
00:00-01:15	reading from a big book	1	A learner answers and class chorus response1	teacher reading / turning pages
01:15-01:20	individual reading	1	learner reading a few lines of the text 1	individual reading / Following the read text
01:20-01:25	individual reading	1	learner reading a few lines of the text 1	individual reading / Following the read text
01:25-01:35	individual reading	1	learner reading a few lines of the text 1	individual reading / Following the read text
01:35-01:45	individual reading	1	learner reading a few lines of the text 1	individual reading / Following the read text
01:45-02.00	individual reading	1	learner reading a few lines of the text 1	individual reading / Following the read text
02:00-02:30	individual reading	1	learner reading a few lines of the text 1	individual reading / Following the read text
02:30- 02:45	individual reading	1	learner reading a few lines of the text 1	individual reading / Following the read text
02:45- 03:20	individual reading	1	learner reading a few lines of the text 1	individual reading / Following the read text
03:20- 03:55	individual reading	1	learner reading a few lines of the text 1	individual reading / Following the read text
03:55-04:20	individual reading	1	learner reading a few lines of the text 1	individual reading / Following the read text
04:20-04:35	individual reading	1	learner reading a few lines of the text 1	individual reading / Following the read text
04:35-05:00	individual reading	1	learner reading a few lines of the text 1	individual reading / Following the read text

05:00-05:25	individual reading	1	learner reading a few lines of the text 1	individual reading / Following the read text
05:25-06:30	chorus reading	1	learners/ class reads a few lines 1	individual reading / Following the read text
06:30-07:00	individual reading	1	learner reading a few lines of the text 1	individual reading / Following the read text
07:00-07:30	individual reading	1	learner reading a few lines of the text 1	individual reading / Following the read text
07:30-07:50	individual reading	1	learner reading a few lines of the text 1	individual reading / Following the read text
07:50-08:30	individual reading	1	learner reading a few lines of the text 1	individual reading / Following the read text
08:30-08:35	informs learners of the concept to be taught	1	quiet and watch 1	information
08:35-08:45	writes text on writing board	1	quiet and watch 1	uses the writing board
08:45-09:00	she tells them about the use of 'is' and 'are'	1	quiet and watch 1	instructs learners
09:00-09:15	instructs the learners- class rules	1	quiet and watch 1	affirms the learners
09:15-09:20	teacher questions learners about text	1	quiet and watch 1	elicits information related to text/places cut-outs on the board
09:20-09:45	pause	1	learner response 1	LTSM-places flashcards under the headings 'one" and 'many" / individual response
09:45-09:55	Instructs learners	1	chorus reading 1	chorus reading
09:55-10:00	teacher reads a phrase	1	learners/ class response to complete phrase 1	instructs learners / chorus answer
10:00-10:20	questions the learners		quiet and watch 1	elicits information related to text
10:20-10:25	pause			
10:25-10:30	teacher questions the learners- prior knowledge	1	quiet and watch 1	elicits information related to text
10:30-10:35	questions one learner	1	learner response 1	elicits information related to text / individual response
10:35-10:40	adds a word on writing board		learner response 1	using the writing board
10:45-10:50	pause		learner response 1	using the writing board
10:50-10:55	writes on the writing board	1		using the writing board
10:55-11:10	questions the learners	1	learners/class response 1	chorus response / elicits information related to text
11:10-11:20	questions the learners- eliciting a	1	quiet and watch 1	elicits a sentence

	sentence			
11:20-11:30	reading aloud	1	learner response 1	individual reading aloud
11:30-11:35	writes a word on the writing board	1	quiet and watch 1	using the writing board
11:35-11:40	pause	1	learner response 1	individual response
11:40-11:45	questions learners		quiet and watch 1	elicits information related to text
11:45-11:50	pause	1	learners/ class response 1	chorus response
11:50-11:55	writes on the writing board		learner response 1	uses the writing board
11:55-13:00	asks learner to write word on the board	1	pause	elicits information
13:00-13:10	learners called to attention	1	quiet and watch 1	writes on the board
13:10-13:25	pause		learner response 1- writes on board 1	learner writes on the board
13:25-13:30	pause	1	learner reads 1	individual reading aloud
13:30-13:45	pause		learner response 1	individual response
13:45-13:50	elicits information based on text	1	chorus response 1	questions the learners
13:50-13:55	answers own question		chorus response 1	offers information
13:55-14:00	reprimands learner	1	pause	rebukes learner
14:00-14:05	rectifies learner	1	learner response 1	individual response / offers information
14:05-14:10	elicits information based on text	1		questions the learners
14:10-14:30	repeats the question	1	learner response 1	repetition/ individual response
14:30-14:45	pause		learner response - incorrect 1	individual response
14:45-14:50	elicits information based on text	1		questions the learners
14:50-14:55	repeats the question	1		repetition
14:55-15:00	pause		learner response 1	individual response
15:00-15:05	pause			
15:05-15:10	poses a leading question	1		elicits information/ questions the learners
15:10-15:20	pause		learner response 1	individual response
15;20-15:25	elicits information based on text	1	learner response 1	questions the learners
15:25-15:30	repeats the response	1	learner response 1	repetition
15:30-15:35	instructs learners to go to their	1	learners act on instruction and goes	instructs learners

	seats		to their seats 1	
15:35-15:40	question learners about enjoyment of story			elicits information
15:40-15:45	pause		learner response - positively1	individual response
15:45-15:50	instructs learners	1	learner response 1	open up their books
15:50-16:00	pause		learner response 1	write their date
16:00-16:05	repeats instruction	1		repetition
16:05-16:10	incomplete question	1		
16:10-16:20	equips learners tools	1		hands out pencils
16:20-16:40	repeats instruction	1	learner response 1	write their date
16:40-16:55	pause		learners requesting pencils 1	asking for pencils
16:55-17:00	repeats instruction	1		repetition
17:00-17:05	instructs learners	1		instruction / draw a line and write the title
17:05-17:10	steps outside to check noise	1		steps outside to check noise
17:10-17:20	instructs learners/ choice	1	learners writing in their books 1	instruction
17:20-17:30	writing on the board	1		using the writing board
17:30-17:35	a teacher comes to the door	1		interruption
17:35-17:45	writing on the board			using the writing board
17:45-17:50	instructs learners		learners writing in their books	instruction
17:50-18:00	writing on the board			using the writing board

LESSON 7: LANGUAGE GARDENING

Seconds	Teaching Strategy	Frequency	Learners and frequency	raw action
00:00 - 00:05	Instructs learners to say a rhyme	1	chorus response 1	instruction
00:05 - 00:45	teacher quiet		chorus answer 1	chorus response
00:45 - 00:50	instructs learners to sing a song	1	chorus singing 1	
00:50 - 01:05	teacher quiet		chorus singing 1	
01:05 - 01:15	teacher reads the title of the story	1	quiet 1	reading aloud

00:15 - 04:10	teacher reads the story	1	Learners listen 1	reading aloud
04:10 -04:25	teacher stops and gives learners an instruction	1	pause	instruction
04:25 - 04:30	teacher instructs the learners to choose a doing word	1	pause	
04:30 - 04:35	teacher quiet		chorus response 1	
04:35 - 04:40	teacher repeats what the learners has said	1	quiet 1	repetition
04:40 - 04:45	teacher awaits learner response	1	chorus response 1	individual response
04:45 - 04:50	teacher repeats what the learners has said and asks a question	1		repetition
04:50 - 04:55	teacher prompts the learners	1	quiet 1	verbal prompt
04:55 - 05:00	teacher awaits learner response	1	chorus answer 1	chorus response
05:00 - 05:05	teacher says. She ... prompts the learners	1	quiet 1	verbal prompt
05:05 - 05:10	teacher rephrases what she has just said	1	quiet 1	rephrases
05:10 - 05:25	teacher instructs the learners	1	quiet 1	instruction
05:25 - 05:35	teacher questions the learners	1	chorus answer 1	elicits information
05:35 - 05:40	teacher awaits learner response	1	chorus answer 1	chorus response
05:40 - 05:50	teacher awaits learner response	1	individuals answer 1	individual response
05:50 -05:55	teacher awaits learner response	1	chorus answer 1	chorus response
05:55 - 06:00	teacher prompts the learners	1	chorus answer 1	chorus response
06:00 - 06:05	teacher elicits an answer from the learners	1	learners listen 1	elicits information
06:05 -06:10	teacher awaits learner response	1	chorus answer 1	chorus response
06:10-06:20	teacher elicits an answer from the learners	1		
06:20-06:25	teacher awaits learner response	1	chorus answer 1	chorus response
06:25-06:30			chorus answer 1	chorus response
06:30-06:35	teacher elicits an answer from the learners	1		elicits information
06:35- 06:50	teacher instructs the learners	1	learners quiet, thinking	instruction

06:50-06:55	teacher elicits an answer from the learners	1		
06:55-07:00	teacher asks learners to put up their hands if they want to answer	1	learners listen	instruction
07:00-07:05	teacher silent		learners hands go up	hands up
07:05-07:55	teacher asks learners to think about question	1		
07:55-08:15	teacher reminds the learners			
08:15-08:20	teacher instructs learners to sit down	1		instruction
08:20-08:25	teacher silent		a learner answers incorrectly	
08:25-08:30	teacher elicits an answer from the learners	1		
08:30-08:35	teacher prompts learners	1		verbal prompt
08:35-08:40	teacher silent		chorus answer	chorus response
08:40-08:50	teacher silent		learner answers	individual response
08:50-08:55	teacher poses a question	1	learner answers	individual response
09:00-09:05	teacher tells learners the answer is incorrect	1	learner answers	individual response
i	teacher poses a question	1	learner answers	individual response
09:10-09:20	teacher silent		learner answers	individual response
09:20-09:25	teacher poses a question	1		elicits information
09:25:09:30	teacher elicits an answer from the learners	1		elicits information
09:30-09:35	teacher writes on the board	1		uses writing board
09:35-09:45	teacher silent		learner answers	individual response
09:45-09:50	teacher reads the sentence	1		reading aloud
09:50:09:55	teacher silent		learner answers	
09:55-10:00	teacher gives learners an instruction	1		instruction
10:00-10:15	teacher gives learners an instruction	1		instruction
10:15-10:50	teacher elicits an answer from the learners	1		elicits information

10:50-10:55	teacher reprimands a learner	1		rebukes a learner
10:55-11:00	teacher elicits an answer from another learner	1		
11:00-11:05			learner answers	
11:05-11:15	teacher poses a question	1	learner answers	elicits information
11:15-11:20	teacher offers information	1		offers information
11:20-11:25	teacher writes on the writing board	1	learner answers	uses writing board
11:25-11:30	teacher offers information and poses a question	1		offers information /elicits information
11:30-11:35	teacher writes on the writing board	1	learners answers	uses writing board
11:35-11:40	teacher elicits information	1	learner responds	elicits information
11:40-11:45	teacher poses a question	1	learner responds	elicits information
11:45-12:00			learner responds	individual response
12:00-12:15			learners raise their hands	hands up
12:15-12:20			learner responds and another learner also offers a response	individual response
12:20-12:25	teacher poses a question and writes the words on the writing board	1		elicits information / uses writing board
12:25-12:30	teacher offers information	1		offers information
12:30-13:00	teacher accepts learners responses and agrees	1		
13:00-14:00	teacher offers information	1		offers information
14:00-14:50	teacher elicits information	1		elicits information
14:50-14:55	teacher tells the learners they will stop the lesson now			
14:55-16:00	teacher quieting them down	1		order
16:00-16:35	teacher asks learners to write sentences on the writing board	1		instruction
16:35-16:45			learner responds	individual response
16:45-17:00	teacher repeats the learners response	1		repetition
17:00-17:05	teacher gives learner a prompt	1	learner responds	verbal prompt

Seconds	Teaching Strategy	Frequency	Learners and frequency	raw action
17:05-17:15	teacher repeats			repetition
17:15-17:20			learner responds	individual response
17:20-17:40	teacher repeats learner responds	1		repetition
17:40-17:45	teacher offers another word	1		offers information
17:45-18:05	teacher cleans the board	1		cleaning writing board
18:05-18:30			learner offers a word	individual response
18:30-18:40	teacher reprimands a learner	1		rebukes a learner
18:40-18:45			learner offers a sentence	individual response
18:45-18:55	teacher elicits another word	1		elicits information
18:55-19:00			learner offers a sentence	individual response
19:00-19:05			learner offers a response	individual response
19:05-19:10			Learner offers a sentence	individual response
19:10-19:15	teacher offers a sentence	1		offers information
19:15-19:20			learner offers a sentence	individual response
19:20-19:25	teacher gives another word	1	learner offers a sentence	offers information
19;25-19:30			learners read the list of words	chorus response
19:30-19:35	teacher elicits another sentence after giving a word	1		elicits information
19:35-19:40			learner does not respond	no response
19:40-19:45			another learner responds	individual response

LESSON 8: READING

Seconds	Teaching Strategy	Frequency	Learners and frequency	raw action
00:00 - 00:05	learners given sentence strips	1	learner reads 1	individual reading aloud
00:05 - 00:10	teacher listens	1	learner reads 1	individual reading aloud
00:10-00:15	teacher listens	1	learner reads 1	individual reading aloud
00:15-0020	teacher listens	1	learner reads 1	individual reading aloud

00:20-00:25	teacher listens	1	learner reads 1		individual reading aloud
00:25:00:30	teacher listens	1	learner reads 1		individual reading aloud
00:30-00:35	teacher listens and affirms the learners	1	learner reads 1		individual reading aloud
00:35-00:40	teacher asks learners to arrange themselves in logical order	1	learners speak to each other 1		discussion
00:40-01:10	asks learner to read sentence for information	1			reading
01:10-01:20	poses a question and elicits an answer	1			elicits information
01:20-01:35	elicits more information	1			elicits information
01:35-01:55	elicits more information	1			elicits information
01:55 - 02:00	arranges the sentences/learners	1			arranging correct order / team work
02:00-02:30	pause	1			
02:30-02:35	elicits more information	1			elicits information
02:35-02:50	pause	1	learners arrange sentences in logical order 1		arranging
02:50-02:55	teacher elicits information	1			elicits information
02:55-03:10	pause	1	learners arrange sentences in logical order 1		arranging in correct order /team work
03:10-03:20	teacher gives learners an instruction	1			instruction
03:20-04:50	pause	1	learners hold up their sentences and the rest of the class reads their sentences 1		reading aloud
04:50-05:00	teacher asks learners to write their own sentences	1			instruction
05:00--20:00	pause	1	learners at their seats doing their own creative writing 1		writing

LESSON 9: GUIDED READING

Seconds	Teaching Strategy	Frequency	Learners and frequency	raw action
00:00 - 00:05	teacher calls a group of learners to the mat.	1		group on the mat
00:05 - 03:30	group activity	1		group work
03:30-03:50	teacher instructs learners to close their books.	1		learners close their books
03:50-04:10	look and say	1		teacher flashes words
04:10-04:15	teacher elicits information	1	learner uses word in a sentence 1	questions learners
04:15-04:25	quiet		learner reads a word 1	individual response
04:25-04:30	teacher affirms the learner	1		affirmation
04:30-04:50	teacher asks learner to repeat the word	1	learner uses word in a sentence 1	repetition
04:50-04:55	quiet		learner reads a word 1	individual response
04:55-05:00	teacher affirms the learner	1	learner reads a word 1	individual response
05:00-05:30	teacher questions learners /elicits information	1		elicits information
05:30-05:35	look and say	1		teacher flashes words
05:35-05:40	teacher asks learner to repeat the word	1		repetition
05:40 -05:55	teacher flashes words	1	learner reads a word 1	individual response
05:55 -06:15	teacher elicits information	1		elicits information
06:15-06:35	teacher flashes words	1	learner reads a word 1	individual response
06:35-06:45	teacher flashes words	1	learner reads a word 1	individual response
06:45-06:50	quiet		learner uses word in a sentence 1	individual response / uses word in context
06:50-06:55	teacher elicits information	1		elicits information
06:55-07:00	quiet		learners chorus an answer	chorus response / reading aloud
07:00-07:05	quiet		learners reads the word 1	chorus response / reading aloud
07:05-07:35	quiet		learners reads the word 1	chorus response / reading aloud
07:35-08:10	teacher reprimands a learner	1		rebukes learner

08:10-08:15	look and say	1	learners reading the words 1	teacher flashes words
08:15-08:20	teacher elicits information	2		elicits information
08:20-08:25	teacher elicits information	1		elicits information
08:25-08:30	quiet		learner uses word in a sentence 1	individual response / uses word in context
08:30-08:35	look and say	1		teacher flashes words
08:35-08:45	teacher asks learner to repeat the word	1	learner read the words 1	individual response / repetition / reading aloud
08:45-08:50	look and say	1		teacher flashes all the words
08:50-08:55	quiet		learners read all the words 1	chorus response / reading aloud
08:55-09:00	quiet			
09:00-09:05	quiet		learners read the words	chorus response
09:05-09:10	quiet		learners read the words	chorus response
09:10-09:15	quiet		learners read the words	chorus response
09:15-09:20	quiet		learners read the words	chorus response
09:20:09:25	learners	1	learners read the words	chorus response
09:25-09:30	quiet		learners read the words	chorus response
09:30-09:35	teacher corrects	1		
09:35-09:45	quiet			
09:45-09:50	teacher elicits information from a learner	1		elicits information
09:50:09:55	teacher asks an individual	1		
09:55-10:20	teacher asks them to repeat the words	1		repetition
10:20-10:25	teacher asks learners to open their books	1		
10:25-10:40	teacher reads the text	1		
10:40-10:50	teacher reprimands a learner	1		rebukes learner
10:50-10:55	teacher reads text	1		reading aloud
10:55-11:00	instructs learners to follow the text	1		
11:00-11:15	teacher reads text	1		reading aloud
11:15-11:20	teacher reprimands a learner	1		rebukes learner

11:20-12:05	teacher reads text	1			reading aloud
12:05-12:15	teacher reprimands a learner	1			rebukes learner
12:15-13:20	teacher reads text	1	learners follow the text 1		reading aloud
13:20-15:20	teacher reprimands a learner. Learners continue to read the text	1	learner reads the text 1		rebukes learner
15:20-15:45	teacher asks a learner to read	1	learner reads the text 1		reading aloud
15:45-16:45	quiet		learner reads text 1		
16:45-17:05	teacher reprimands a learner	1			rebukes learner
17:05-17:30	teacher asks a learner to read. She affirms the learner	1	learner reads the text 1		instruction /affirmation
17:30-18:00	teacher asks learner to read. Instructs the learner	1			instruction
18:00-18:15	teacher asks a learner to read	1			individual reading aloud
18:15-18:20	teacher instructs learners to look at her.	1			instruction
18:20-18:25	teacher elicits information	1			elicits information
18:25-18:30	teacher asks only 1 learner to answer	1	learners give a chorus answer 1		chorus response
18:30-18:35	teacher repeats part of the learners answer and asks another question	1	learners give a chorus answer 1		repetition
18:35-18:40	teacher repeats part of the learners answer	1			repetition
18:40-18:50	quiet		learner answers 1		individual response
18:50-19:00	teacher repeats part of the learners answer	1			repetition
19:00-19:05	quiet				
19:05-19:20	quiet		learner repeats 1		repetition
19:20-19:25	teacher instructs learners to do activity	1			instruction
19;25-19:30	quiet		learner return to their seats to do the activity 1		return to seat to do activity
19:30-20:30	teacher calls a group of learners to the mat.	1			group of learners to mat
20:30-20:55	quiet		learners open their books 1		

20:55-21:15	teacher asks learners to turn their books around	1		learners turn their books around
21:15-21:30	teacher elicits information	1		elicits information
21:30-21:35	quiet		a learner answers 1	individual response
21:35-21:55	teacher elicits information	1		elicits information
21:55-22:10	quiet		learners answer 1	individual response
22:10-22:15	quiet		learner say a word incorrectly 1	individual response
22:15-22:30	teacher says no, no	1		negative response
22:30-22:40	teacher says a word	1	learners repeat the word 1	group repetition
22:40-22:45	teacher tells the learners to repeat	1		group repetition
22:45-22:50	teacher elicits information	1		elicits information
22:50=22:55	quiet		learner answers 1	individual response
22:55-23:05	teacher prompts the learners	1		verbal prompts
23:05-23:15	teacher assures the learners	1	learner answers 1	individual response / assurance
23:15-23:25	quiet		learner gives a sentence 1	individual response
23:25- 23:40	quiet		learner says no answer 1	individual response
23:40-23:45	quiet		learner gives a sentence 1	individual response
23:45-23:50	teacher gives a response	1		offers information
23:50-24:15	quiet		learner gives a response 1	individual response
24:15-24:30	teacher gives a response	1		offers information
24:30-24:40	teacher flashes words	1	learners says the words 1	individual response
24:40-24:50	quiet		learners says the words 1	individual response
24:50-25:00	quiet		learners says the words 1	individual response
25:00-25:10	quiet		learners says the words 1	individual response
25:10-25:15	quiet		learners says the words 1	individual response
25:15-25:20	teacher affirms the learner	1	learners says the words 1	individual response
25:20-25:30	teacher asks learners to open their books	1	learners open their books 1	learners open their books
25:30-25:55	teacher affirms the learners	1	learners point out the new words 1	affirmation/ discovery
25:55-26:00	she asks them to read the title	1		

26:00-29:10	quiet		learners read - in unison 1	group reading aloud
29:10-29:15	teacher elicits information/ questions	1		elicits information
29:15-29:20	quiet		learners puts up their hands and answers 1	hands up
29:20-29:30	teacher elicits information/ questions	1		elicits information
29:30-29:35	quiet		learner answers 1	individual response
29:35-29:50	teacher elicits information/ questions	1	learner answers 1	individual response
29:50-29:55	teacher elicits information/ questions	1	learner answers 1	individual response
29:55-30:05	quiet		learner answers 1	individual response
30:05-30:10	teacher asks learners to continue reading	1	learners read with intonation 1	group reading aloud / intonation
30:10-30:15	teacher elicits information/ questions	1		elicits information
30:15-30:20	quiet		learner responds 1	individual response
30:20-30:50	teacher offers some information/explanation	1		elicits information
30:50-31:05	teacher asks an individual learner to read	1	learner reads 1	individual response / reading aloud
31:05-31:10	teacher asks another learner to read	1	learner reads 1	individual response / reading aloud
31:10-31;15	teacher asks another learner to read	1	learner reads 1	individual response / reading aloud
31:15-31:25	teacher asks another learner to read	1	learner reads 1	individual response / reading aloud
31:25-31:20	teacher asks another learner to read	1	learner reads 1	individual response / reading aloud
31:20-31:25	teacher asks another learner to read	1	learner reads 1	individual response / reading aloud
31:25-31:30	teacher asks another learner to read	1	learner reads 1	individual response / reading aloud
31:30-31:55	teacher asks another learner to read	1	learner reads 1	individual response / reading aloud
31:55-32:40	teacher asks another learner to	1	learner reads 1	individual response / reading aloud

	read			
32:40-33:40	teacher thanks the learners	1	learners returns to their seats 1	learners return to their seats

LESSON 10: SHARED READING AND COMPREHENSION

Seconds	Teaching Strategy	Frequency		raw action
00:00 - 00:05	shared reading- each learner has same text	1		teacher gives each learner a page with a story
00:05-00:10	group reading	1	learners reading 1	first row of learners reads / group reading
00:10 - 00:50	teacher reads aloud	1		learners follow with their eyes
00:50 - 00:55	teacher asks next row to read	1		next row reads / group reading
00:55- 01:20	teacher joins learners to read aloud	1		teacher joins learners who are reading
01:20 - 02:00	teacher asks next row to read	1		next row reads / group reading
02:00 - 02:35	teacher asks next row to read	1		next row reads / group reading
02:35 -03:30	teacher asks class to read together	1		class reading aloud
03:30 - 04:10	teacher asks learners to stop reading	1		teacher asks learners to stop reading
04:10 - 04:20	teacher tells learners she will ask each row a question	1		instruction
04:20 - 04:25	she asks row 1 a question	1	listen	question
04:25 - 04:30	she asks row 2 a question	1	listen	question
04:30 - 04:45	she asks row 3 a question	1	listen	question
04:45 - 04:55	she asks row 4 a question	1	listen	question
04:55 - 05:30	teacher cleans the writing board	1	listen	cleans writing board
05:30 - 05:35	she reminds them they are doing she says… compare	1		vocal prompt
05:35 - 05:40	quiet	1	learners respond / completing teacher sentence	chorus response
05:40 - 06:10	quiet	1		
06:10 - 06:40	teacher repeats question 2	1	listen	instructs learners to listen
06:45-07:10	writes question 2 on the writing	1		writes on the writing board

Time	Teacher		Learner	
	board			
07:10-07:30	she tells Grade 3's to do silent reading and find the answer	1		silent reading
07:30-07:35	quiet	1	learners try to find the answer	scanning page
07:35-07:55	quiet	1	learners looking for answers	scanning page
07:55-08:10	teacher writing on the board	1	quiet	
08:10-08:20	teacher writing on the board	1		
08:20-08:40	teacher writing on the board / quietens them with shhh…	1	most learners reading silently	rebukes a learner
08:40-09:05	teacher writing on the board	1	quiet / silent reading	individual silent reading / looking for answers
09:05-09:25	teacher writing on the board	1	quiet / silent reading	
09:25:09:55	teacher writing on the board	1	quiet / silent reading	
09:55-10:00	completes writing on the board	1		
10:00-10:15	asks learners at question 1 and to read it	1	learners group read 1	
10:15-10:20	asks a learner for the answer			
10:20-10:30		1	learner answers 1	individual response / affirmation
10:30-10:35	asks another learner to read question 2			
10:35-10:45		1	learner attempts to answer 1	individual response
10:45-11:15	she asks the learner what the question asks			
11:15-11:20	teacher starts the answer	1		
11:20-11:30		1	another learner reads the question and attempts to answer	
11:30-11:35	teacher repeats question 2			
11:35-11:40	she repeats the question again			
11:40-11:45		1	another learner reads the question and attempts to answer	individual response / teacher answers negatively
11:45-12:00	teacher repeats the learner's answer and says she does not think so...	1		
12:00- 12:05	she explains the question	1		

12;05-12:10			a learner responds … 'no'	
12:10-12:15	teacher poses a question again	1		
12:15-12:20		1	a learner responds	
12:20-12:25		1	another learner attempts an answer	
12:25-12:35	teacher poses a question regarding the start of an answer			elicits information
12:35-12:40	tries to get a start of an answer from them	1		elicits information
12:40-12:45	she tells them they have to put something before			elicits information
12:45-12:50		1	a learner responds ... 'no'	individual response
12:50-12:55	teacher questions who …answered and praises learner	1		affirmation
12:55-13:00	teacher asks all the learners to repeat the answer	1	learners repeat the answer	repetition
13:00-13:05	teacher asks learners to go to question 4 and asks them to read it.	1	learners read the question	group reading aloud
13:05-13:10		1	learner answers the question	individual response
13:10-13:15	repeats			repetition
13:15-13:25	teacher tells learners anyone can answer the next question	1		instruction
13:25-13:30		1	learner reads the question	individual reading aloud
13:30-13:40	teacher repeats question	1		repetition
13:40-13:50		1	learner responds	individual response
13:50-14:00	teacher poses a question	1		elicits information
14:00-14:10	teacher offers information	1		information
14:10-14:25	affirms the learners	1		affirmation
14:25-14:30	pause			
14:30-14:45	teacher starts saying something and does not complete			incomplete response
14:45-14:50	she asks a learner for a response because he was sleeping all the time			rebukes a learner / elicits an answer

Seconds	Teaching Strategy	Frequency	learners and frequency	raw action
14:50-14:55		1	learner responds	individual response
14:55-15:00		1	learner quiet for a while	
15:00-15:15	teacher repeats learners answer	1		repetition
15:15-15:20	teacher poses the following question	1		elicits information
15:20-15:25	repeats	1		repetition
15:25-15:35	she tells them that is the whole theme of the story			information
15:35-15:45		1	learner responds	individual response
15:45-15:55	teacher repeats the learner's answer	1		
15:55-16:00	teacher requests that they return to their seats		learners go back to their seats	instruction / return to seats

LESSON 11: READING – I AM A CUP-CAKE

Seconds	Teaching Strategy	Frequency	learners and frequency	raw action
00:00 - 00:10	teacher hands out same text poem -'I am a cup-cake'	1		teacher hands out a page to all learners
00:10 - 00:15	teacher asks a learner to read their created text aloud	1		
00:15 - 00:55		1	learner read created text aloud, confidently and fluently	individual learner reads aloud / learners seated at their tables
00:55 - 01:00	teacher asks the class to applaud the learner			affirmation
01:00 - 01:25	teacher asks a learner to read their created text aloud	1		
01:25 - 02:15		1	learner read created text aloud, confidently and fluently	
02:15-02:20	teacher chooses another learner to read own text aloud	1		
02:20-03:10		1	learner read created text aloud, confidently and fluently	affirmation / learners applaud
03:10-03:25	teacher asks the weaker learners			asks a learner who is willing to read

	who would like to read			
03:25-03:35		1	learner read created text aloud, slowly yet confidently	
03:35-03:40	teacher asks learner to read loudly	1		
03:40-04:15		1	story has good sequence and adjectives	learner reads loudly
04:15-05:05	teacher calls learners to attention - corrections	1		instructions - corrections and neat handwriting
05:05 - 05:10	teacher directs learners to activity page	1		learners reading activity page/worksheet
05:10 - 05:25	she asks learners to read the instruction	1	learners read the instruction	group reading aloud
05:25 - 05:35	teacher asks which sound appears next	1		elicits information
05:35 - 05:55	teacher explains what they must do	1		explanation
05:55 - 06:00	asks what sound they see in poem	1		elicits information
06:00 - 06:35	she repeats the question	1	learners answer	chorus answer
06:35- 06:50	asks learners to hand out writing books	1		learner hands out books
06:50-07:30	teacher continues to hand out work sheets	1		
07:30-09:15	teacher calls learners to attention / tell them to write their names below the topic	1	learner still handing out books	instruction
09:15-09:20	she counts one, two, three…	1		counting to bring order
09:25:09:40	asks learners who do not have a page to raise their hands	1	learners raise their hands	question
09:40-09:45	asks learners who do not have pencils to raise their hands	1	many hands are raised	question
09:45-10:25	teacher checks for pencils in the cupboard and hands them out	1		
10:25-11:05	hands out pencils			
11:05-11:35	teacher reprimands fidgety learners	1		rebukes learners
11:35-11:55	she tells them she has no more pencils	1		

Seconds		Frequency		
11:55-12:25	learner from another Grade enters the room to borrow a ruler	1		disruption
12:25-12:30	she tells the learners they can start rewriting their story	1		
12:30-30:00			learners busy re-writing their story and doing their activity	

LESSON 12: NEWS

Seconds	Teaching Strategy	Frequency	learners and frequency	raw action
00:00 - 00:25	learners seated on the mat 1	1		seated on mat
00:25 - 00:40			learners say a rhyme 1	chorus rhyme
00:40 - 00:45		1	they continue with a song 1	chorus song
00:45 - 01:35	teacher gives piece of toilet paper to learner whose nose is running 1			
01:35 - 01:40	teacher makes gestures with her hands for learners to stop. She says shh... 1	1		gesticulation
01:40 - 02:05	asks learners to say another rhyme or sing a song	1	they continue with a poem 1	singing/reciting
02:05 -02:25	teacher interrupts and tells them to say something else	1	they continue with another 1	reciting
02:25 - 02:30	when they completed the teacher asks them for some news	1	learner suggests and everyone joins 1	chorus poem
02:30 - 02:35	she asks if anything happened over the weekend... She repeats		no response 1	elicit information
02:35 - 03:05	she reminds learners to respect the speaker	1	a learner offers news 1	instruction/ reminder
03:05 - 03:30	teacher quieting the learners	1	learner continues 1	rebukes noisy learners
03:30-03:40	teacher asks if it is good or bad	1	learners reply- bad news/sad	elicit information

	news		news 1	
03:40-03:50	she asks someone else for news	1		elicit information
			learner volunteers and speaks 1	individual response
03:55-04:10	reminds the learner to speak up	1		reminder
04:10-04:30	she asks the learner if he enjoyed himself / she rebukes a learner she repeats the learners news	1		elicit information
04:30 - 04:55	repeats the learners news	1		repetition
04:55 - 05:05			another learner offers news 1	individual response
05:05 - 05:35	she repeats the news, says it is good and bad news	1	another learner offers news 1	individual response
05:35 - 05:40	asks learner for news, tells them they will write their news	1		elicit information/ news
05:40 - 05:45			learners offers news 1	individual response
05:45 -05:50	interrupts learners starts a sentence	1		
05:50 - 06:10			learners chorus and finish sentence 1	group response
06:10 - 06:25			learner continues her news 1	individual response
06:25 -06:30	teacher poses a question	1		elicits information
06:30-06:50	asks next learner for news / rebukes a learner	1	has no news 1	elicits information/ rebuke learner
06:50-06:55	calls a learners name	1		
06:55-07:15	questions learners	1	learner gives her news 1	elicits information
07:15-07:35			learners mention a few animals 1	individual response
07:35-07:45	poses another question…what kind of animals	1		
07:45-08:05			learners reply…wild animals 1	
08:05-08:10			another learner gives news 1	

08:10-08:15	teacher rebukes learner	1	learner gives news 1	
08:15-08:25				
08:25-08:50	teacher rebukes learner	1		
08:50-09:10			learner continues news 1	
09:10-09:20	teacher asks learner to speak up	1		
09:20-09:25	teacher rebukes learner	1		
09:25:09:30	acknowledges and affirms learner			
09:30-10:00	she asks learners how many sentences they must write for news			
10:00-10:15		1	learners respond 10 sentences 1	
10:15-10:45	she tells learners to sit down... Ask them what they should do first	1		
10:45-10:50		1	learners respond and she says no 1	
10:50-10:55	asks them what to do		learners respond after a while... Think 1	
10:55-11:00	teacher responds positively... LTSM Tells them to use words on word wall.	1		
11:00-11:10	she asks an individual learner to offer a rhyme	1		
11:10-11:30		1	earner says a rhyme 1	
11:30-11:50			another learners recites a rhyme 1	
11:25-11:30	she asks another learner to recite a rhyme/ poem	1		
11:30-11:50			another learner recites confidently 1	
11:50-12:15			another recites 1	

12:15-12:40	she asks another learner to recite a rhyme/ poem	1	learner recites 1	
12:40-13:00	she asks the whole class to recite a poem	1	class recites the poem 1	
13:00- 30:00			learners return to their seats to write their own news 1	

LESSON 13: READING ALOUD SEQUEL

Seconds	Teaching Strategy	Frequency	Action and frequency	raw action
00:00 - 00:05	teacher asks learners to sing a song/ rhyme1	1		
00:05 - 00:50			learners sing a song	singing
00:50 - 01:15			another learner starts a song	class singing
01:15 - 01:35			another learner starts a song	singing
01:35-02:10			another learner starts a song	singing
02:10-02:30	teacher asks learners to stop	1		instruction
02:30-02:50	pause / learner enters the room /teacher starts a new rhyme	1	learners say the rhyme until learner is seated	interruption / learners saying a rhyme
02:50-02:55			learners continue to next rhyme	saying a rhyme
02:55-03:10	The little Mermaid	1		
03:10-03:15	teacher asks the learners where they stopped with the story	1	learners stop	elicits information
03:15-04:00			learners give an excited response	learners respond
04:00 -04:35	teacher asks learners to be quiet and she starts reading	1		bring to order
04:35 - 05:05	teacher reads a difficult word 'converged' no explanation	1		
05:05 - 05:10			a interrupts to offer an opinion	individual learner response
05:10 - 05:25			learners chorus 'voice'	group response
05:25 - 05:40	teacher continues to read	1		teacher reading
05:40 - 05:45	questions learners about story	1		elicits information

05:45 - 06:55	teacher continues to read with intonation	1		reading
06:55 -07:25	teacher reads a difficult word 'horizon' no explanation	1		shows learners the picture
07:25-07:30	teacher questions the learners	1		elicits information
07:30-07:35			learners responds negatively	individual learner response
07:35-07:40	teacher offers some information	1		information
07:40-08:15			learners excited and share their thoughts	offer information
08:15-09:00	teacher continues to read the story	1		reading
09:00-10:45	teacher reading	1	learners listening intently	reading
10:45-10:55	teacher poses a question and shows the learners a picture	1		elicits information
10:55-11:05	teacher continues to read the story	1		reading
11:30-11:35	teacher shows the learners the pictures	1		shows learners the picture
11:35-11:40			1 learners chorus 'happily ever after'	chorus answer
11:40-12:45	teacher allows and encourages discussion		1 learners discuss what picture they like	discussion
12:45-12:50	teacher offers some information	1		information
12:50-12:55	teacher quieting learners	1		rebukes learners
12:55- 13:30	teacher ask which part of the story they liked	1		elicits information
13:30-13:45			a learner responds	individual learner response
13:45-13:55			another learner responds	individual learner response
13:55-14:00			another learner responds	individual learner response
14:00-14:20			another learner responds	individual learner response
14:20-14:30			another learner starts responds	individual learner response
14:30-14:40			another learner responds	individual learner response
14:40-14:45			another learner responds	individual learner response
14:45-15:10	she reminds learners to sit as they become very excited	1		rebukes learners
15:10-15:20	she questions a learner	1		elicits information

Seconds	Teaching Strategy	Frequency		
15:20-15:25			learner responds	individual learner response
15:25-15:30			another learner responds	individual learner response
15:30-15:35	teacher tell learners to sit down and write their story	1		instruction
15:35-15:40			learners start writing their story	learners writing
15:40-16:30	teacher writes the names of the characters on the board	1		using the writing board
16:30-17:30	she asks the next group to come to the mat	1		learners come to the mat
17:30-17:35	teacher writes the title of the story on the board	1		using the writing board

LESSON 14: LANGUAGE ADJECTIVES

Seconds	Teaching Strategy	Frequency	learners and frequency	raw action
00:00 - 00:30	learners are seated on the mat	1		seated on mat, teacher on chair
00:30 - 00:35	teacher starts a rhyme	1		teacher starts initial rhyme
00:35 - 00:50			learners continue the rhyme 1	chorus rhyme
00:50 - 01:15	teacher tells them what to recite next	1		Instruction
01:15 - 01:20	teacher tells the class recite one more	1		Instruction
01:20 - 01:35			learners start a rhyme 1	chorus rhyme
01:35-01:40	teacher reads a story and tells learners to listen for rhyming words	1		teacher reads/ cautions
01:40-01:55			learners - hands up after a few seconds 1	learners hands up
01:55-02:15	She cautions them to listen. She continues again	1		teacher cautions
02:15-02:20			learners put up their hands again 1	learners hands up
02:20-02:25	she scolds at a learner	1		rebukes learners
02:25-02:55			learners give rhyming words 1	
02:55-03:20	She gets learners attention	1		calls learners to attention

03:20-03:30	She points to the book they have been reading	1	learners chorus 'Lindi' 1	chorus answer
03:30-03:50	pause	1		
03:50-03:55				
03:55-04:25	she tells them she will say a word- she calls them to attention	1		instruction / rebuke
04:25-05:00	she asks them to make a sentence using a describing word	1		instruction
05:00-05:05			learners chorus 'describing word' 1	chorus answer
05:05-05:10			a learner says a dress has… 1	individual answer
05:10 - 05:15	teacher asks learner to put in front of it/dress	1		instruction
05:15 - 05:20	she asks learner to repeat her response	1	a learner offers a response 1	individual answer
05:20 - 05:25			the learner repeats the response 1	repetition
05:25 - 05:55	teacher repeats the response and affirms	1		repetition/ affirmation
05:55 -06:10	teacher asks learners to give another example	1	learner offers a response 1	individual answer
06:10 - 06:15	teacher asks learners to give another example	1	learner offers a response 1	individual answer
06:15 -06:20	teacher affirms the learner			affirmation
06:20-06:35	she asks all learners to repeat the answer	1		repetition
06:35-06:55	teacher writes the sentence on the board	1		writing on the board
06:55-07:00	she questions the learners	1		elicit information
07:00-07:10	she asks a specific question	1		questioning
07:10-07:15			learners responds with a chorus answer 1	chorus answer
07:15-07:20			the learners say 2 1	chorus answer
07:20-07:25			another learner raises his hand to offer a response 1	learner hand up
07:25-8:00			learner offers a response 1	individual answer
08:00-08:10			learners hands go up all over the	learners hand up

			class - enthusiastic 1	
08:10-08:20			a learner gives a sentence 1	individual answer
08:20-08:25	teacher responds with affirmation	1		affirmation
08:25-08:30	teacher repeats the response	1		repetition
08:30-08:55	she asks the learner to mention a word that describes cat	1	learner answers / responds 1	elicit information / individual response
08:55-09:10	teacher affirms the learner	1		affirmation
09:10-09:25	teacher gives an instruction regarding describing word	1		instruction
09:25:09:40	teacher asks learner to repeat his sentence	1	learner repeats 1	repetition
09:40-09:55	she writes the sentence on the writing board	1		uses writing board
09:55:10:00	she questions the learners	1		questioning
10:00-10:20			learners chorus answer 1	chorus answer
10:20-10:25			learners shout 'him' 1	chorus answer
10:25-10:40			learners speak together 1	chorus answer
10:40-10:50			chorus answer 1	chorus answer
10:50-11:05	teacher prompts… eliciting adjectives	1		elicits information
11:05-11:20			learner gives sentence 1	individual answer
11:20-11:25	teacher quieting learners	1		rebukes learners
11:25-11:30			learner gives sentence 1	individual answer
11:30-11:40	teacher affirms the learner	1		affirmation
11:40-12:10				
12:10-12:25	teacher elicits… adjectives	1		elicit information
12:25-12:40	long pause . Teacher asks 'are you thinking?'	1	learner gives sentence 1	question / individual answer
12:40-12:50	teacher repeats the incorrect word	1	learners give correct word immediately 1	chorus response
12:50-13:05			learner offers a response 1	individual response
13:05-13:20			learner gives sentence 1	individual response

	teacher says. Did not hear.			
13:20-13:45	Rebukes learners	1		rebukes learners
13:45-13:55			learner gives sentence 1	individual response
13:55-14:25	teacher asks for more adjectives	1		elicit information
14:25-15:00	she opens ;big book 'Lindi' she asks them to look at words	1		elicit information
15:00-30:00	learners go to their seats to complete their writing		seated at their seats / writing 1	learners writing / seated at tables

LESSON 15: NEWS

Seconds	Teaching Strategy	Frequency	learners and frequency	raw action
00:00-00:30	learners seated on the mat	1		seated on mat
00:30-00:35	learners say a rhyme/ rebukes learners	1		rebukes learner
00:35-00:40	tells them to start again	1		Instruction
00:40-00:45			learners say the rhyme 1	chorus rhyme
00:45-01:05	asks them to fold their arms	1	learners fold their arms 1	Instruction
01:05-01:10	asks learners to tell their news	1	learners- hands raised 1	Request
01:10-01:25	teacher chooses a learner to tell their news	1		eliciting news
01:25-01:30			learner tells news 1	individual response
01:30-01:35	teacher affirms learner	1		Affirmation
01:35-01:45	teacher questions	1		eliciting information
01:45-01:55		1	learners chorus answer 1	class responds
01:55-02:00	teacher questions	1		eliciting information
02:00-02:15			learner answers 1	individual responds
02:15-02:20	teacher rebukes learner	1		Rebukes
02:20-02:25	asks learners to tell their news	1		Request
02:25-02:35			learner stands and tells news 1	individual response
02:35-02:45	questions learner	1		eliciting information

02:45-02:55	teacher repeats question	1	learner hesitates 1	eliciting information
02:55-03:00			learner answers 1	individual responds
03:00-03:05	teacher responds	1		Response
03:05-03:20	educators ask learners to move something/ request	1		request
03:20-03:30	she calls them to attention	1	learners pay attention	Rebuke
03:30-03:45	she makes a statement	1		Information
03:45-03:50	poses a question	1		eliciting information
03:50-03:55			learner- hand raised 1	
03:55-04:00			individual responds 1	individual response
04:00-04:05	teacher sympathises with the learner / poses a question	1	individual responds 1	empathy
04:05-04:10			individual responds 1	individual response
04:10 -04:15	teacher gives an instruction	1		
04:15 - 04:20			learners hands all raised / enthusiasm 1	
04:20-04:25	chooses a learner	1		
04:25-04:30			individual responds 1	individual response
04:30 - 04:35	teacher poses a question	1		
04:35 - 04:55			individual responds 1	individual response
04:55 - 05:00	teacher answers	1	chorus response 1	
05:00 - 05:05	questions learners	1		
05:05 - 05:10			individual responds 1	individual response
05:10 - 05:15			individual responds 1	individual response
05:15 - 05:20	gives instruction	1	individual responds	individual response
05:20 - 05:25	teacher responds	1		
05:25 - 05:45			individual responds 1	individual response
05:45 -06:10	teacher responds	1		
06:10-06:45	teacher poses a question / repeats statement	1		

06:45-06:55	poses a question	1		Democratic process
06:55-07:20	asks learners to vote / counts /explanation	1		
07:20-07:45	instruction / vote again	1		voting
07:45-07:50			learners vote 1	instruction/ reading
07:50-07:55	gives instruction / read news on television	1		
07:55-08:00			learners express excitement 1	
08:00-08:20	calls to attention/ gives instruction	1		information
08:20-08:25	gives information	1		
08:25-08:55	teacher cleans board	1		question
08:55-09:00	poses a question / date	1		chorus response
09:00-09:05			chorus response 1	
09:05-09:10	instruction	1		
09:10-10:15	writes on the writing board	1	individual dictates news to teacher as she writes on board 1	
10:15-10:20	teacher questions - extending sentence	1		chorus response
10:20-10:35			chorus response 1	
10:35-11:00	teacher repeats learners answer / rebukes	1		
11:00-11:05	teacher asks learners to read the news	1		reading
11:05-11:10			learners read the news from board 1	
11:10-12:35	teacher tells learners to write their news	1	learners at seats and writing news 1	
12:35-12:45	teacher asks learners to read the news on TV	1		reading
12:45-12:50			individual reads news 1	
12:50-12:55	teacher poses a question	1		

				reading
12:55-13:00			learner responds 1	
13:00-13:30	instruction	1	individual reads news 1	
13:30-13:35	teacher affirms learner	1		reading
13:35-14:30			individual reads news 1	reading
14:30-14:35	teacher asks learner to read news	1	individual reads news 1	reading
14:35-14:55	teacher asks next learner to read news	1	individual reads news 1	reading
14:55--15:05			individual reads news 1	reading
15:05-15:20	next learner	1	individual reads news 1	reading
15:20-15:40	next learner	1	individual reads news 1	reading
15:40-15:45	next learner	1	individual reads news 1	reading
15:40-16:00	next learner	1	individual reads news 1	reading
16:00-16:10			individual reads news 1	affirmation
16:10-16:15	teacher affirms learner	1		reading
16:15-16:30			individual reads news 1	reading
16:30-16:40	instruction	1	individual reads news 1	reading
16:40-17:15	teacher rebukes learner/ copied	1	individual reads news 1	reading
17:15-17:30	next learner	1	individual reads news 1	reading
17:30-17:45			individual reads news 1	reading
17:45-17:55			individual reads news 1	reading
17:55-18:00			individual reads news 1	reciting
18:00-18:10	teacher asks learners to say news rhyme	1	chorus response-rhyme 1	

Lesson 1

1	2,4,9,14,49,60,61,64,83,100,115,116,117,118,119,129,121,122,123		instruction
2	6,12,16,20,26,27,4243,44,45,63,76,78,84,104,106,108,109,112,		elicitation
3	5,13,15,17,18,25,29,31,94		look and say
4	65,66,68,114		clarity/ explanation
5	46,48,50,52,54		read aloud
6	8,11,59		affirmation
7	24,47,51,53,55,58		reprimands/rebukes
8		86	prompts
9	2,3,73		group work
10		87	assurance

LESSON ENDS WITH A WRITTEN EXERCISE

Lesson 2

1	2,3,7,20,21,24,26,27,29,34,38,43		instructs learners/issues instructions
2	6,8,10,12		look and say
			supports
3	4,13,14,16,30,31,56	30,31,56	learners
4	9,11,		correction of behaviour/ call to attention
5	17,18,19,28,36,53,		reading aloud
6	22,25,47,50,58		elicitation
7		46	clarification of instruction

LESSON ENDS WITH A WRITTEN ACTIVITY ON A WORKSHEET

Lesson 3

1	2,4,7,	Instruction
		Using writing board and
2	3,5,12,18	LTSM
3	6,9,10,11,13,19	Elicitation
4	8,14	supports learners
5	17	reading aloud

LESSON ENDS WITH LEARNERS READING THE SENTENCES THEY HAVE WRITTEN ON THE WRITING BOARD

Lesson 4

1	3,4,5,6,7,52	Issues instructions/ instructs learner
		elicits
2	8,11,12,14,30,43,55	information
3	16,18,19,20,21,22,24,	look and say
4	2,25,45,59	use of LTSM (hand-out, phonic chart, sentence strips)
5	13,27,31,32,35,36,37,38,40,44,46,57,58	observation
6	17,23,26,29,47,48,49,50,54,56	prompting and encouragement/coax learners to participate
7	28,33,39,41,42,	read aloud
8	9,51	affirmation

LEARNERS DO A WRITTEN ACTIVITY AT END OF LESSON-WORKSHEET

Lesson 5

1	3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20,28,38	reading aloud
2	21,23,24,27,64,67,75,77,81,84,88,110	instruction
3	25,29,30,31,32,36,37,41,49,53,56,60,62,65,91,94,96,	elicitation
4	2,22,33,35,39,43,44,78,80,82	uses LTSM
5	71	equips learners with writing tools
6	54,57,63,69,72,74	clarification of instruction
7	45,51,90,101,	corrects behaviour and calls to attention/ rebuke
8	86,93	affirmation

LEARNERS DO A SIMILAR EXERCISE AT THE END OF THE LESSON - SINGULAR AND PLURAL

Lesson 6

1	3,4,5,6,7,8,9, 10,11,12,13,14,15,17,18,19,20,38	individual reading
2	21,23,24,27,67,75,77,81	instruction
3	25,29,31,32,36,37,41,49,53,56,60,62,65,	elicitation
4	2,22,33,35,39,43,44,78,80,82	Using LTSM/writing board & big book class chorus
5	16	reading
6	45,51,	calls to attention/ reprimands a learner
7	52,54,57,63,69,72,74	
8	71	equips learners with tools
9		

LEARNERS DO A CREATIVE WRITING ACTIVITY AT THE END OF THE LESSON

Lesson 7

1	2,4,8,9,18,3035,,36,52,53,73,99	instructs learners
2	11,13,17,39,77,79,81	clarification
3	19,24,26,29,31,32,34,38,42,44,46,47,54,56,58,61,63,64,68,72,87,95,98	elicitation
4	12,15,20,21,22,25,27	awaits learner response
5	6,7,50	reading aloud
6	70	affirmation
7	48,60,62,75	using LTSM/writing board
8	43,59,69,71,82,91,	offers information
9	55,74,85	rebuke
10	14,16,23,39,78,	prompt

LEARNERS DO A WRITTEN ACTIVITY - WRITING SENTENCES WITH ALL THE WORDS ENDING IN -ING

Lesson 8

1	2,4,8,9,18,3035,,36,52,53,73,99	instructs learners
2	11,13,17,39,77,79,81	clarification
3	19,24,26,29,31,32,34,38,42,44,46,47,54,56,58,61,63,64,68,72,87,95,98	elicitation
4	12,15,20,21,22,25,27	Awaits learner response
5	6,7,50	reading aloud
6	70	affirmation
7	48,60,62,75	using LTSM/writing board
8	43,59,69,71,82,91,	offers information
9	55,74,85	rebuke
10	14,16,23,39,78,	prompt

LEARNERS DO A WRITTEN ACTIVITY - WRITING SENTENCES WITH ALL THE WORDS ENDING IN -ING

Lesson 9

1	2	Use of LTSM
2	3,4,5,6,7,8	educator listen to learners reading
3	8	Affirmation
4	9,10,20,22	Instruction
5	11,12,13,14,16,18	Elicitation

LEARNERS DO A CREATIVE WRITTEN ACTIVITY AT THE END OF THE LESSON-WRITE THEIR OWN STORY

Lesson 10

1	3,4,5,6,7,8,9,32,35,55	read aloud
2	12,13,14,15,22,27,76	Instruction
3	10,11,33,49,50,51,58,62,67,71	elicitation
4	20,40,41,43,44,46,54,57,60,63,70,72,73,75	Clarity
5	53,64	Affirmation
6	21,25	writing on board/LTSM/worksheet
7	17,38,	Prompts learners

LEARNERS COMPLETE THE LESSON WITH WRITTEN ACTIVITY - COMPREHENSION

Lesson 11

Group 1

1	3,5,6,12,15,16,21,32	issues instructions
2	8, 10	coaxes learners to participate
3	17, 19	elicitation
4	18, 20	clarification of instruction
5	2, 21, 22,25,26,27,28,30	checks that all have LTSM
6	14,23,24,29	Corrects behaviour and calls to attention

LEARNERS COMPLETE THE LESSON WITH A CREATIVE WRITING- THEY HAVE TO RE-WRITE WHAT THEY ALREADY HAVE

Lesson 12

1	2,7,9,13,14,16,26,29,31,38,41,43,47,50,53,54,		instructions
2	10,18,20,		explanation/clarity
3	5,6,11,12,17,27,34,36,39,		reprimands/rebukes/corrects behaviour
4	7,9,14,26,29,31,41		elicitation
5		46	refers to LTSM
6		40	acknowledges and affirms

LEARNERS END LESSON WITH A WRITTEN ACTIVITY - THEY WRITE THEIR OWN NEWS

Lesson 13

1	11,18,34,43,	elicitation
2	13,14,17,19,20,25,26,28,	reading aloud
3	7,13	instruction
4	2,49	group work
5	31	discussion/ opinion
6	8,10,23,32	offers information
7	33,42	calls to order, rebuke
8	27,29,48,50	use of LTSM- pictures/writing board

GROUP OF LEARNERS END THEIR LESSON BY DOING A CREATIVE WRITING ACTIVTY -WRITNG THEIR OWN STORY BASED ON STORY

Lesson 14

1	2,3,5,6,43,66	Instruction
2	8,10	read aloud
3	12,14,15,18,53	calls to attention, rebuke, scolds
4	19,22,26,27,31,32,41,46,51,58,64,65	Elicitation
5	25,28,39,42	Affirmation
6	23,29,40,44,59	Clarity
7	45	using LTSM-writing board

LEARNERS END THE LESSON WITH A WRITTEN ACTIVITY-HANDWRITING

Lesson 15

1	2,4,6,7,8,16,22,30,40,47,49,56,61,63,64,68,71,72,74,75,76,77,81,83,87		instruction
2	11,13,18,25,34,37,45,54,58,66,		elicitation
3	19,24,36,41,43,44,46,52		clarity
4	10,69,79		affirmation
5	3,15,23,51,60,82		call to order , rebuke, scold, correct
6		28	empathy
7		57	uses writing board/ LTSM

LEARNERS DO A WRITTEN ACTIVITY- NEWS IN THE MIDDLE OF THE LESSON

Lesson 16

1	2,3,9,10,22,23,44,53,55,54,59,60,61,64,67,68,70,71,7 9		instruction
2	4,6,8,11,18,49,51,54,67,68,73,75,77		elicitation
3	13,14,16,20,21,25,28,30,34,40,4160,69		clarity
4		48	prompt
5	5,32,		call to attention, rebuke, correction
6	27,38,57,		affirmation
7	42,		use of LTSM
8	43,44,45		Look and say

LEARNERS END THE LESSON BY SAYING A POEM

APPENDIX K: OBSERVATION CHECK- LIST

Observation (approximately 8 sessions per class)

Teacher readiness and classroom organisation and management

- 3 stages of planning (Learning Programme, work schedule and lesson plan
- Evidence of differentiation (teaching as well as activities)
- Evidence of intervention
- Evidence of integration
- Is the class print rich for easy referencing
- Classroom organisation
- LTSM utilised during lessons and displayed in the classroom
- Opportunity for creative writing
- Story-telling, Dramatisation
- Opportunity for learners to speak freely
- Timetable
- Learners interest, attitude, enthusiasm, etc.
- Assessments
- Recording of continuous assessment and formal assessment tasks (FAT)
- Intervals between a FAT
- Time for teaching, revising and consolidation before a FAT
- Marking of learner books / Feedback to learners
- Are learners being affirmed and encouraged
- Ethos of the class, Atmosphere in the class etc.

APPENDIX I: SIMPLE FIELD NOTES

Teacher 1:
Lesson 1
Shared reading
Teacher discusses the story with the learners. The learners are reminded and encouraged to do so. She continuously makes them aware of grammar and most times learners' self-corrects. The teacher reads the story.
The learners read the story. (This is not the first time they have done so).
At the end of the story she asks them to make predictions as the story ends with the girl having not bought the items mother sent her to the shop for.
Learners are then introduced to the words in the story on flashcards.
Individual learners are asked to make sentences unrelated to the story. Once again learners are encouraged to use extended sentences and the use of 'is' and 'are'. (Singular and plural)
Learners are asked to write sentences using the words on the flashcards.

Good Practice:
Use of LTSM (big book, flashcards)
Question and answer: Encouraging learners to speak in full sentences. Extended sentences and the correct language usage are encouraged.
The high frequency words accessible so that learners can write sentences.

Omissions:
Learners are not questioned after they have had their turn to read so that comprehension and understanding is checked.
The teacher does not ask them to relate it to the story.

Teacher 1
Lesson 2
Literacy Lesson: Shared reading
LTSM: Big book, flash cards, scene set (jungle, river, animal figures)
The teacher writes a short simple rhyme on the board which is part of the story.
She sets the scene by questioning the learners about the scene she set.
What place do you think this is?
Which animals live in this place?
(making connection-prior knowledge)
She reads the story to the learners with good intonation and expression. The learners join in at the appropriate times saying the rhyme at the teacher cue.
The teacher questions the learners about the story.
The learners are encouraged to speak in full sentences.
Activity: Learners return to their seats and copy a sentence that the teacher has written on the board. (third group/weaker group)
Some of the learners are requested to write their own sentence (first and second group).

Good Practice:
Use of LTSM
Involvement of learners during the telling of the story
Question and answer: Encouraging learners to speak in full sentences.

Omissions:
The high frequency words accessible so that learners can write sentences.
Teacher's expectations are too low.

Teacher   1
Phonics   Lesson:
Lesson 5

Lesson a-e sound

The words are written on the writing board.
The learners are asked to read the words.
A discussion around the silent 'e' takes place and what the sound is that 'a' takes because of the 'e'. Learners are asked to give rhyming words with the words written and they are encouraged to write the words on the writing board (In cursive).
Learners are also asked to make sentences with the new words.
Activity: The teacher erases the new words added by the learners and they are asked to build their own new words.

Good Practice:
Learners have opportunity to write the words; learner participation

Omissions:
Lesson: words taught not done in context
Explanation of silent 'e'

Teacher 2

Literacy lesson: Shared Reading
LTSM: Big book, flash cards
Teacher questions learners about what they see in the pictures.
They answer in full sentences and she corrects grammar.
She reads the story to the learners with good intonation and expression.
The learners read the story.
At the end of the story she poses a question. What do you think the mother would say because she did not bring the items she was sent to buy? *Prediction*
Learners are introduced to words/vocabulary in the story on flashcards.
Washing powder, windows, blanket, beautiful, flowers, mirror, saleslady, crawled, wearing, policeman, fitting, stealing, happy etc.

Learners build sentences unrelated to the story but used in context.
Focus: extended sentences and correct use of Language.
Activity: learners are asked to write about 10 sentences.

Good Practice:
Use of LTSM: Big book, flash cards
Question and answer: Encouraging learners to speak in full sentences. The
high frequency words are accessible so that learners can write sentences.
Encouragement to use correct language.

Omissions:
Teacher asks learners to write sentences using new words. She does not tell them to write a story related to the one they have been doing for the past few days.

Teacher 1

Introduction;
Poems and rhymes
Observation: Learner's are very excited and eager.
All the learners read the story that was dealt with for the past few days. Some learners read fluently whilst others are unsure and do not always know all the words. Their peers help with the words that are unknown. The learners are reading from the big book. Teacher points out

to the learners when they have not observed the punctuation (, . ?) in the text. The educator introduces singular and plural using the reading text. (from the story).

Teacher refers to the new words in the poem that they read in the morning. (special, unique) I did not see the connection though.

Words for singular and plural were used from the story.

One	Many
mirror	mirrors
blanket	
	windows
	lowers

adding on a "s"

Learners are asked to give words and then a sentence using the new words that was given. Learners write the answers on the table on the writing board.

Good Practice:
Encouragement to use correct language
Learners went to write down the words which they dealt with and add the singular or plural.
Omissions:
Revision – Phonics
Unfamiliar sounds taught incidentally

Teacher   2
Group Reading
Group 2
LTSM: flashcards, prepared reading cards with missing words (same as the text in the prescribed reading book/basal reader, a packet with loose words.
Teacher flashes the words to the learners.
Learners read the sentences on the prepared card individually.
They then fill in the missing words with their loose word cards.
Learners read individually,
Learners are not questioned.
Activity: Similar to the one on the mat.

Second Group: Group 1
Teacher flashes words to the learners.
Learners read individually.
Activity

Good Practice:
Learners build sentences using flashcards
Omissions:
No questions asked to check comprehension and understanding of the text.

Teacher 1
Poem- whole class
Learners read their poem: Animals and their homes.
Each learner has a copy. They are seated at their desks.
Teacher flashes the words and the learners read the words.
Teacher has one large prepared page stuck to the board as well as loose flashcards with the answers on it.
An ant lives in an_____.
A mouse lives in a_____.
A horse lives in a stable_____.

The teacher asks individual learners to read a sentence and another to find the correct home "word" and place it correctly.
Learners take turns to read the sentences and find and place the correct answer.
Learners read the filled in answers together after each is filled in.

Activity: Similar to the activity the class completed together.

Teacher 2

Good Practice:
Learners build sentences using flashcards.
Teacher affirms the learners throughout the process.
All learners are given turns, not only brighter learners.

Teacher 1
Role play/ Dramatisation
Learners are divided into 2 groups.
Some are given parts of the animal characters and the rest of the learners are the story tellers.
The first group of learners dramatises the story. Learners wear masks.
Learners thoroughly enjoy dramatising the story.

Good Practice:
Learners engaging in role play and enjoyment… dramatising.
Omissions:
Not all learners are using good intonation.

Teacher 2
Teacher reads a story about Gardening. 9 learners were taught a song prior to this lesson: Sinky sandy soil.
She asks learners to mention the "doing words". *looked, buy, plant….*
Thereafter she asks the learners to give/find her words in the story they have been dealing with for a few days and find 'doing words' and mention them.
Instruction: The words must have 2 vowels next to each other. She reminds them that a doing word' is something they can do. She also writes the 5 vowels on the writing board. She questions and guides them. Until they find what she is looking for. She asks the learner to write the word o the writing board and then asks what she can add to make the word longer.
Teacher gives the first example: read read-ing and she says she will add "ing" Learners answer:
eat   eat-   ing
Walk   walk-ing
Talk   talk-ing
Learners are asked to make a sentence
One learner makes a sentence
"I am reading a big green book".
Another learner quickly adds *"A very big green book".*
Teacher continues to encourage learners to extend their sentences. "bright blue sky".

Good Practice:
All learners are given turns, not only brighter learners.
Teacher continues to encourage learners to extend their sentences.

Omissions:
Teacher has the words on the board she has taught for the week but in the new week she removes them. Learners do not know all the words and should be left as revision and consolidation and possibly to be used in written text (creative writing).

Teacher 1
Activity 1:   Dramatisation
Activity 2: Make a book
                  Edit the story
Activity 3: Comprehension: To check understanding

Teacher 2

Group   Reading   lesson
Discussion
The teacher flashes the new words and the learner's tries to say them. She asks what they mean. Learners use the word in context rather than giving the meaning and the teacher does not rectify them.

The learners find the new words in the reading text and mention them without the teacher asking them to do so. This indicates to me that this is a regular practice.
Learners read individually.

The remainder of learner's at their desks doing a writing activity.
Story: Chan and the grain store
The story is not related to their readers.
Find the mistakes in the words
Boock, steap roof
Find a word that rhymes with
Mouse, weep, rain, peels, scare, shy, south, matter.

Good Practice:
All learners are given turns to read

Omissions:
Learners use the word in context rather than giving the meaning and the teacher does not rectify them. Sometimes I get the sense that the educator cannot explain the meanings of the words. Perhaps she did not use a dictionary to check them beforehand.
Teacher did not question the learners after they have had an individual turn to read.

APPENDIX M: Proof of editing

E S van Aswegen
BA (Bibl), BA (Hons), MA, DLitt, FSAILIS

Language and bibliographic consultant

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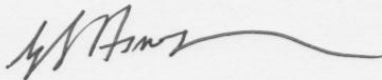
ACADEMIC WRITING

Linguistic proofreading and editing of:

Research proposals
Conference and journal papers
Theses, dissertations, technical reports

Bibliographies
Bibliographic citation
Literature searching

The items in the References (Bibliography) of the MEd thesis by candidate Mrs
Elizabeth Fredericks have been checked on reputable bibliographic databases, and
formatted correctly according to the CPUT Harvard bibliographic style guide. The
candidate has been advised to make the recommended changes.

ES van Aswegen
13 January 2014

APPENDIX N Letter of confirmation: Proof of editing

E S van Aswegen
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ACADEMIC WRITING

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ES van Aswegen
13 January 2014

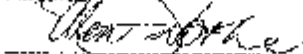# APPENDIX O: Letter of confirmation: Proof of editing

4 Kanna Road

Belhar

7493

17 December 2013

Re: Masters Thesis

I hereby confirm that I have read and edited a Master's thesis script for Ms Elizabeth Fredericks. I did this at her request. My intervention was confined to grammar, syntax and spelling. I trust that my ministrations will go some way towards facilitating this student's academic aspirations.

Regards,

Alexander Carl Tabisher M.A. (US)

Part-time lecturer (Education)

Staff number: 300 15904

Contact Numbers: 021 9525139 (H) 0724488892 (cell)

APPENDIX P EFEC CLEARANCE

APPENDIX II: FACULTY OF EDUCATION ETHICS FOR ORIGINAL RESEARCH

This form is to be completed by the student, member of staff and other researchers intending to undertake research in the Faculty. It is to be completed for any piece of research the aim of which is to make an original contribution to the public body of knowledge.

For students this type of work will also have educational goals and will be linked to gaining credit - it is the type of work that will be the basis for a Masters/Doctoral thesis or any research project for which ethical clearance is deemed necessary:

Name(s) of applicant	Elizabeth Joy Fredericks
Project Title	'An investigation of the efficacy of Grade 3 teachers' intervention strategies in the teaching of writing literacy'.
Is this a staff research project?	No
Degree	Masters in Education
Supervisor(s)	Dr. Mosito
Funding sources	Partly – Research faculty

Attached: Information sheet △ Consent form △ Questionnaire △ Other (Specify)

Questions for Consideration in the Summary
(i) How will you recruit participants? Is there any possibility that participants might feel coerced to take part and if so how can you manage this issue?
(ii) How will participants be made aware of what is involved in the research [prior to, during and after data collection]?
(iii) How will you ensure that participants really do understand their rights?
(iv) Attach your instrument for data collection (if applicable).
(v) Is there a risk of harm to participants, to the participants' community, to the researcher/s, to the research community or to the University? If so how will these risks be managed?
(vi) What plans do you have for managing the confidentiality and anonymity of participants in this study?
(vii) Are there any potential conflicts of interest for you in undertaking this study?
(viii) How will the findings be used on completion of the study?
(ix) Does this work raise any other ethical issues and if so, how will you manage these?

(x) What training or experience do you bring to the project or will enable you to recognize and manage the potential ethical issues?			
Research Checklist:		**Yes**	**No**
1:	Does the study involve participants who are unable to give informed consent? Examples include children, people with learning disabilities, or your own students. Animals?		x
2:	Will the study require the co-operation of a gatekeeper for initial access to the groups or individuals to be recruited? Examples include students at school, members of self-help groups, residents of nursing homes — anyone who is under the legal care of another.		x
3:	Will it be necessary for participants to participate in the study without their knowledge and consent at the time — for example, covert observation of people in non-public places?		x
4:	Will the study with the research subject involve discussion of sensitive topics? Examples would include questions on sexual activity or drug use.		x
5:	Will the study involve invasive, intrusive, or potentially harmful procedures of any kind (e.g. drugs, placebos or other substances to be administered to the study participants)?		x
6:	Will the study involve prolonged or repetitive testing on sentient subjects?		x
7:	Will financial inducements (other than reasonable expenses and compensation for time) be offered to participants?		x
8:	Does your research involve environmental studies which could be contentious or use materials or processes that could damage the environment? Particularly the outcome of your research?		x

Signatures:

Researcher/Applicant:	E. J. Fredericks	Supervisor/Senior investigator (if applicable):
Date:	30 May 2009	20 July 2009

Please note that in signing this form, supervisors are indicating that they are satisfied that the ethical issues raised by this work have been adequately identified and that the proposal includes appropriate plans for their effective management.

Education Faculty Ethics Committee comments:

EFEC unconditionally grants you ethical clearance for the study titled 'An investigation of the efficacy of

Grade 3 teachers' intervention strategies in the teaching of writing literacy'. The certificate is valid for 2 years

from the date of issue

Approved			**Chairperson: Cina P. Mosito, PhD**	**Date: 30 July 2009**

Approval Certificate/Reference: EFEC 1-7/2009