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LIST OF ABBREVIATIONS AND ACRONYMS

ANA	Annual National Assessment
B.ED.	Bachelor of Education
CAPS	Curriculum and Assessment Policy Statement
CES	Chief Education Specialist
DBE	Department of Basic Education
DBST	District-Based Support Team
DECD	Department for Education and Child Development
DOE	Department of Education
DSM	District Senior Manager
ECD	Early Childhood Development
EFAL	English First Additional Language
EMIS	Education Management Information System
ESD	Ekurhuleni South District
EWP6	Education White Paper 6
FAL	First Additional Language
FSS	Full-Service School or Schools
GDE	Gauteng Department of Education
GED	Gauteng East District
GET	General Education and Training
GPLS	Gauteng Province Language Strategy
GR3CTS	Grade 3 Class Teachers
HL	Home Language
IE	Inclusive Education
IEPS	Individual Education Plans
ILST	Institutional Level Support Team
IP	Intermediate Phase
IPSS	Individual Support Plans
ISP	Individual Support Planning
ISS	Inclusion and Special School
LOLT	Language of Learning and Teaching
LP	Learner Profile

LSES	Learner Support Educators
LSTS	Learner Support Teachers
LTSM	Learners Teacher Support Materials
NAEP	National Assessment of Educational Progress
NCS	National Curriculum Standards
NEEDU	National Education Evaluation and Development Unit
PGCE	Post Graduate Certificate in Education
PIRLS	Progress in International Reading Literacy Strategy
RTI	Response to Intervention
SACMEQ	Southern and Africa Consortium for Monitoring Education Quality
SBST	School-Based Support Teams
SES	Senior Education Specialist
SIAS	Screening, Identification, Assessment And Support
SMT	School Management Team
SNA	Support Needs Assessment
SP	Senior Phase
SSRC	Special Schools as Resource Centres
TN	Tshwane North
TS	Teacher Support
TST	Teacher Support Team
UDSS	University Diploma In Secondary School
UNESCO	United Nations Educational, Scientific and Cultural Organization
USA	United States of America

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CHAPTER 1: INTRODUCTION AND BACKGROUND

“The more you read, the more things you will know. The more that you learn, the more places you’ll go.”

-Seuss

1.1 INTRODUCTION AND BACKGROUND TO THE STUDY

Reading, according to Rault-Smith (2009:15) is one of the most complex tasks to teach and learn that humans are supposed to do. A definition is given by Coltman and Place (2013, as cited in Hugo & Lenyai 2013:100), who describe reading as the drawing of meaning, by the reader, from the written language. Considering that, it can be specified that reading allows one to understand and give meaning to anything that it has been written. Similarly, Reutzel and Cooter (2010:25) support this view by defining reading as understanding meaning of printed or written material and a means of language acquisition, communication, and sharing information and ideas.

In addition, Mercer, Mercer and Pullen (2011:263) perceive reading as the most significant indicator of achievement in school and life. For Joubert, Bester and Meyer (2008:129) reading permits learners to collect information throughout their lives, improve their knowledge about themselves and their self-image, and also to develop an appreciation of language. Furthermore, as highlighted in Phala (2013:16), reading is essential for studying and learning because it provides readers with access to knowledge in an information-driven society. Considering that, it can be stated that reading forms the basis for success throughout the school years.

Taking that into account, teaching learners to read is considered to be one of the most significant language tasks that teachers need to perform. During the Foundation Phase (that is Grades 1-3), teachers are expected to teach learners to learn to read so that they will be able to read with understanding when they read to learn in the Intermediate Phase (namely Grades 4-6) (Pretorius & Ribbens 2005:140). However, the Department of Education (DoE) (2007:8) urges that learning to read is not acquired naturally as we might think but needs systematic and well-informed instruction. Adding to this view, Pretorius and Spaul (2016:16) see learning to read as a developmental process and that learners follow a similar sequence and pattern of reading behaviour along a continuum. In support of this idea, Jennings, Caldwell and Lerner (2010:191-192) state

that there are four stages of reading development: (a) logographic (visual clue reading stage); (b) partial alphabetic (phonetic clue recording stage); (c) alphabetic reading (controlled word reading stage); and (d) sight words reading (automatic word recognition stage).

Based on the explanations provided, the Department of Basic Education (DBE) ensures in the Curriculum and Assessment Policy Statement (CAPS) that learners in the Foundation Phase are taught to read in order to develop the reading skill by outlining outcomes that learners are expected to meet for each grade. According to CAPS, Foundation Phase learners are expected to: read simple posters in their Home Language (HL) or headings of posters in the environment and also supposed to be taught a First Additional Language (FAL) in Grade 1, which is English for most learners (DBE 2011:20). Having that in mind confirms that Foundation Phase learners are exposed to the skill of reading and writing as early as Grade 1. As a result, the DBE expects them to reach a high level of communication proficiency as well as being able to read and write in their HL as well in English by the end of Grade 3 (DBE 2011:8). This is a big expectation which requires good teaching skills from teachers.

Despite the learners being taught to read in the Foundation Phase, numerous studies have revealed that most of the learners in Grade 3 are still reading below their grade level. The studies conducted by the National Reading Panel indicate that more than 17% of the learners nationally, that is about one million learners, will encounter reading problems in the crucial first three years of their studies (National Reading Panel, 2000, as cited in Lerner & John 2012:358). The National Assessment of Educational Progress (NAEP) in South Africa also revealed that 68% of Grade 4 learners perform far below a proficient reading level, 37% at proficient level and 9% at an advanced reading level (NAEP 2017:1).

This information makes it clear that there is a need to provide support to learners experiencing reading problems from an early stage. The concept of reading problems has been explained broadly by different scholars. However, in this study the term 'reading problems' will be used in its broadest sense to refer to any problem that the learner displays when reading which could be caused by several factors. To support the statement, Jennings, Caldwell and Lerner (2010:24-26) submit that reading problems can be entrenched in language factors, intelligence and intellectual factors, neurological

and cognitive factors, physical factors associated with environmental factors (factors within the learner's home, school, social or cultural environment) or linked with emotional factors. For them, these factors can be categorised as intrinsic and extrinsic factors, the former being factors emanating within the learner, for instance, visual perceptual and auditory problems, language development and attitude; whereas the latter refers to factors which are outside the learners which include factors in the home, school environment or community. In order to respond to the challenges highlighted, teachers in different schools need to draw up their reading support in such a way that they are responsive to the diverse reading needs of learners.

Education White Paper 6 (EWP6) identified three types of schools to accommodate and support diverse learning needs for learners. This include learners who experience reading problems, namely mainstream schools, full-service schools (FSS) and special schools as resource centres (SSRC). This study is based in FSS. FSS are defined as "first and foremost mainstream education institutions that provide quality education to all learners by supplying the full range of learning needs in an equitable manner" (DBE 2010(b):7, DoE 2009:7). The special emphasis of these schools as highlighted by the DBE (2011(a):11) is to promote Inclusive Education (IE) in schools with more emphasis on implementing inclusive standards, which comprises of adapting teaching and learning and providing educational assistance to teachers and learners. To accomplish its purpose, teachers from these schools were given the opportunity to participate in programmes where they were able to broaden their skills and knowledge pertaining to the IE approach, as well as the provision of support to learners who experience learning barriers in the school (Gauteng Department of Education [GDE] 2010:11). Based on the teaching skills received, teachers in these schools are expected to support diverse learning needs of learners including those experiencing reading problems by using different strategies and methods in their classrooms. In spite of the teachers participating in different programmes and using different strategies and methods in their classrooms to support learners who experience reading problems in their classrooms, there is evidence that learners are still experiencing reading problems including those in Grade 3. The question arises: "What is it that is being done wrong?" The researcher is therefore interested in exploring how Grade 3 teachers support learners who experience reading problems in FSS.

1.2 MOTIVATION FOR THE STUDY

The researcher's personal interest and prior study, as well as the changes in educational policies, have led to this study. From the researcher's master's study, the findings showed that most of the Grade 4 learners who were part of the research study in 2012 were not reading to the expected level. This raised awareness of the need to provide more support in the Foundation Phase, especially in Grade 3. The researcher is therefore interested in exploring how Grade 3 teachers support learners who experience reading problems, especially in the FSS. Furthermore, the researcher has been a teacher by profession since 1993, and she has been employed as a Senior Education Specialist (SES) by the GDE since August 2008 in two districts, namely, the Ekurhuleni South District (ESD) and Gauteng East District (GED) in the unit Inclusion and Special Schools (ISS). The researcher was an inclusive facilitator according to the DoE's new realignment structure and was responsible for doing school visits, supporting teachers and learners experiencing learning barriers in mainstream schools, FSS and SSRC.

During the school visits, FSS teachers raised their concerns about the decline of learner performance due to their inability to read in the Foundation Phase especially in Grade 3. Their concerns corresponded with what the researcher experienced when she was expected to support learners who were referred to the district by teachers as those learners experiencing barriers to learning. Most of those referred learners struggled to read the text provided and to answer questions based on the text. This created a big challenge for those learners because they felt incompetent and looked down by other learners. By the end of the Foundation Phase, which is Grade 3, learners should be developed readers (Rault-Smith 2009:12). They are expected to independently read poetry, comics, simple fiction and non-fiction books and cards (DBE 2011:32). However, this was not the case with most of the learners being referred to the district for support.

In addition to supporting learners experiencing learning barriers, the researcher was a member of District-Based Support Team (DBST) in both the districts where she was employed. During that time, she worked closely with the School-Based Support Teams (SBSTs) and the Learner Support Teachers (LSTs) to offer them support on how to draw up Individual Education Plans (IEPs) for supporting identified learners and to refer learners who were in need of support. When drawing up such plans, the most common weakness identified among learners, was the inability to read. This challenge was also

evident when these learners were writing the Annual National Assessment (ANA). What the researcher observed during the monitoring of the ANA was that most of the Grade 3 learners who were unable to complete the assessment tasks were those who struggled to read and follow instructions correctly. Again, during her interaction with teachers, most of the teachers expressed their feelings regarding their limited knowledge on how effectively they could support learners with diverse reading needs in FSS as another challenging issue.

The researcher is interested in exploring how Grade 3 teachers support learners who experience reading problems in their classroom in order to provide teachers guidelines to draw up an effective reading support for Grade 3 learners who experience reading problems in FSS.

The study is located in three FSS in Tshwane North (TN) District and more specifically in Grade 3. The district was chosen because it was easy for the researcher to reach and she did not work at this district previously, while the three FSS were selected based on the Chief Education Specialist's recommendation because she presumed that these schools are practising IE and they were among the first round of mainstream schools that were transformed to be FSS within the district. In addition, LSTs were assigned to these FSS to provide additional support to teachers and learners who were experiencing learning problems including those with reading problems. The researcher is interested in FSS because it is a new model that is being used to roll out IE and little research has been done about supporting learners who experience reading problems in these schools. Lastly, Grade 3 was selected based on the researcher's knowledge, experience and understanding of this grade. Most importantly, it is the last grade in the Foundation Phase where the learners are taught to learn to read in order to prepare them to read to learn in the Intermediate Phase.

1.3 PROBLEM STATEMENT

The issue of reading problems is a worldwide phenomenon. Recent studies show that South African learners are falling behind and are failing to master basic reading literacy skills internationally and nationally.

In 1991, 32 education departments participated in the first comparative reading literacy study conducted by the International Association for Evaluation of Educational

Achievement (IEA) (Howie, Venter, Van Staden, Zimmerman, Long, Du Toit, Scherman & Archer 2008:1). A similar study was then conducted in 2001. Subsequently, in 2006 the Progress in International Reading Literacy Strategy (PIRLS) under the umbrella of IEA was conducted with 40 countries and 45 education systems. This study aimed at assessing the learners' experience in reading literacy and the ability to use acquired information when reading. The findings of the 2016 PIRLS revealed that South Africa achieved the lowest of all 45 participating education systems. A similar study was conducted in 2011 and 2016. In 2011, 40 countries took part in the assessment, and the results revealed that 61% learners in South Africa could not read or write at the appropriate age level, whereas in 2016, 50 countries were involved and the results indicated that 78% of Grade 4 learners in South Africa were unable to read for meaning in any language, and, among the 50 countries that took part in the assessment, South African learners performed the worst (Howie, Combrinck, Roux, Tshele, Mokoena & McLoed Palane 2017:2). These learners performed at 320 points which is below the lowest benchmark of 400 points. This indicates a decline of 3 points compared to the 2011 results; however, statistically, there is no difference between 2011 and 2016 results.

Another survey conducted was the Southern and Africa Consortium for Monitoring Education Quality (SACMEQ). SACMEQ is a collaborative network structure which comprises of 15 ministries of education who conduct surveys to evaluate the quality of education in Southern and Eastern Africa (Bandi 2016:2). This survey is envisioned to gather wide background information on the home environment and schooling of learners, and also to evaluate the teachers and learners in both literacy and numeracy. Up to now, four surveys have been conducted: SACMEQ I (1996); SACMEQ II (2000); SACMEQ III (2007); and SACMEQ IV (2013), with South Africa participating in the last three surveys. The findings of the surveys showed that South African Grade 6 learners reading scores were 492, 495 and 558 respectively (Bandi 2016:2). Even though the findings indicated a 63% average across SACMEQ III and IV, there are still those learners who experience reading problems in the Intermediate Phase.

Furthermore, in South Africa, the DoE has also assessed performance of Grade 3 and Grade 6 learners in Literacy and Numeracy in both mainstream schools and FSS, and since 2001, the results have indicated that most learners performed badly in those subjects. In order to continue monitoring the learners' performance, the DBE (formerly

referred to as DoE) further conducted ANA in 2011, 2012, 2013 and 2014 for the learners in Grades 2 to 7 for both Literacy and Numeracy. The summary for HL results for Grades 1-3 learners is captured below:

Table 1.1: ANA results in Home Language in 2012, 2013 and 2014 for Grade 1-3

GRADE	HOME LANGUAGE 2012	HOME LANGUAGE 2013	HOME LANGUAGE 2014
1	58	61	63
2	55	57	61
3	52	51	56

Source: Adapted from DBE (2014(b):41)

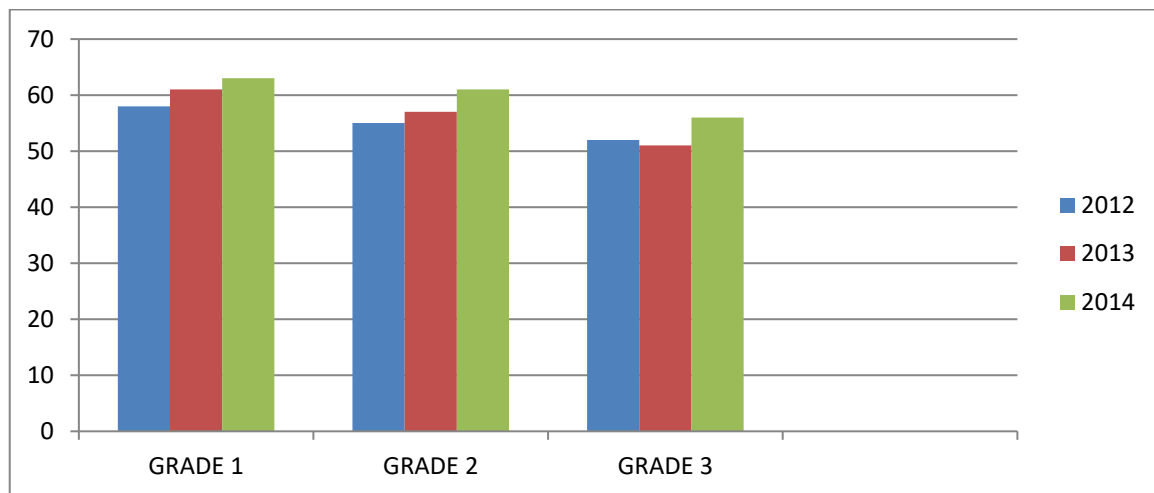


Figure 1.1: ANA results in Home Language levels in 2012, 2013 and 2014 for Grade 1

Source: Adapted from DBE (2014(b):41)

From the above summary, it can be noted that Grade 3 learners performed below the other grades in the Foundation Phase. The results showed that, in 2013, the national average performance in HL stands at 51% compared to 52% in 2012. There was a slight decline of 1% from 2012, whereas in 2014 national average performance in HL stands at 56% compared to 51% in 2013. This indicates an improvement of 5%. However, the result still shows that when learners reach Grade 3, their performance is lower than when they were in the previous grades. These results were alarming for the researcher and raised considerable concern in terms of how Grade 3 teachers were supporting learners who experience reading problems especially in FSS.

FSS are established in order to promote IE in schools. IE is a worldwide phenomenon, which has received considerable thrust at the World Conference on Special Needs (1994). In South Africa, the DoE introduced IE in 2001. Policies were drawn up to see that this happens. Some mainstream schools were converted to FSS in order to emphasise inclusive principles and to provide quality education to all learners. According to EWP6, these schools were expected to admit learners with mild to moderate barriers to learning and teachers from these schools were then given the opportunity to participate in programmes where they were able to broaden their skills and knowledge pertaining to the IE approach as well as the provision of support for learners experiencing learning barriers in schools (GDE 2010:11). In addition to the programme that the teachers received, these schools were assigned LSTs to provide additional support to teachers and identified learners including those experiencing reading problems.

However, based on the findings above, it is still a great concern that most of the Grade 3 learners in South Africa are still experiencing reading problems in mainstream schools and FSS regardless of the additional support that the learners should receive from the LSTs in the FSS. Teachers in FSS do support learners who experience reading problems, but the pressing concern is how Grade 3 teachers provide reading support that will respond to the diverse reading needs of learners in FSS. The levels of differentiation in terms of reading support are critical when supporting learners who experience reading problems. This study will focus on addressing this and explore how Grade 3 teachers in FSS support learners who experience reading problems. It is envisioned that the findings, if used, would benefit Grade 3 teachers in FSS and could possibly improve the learners' reading abilities.

Considering the problem statement, the following research questions were formulated to guide the study.

1.4 RESEARCH QUESTION

The problem to be investigated is to explore how Grade 3 teachers support learners who experience reading problems in FSS. Therefore, the primary main research question will be as follows:

“How do Grade 3 teachers support learners who experience reading problems in FSS?”

In order to explore the main research question, the following secondary research questions are posed:

- How do Grade 3 teachers understand reading support to learners experiencing reading problems in FSS?
- What are the challenges Grade 3 teachers experience when having to support learners experiencing reading problems in FSS?
- What are the strategies and methods that Grade 3 teachers use to support learners experiencing reading problems in FSS?
- How are Grade 3 teachers practically providing reading support to learners experiencing reading problems in FSS?
- What are the opinions of Grade 3 teachers about structuring reading support for learners with diverse reading needs in FSS?
- What guidelines can be provided to draw up an effective reading support for Grade 3 learners who experience reading problems in FSS?

1.5 AIM OF THE RESEARCH

The aim of this study is to explore how Grade 3 teachers support learners who experience reading problems in FSS. The primary aim is formulated as follows:

“To determine how Grade 3 teachers support learners who experience reading problems in FSS.”

The objectives that guided the research were the following:

- To explore Grade 3 teachers' understanding of reading support to learners experiencing reading problems in FSS.
- To determine the challenges Grade 3 teachers experience when having to support learners with reading problems in FSS.
- To explore the strategies and methods that Grade 3 teachers are using to support learners experiencing reading problems.
- To discover how Grade 3 teachers are practically provide reading support to Grade 3 learners with reading problems in FSS.
- To explore the opinions of Grade 3 teachers about structuring reading support for learners with diverse reading needs in FSS.

- To provide guidelines to draw up an effective reading support for Grade 3 learners who experience reading problems in FSS.

1.6 SIGNIFICANCE OF THE STUDY

This study aims to contribute to this growing area of research by adding worth to the implementation of IE, especially to explore how Grade 3 teachers support learners who experience reading problems in FSS. In addition, the study also aims at providing recommendations for future practice in FSS and the DBE, as well as for district officials, teachers, teacher in-service training and professional development on how to support Grade 3 learners experiencing reading problems in FSS. Furthermore, this study will enhance the existing body of knowledge on how to draw up effective reading support in Grade 3 in FSS.

1.7 ASSUMPTIONS ABOUT THE STUDY

The researcher has the following assumptions for the study:

- Supporting learners experiencing reading problems in FSS is still a challenge for most teachers, especially in Grade 3
- FSS teachers are not yet ready to support diverse needs of learners in their classroom as stipulated in Education White Paper 6.
- Most learners who experience reading problems are not sufficiently supported at school, as well as FSS and at home.
- The levels of differentiation reading support to accommodate diverse reading needs of learners is still a challenge.

1.8 THEORETICAL FRAMEWORK

The concept 'theoretical framework', according to Okeke (2014:5) is explained as the explanatory mechanism that permits the researcher to understand, as well as to clarify the verbal and nonverbal interactional dynamics in a particular study. For Radhakrishna, Yoder and Ewing (2007:692), a theoretical framework functions as a conceptual model which illustrates how one theorises and makes logical sense about the relationships between several factors that have been identified as the problem. Having that in mind, it can be spelt out that a theoretical framework comprises of an identified theory/ theories that shapes the researcher's understanding and plans regarding his/ her research topic.

Landsberg, Kruger and Nel (2005:9) hold the same view and see a theory as a set of concepts, assumptions and ideas arranged in a way that reveals an aspect of reality, the world or ourselves. In order to direct this study, the researcher adopted two theories namely, Bronfenbrenner's ecological systems theory and Vygotsky's sociocultural theory.

The emphasis of this study on Bronfenbrenner's ecological systems theory is on how different systems influence the drawing up of an effective reading support for Grade 3 learners in FSS. As stated by Donald, Lazarus and Moolla (2014:40), Bronfenbrenner's ecological systems theory emphasises how various systems in the social context interact in the process of child development. For Bronfenbrenner (1979, as cited in Swart & Pettipher 2016:13), child development happens within four nested systems, the microsystem, mesosystem, exosystem and macrosystem, which all interact with the chronosystem. As this study took place at schools, it means that the most relevant level to be focused on will be the micro-level. In the researcher's master's study, the significance of collaborative support structures for learners experiencing barriers to learning that were provided by parents, siblings, teachers, peers, district officials and the community was acknowledged. Based on what is highlighted above, the researcher is of the opinion that Bronfenbrenner's ecological systems theory is pertinent for this study because it will allow the researcher to explore how the different levels of the system influence the learners' support from a holistic point of view so that an integrated approach can be adopted to ensure that proper support is provided. This will be discussed in detail in chapter 2.

On the other hand, Vygotsky's sociocultural theory is adopted to emphasise the importance of social interactions in the acquisition of skills and knowledge (Schunk 2008:236). In this theory, Vygotsky views learning as an active process of constructing knowledge. For Vygotsky, constructed knowledge or meaning is closely tied to social, historical and cultural contexts. Tudge and Scrimsher (2003, as cited in Schunk 2008:243) explain these contexts as interpersonal (social), cultural-historical and individual factors. Interpersonal factors refer to the persons' interaction in the environment which could arouse developmental processes and nurture cognitive growth. Cultural-historical aspects clarify the point that learning and development cannot be distanced from the context (that is the manner in which the learner interacts with other people, objects and institutions and how this transforms their thinking). Lastly, the

individual or inherited factors are factors that the learners have inherited, and as a result, the factors affect their development such as the cognitive or the physical development of the learners. According to Hugo and Lenyai (2013:27), language development in HL and FAL occur in social context and through everyday social interaction. Vygotsky's sociocultural theory is relevant for the study because it allows teachers to scaffold the support and will influence the teachers' strategies and techniques used for supporting learners experiencing reading problems. This will be discussed in detail in chapter 3.

1.9 RESEARCH DESIGN AND METHODOLOGY

This section clarifies and outlines the procedure for collecting data for the study.

1.9.1 Research Design

A research design is a process which is followed to manage a study which includes when, from whom and under which conditions the information will be collected (McMillan & Schumacher 2014:28). It describes all the issues which are used when planning the study and involves identifying the problem to reporting and publishing the results (Punch 2005:54). Lichtman (2014:129) asserts that a research design assists researchers in planning their research, defining a set of steps or procedures that they should follow in conducting research and assists in grounding their research in a conceptual or theoretical model. Therefore, research design is a strategy that assists the researcher to decide how the research will be carried out (Mouton 2003:55). As a result, it is important that, before the researcher commences with research, guidelines that provide order and direction and that help in maintaining focus in the study, be created (Burton & Barlett 2005:96).

In this study the researcher aims to explore how Grade 3 teachers support learners who experience reading problems in FSS; therefore, a phenomenological design is appropriate. For Nieuwenhuis (2016:77), phenomenological studies concentrate on the meaning that lived experiences hold for participants, that is "to determine what an experience means for the persons who have had the experience and are able to provide a comprehensive description of it". This study aligns well with phenomenology because the researcher aimed to conduct in-depth interviews with the Grade 3 teachers who would be the participants of this study in order to understand their experience with regard

to reading support for learners experiencing reading problems in the classrooms. This is outlined in detail in Chapter 4.

1.9.2 Research Approach

Research approaches are plans and the procedures for research that start with the broad assumptions leading to the use of methods of data collection, analysis and interpretation which is done in more detail (Creswell 2014:33). According to Creswell (2014:33), the following three research approaches can be identified:

- Qualitative research refers to an approach used to explore and understand the meaning individuals or groups ascribe to a social or human problem. When using this approach, the researcher mainly collects non-numeral data such as words and pictures.
- Quantitative research refers to an approach used to test objectives, theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments so that numbered data can be analysed using statistical procedures.
- Mixed-methods research involves mixing of qualitative and quantitative research methods, approaches, or other features of paradigms.

When selecting an appropriate research method, McMillan and Schumacher (2006:63) affirm that those methods should be reliable and have valid procedures for collecting and analysing data, particularly during the research. To guide this study, a qualitative research approach was used because the researcher intended to go to the field to collect empirical data, which she used to address the research question stated in section 1.4. This provided a suitable vehicle to gain a holistic understanding of how Grade 3 teachers support learners experiencing reading problems in FSS. The approach also assisted in ascertaining the best strategies for reading support in FSS and thus allowed the researcher to suggest effective ways of drawing up an effective reading support strategy for Grade 3 learners in FSS. In addition, a qualitative research approach enabled the researcher to collect rich data on what hinders the implementation of inclusive practices while allowing her to develop a holistic understanding of how reading support can be provided in FSS. At the same time, with such data, the researcher would be in a better position to expand on the theoretical assumptions and requirements that are necessary

to provide guidelines on how Grade 3 teachers can draw up an effective reading support for learners experiencing reading problems in FSS.

1.9.3 Population and Sampling

Population refers to a group of people to be used to get a sample in a research project, (Liamputtong 2013:390). During sampling, the researcher has to decide which persons, situation, occurrences and behaviour to select for the study (Bertram & Christiansen 2014:59). Sampling, therefore, depends on the researcher's opinion on who can give the best information to answer the research question (DoE 2001:17). As indicated above, this study is qualitative in nature and Patton (1994, as cited in Nieuwenhuis 2016:84) urges that in a qualitative study there are no rules for sample size. Hence, the researcher will decide on the number of FSS and Grade 3 teachers to include in the study. This study is located in three of the FSS in Gauteng and more specifically in Grade 3, and as a result, the researcher will use those characteristics as her unit of standard to sample the site and participants for the study. At the time of this study, there were 75 mainstream primary schools in 15 districts in Gauteng that had been transformed into FSS and five of those FSS were located in the Tshwane North where the study was to be conducted. For the purpose of the study, the researcher purposively sampled the sites. Purposive sampling is defined as the approach whereby participants are chosen based on the information they have or can give (Maree, Creswell, Ebersöhn, Eloff, Ferreira, Ivankova, Jansen, Nieuwenhuis, Pieterse, Plano Clark & Van der Westhuizen 2016:79). Considering this, the researcher purposively selected the district and the site because she believed that it would provide her with rich, in-depth qualitative data in order to learn and understand the phenomenon under study. This belief was influenced by the researcher's experiences when she was interacting with inclusive facilitators from different districts during the time when she was working as an inclusive facilitator at the Ekurhuleni South and GED as they were sharing similar experiences. From her experience, the researcher noticed that many Grade 3 learners who were referred to the district offices as experiencing learning barriers struggled with reading and needed support in that regard. Based on that, most of those learners were referred to the FSS for individual attention and additional support. In order to gather data, the researcher purposefully selected Tshwane North district for her research study. The sites were recommended by the Chief Education Specialist in the district because she felt that those schools were practising IE and learners who were experiencing learning barriers from

the neighbouring mainstream primary schools were referred to those FSS for support. This will be discussed in detail in Chapter 4.

1.9.4 Data Collection Methods

The primary data for this qualitative study was collected from the field (that is from the FSS). The researcher, therefore, planned the process for collecting data in advance, which encompassed a series of steps. According to Creswell (2003:185), data collection steps includes (a) constructing the limits of the study; (b) gathering data by using tools such as observation, unstructured, semi-structured or open-ended interviews; and (c) deciding on the procedure to collect information. Henning, Van Rensburg and Smit (2011:6) view this as the way in which the researcher obtains information to answer the research question. In this study, the researcher intended to answer the following primary research question: “How do Grade 3 teachers support learners who experience reading problems in FSS?” In order to respond to this question, the researcher planned to use the following three research methods: semi-structured interviewing, classroom observation and documents analysis, because she was of the opinion that they were reliable and valid to yield expected outcomes. In the end, these methods would be triangulated in order to verify data obtained through one research method with data from the other methods. Research methods is sometimes called the methodology of a study and are procedures that the researcher can use to collect and analyse the necessary data (McMillan & Schumacher 2014:16). Below follows the discussion on the research methods to be used in this study.

- Semi-structured interviews: In confirming the findings of the literature study, the researcher used semi-structured interviews. For Creswell et al. (2016:92), an interview is explained as a reciprocal discussion during which the interviewer asks the interviewees questions to collect data and to learn about participants’ behaviour, views, beliefs, ideas and opinions regarding a particular phenomenon. The researcher planned her interview questions well in advance and allowed for flexibility when participants responded to the questions. Using this arrangement assisted the researcher to gather rich data from the participants with a particular interest in understanding how Grade 3 teachers and LSTs perceive reading support, their current practices in supporting learners with reading problems and the challenges

that they experience when having to support learners experiencing reading problems in their classrooms.

- Classroom observations: Nieuwenhuis (2016:90) uses the term “observation” to procedure that is done systematically to record the way in which participants behave, as well as objects and participants’ behaviour patterns, objects and incidences but this is not without talking to them or asking questions. In addition, Bertram and Christiansen (2016:84) emphasise that during observation, the researcher visits the site of the study, which could possibly be a classroom, a staff room, a school or a community meeting space, and observes what is really happening there. In this study, the researcher went into the classrooms and observed how Grade 3 class teachers and LSTs support learners experiencing reading problems and how these learners responded to the reading support provided. Of particular interest will be the reading strategies and methodologies used by Grade 3 teachers. Another important aspect that the researcher considered during the observation process was the context of the research site in order to understand the phenomenon from a holistic view. She made field notes during observation.
- Document analysis: According to Henning, Van Rensburg and Smit (2011:98) document analysis involves examining important documents, which could have significant information. It is a non-interactive strategy where the researcher obtains qualitative data from the participants with little or no conversation between them (McMillan & Schumacher 2014:386). For Nieuwenhuis (2016:89) these documents assist the researcher in reconstructing events and critical incidences. The researcher will use DoE official documents as a form of data that can be gathered. Both primary sources and secondary sources will be used. In this study the researcher will use the following documents: DoE policies, the CAPS document for Grade 3 HL teaching, CAPS Grade 3 FAL policy (see Chapter 3, section 3.2), teachers’ HL lesson plans, work schedule for HL teaching, LSTs’ resource files; readers and classroom timetables in order to see how teachers plan their reading lessons and which strategies they are using.

Further processes regarding these methods are discussed in Chapter 4.

1.9.5 Data Analysis

Qualitative data analysis is a method of arranging data into categories, as well as classifying patterns and connections between the categories (McMillan & Schumacher 2014:395). A further definition is given by De Vos (2015:397) who defines data analysis as the technique used to structure, bring order, and give meaning to data collected. In addition, Creswell (2016:59, 66) and Bertram and Christiansen (2016:117) argue that there are two broad approaches to qualitative data analysis, which are an inductive approach and a deductive approach. In this study, the researcher followed an inductive approach when analysing data. This means that the researcher used the raw data that was collected during the interviews and classroom observation to determine categories and themes.

In order to structure the process of gathering and analysing data, the researcher adopted a process suggested by Creswell (2002). The researcher started this process by listening to the recorded responses of the participants gathered during the interviews and transcribe the data. The researcher reviewed the transcribed data several times so that she could familiarise herself with the data before she began her analysis and was able to reach conclusions on which to base recommendations.

Further processes regarding this data analysis are discussed in Chapter 4.

1.9.6 Trustworthiness

Trustworthiness is a method which is used to make sure that there is thoroughness in qualitative research while not conceding the relevancy thereof (Mahlo, 2011:97). For Creswell (2009:191), trustworthiness determines whether the findings are accurate. To ensure that trustworthiness is obtained in this study, the researcher used three methods of collecting data (semi-structured interviews, classroom observation and document analysis). While several criteria used to maintain the trustworthiness have been suggested, the researcher utilised the criteria suggested by Bertram and Christiansen (2016:201-209), namely, credibility, transferability, dependability, confirmability and authenticity.

Firstly, credibility refers to the degree to which the data or the findings of a research project indicate the authenticity and lived occurrences of the participants (Bertram & Christiansen 2016:202). To increase the credibility of the research, the researcher used

three strategies, namely, triangulation, peer debriefing and member checking. Secondly, transferability refers to the degree which the research can be applied in another milieu, setting or location (Bertram & Christiansen 2016:209). In terms of transferability, it is envisioned that the researcher's findings will be helpful for all Grade 3 teachers who teach reading in FSS and to everybody interested in the question raised by the researcher. As a result, the researcher went back to the Tshwane North district and FSS to disseminate the results. Thirdly, dependability refers to the degree to which the researcher can explain the reasons for differences in the study, or for how and why the findings of the study differ from previous studies (Bertram & Christiansen 2016:202). To ensure dependability, the researcher used an audio-recorder for the interviews, made field notes during the observation process and analysed documents in order to account for why there might be variation in the study. Fourthly, conformability refers to the degree to which the study can be verified by other persons who could be another researcher or even a reader (Bertram & Christiansen 2016:201). For ensuring conformability, the researcher made the research process transparent and used the techniques of member checking, peer debriefing and an audit trail. Lastly, 'authenticity' refers to the researcher's skill in providing feedback on a situation looking through the eyes of the participants (Cohen, Manion & Morrison 2007:139). To maintain authenticity, the researcher requested the participants to review the themes that emerged from the data to confirm that what the researcher wrote and translated were their views and understanding of the topic under study.

Further processes regarding trustworthiness are discussed in Chapter 4.

1.9.7 Ethics in Research

Ethics has to do with behaviour that is considered right or wrong (Bertram & Christiansen 2016:65). Johnson and Christensen (2011:99-100) state that ethics are codes and guidelines that help to maintain the things that persons appreciate but that research ethics are sets of codes that help researchers in to conduct studies in an ethical way. To make sure that ethical principles were adhered to in this study, the researcher started by applying for ethical clearance from the UNISA Research Ethics Committee. As this study took place in the FSS in Gauteng, the researcher also requested permission to conduct research in the FSS from the GDE, the Tshwane North district office, principals of the three identified FSS and Grade 3 teachers and LSTs who were the participants in the

study. In addition, permission was requested from the parents and Grade 3 learners. Before the researcher commenced with the collection of data, she held a meeting with all participants together with the parents to explain the research process and to assure them that their privacy and sensitivity would be respected. The participants were requested to give consent in writing indicating that they had agreed to be interviewed and observed and parents were asked to sign the letter of consent to indicate that they allowed their children to take part in the study. The learners were also asked to give assent that they agreed to be observed while reading. Coding such as LST1, GR3CT1 and School A was used to ensure anonymity. Further processes regarding ethics in research are discussed in chapter 4.

1.10. CONCEPT CLARIFICATION

1.10.1 Reading

Reading is defined as the drawing of meaning, by the reader, from the written language (Coltman & Place, 2013 as cited in Hugo & Lenyai 2013:100). It is a linguistic task and children need well-developed language skills, including phonemic (sound) awareness, vocabulary and comprehension to read (Decaires-Wagner & Picton 2009:50). A further definition is given by Jennings, Caldwell and Lerner (2006:3) who describe reading as process that is learned and not acquired naturally. Thus, teachers should note that learners have the innate potential to learn to read. However, the reading skill needs to be developed.

1.10.2 Full- Service Schools (FSS)

FSS are described as “first and foremost mainstream education institutions that provide quality education to all learners by supplying the full range of learning needs in an equitable manner” (DBE 2010(a):7). FSS are established on inclusive standards to promote IE in schools. The special emphasis of these schools as highlighted in DBE (2010(b):11) is on inclusive standards, which comprise of adapting teaching and learning and providing educational assistance to teachers and all learners, irrespective of their ability. In line with this, such schools are furnished and assisted to cater for a broad range of learning needs so as to allow every learner to learn and participate fully.

1.10.3 Grade 3 Learner

According to the South African Schools Act (DoE 1996:7), a 'learner' is any person who acquires formal education, whether a child or an adult. Grade 3 is the exiting grade from the Foundation Phase of the General Education and Training (GET) Band. Grade 3 learners are normally between the age of eight and nine if they have not repeated any grade. With reference to Piaget's stages of cognitive development, these learners are in the concrete operational stage (Slavin 2009:34). During this stage, learners start to think logically. Throughout this study, a Grade 3 learner will refer to any person who receives formal education in the last grade of the Foundation Phase at a particular school.

1.10.4 Reading Problems

The concept of reading problems is used interchangeably with concepts such as reading difficulties and reading challenges. According to Paratore and Dougherty (2011:12), reading difficulties are defined as an unexpected reading failure that cannot be accounted for by other disabilities. However, for the purpose of this study, the concept of reading problems is used and is referred to as any problem that the learner displays when reading; it could be caused by different factors.

1.10.5 Reading Support

The concepts of reading remediation, reading intervention, remedial reading and reading support are used interchangeably in literature. Reading remediation refers to the process of assessing and instructing struggling readers (Caldwell & Leslie 2013:2). In this study, the concept of reading support is used to refer to a process where learners who experience reading problems are supported through the use of different strategies and methodologies to improve their reading abilities.

1.10.6 Reading Strategies

Reading strategies are conscious, internally variable psychological techniques that aim at improving the effectiveness of or compensating for the breakdowns in reading comprehension, in specific reading tasks and in specific contexts (Karami 2008:5). According to the DoE (2008:19), reading strategies are ways of solving problems that the learners may come across while reading.

1.11 CHAPTER DIVISION

The overall structure of the study takes the form of six chapters, broken down as follows:

CHAPTER 1: INTRODUCTION AND BACKGROUND

This chapter presents a brief introduction and background to the study. The research problem and motivation for conducting the study was explained. Furthermore, the aims of the study, a brief description of the research design and the methodology to be employed in the study were highlighted. The chapter also introduced theories that formed part of the theoretical framework adopted for the study. Lastly, the key concepts of the study were defined, and the chapter division of the thesis was outlined.

CHAPTER 2: THE CONCEPT OF FULL-SERVICE SCHOOLS WITH REFERENCE TO BRONFENBRENNER'S ECOLOGICAL SYSTEMS THEORY

This chapter gives a detailed explanation of FSS from the international viewpoint to South African viewpoint. Levels of support in FSS as well as Bronfenbrenner's ecological systems theory as the theoretical framework guiding support in FSS is thoroughly discussed.

CHAPTER 3: READING AND READING SUPPORT FOR GRADE 3 LEARNERS IN FULL-SERVICE SCHOOLS

This chapter reviews the literature on the definition of the concepts of reading, reading problems and reading support. Possible causes for reading problems and identification of learners experiencing reading problems in Grade 3 classroom are discussed. Reading theories and reading models, as well as strategies and methods to support Grade 3 learners experiencing reading problems are included.

CHAPTER 4: RESEARCH DESIGN AND METHODOLOGY

This chapter explains the research design, approach, population and sampling used when conducting the study. Methods used to collect data and process for analysing data are explained. Trustworthiness in the study is explained in detail.

CHAPTER 5: DATA ANALYSIS AND PRESENTATION OF FINDINGS

This chapter provides an analysis of the data and presents the findings collected from the semi-structured interviews, classroom observation and document analysis.

CHAPTER 6: SUMMARY OF THE STUDY, CONCLUSIONS AND RECOMMENDATIONS

This is the final chapter, in which the researcher provides a summary of the study, compares the results against the literature review and reaches conclusions on the research questions. The researcher also makes recommendations for improvement and provides guidelines for effective reading support for Grade 3 learners who experience reading problems. Lastly, limitations of the study and areas for further research are identified.

1.12 CONCLUSION

“Reading is, without doubt, the most important language and complex skill that needs to be developed from an earlier grade. It serves as a building block upon which all other learning takes place” (DoE 2008:19). In this chapter, the introduction and the background of the study were presented. The research problem and motivation for conducting the study were explained. Furthermore, the aims of the study, a concise summary of the research design and methodology to be used in the study were highlighted. The chapter also introduced theories that formed part of the theoretical framework adopted for the study. Lastly, the key concepts of the study were defined, and the chapter division of the thesis was outlined.

In the next chapter, relevant literature on FSS and Bronfenbrenner’s ecological systems theory as a theoretical framework underpinning support in FSS is thoroughly discussed.

CHAPTER 2:

THE CONCEPT OF FULL-SERVICE SCHOOLS WITH REFERENCE TO BRONFENBRENNER'S ECOLOGICAL SYSTEMS THEORY

“Ordinary schools with an inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system”

(Salamanca Statement, principle 5).

2.1 INTRODUCTION

The quotation above emphasises the importance of ordinary schools with an inclusive practice. These schools are named FSS in the South African context. In the previous chapter, the researcher described the introduction and background to the study. The purpose of this chapter is to explore the concept FSS in detail. Different sources were consulted in order to build a common understanding and practices regarding how and why FSS were established internationally, as well as in South Africa. This assisted the researcher to develop a profound understanding of how teachers can support learners experiencing reading problems in FSS. Furthermore, the researcher discusses Bronfenbrenner's ecological systems theory as the theoretical framework to guide support for Grade 3 learners experiencing reading problems in FSS.

2.2 FULL-SERVICE-SCHOOLS

In June 1994, more than 300 representatives of 92 governments and 25 international organisations formed the World Conference on Special Needs Education, held in Salamanca, Spain. At this conference, hosted by UNESCO, the Salamanca Statement on the Principle, Policy and Practice in Special Needs Education was adopted. The Salamanca Statement (UNESCO, 1994:11-12) declared inclusion as a right ensuring that all learners have access to quality education that meets their essential needs and improves their lives. As a result, schools should cater for every learner regardless of their learning barriers. In order to make sure that the needs of every learner is addressed, Full Service Schools (FSS) were introduced in South Africa. FSS are not newly established

schools but former mainstream schools that serve to develop and implement the inclusive models that will later be considered for system-wide application (DoE 2001:8). In this regard, the need for enhancing inclusion in these schools is of paramount importance.

2.2.1 Full-Service Schools (FSS) Internationally

The concept of FSS was first used in 1991 when the Florida legislature in the United States of America passed a law supporting the development of FSS, which was driven by diverse social phenomena and targeted high-risk learners needing medical and social services (Dryfoos 2002:6).

In the United States of America (USA), the concepts of full-service, extended-school service and full-service community schools are used interchangeably. Initially, these schools were ordinary schools and were transformed in order to meet the demands of the community and as a solution to the fact that “schools can’t do it alone” (Dryfoos 2005:7). According to a 1991 Florida law, “a full-service school assimilates different services such as social, education, human and medical services that are useful to meeting the needs of children, youth together with their families on school premises or in places which are easily reachable”. As such, it provides the types of support, prevention and treatment services for families and children in need to allow them to succeed at school. To add to the statements, Dryfoos (2005:7) argues that services in these schools are of a high calibre, inclusive and are grounded on collaboration among government and local, public and private entities. Taking this into account, FSS incorporate both quality of education and support services. Considering what has highlighted above, FSS in the USA were transformed in order to meet specific needs for the school and its community. However, attaching a single definition to the concept is difficult. Kronick (2012:14-15) affirms that there is no single explanation attached to the concept of FSS. Hence, he provided the following three explanations of FSS:

- A school which serves as an essential point of delivery for providing health, education, social, employment and human services. It, therefore, serves as a single community hub where learners are supported in order for them to succeed in school and in the community.

- A new kind of school designed to meet the needs of modern learners and families. In this school, there is integration of support services such as mental health, health and social services in order to provide quality education and so as to enrich the lives of the children, the parents, and the community.
- A school that not only provides the best health education, academic and mental health services but also improves the lives of families by adding parenting classes, parent resource centres and adult education.

From the explanation provided, Kronick (2012:14-15) emphasises the need to integrate the school with other support services in order to provide both academic and non-academic support for learners to succeed. The researcher looked at the explanations very closely and came to the understanding that FSS strive to provide individual support to every learner in need and promote a child-centred approach. This view is in accordance with Bronfenbrenner's ecological systems theory (section 2.3) that acknowledges the interrelatedness of four systems: the microsystem, mesosystem, exosystem and macrosystem. This theory submits that different systems have a direct or indirect influence on a child's development. It is, therefore, important for all members in each system to understand their roles in order to be capable of strengthening support from a holistic perspective for learners experiencing learning barriers including those experiencing reading problems.

Australia shares the same sentiments as the USA about FSS. The concepts of full-service extended schools and schools as community hubs are used in Australia. According to Black, Lemon and Walsh (2012:5), full-service extended schools are viewed as logical extension of a large number of initiatives that seek to achieve more integrated service provision for learners and young people in high need contexts. Furthermore, the Australian Department for Education and Child Development (DECD) (2013:21) also argues that being at its infancy stage, these schools depend on the needs of the community and rely on a "place-driven approach" as opposed to the "one-size-fits-all approach" (ibid.:9). Consequently, in terms of providing service and support to learners, no school will look the same as another school.

2.2.2 Full-Service Schools in South Africa

In South Africa, the idea of FSS was new to the education system although, by 2009, numerous schools and other institutions for learning had effectively made strides towards the development of educational systems that were responsive to the diverse needs of learning (DoE 2009:7). This concept was firstly presented in the Education White Paper 6 (EWP6) (DoE 2001:22) so as to underline the significant role that mainstream schools (also alluded to as ordinary schools) need to play in building up an inclusive practice, and to elucidate their function as levers of change. As noted in the previous section, many explanations regarding the concept of FSS have evolved throughout the world. In South Africa, where the research was conducted, the concept of FSS has been clarified by the DBE (2010(a):7) as “first and foremost mainstream education institutions that provide quality education to all learners by supplying the full range of learning needs in an equitable manner”. The special emphasis of these schools as highlighted in DBE (2010(b):11) is on inclusive standards, which comprise of adapting teaching and learning and providing educational assistance to teachers and all learners, irrespective of their ability. In line with this, such schools are furnished and assisted to cater for a broad range of learning needs so as to allow every learner to learn and participate fully. In addition, LSTs are also assigned to these schools as a means of strengthening curriculum support for both teachers and learners.

Ideally, FSS are established in order to promote IE. Thus, teachers need to improve their skills and knowledge on how to deal with matters relating to inclusivity in the classroom. To address this, the DoE has provided training for teachers in FSS on how to support diverse learners in their classrooms. However, according to the researcher’s experience, not all teachers are confident in supporting learners who experience learning barriers such as reading problems. This situation makes teachers feel incompetent when having to support such learners on a daily basis. This was affirmed by the number of learners that were referred to the district offices for support while the researcher was still working for the DoE.

With regard to its responsibilities, the Gauteng Education Department (GDE) emphasises that the responsibilities of FSS include, among other things, the implementation of an inclusive model; promotion of early identification of barriers to learning and intervention in the Foundation Phase; mobilisation of the community; and

increasing parent participation (DBE 2014(b):26). Barriers to learning, according to the DBE (2014(b): vii), are the difficulties that arise within the learners, learning sites and education systems that preclude access to learning and development. In South Africa, like any other country, the notion of supporting learners with learning barriers has been given the highest priority in the education system. Hence, some of the mainstream schools were transformed into FSS in order to accommodate diverse learners.

According to DBE (2010(a):21), FSS should accommodate learners who need moderate levels of support, and the DBST should monitor admissions. As a result, everybody in the FSS is responsible for the education of every learner irrespective of their learning needs (DoE 2005a:8). Considering the framework presented in the EWP6 regarding the execution of IE, it is noted that the aim of establishing FSS is to promote inclusion (DoE 2001:22).

Ainscow and Farrell (2002:3) define inclusion as a policy by which the government, schools, local authorities and communities attempt to decrease learning barriers and increase participation for all people. This signifies that for inclusion to be functional, all learners should be fully included and accepted in the community and school environment regardless of their disabilities. Booth (2005:25) further indicates that in education inclusion can be described as two related processes: increasing learners' participation in schools; and reducing exclusion of learners from the curriculum, cultures, communities and mainstream schools. Inclusion should, therefore, respond to the diverse needs of learners by reducing exclusion within entire education system. Thomas and Loxley (2001:118) affirm that inclusion is about more than disabilities or special needs, but it is concerned with IE, equality and collective belonging. In order for inclusion to be operational in South Africa, the majority of mainstream schools will have to be transformed to function as FSS.

2.2.2.1 The need to transform mainstream schools into full-service schools

The concept FSS was initiated so as to demonstrate how mainstream schools can be transformed to become fully inclusive institutions of care and support (DoE 2010(a):1). Although the importance of transforming mainstream schools into FSS was highlighted in the EWP6 (DoE 2001:22), all schools will not be transformed at the same time. During the piloting phase, it was indicated that approximately 500 mainstream primary schools

would be converted to FSS, starting with 30 primary mainstream schools in identified districts. In Gauteng, at the time of this study, 75 mainstream schools had already been transformed into FSS. This shows the commitment of the DoE to implement inclusivity in schools and to address the need to support learners experiencing barriers to learning.

To transform means to change or to convert. According to the DoE (2002:22), transformation involves "... a shift from a pedagogy of exclusion to a pedagogy of possibilities that takes into consideration barriers to learning, different intelligences and learning styles as well as a shift from organising services according to categories of disability towards determining level of support needed". Taking that into account calls for a major shift in terms of how teachers should support learners experiencing learning barriers including those with reading problems. This will involve a paradigm shift from viewing the learners' challenges from a medical deficit perspective to a socio-ecological perspective.

2.2.2.2 The medical deficit model and the socio-ecological model

The medical deficit model is based on diagnosis and treatment (Swart & Pettipher 2016:5). From an educational perspective, teachers who adopt this model believe that the problem lies with the learners. They categorise learners experiencing learning barriers based on their medical condition and see their role as finding out what is wrong with the learners so that they can fix the problem. Based on this assumption, in the past, most of these learners were excluded and denied access to the mainstream schools. To support this statement, Mahlo (2011:39) emphasises that these learners were sent to special schools, away from their communities where they were born or raised. For her, this setting promoted exclusion among learners, as there was limited opportunity for interaction between those learners experiencing barriers with those regarded as "normal". "Normal" in this regard refers to those learners without barriers to learning.

The socio-ecological model acknowledges that barriers in society and the system might have a negative impact on learners in trying to achieve their learning potential. As such, this model proposes a balanced approach that considers the interaction between the person and the environment (Swart & Pettipher 2016:7). In contrast to the medical deficit model, teachers who follow a socio-ecological model will adopt a more collaborative approach when supporting learners with learning barriers as well as those learners with

reading problems. During support, all factors that might be considered to have an effect on the learners' academic progress, such as factors from their environment and communities, must be taken into account. In order for this approach to be effectively implemented, all role players such as parents, teachers, district officials and experts from the community and the government must be involved. However, should learners experience challenges in accessing support from one of the role players, the whole support structure might be affected and thus influence the learners' progress directly or indirectly. This view is aligned with Bronfenbrenner's ecological systems model, which is discussed in section 2.3.

Taking these explanations together, the researcher is of the opinion that the socio-ecological model will be more suitable for providing effective support in FSS, as it would allow interaction between different stakeholders that are interested in supporting learners experiencing learning barriers including those experiencing reading problems.

As pointed out above, transforming mainstream schools into FSS is not a simple task, as it requires a great deal of psychological and emotional shifts and commitment from all stakeholders involved. Furthermore, the DoE (2005(b):47) asserts that this process is not a technical exercise to provide improved facilities but a fundamental change in practices, principles and cultures of the school. This suggests changing the whole operation of the school. Taking this motion further, Naicker (2005:251) provides another interpretation and argues that "transformation must not only exist in the mind of people; but real transformation takes place when there is action". In order to put this into practice, a well-developed holistic planning process is required. For the DoE (2005b:13), this process includes aspects of schools' policies and ethos, teacher development, leadership, and changes in support structures.

Planning could be regarded as a major factor when having to transform mainstream schools to FSS and should be done from a broader perspective. For the DoE (2001:16,46), planning will include, among other things, upgrading of infrastructure, staff development, community involvement and involvement of other stakeholders in the schools. To make sure that this process takes place in Gauteng, the GDE offered training to teachers in the form of workshops on how to recognise and assist learners experiencing learning barriers to learning including those experiencing reading problems. In addition to the training, all FSS in each district were allocated extra budget

to improve their infrastructure in such a way that learners with diverse needs such as physical disabilities can be accommodated in those schools.

Having discussed the need for transforming mainstream schools in FSS, the next section addresses its ethos and principles.

2.2.2.3 Ethos and principles of full-service schools

For the DBE, the ethos of the FSS is to adopt the idea of an education for all. This means accommodating every learner as a unique and capable human being. Based on the United Nations Declaration of Human Rights and the Convention on the Rights of Persons with disabilities, the need to celebrate diversity through recognising ability, removing labelling and stigmatisation, decreasing and overcoming barriers and increasing participation is critical (DBE 2010(b):7). In responding to these demands, FSS should adopt a flexible, accommodative and holistic approach by allowing everyone at the school and different stakeholders around the school to work together. Considering the above, it seems self-evident that FSS support the values of inclusivity, for example:

- Everyone in the learning site is responsible for the education of each learner irrespective of their learning needs;
- Everyone in the learning site is aimed to meet the learners' needs in an integrated education system;
- All teachers have the knowledge and skills to support each other, to ensure the achievement of every learner;
- All learners benefit from participation in mainstream schools and should be shown respect for their unique, personal forms of growth and contributions.

(DoE, 2005(b):8-9)

From the above, it is noted that the DoE has a clear vision about the FSS and how they should function. In support of this, different policies and guidelines have been drafted, such as the policy on screening, identification, assessment and support (SIAS), EWP6, and guidelines for FSS. Over and above these, the DoE has also set clear policies with regard to the vision of the FSS and how they should function. However, the South African context makes it difficult to implement these policies due to the diverse nature of the people and the education needs of the country.

2.2.3 Full-service schools in the Gauteng province

South Africa is a diverse country and consist of nine provinces. With reference to the Gauteng province, where this study was conducted, many schools are affected by the influx of learners from neighbouring African countries. As a result, most of the schools are faced with overcrowding in the classrooms and a shortage of resources, which includes both physical resources and human resources. The shortage of physical resources relates to not having of enough suitable school furniture, classrooms and reading material, whereas the shortage of human resources relates to a lack of teachers and other supporting staff members such as educational psychologists. To make the situation even more difficult, some learners do not speak the Language of Learning and Teaching (LoLT) which creates barriers in terms of communication, forming friendships and understanding what is being taught, all of which reduce active participation in the classroom. Another challenging aspect is that some of the learners come from disadvantaged communities where they are affected by poverty, neglect or different forms of abuse. Despite these challenges, teachers still have the duty to accommodate and support these diverse learners in their classrooms.

The GDE is one of the nine provincial education departments in South Africa. It has 15 districts as shown in Figure 2.1. These districts are grouped into three clusters, each consisting of five districts:

- The Ekurhuleni cluster which has the following districts Ekurhuleni North, Ekurhuleni South, Gauteng East, Sedibeng East and Sedibeng West.
- The Johannesburg cluster which has the following districts: Johannesburg East, Johannesburg North, Johannesburg Central, Johannesburg South and Johannesburg West; and
- The Tshwaga cluster with the following districts: Gauteng North, Gauteng West, Tshwane North, Tshwane South and Tshwane West' (DBE, 2016:5.).

This study was conducted in the Tshwane North district, which falls under the Tshwaga cluster. The district has five FSS in different areas within the district. Figure 2.1 on the next page illustrates the different districts in the GDE.

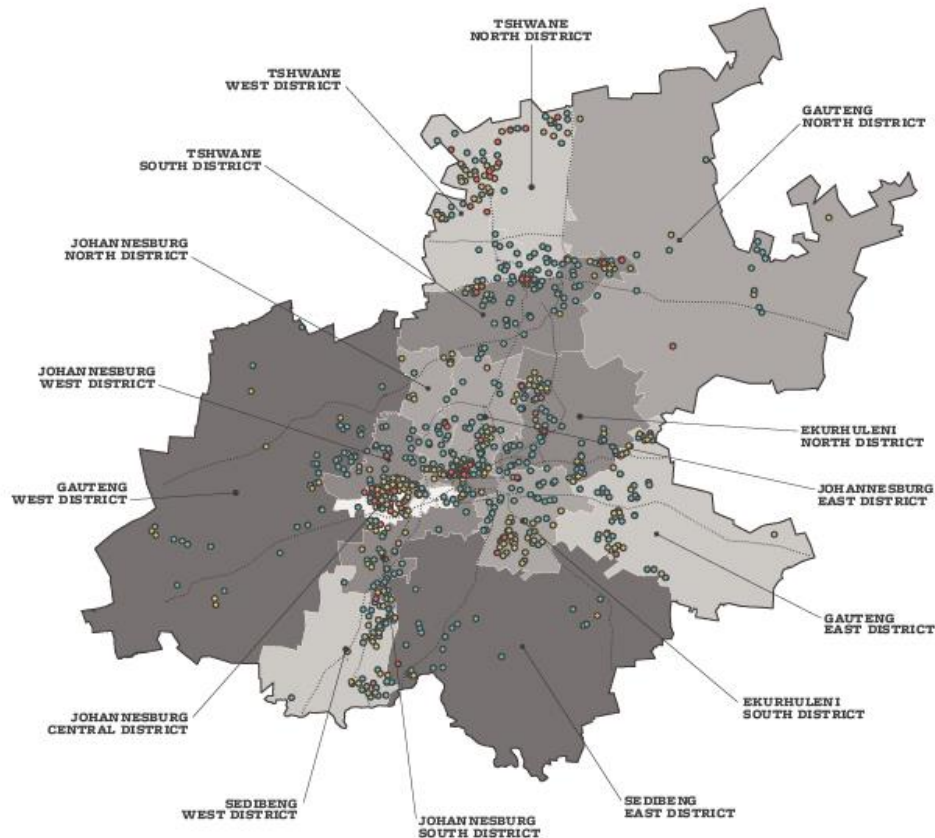


Figure 2.1: GDE Districts

Source: Adapted from Hamann 2016: GDE (GPEDU) (2016) and GeoTerra Image (2016).

The various districts in the GDE are set out clearly in the figure.

2.2.4 Levels of Support in Full-Service Schools in South Africa

According to Cheminais (2004:15), one of the main factors that assists schools to become more inclusive is the availability of appropriate teaching and personal support. In the context of the study, teaching support refers to the Learner Teacher Support Materials (LTSM) which include resources such as appropriate reading materials and other support materials such as charts. Personal support refers to the type of support that teachers receive to perform their duties such as being encouraged to teach learners to read, training and workshops on how to support learners experiencing reading problems.

Support is defined as all the activities in the school, which could increase its ability to respond to diversity and to make sure that learning environments and lessons are accessible to all learners (DBE 2014(a):7). It includes everything that enables learners to learn (UNESCO 2001:71). Similarly, Mahlo and Condry (2016:171) explain support as a variety of measures processes and provisions that assist teachers to respond to the learners needs who experience learning barriers in schools. However, throughout the study, the concept of support refers to the process whereby learners who experience learning problems, including those with reading problems, are supported in schools and at home so as to improve their academic progress. These explanations are grounded on the inclusive principles that every learner can learn and that all learners require support (DoE 2001:6). As a result, it is the duty of each teacher to ensure that all learners in their classrooms are supported and they achieve according to their potential.

With reference to the inclusive principles highlighted in the EWP6, support in FSS is provided based on the strength of support needed rather than on the category of disability (DoE 2001:6). Intensity means the degree of strength (Brown-Chidsey, Bronaugh & McGraw 2009:28). As a result, it is essential for teachers to understand the levels of support needed so that they can be able to respond appropriately to the learners needs. Level of support needed refers to the extent and the strength of support needed at the school, from the teacher, system, school, teacher and learner level (DBE 2010(b):7). Based on the explanation provided, it is important to note that the learners' levels of need are categorised in terms of the severity of the challenge, as well as the intensity of the support. This ranges from low to moderate to high as outlined in Figure 2.2.

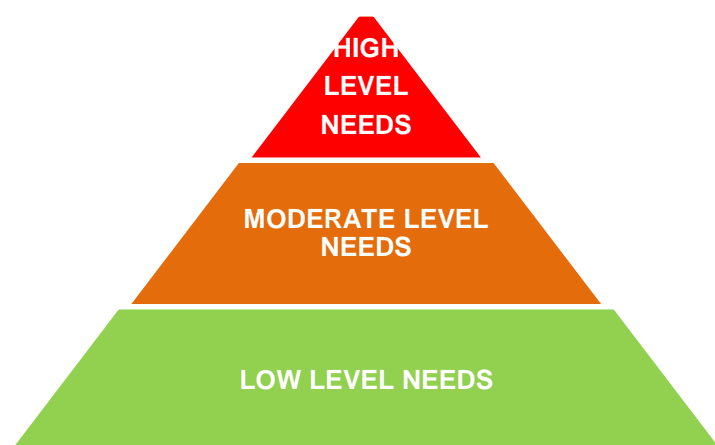


Figure 2.2: Levels of support needs

Source: Adapted from GDE (2011:15-16).

The various levels of support as set out in figure 2.2 are discussed below.

- Low-level needs – learners who fall under this category can be mainstreamed with help generally given in the classroom. This includes, for instance, learners needing psychosocial support, having visual or auditory processing challenges (for example, learners who make reversals with letters or numbers such as b/d, 2/5, f/t) or learners who are not completely competent in the LoLT. Teachers, therefore, need to be empowered to deal with such cases. In Gauteng, teachers are empowered to give extra support by means of initiatives such as Gauteng Province Language Strategy (GPLS). Where necessary, extra support can be obtained from resource centres.
- Moderate level needs – this category includes learners with mild hearing or visual impairment, cognitive impairment, epilepsy, cerebral palsy as well as dyslexia, attention deficit and hyperactivity disorder. Support is supplied in the classroom with extra help by LSTs, therapists or counsellors.
- High-level needs – this category includes learners with extreme disabilities or an extensive bunch of needs such as muscular or neurological disorders, hard of hearing/deaf, low vision or blind, severely cognitively impaired and serious behavioural disorders. Highly specialised support which varies from remedial and therapeutic to medical is essential for these learners (GDE 2011:15-16).

Taking into account the above levels of the intensity of support, learners with learning barriers such as reading problems can be regarded as those who require a low to moderate level of support depending on the severity of the challenge. Such learners will receive support in the classrooms and will be accommodated in both ordinary schools and in FSS (DBE 2010(b) 21). In Gauteng, to strengthen support for such learners, all FSS were allocated Learner Support Educators (LSEs) as mandated in the EWP6. The concept of LSE, Learning Support Teachers (LST) and Teacher Support (TS) are used interchangeably in most literatures. However, in this study, the concept LST will be used because it is the concept that is used in Gauteng where the study took place.

2.2.4.1 Support structures in full-service schools

As discussed above, FSS are established in order to promote IE and to support learners who require moderate levels of support. In addition, the DBE (2005(a):20) further emphasises that these schools also aim at improving learning through collaboration with different stakeholders. In the section that follows, the support structures that are found within and outside the FSS are discussed.

Within the FSS, site-based support is regarded as a very important feature, and it should be constituted by the School Management Team (SMT), principal and teachers (DoE 2009:21). This Site-Based Support Team is also referred to as the School Based Support Team (SBST), the Institutional Level Support Team (ILST) or Teacher Support Team (TST). Throughout this study, the concept SBST will be used as it is used in Gauteng. In addition to the SBST, there are also two further support structures which are the DBST and Inter-Collaborative Structures (IS) (Figure 2.3).

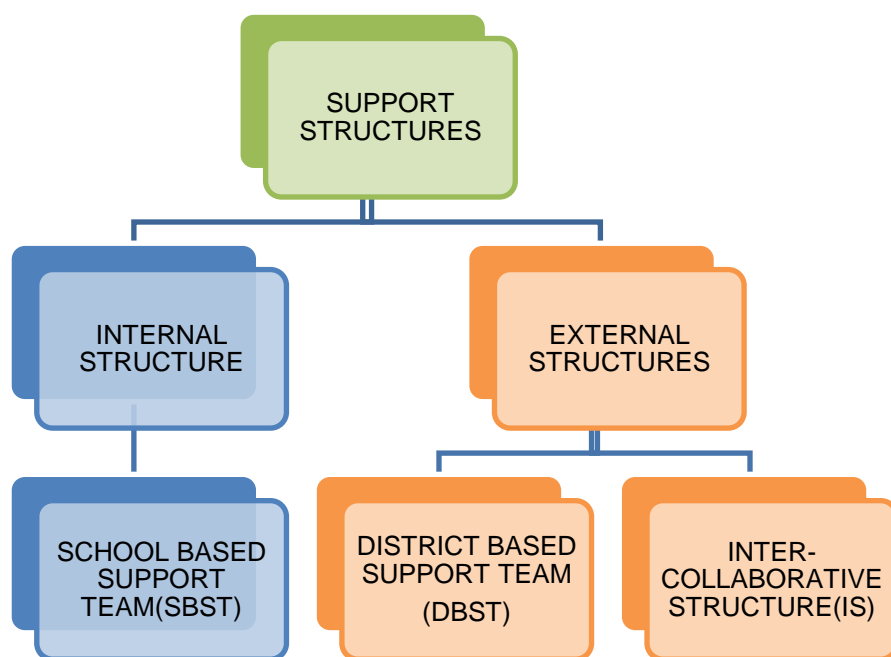


Figure 2.3: Support structures in FSS

Source: Adapted from DBE (2010(a):22-23)

In figure 2.3 the support structures are illustrated separately. Even though the structures are illustrated separately, it should be noted that they collaborate with one another. Below follows the explanation of each structure in detail.

(a) School Based Support Team (SBST)

In accordance with the EWP6 (DoE 2001:48), all schools are required to have a functional SBST in order to ensure an enabling environment for teaching and learning. SBST is a structure which is set up by all schools, as a school-level support structure, whose main purpose is to set up coordination between the learners, school, teachers, learner and support structures (DBE 2014(a):10). This team serves as an asset for both teachers and learners with regard to support. In order to have a clearer picture of how this team operates it is first imperative to understand how it is composed and its functions.

(i) Composition of the SBST

The team is composed of the core team members from the school and additional members from outside the school. However, it is important to note that the number of members for this team will vary from one FSS to the other depending on the size and the needs of the school. According to the DBE (2014(a):23- 24), the following staff members are considered to be the core members of this team:

- The Principal

The principal is the manager and accounting officer of the school. He or she is responsible for the smooth running of all activities taking place in the school. Within the SBST, the principal acts as an ex-officio member of the team. His or her responsibility is to make sure that the team is established and functional in order to ensure that the school functions as an inclusive school. The interest, involvement and encouragement of principals have a major impact on how the team operates.

- The SBST Coordinator

The SBST coordinator is a person who is selected democratically by members of the team. His or her role is to find out from the teachers about the training needs of teachers and to arrange continuous staff development training or workshops based on the needs identified (DBE 2014(a):23). He or she is regarded as the engine for this team because she or he must ensure that the members of the team meet consistently and manage the support structure of the school.

- Referring teacher

The class teacher or subject teacher acts as a referring teacher. His or her role is to identify the learner who experiences learning barriers in his or her classroom and to refer the learner to the grade head or phase head for further intervention from the SBST.

- The Grade Head or Phase Head

Depending on the number of learners in each school, the staff member might prefer to have representatives either per grade or phase. The grade or phase head acts as a mediator between the referring teacher and the SBST. Additionally, he or she is responsible for compiling and to record all learners in the grade or phase that experience barriers to learning and present their challenges during the SBST meeting so that further interventions can be discussed.

- The scribe

The scribe makes sure that all issues discussed in the SBST meeting are recorded and put in a safe place for future reference. In addition, he or she is responsible for keeping and updating all administrative documents for the team such as the referral book where all learners who are referred to the SBST are recorded, as well as parental details for all referred learners and external stakeholders that are also working with the schools.

- LSTs

For the GDE, LSTs are qualified teachers with the relevant knowledge and experience in the area of education, more specifically for remedial education, IE and special needs (GDE 2004:3). Furthermore, Mahlo (2013:16) affirms that these teachers have specialised competencies and the ability to modify the curriculum to facilitate learning among learners with diverse needs and prevent learning failure. At the time of this investigation, there were 291 LSTs in Gauteng, and all were attached to a particular FSS or a High Need School (HNS). An HNS is a school identified by the districts that is performing below the set target of the district. These schools require additional support according to the districts. Initially, LSTs serviced one particular school or a cluster of schools within the district as opposed to the current structure where they are attached to a particular FSS. LSTs play an essential role in ensuring that support at the school level is in place. In general, the LSTs are responsible for guiding, supporting and

recommending intervention strategies to classroom teachers or subject teachers on how to assist learners experiencing learning barriers in their classrooms, although, within the context of the FSS, the DBE (2010(a):21), highlights the following important tasks of the LST:

- consult and work together with parents, other staff members, teachers and different networking structures in order to make sure that learners progress;
- assist in coordinating the duty of the SBST;
- act as a mediator between the school and other support networking structures; and
- support teachers' individual growth and professional development.

In line with the above, it is significant for each member to know and understand his or her role thoroughly so as to avoid duplication of roles and to allow the team to function more effectively. In the same vein, members need to be committed and be prepared to work as a team in order to provide proper support to learners and to promote inclusivity in schools. Das, Das and Kattumuri (2013:64) assert that "teaming was one of the effective models for inclusion it requires teachers to function as a team, discuss matters and communicate among the members". As a result, it is of importance for each member of the team to work together in order to attain its goal. The idea of a team approach can be very helpful for most schools and is endorsed by the DBE. Though, according to the researcher's experience as a district official, this idea was not well established because when visiting FSS, most of the SBSTs were not functional because it was only the responsibility of the coordinator to do all reports for the team and to refer learners to the DBST for further intervention. In addition, most of the members were not cooperative as they regarded this as an extra responsibility.

(ii) The functions of the SBST

From the explanation above, it is noted that the SBST serves as an asset for both teachers and learners with regard to support. In order to understand the team's functions thoroughly, the DBE has described the functions of the SBST from the core and general perspective. According to the document on SIAS (DBE 2014(a):31-32), the core functions of the SBST are the following:

- assisting the teaching and learning process regarding the coordination of all learners, teachers, curriculum and collaborative support structures;
- identifying the needs of school needs especially, barriers to learning of the learners, teachers, curriculum and school levels;
- developing strategies to address the schools' needs, identify resources needed from outside and within the school in order to address identified barriers; and
- monitoring and evaluating the progress of the team's responsibilities using an action-reflection framework.

whereas generally, the functions of the SBST are to:

- guide teachers to design and implement Individual Support Plans (IPs) for referred learners and effective curriculum differentiation;
- establish and monitor the progress of the Individual Support Planning (ISP) teams in each phase;
- track support provided and store evidence of individual support provisioning and meetings;
- organise regular meetings with guardians or parents of referred learners;
- identify training needs for teachers in different phases and organises combine support for continuing staff development;
- develop a policy on managing medication for learners and personal assistance.

(DBE 2010(a):22-23)

Adding to the functions outlined above, Landsburg and Matthews (2016:100) also maintain that the ultimate responsibility of the SBST is to liaise with the DBST and other important support collaborative structures in order to identify and meet the needs of their specific schools.

Considering what has been discussed, it can be noted that the SBST has a huge responsibility with regard to providing support for both teachers and learners. Members need to know and understand their individual roles and responsibilities and to work collectively so that they can provide the best assistance for learners experiencing learning barriers. It is, therefore, vital to stipulate the functions of the SBST clearly to all staff members and other stakeholders. This includes parents, other governmental departments and non-governmental organisations that support learners. The SBST

functions at the school level. According to Bronfenbrenner's' ecological systems theory (section 2.3), the school corresponds with the microsystem where learners receive direct support regarding the problems they may encounter. Having discussed the internal support structure, which is the SBST the researcher moves on to discuss the two external structures, namely the DBST and Inter-Collaborative Structure (IS).

(b) District-Based Support Team (DBST)

The DBST is a management structure at district level whose duty is to manage and advocate inclusive practices in schools through curriculum delivery, providing training to teachers, distribution of adequate resources, development of infrastructure, identification, assessment, and addressing barriers to learning (DBE 2014(a):8). Considering those responsibilities, this team ought to make sure that schools within its district are inclusive learning centres by providing leadership and general management to them. Within the district, this team forms an important support structure in the carrying out of IE in schools.

(i) Composition of the DBST

The DBST is composed of members from within the district and outside the district. The District Senior Manager (DSM) is expected to lead the team and to elect transversal teams to offer support (DBE 2014(b):8). The transversal team comprises members of different units within the district; for example, the Curriculum unit, Education and Support unit, Teacher Development unit and therapists from FSS and Special Schools as Resource Centres (SSRC).

(ii) The functions of the DBST

The functions of the DBST are guided by the framework which is provided by the DBE on how the district should provide support to different institutions. If the school does not have a SBST, the DBST will help the school establish and run one. In addition, the team will make sure that support system is in place at the school level. Table 2.1 indicates clearly how support at the district level should be organised.

Table 2.1: How support should be organised and levels of support provisioning at district level

LEVELS	LEVELS OF SUPPORT PROVISIONING TO ADDRESS BARRIERS TO LEARNING	TYPE OF EDUCATIONAL INSTITUTION WHERE ADDITIONAL SUPPORT WILL BE AVAILABLE ON A FULL-TIME OR PART-TIME BASIS	DEGREE AND NATURE OF INTERVENTION BY THE DISTRICT-BASED SUPPORT SERVICES
1-2	Low level of support	Mainstream school and Full-Service-Schools	General and aimed at building the capacity of all teachers and LSTs. Short-term or once-off consultative support around individual cases
3	Moderate level of support	Mainstream schools and full-service-schools	More specific and providing short-to medium-term consultative support around individual cases
4-5	High-intensive and very high-intensive support	FSS and special schools	Intensive, frequent and specific and providing consultative support around individual cases.

Source: Adapted from DBE (2010(a):26).

Table 2.1 summarised four important aspects that need to be considered on how support can be organised and level of support provisioning at district level. The first column indicates the five levels, which are named level 1 until level 5. The second column indicates the levels of support provisioning to address barriers to learning. The levels of providing support are the scope and intensity of support needed at system, school, teacher and learner level (DBE 2014(b):9). From the table, it is clear that all learners will not receive the same support. The support ranges from low-level support to very high-level intensive support. The third column indicates the three types of educational institutions where support will be provided based on the learners' needs, which are the mainstream schools, FSS and SSRC. It is also imperative to note that support at these schools can be offered either on a part-time or full-time basis. The last column highlights the degree and nature of intervention the DBST will provide to schools, which will be guided by the learners' level of support needed. Considering this framework, it is important for the DBST to have a clear understanding in terms of the types of barriers that the learners might present in order to provide the schools with proper guidance on how to assist learners with learning barriers.

As indicated, the DBST forms an important support structure in the execution of IE within the district and the schools. Its primary function, as stipulated in the EWP6 (DoE 2001:47), is to evaluate and, through support and training, build the capacity of schools to identify and deal with severe learning difficulties and to cater accommodate for diverse learning needs. To be more specific, in the FSS the DBST is responsible for the following functions:

- Organising and providing FSS with interventions which require skilled personnel;
- Providing consultative assistance or training to teachers by expert from the District office or SSRC; and
- Organising and providing resources, for example, movable assistive devices, from a central point.

(DBE 2010(a):27)

To summarise the functions presented, the DBST is responsible for facilitating the support for the improvement of teaching, learning and assessment in schools. The team also ensures that teachers are empowered and that all learners, irrespective of the barriers experienced by them, are identified and supported within the district through liaising with other stakeholders. This will align to the mesosystem, according to Bronfenbrenner's ecological systems theory (section 2.3).

(c) Inter-collaborative Structure (IS)

Protheroe (2010:42) emphasises the fact that schools cannot work on their own to address all challenges that the learners are experiencing. Hence, it is important for schools to work collaboratively with other structures outside the school. Friend and Cook (2010:5) explain the concept of collaboration as a style of direct interaction between two co-equal parties voluntarily engaged in shared decision making as they work towards a common goal. For Idol, Nevin and Paolucci-Whitcomb (in Hay & Raymond 2013:223) collaboration is an interactive process that enables people with diverse expertise to generate creative solutions to a mutually-defined problems. In the context of the study, the defined problem refers to the reading problems that the learners are experiencing. With that in mind, collaboration is viewed as a process and not a once-off event. At the school level, the SBST in FSS will meet together with other stakeholders to form a collaborative structure with one vision of giving help learners experiencing learning

problems including reading problems. This structure is referred to as IS. In this study, IS refers to the structure that represents all parties outside the education department that are interested in working together with the schools towards supporting the learners with learning barriers. This structure can include representatives from the health department, social development, justice department, safety and security department, School Governing Body (SGB) and the community (DBE 2014(b):33) (figure 2.4). Although this structure is not part of the formal structures of the DBE, the researcher opines that this structure is also important to make a success in the functioning of the FSS. The reason is that FSS admit learners with diverse learning needs and some of those needs require expertise from other fields of study apart from education. Having an inter-collaborative structure in place, improves and strengthens support in FSS.

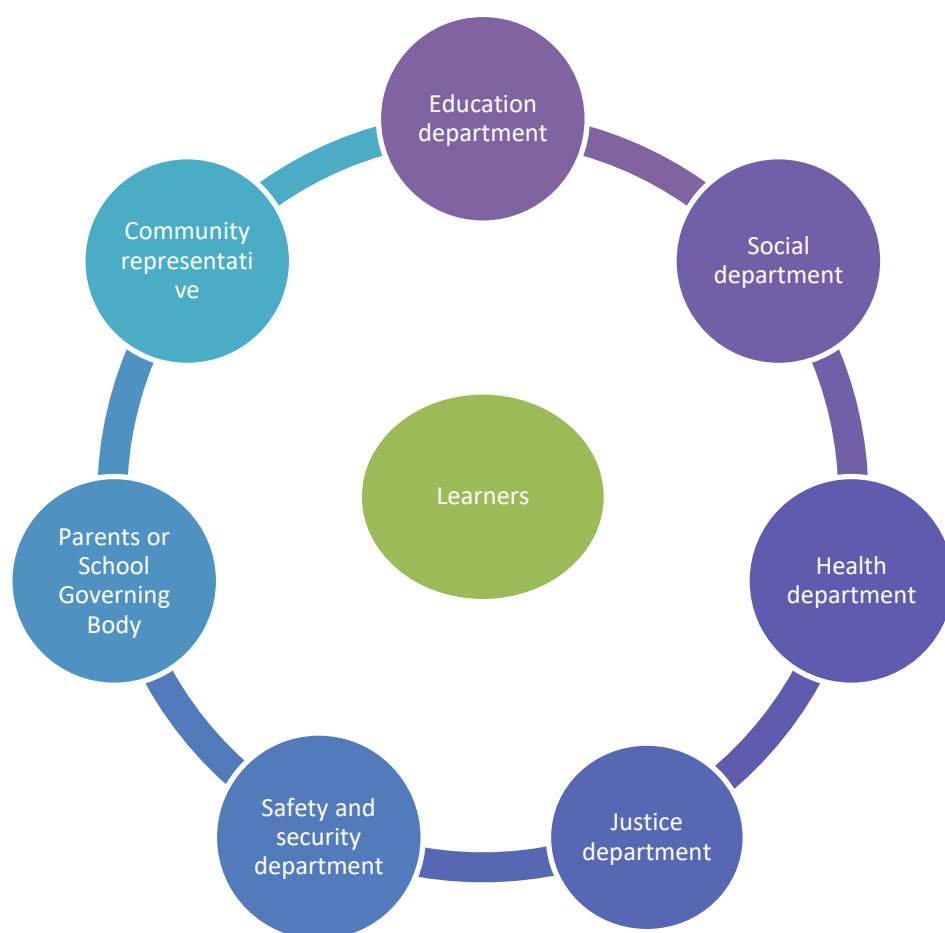


Figure 2.4: Summary of inter-collaboration structure in full-service-schools

From Figure 2.4, the learners are placed at the middle as the core element and are surrounded by multiple stakeholders, which are directly or indirectly responsible of giving

support. Furthermore, it is also noted that all stakeholders are connected to each other thus illustrating their commitment to work together as a team towards supporting the learners at the centre to meet their highest potential. By so doing, the learners' challenges will be addressed from a much broader perspective where the entire system is involved as opposed to the FSS working in isolation.

In concluding this section, it is worth noting that providing support to learners with diverse learning needs is an important aspect of FSS and falls within the ethos of inclusion. As highlighted, this matter is well conceived by the DBE; however, it requires teachers to be committed and willing to learn in order to improve their knowledge and skills. In addition, the DBE has drafted clear policies and guidelines for supporting learners with learning barriers from different levels. With reference to Bronfenbrenner's ecological systems theory (section 2.3), the DBE relates to the macro-level because this is the highest level where all the DBE policies and guidelines are drafted and approved. The district office relates to Bronfenbrenner's meso-level and has a clear relationship with the schools and other stakeholders, which aimed at providing effective support to diverse learners. The FSS is at a micro-level, according to Bronfenbrenner's ecological system theory. As a result, every member of the three structures mentioned above can have a direct or indirect effect on the learner's progress. Therefore, each member at each of the levels has a responsibility to support learners and assist them in reaching their potential at school.

2.2.4.2 Support processes in full-service schools (FSS)

Support in FSS like in mainstream schools and SSRC follows a continuous process. This process is suggested in the SIAS document (DBE 2014(a):28-29). The SIAS policy was introduced in 2014 by the DBE and its purpose, among others, is to provide a policy framework for the normalisation of the processes to screen, identify, assess and provide intervention for all learners who require additional support to enhance their participation and inclusion in school (DBE 2014(a):11). The SIAS policy enables FSS to respond to the learners' needs particularly those that are likely to be marginalised and excluded and vulnerable. Figure 2.5 outlines the SIAS processes of support followed in FSS.

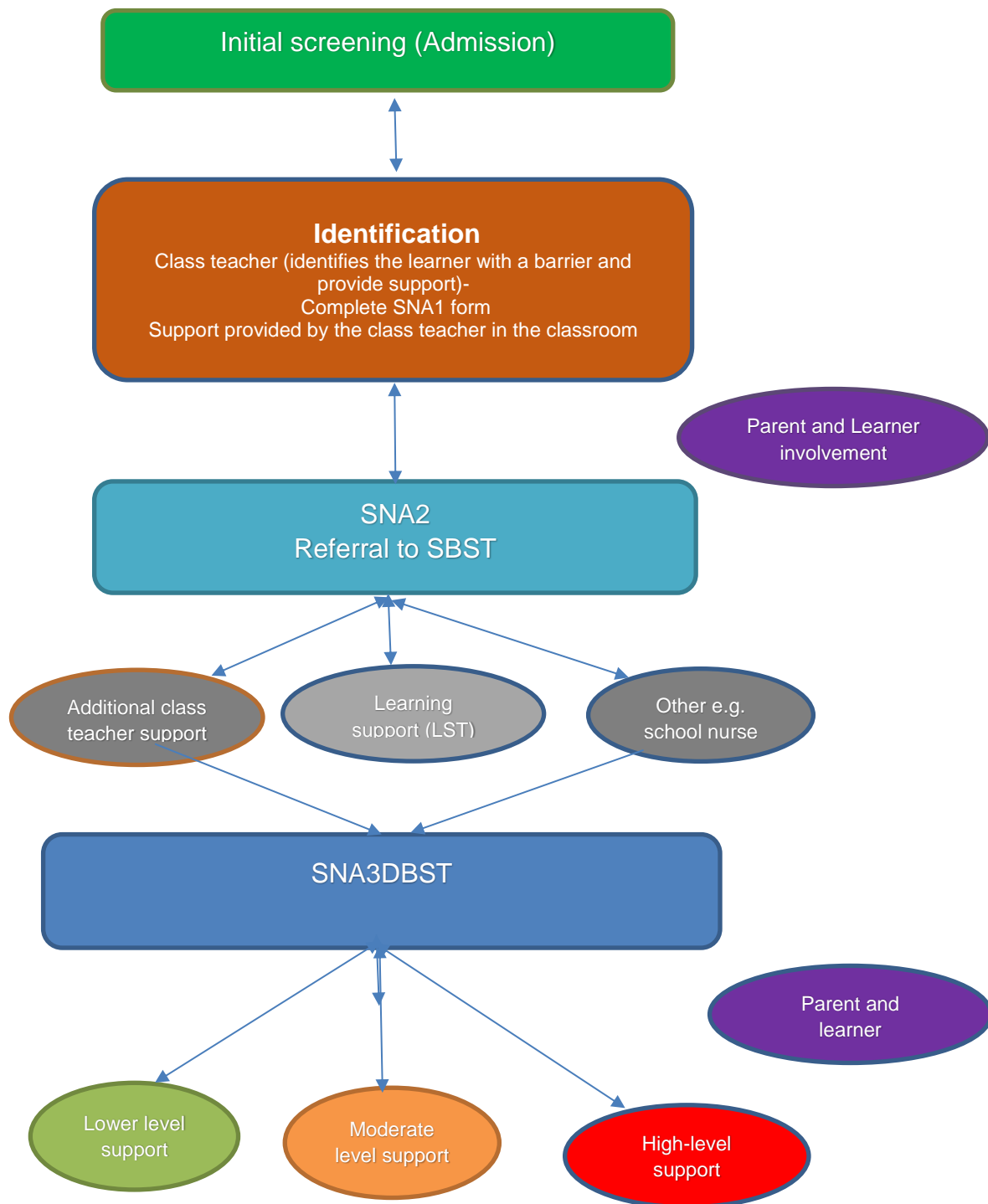


Figure 2.5: SIAS support process

Source: Adapted from DBE (2014(a):28-29)

From Figure 2.5, it is noted that the teachers start with the initial screening process as soon as the learner is admitted in an FSS and results are recorded in the Learner Profile

(LP). The results obtained from the initial screenings will guide the class teacher as whether the learner is in danger of encountering learning barriers or not. If the learner is identified as at risk during the initial screening, the class teachers will design an individual support plan for the learner. Before the teacher can start with the support process, the learner's parents or caregivers will be invited to discuss the initial screening results and teacher's plan of action. The parents will also assist the teacher to complete the Support Needs Assessment form 1 (SNA1). If the learner is not progressing from the support received from the teacher, the teacher will complete SNA2 and refer the learner's problem to the SBST. The class teacher will be invited to the meeting to present the learner's barrier to the team to come up with a plan of action. The team will look at all intervention the class teacher has used and suggest other strategies that the class teacher can use in class with the learner. The team will also involve the LST. The LST will also provide support to the learner according to their timetable. Depending on the barrier identified, the SBST may involve other stakeholders such as the school nurses for support. Should the support also indicate no progress and the SBST feels that all support at school has been exhausted, they will gather all evidence and complete a SNA3 form and refer the learner to the DBST. The DBST will use the information gathered in the SNA3 form to draw up a plan of action for the class teacher and the SBST. Based on that, the DBST will verify the level of support needed for the learner (section 2.2.4). Should the intervention require expertise from other fields of study, the DBST would seek advice from other stakeholders. These stakeholders form part of the IS for further intervention.

2.2.4.3 Curriculum support in FSS

The DoE (1997:vi) describes curriculum as everything that stimulates the learner, which includes the teachers, the work programme and the milieu in which teaching and learning takes place. It is, therefore, the cornerstone of the teaching and learning process. However, it can also be one of the greatest learning barriers in schools (DBE 2011:4). This is because most learners are struggling to perform according to the set standards for the grade in a particular aspect such as reading.

According to the EWP6 and CAPS, all learners need to be taught one curriculum (DBE 2010(b):10) irrespective of their barriers or where they are attending school. As a result, it is the teachers' core duty to ensure that the curriculum is delivered appropriately so

that learners can gain access to quality learning. In addition, when executing their duties teachers are also expected to accommodate diverse learners in their classrooms and also to make sure that they respect their diversity. Respecting diversity implies a belief that all learners are different and have the potential to learn (DBE 2010(b):4). This creates a challenge for most of the teachers as they were never trained on how to accommodate learners with different needs in their classrooms. In responding to this challenge, the DBE has empowered teachers through workshops on how to deal with such matters in their classrooms. Thus, teachers are forced in their teaching to be flexible, innovative and to come up with ways to make the curriculum easily accessible for all learners and to address their different abilities. This could be done by adopting different teaching strategies, and one such strategy is multi-level teaching.

Multi-level teaching is a strategy in which teachers plan a lesson on the same topic on which every learner in the class can work together at his or her unique level of ability to access the curriculum at a specific time (Nel, Nel & Hugo 2016:38). This strategy permits continuous progress and learners are encouraged work at their own pace. In addition, teachers adopting this strategy will allow learners to give answers according to their different levels of abilities. To add to the strategy, the DBE identified two key curriculum processes, namely, curriculum differentiation and adaptation which are discussed in detail in the following section.

(a) Curriculum differentiation

The concept of curriculum differentiation has been defined in different ways by different researchers. However, it is acknowledged that “What we call *differentiation* is not a recipe for teaching. It is not an instructional strategy. It is not what a teacher does when he or she has time. It is a way of thinking about teaching and learning. It is a philosophy” (Tomlinson, 2000:1). For the DBE (2010(b):10), differentiation is the important approach used when having to cater for diverse ability levels and to minimise the effect of various learning barriers. In schools, teachers use this philosophy as a way of helping learners with diverse learning needs in the classrooms. As a result, teachers are responsible for making sure that they vary their style of delivering the curriculum and processes of assessment in order to benefit and cater for diverse learners in their classrooms.

In the same vein, teachers need to admit that every learner can learn but not perhaps at the same time or in the same way. Based on that notion, curriculum needs to be differentiated in such a way that it addresses the individual learner's previous achievements, aptitude, needs, experience and interests (Byers & Rose 2004:79). For the DBE (2014(a):8), curriculum differentiation is defined as an important approach for responding to the needs of learners with diverse learning styles and additional needs which include the processes of adapting, modifying, changing, extending and varying teaching methodologies, assessment strategies, teaching strategies, and the content of the curriculum. This strategy allows teachers to teach the same concept to diverse learners at the same time taking their different levels of functioning, interests and backgrounds into account. At the same time, learners are given opportunities to acknowledge and use their strength.

In South Africa, schools follow the CAPS as envisaged in the National Curriculum Standards (NCS). CAPS allows teachers to be flexible and allows learners to meet their specific learning needs. The curriculum outlines the content that needs to be taught, but teachers can choose how to deliver it (Bornman & Rose 2011:73). Hence, teachers are given the opportunity to plan and approach the content of the curriculum in such a way that they will address the individual needs of the learners in their classrooms. According to the DBE (2015:71) and Heacox (2012:10-11), three key components of the curriculum that can be differentiated are content, process and product (see figure 2.4 below). These components will be discussed in detail below.

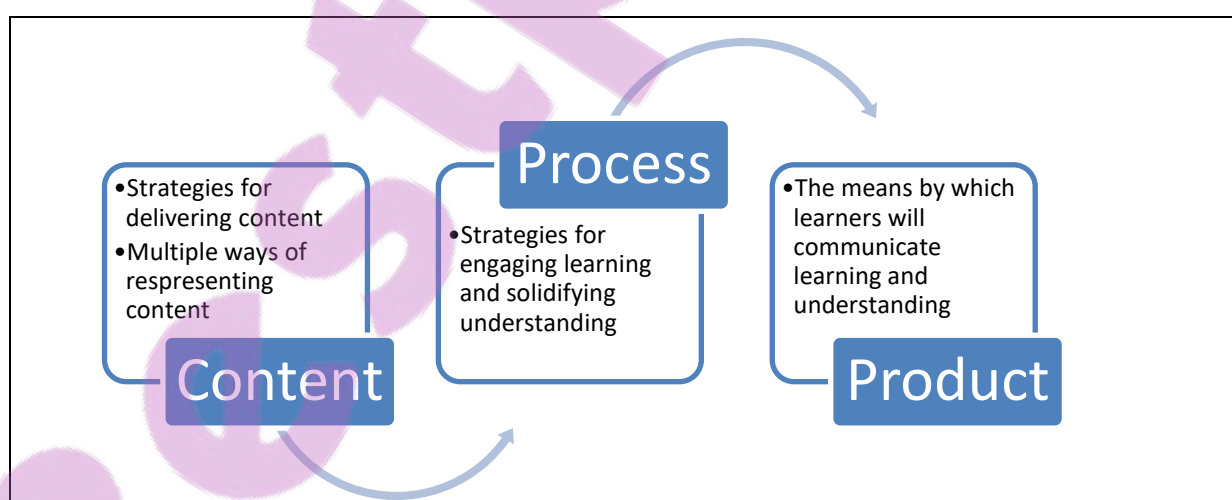


Figure 2.6: Curriculum differentiated model

Source: Adapted from DBE (2015:72).

Figure 2.6 indicates the model for curriculum differentiation which emphasises the relationship among the three key components of the curriculum that can be differentiated. Each of these components is discussed below.

- Content

Content entails what teachers need to teach, which implies what the learners need to learn, know, understand and do (DBE 2011:8). In a nutshell, it includes facts, skills and concepts that need to be taught in a classroom. So, it is of importance for teachers to prepare the lessons in a way that will make provision for all learners. Learners can be of the same age and attend the same class, but they may not process things or function at the same level. Some view the content of the curriculum as difficult whereas others view it as simple. So, when differentiating curriculum in terms of the content, teachers need to take the abstractness, complexity and variety of the curriculum into account. Byers and Rose (2004:79) further emphasise that at the level of the lesson differentiation takes the following into consideration:

- Content: this allows learners to work on different aspect of similar topics;
- Interest: this ensures that the learning tasks are relevant to the learners' personal experience and inspiration;
- Level: this enable learners to work on the same concepts that reflect their former attainments;
- Access: this refers to how the content of the curriculum is delivered to learners through the use different learning tools, for example, visual, auditory, touching or via information technology;
- Structure: this refers to the manner in which the content is conveyed for different learners, for example, in a concrete step-by-step manner or in an in abstract, holistic, integrated manner;
- Sequence: this refers to permitting learners to access the content in different ways which may be prepared beforehand or decided according to the learners' preference;
- Pace: this enables learners to work with material at different speeds;
- Response: this allows learners to react to the same activities in a variety of ways;
- Staff time: this allows individual learners different amount of time and quality of staff support. This will vary in terms of the intensity that each learner may require;

- Teaching style: this refers to making sure that learners are exposed to a variety of teaching approaches from an educational perspective;
- Learning style: indicates that learners will respond to teaching in different ways, for example, by listening passively, participating actively in explorations and discoveries or taking the lead in problem-solving;
- Grouping: this indicates different ways of grouping the learners during the learning process so as to experience different settings. Grouping should be done with purpose, and it should be carried out in a flexible manner for a specific purpose. The DBE identifies four groupings that teachers may use to when differentiating the content in their classrooms: (1) straddled learning is when learners are given the same thematic knowledge, concepts and skills to work on, but at a lower grade or phase level; (2) enriched learning which allows learners to acquire the concept, skills and knowledge at the advanced level; (3) scaffolded learning is also referred to as designing down; this allows the teacher to break down the content into step-by-step manageable chunks; and (4) unmodified learning which permits the learners to attain the concept and skills at the age or grade appropriate level (DoE 2011(b): 9-10; Nel, Nel & Hugo 2016: 160-161).

Differentiating the content is the first process that needs to be undertaken at schools because the success of the learner relies on how the learner has understood the content. In the FSS, the content needs to be presented in a way that all learners are catered for with the aim of allowing them to reach their potential. Allowing learners to reach their potential is one of the major tasks of the FSS; however, the DBE (2011:8) argues that this process should not be viewed as a way of compromising the quality of the curriculum but as a graded process where learners are taken by a different route to a similar endpoint. Learners will be taught the same content, but teachers will use different ways to make the content meaningful to them.

- Process

Process entails the strategies, teaching methods, learning support materials, activities engaging in the learning and strengthening of the understanding. It is how the information is taught and how learners will make sense of the content (DBE 2015:72). When differentiating the curriculum according to the process, teachers may use different techniques such as scaffolding or aided language stimulation. The former relates to how

teachers organise and link the content to the developmental stage of the learner whereas the latter relates to how teachers provide learners with understanding of the language foundation (Bornman & Rose 2011:83). This process allows learners to participate actively during the teaching and learning.

- Product

Product indicates ways by which the learners will communicate learning and understanding. This simply means how will learners demonstrate what they are learning or have learned (DBE 2015:72). Teachers must use alternative forms of assessment in order to cater a wide range of learners and avoid a “one-size-fits-all approach”.

In addition to the three key components indicated above, it is also important for teachers to differentiate the curriculum in relation to the learning environment. Learning environment indicates the site where learning is taking place (DBE 2014(a):12). This includes both the physical and the psychological learning environment. The psychological learning environment includes the psychological and social factors that results in the learner’s satisfaction in relation to his or her ability to perform effectively, well-being and health, whereas the physical learning environment relates to everything in the classroom which includes the space, size, noise level, resources, infrastructure and how the classroom furniture is arrangement (DBE 2011:12). It is, therefore, essential for teachers to incorporate the psychological, social and physical needs of the learners into their planning so that all learners can feel accepted. For instance, if there is a learner in class who uses a wheelchair as a means for mobility, it is the teacher’s responsibility to arrange his or her classroom in such a way that the learner can move freely without any obstructions.

Although it is easy to acknowledge the fact that “no two children are alike” in the classroom and that teacher can differentiate the curriculum to accommodate diverse learners, Westwood (2007:196) argues that curriculum differentiation is not a “simple practice”. It makes heavy demands on teachers’ time, knowledge and organisational skills. Teachers, therefore, need to be flexible and committed to assist learners with diverse needs including those with reading problems in the classroom. As a result, in the classroom, teachers should ensure that they differentiate curriculum in terms of the learning environment, learning content, teaching methodologies and assessment (DBE

2011:8). With regard to reading, a teacher will thus have to look at the content that learners are expected to read, the reading methodologies that are used to teach reading, the way in which learners' reading is assessed and whether the classroom environment is conducive to support the teaching of reading.

(b) Curriculum adaptation or modification

South Africa is a diverse country, and this leads to schools accommodating diverse learners. Diverse learners include learners with different learning abilities, interests, culture, race and socio-economic circumstances. It also includes learners with diverse reading abilities. The DBE (2011(a):5) stresses that accepting every learner should be the schools' core focus. But, planning and teaching should be done in relation to the learners' needs. For most of the teachers, this is still a challenge as it requires considerable adjustment to their way of teaching and how to present the curriculum in their classrooms. To alleviate this challenge, teachers need to ensure that the curriculum is adapted or modified in order to suit different learners' needs in the classroom. The concept of adaptation and modification are used interchangeably in literature. In the context of this study, both terms are used.

Nel, Nel and Hugo (2013:16) argue that adaptation involves "changes to the learning task requirements", whereas the British Columbia Education Department (2009:2) sees adaptation as "a teaching and assessment strategy especially designed to accommodate a student's needs so he or she can achieve the learning outcomes of the subject or course and to demonstrate mastery of concepts". Adaptation as in differentiation is a strategy that can be used to make the curriculum accessible to different learners. Learners are taught the same content while teachers differentiate assessment, materials and instruction in order to create a flexible learning milieu.

According to the DoE (2010(b):10), curriculum adaptation is when the lessons, activities and materials are modified or adjusted in order to fit the different learners needs. It is a goal-driven process as teachers need to specify what they need to achieve with the learners (Hall, Vue, Koga & Silva 2004:7). Using this strategy in an FSS will enable teachers to adapt what the learners need to be taught, how they need to learn and produce what they have been taught. Florian (2009, as cited in Swart and Pettipher 2011:23) further asserts that teaching strategies used effectively in mainstream

education can be adapted to support learners who experience difficulty. To clarify this concept further, Deschenes, Ebling and Sprague (1994, as cited in Swanepoel 2013:190-196) identify the following nine types of adaptation and modification:

- Quantity – involves controlling the number of items that the learner is supposed to learn or the number of assignments to complete.
- Input – refers to ways in which the method which is used to deliver information or instruction to the learners; for example, visual aids and hand-on activities.
- Participation – means making the learner involved in the lesson; for example, giving a learner a group to lead or start the discussion.
- Time – entails making sure there is sufficient time to allow the learner to finish the activities assigned.
- Difficulty – relates to adjusting the skill level of the assignment or problem assigned to the student; for example, allowing the use of resources such as a calculator.
- Alternate Goals – includes modifying the goals for the learner while still presenting the same material.
- Level of Support– involves providing a higher level of assistance to keep the learner on task and to make sure the learner understands what is required.
- Output – entails modifying how the learner is allowed to respond to an assignment or question; for example, allowing a verbal rather than a written response.
- Substitute Curriculum – includes different instruction or assignment to meet the students' individual goals.

Modifying the curriculum requires thorough planning because teachers need to consider the learners' individual needs, subject-specific needs, teachers' roles and school support and use of technology into account (Hall et al. 2004:29-31). The individual needs of the learner guide the teachers about the extent to which the curriculum needs to be modified which will make it easier for effective planning. However, teachers need to understand that different subjects have different content with its specific needs. In order to address these specific needs teachers should consider what needs to be taught as an important aspect. This will assist in setting the goals for learners in relation to building the knowledge for a specific content area. The commitment and participation of teachers and school support also contributes to the success of curriculum modification; if the schools provide teachers with all the support they need in terms of resources and

training, teachers will be encouraged and determined to apply modification in their classroom so as to meet the needs of diverse learners. Comfort (1990, as cited in Hall et al. 2004:31) affirms that “curriculum modification is firmly grounded in the practical realities of the classroom”.

As people living in the 21st century, it should be kept in mind that everything that is done, is influenced by the use of technology. This requires a shift in mindset of teachers, and will require them to change their way of presenting and planning the curriculum. Teachers will also need to acquaint themselves with the use of different forms of software based on the learners’ needs in order to assist them in modifying the curriculum.

In concluding this section, it is noted from above that for curriculum adaptation to be effective, teachers are expected to modify their methods of instruction and, at the same time, try to make the concepts of the curriculum less difficult for those learners who cannot master all the concepts. It also requires teachers to use different methodologies when teaching concepts such as reading. In addition, the unique individual needs and the manner in which the teachers identify and use the resources available in a school will also influence how the learners’ diverse needs will be met. The needs and context of each school differ as in FSS and what will happen in the classroom will influence how modification of the curriculum is implemented. To support the statement, Comfort (1990, as cited in Hall et al. 2004:31) also maintains that “curriculum modification is firmly grounded in the practical realities of the classroom”. Considering that, teachers should ensure that they consider their classroom context when planning for adaptation or modification. This will, among others things, include the size of the class, the number of learners, the different types of learners, the amount of work to be given to the learners, teaching strategies, allowing extra time to complete tasks and setting realistic and measurable goals for different learners.

2.3 BRONFENBRENNER’S ECOLOGICAL SYSTEMS THEORY AS A THEORETICAL FRAMEWORK UNDERPINNING SUPPORT IN FSS

The concept ‘theoretical framework’, according to Okeke (2014:5) is explained as the explanatory mechanism that permits the researcher to understand, as well as to clarify the verbal and nonverbal interactional dynamics in the particular study. For Radhakrishna, Yoder and Ewing (2007:692), the theoretical framework functions as a

conceptual model which illustrates how one theorises and makes logical sense of the relationships between several factors that have been identified as the problem. Bearing that in mind, the theoretical framework comprises of an identified theory or theories that shape the researcher's understanding and assist in planning how to conduct the research. Landsberg, Kruger and Nel (2005:9) hold the same view and see a theory as a set of concepts, assumptions and ideas arranged in a way that tells us about an aspect of reality, the world or ourselves.

To explore how different systems can influence the drawing up of effective reading support plans for Grade 3 learners in FSS, the researcher has adopted Bronfenbrenner's ecological systems theory. As stated by Donald, Lazarus and Moolla (2014:40), Bronfenbrenner's ecological systems theory allows us to understand how various systems in the social context interact in the process of child development. In the context of the study, emphasis is on understanding the complex influences, interactions and interrelationships between the learner and other systems that support the learner. This theory is an example of a multidimensional model of human development which emphasises the interaction of the levels within the systems resulting in change, growth and development (Swart & Pettipher 2016:11). For Bronfenbrenner (1979, as cited in Swart & Pettipher 2016:13), this theory emphasises the fact that the development of the child is surrounded by layers of relationship like a set of nested Russian dolls. These nested systems are the microsystems, mesosystems, exosystems and macrosystems, which are all interacting with the chronosystem. Below follows the discussion of these systems in detail.

- The microsystem is defined as a system which forms a pattern of activities, roles and interpersonal relations experienced between individuals and the systems in which they actively participate; for example, the peer group, family or the school. This study will be conducted in FSS. Swart and Pettipher (2016:14) also refer to this system as the immediate environment which uses as a point of reference the child to learn about the world. According to Bronfenbrenner (1979, as cited in Stofile & Raymond 2013:20), this system presents face-to-face interactions which have a direct impact on the learner.
- The mesosystem is explained by Swart and Pettipher (2016:15) as the relationship that exists and develops between two or more of the microsystems in the individual's

life. This includes a set of microsystems such as the school, peers, and family which are continuously interacting with one another and modifying each system; for example, the relationship between the family and the child's school. It is, therefore, a reciprocal interaction between and among those in the individual's immediate environment (Bronfenbrenner, 1979 as cited in Stofile & Raymond 2013:20).

- The exosystem includes one or more environments wherein the learner is not directly involved as an active participant, but is directly influenced by what happens in it (Swart & Pettipher 2016:15). This includes formal and informal social structures such as the parents' place of work, education system, local community organisations and health services.
- The macrosystem refers to central economic and social structures and attitudes, values, beliefs, and ideologies inherent in the systems of a particular culture or society. (Swart & Pettipher 2016:15). Policies are usually drafted in this system.
- The chronosystem summarises the aspect of time and how the interaction between these systems and their influences on individual development connects to it (Swart & Pettipher 2016:15).

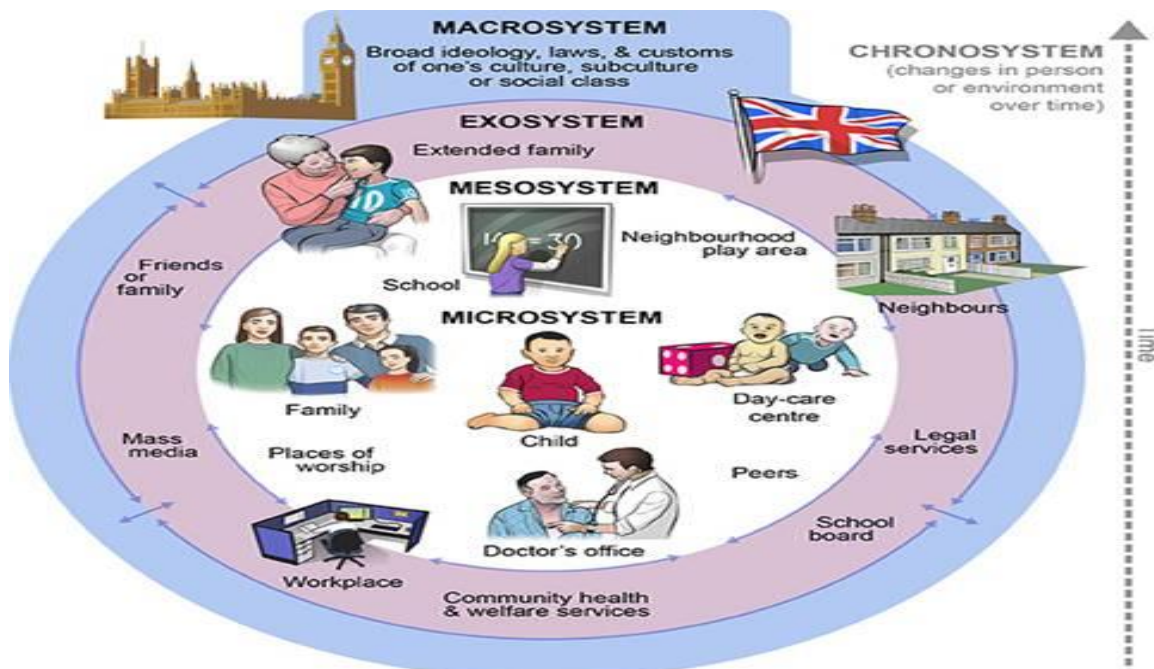


Figure 2.7: Bronfenbrenner's ecological systems theory

Source: Shaffer and Kipp (2010:64)

From Figure 2.7 above, different systems can be distinguished with the child in the centre. Bronfenbrenner's ecological systems theory emphasises the dynamic and interactive relationship between and among different systems. This theory, therefore, acknowledges the fact that no person develops in isolation and that every person is part of a system. As a result, a small change at one level could potentially have an effect on the entire system (Donald, Lazarus & Moolla 2014:40).

To clarify this theory within the context of the investigation, the researcher provides the following explanation. Firstly, the study will be conducted in FSS and more specifically in the classrooms where the learners spend time interacting with their peers and teachers during a particular activity in the classroom this relates to Bronfenbrenner's microsystem as this is the learner's closest system. Secondly, the aim of this study as highlighted in section 1.5 is to explore how Grade 3 teachers support learners who experience reading problems in FSS. In exploring that, the researcher will also determine how the Grade 3 teachers relate with other teachers and parents when having to support learners who experience reading problems. In line with Bronfenbrenner's ecological systems theory, this corresponds to the mesosystem because this system acknowledges the interaction between two or more elements of the microsystem. In this regard, the teacher and learners will be continuously interacting with each other and forming a reciprocal relationship between them. The teachers' teaching style and the learners' learning style have an effect on how the teachers deliver the content and how the learners understand the content in the classroom. This will, in turn, have an effect on the output which is the learners' performance in this context. The researcher focuses closely on this system so as to address the aim of the study. However, the researcher also examines how other levels of the system affect or influence the learners' support from a holistic point of view and to what extent an integrated approach is used in order to make sure that support is provided properly. From the researcher's master's study (Phala 2013:97-98), the important role that teachers, parents, district officials, peers, siblings, the community and wider government structures were acknowledged in providing support for learners experiencing barriers to learning. This gave rise to her interest in reading problems that learners experience in Grade 3, and consequently, she embarked on the current study. Lastly, the researcher is also of the opinion that the way in which the learners are taught to read in their classrooms and how teachers are empowered to teach reading has a tremendous impact on the learners' reading performance.

The researcher will consider this model when answering the research questions.

2.4 CHAPTER SUMMARY

This chapter has reviewed literature on FSS with the intention of having a broader understanding of the context in which the study was conducted. The theoretical knowledge regarding the need for transforming mainstream schools into FSS internationally as well as in South Africa was discussed. This chapter highlighted how support is provided in FSS with reference to different support structures, stages of support and curriculum support. Finally, the chapter concluded by discussing Bronfenbrenner's ecological systems theory as a theory guiding support in FSS.

In the chapter that follows, the researcher explores the concept of reading and discusses how learners experiencing reading difficulties are supported in FSS. The chapter includes a section on reading theories and reading models, as well as strategies used to support learners experiencing reading problems in Grade 3.

CHAPTER 3:

READING AND READING SUPPORT FOR GRADE 3 LEARNERS IN FULL-SERVICE SCHOOLS

“If a child can’t learn the way we teach, maybe we should teach the way they learn.”

-Ignacio Estrada

3.1 INTRODUCTION

In South Africa, the issue of learners reading below their grade level is of great concern. According to CAPS (DBE 2011:8), learners have to be taught the four basic skills of language: listening, speaking, reading, and writing. Reading as one of the four skills is regarded as the most important skill that every learner needs to acquire as they need to read independently when given tasks in the various subjects irrespective of any learning difficulty they might have or social background. However, researchers have stressed that reading and writing are closely linked as learners have to read the printed material and at the same time be able to write what they have read. In South Africa, as in any other country, monitoring of learners’ reading abilities is taken very seriously, learners are required to participate in various assessments. From the numerous assessments, such as the PIRLS conducted internationally, the findings have revealed that learners are reading below their reading level. According to PIRLS, South African Grade 4 learners were rated last of all 50 countries that participated in the assessment (Howie et al. 2017:2). These learners performed at 320 points which is below the lowest benchmark of 400 points. This indicates a decline of 3 points compared to the 2011 results, although statistically there is no difference between the 2011 and 2016 results. These findings call for an understanding of how learners are taught to read and are supported when experiencing reading problems.

As the focus of this chapter is on reading and reading support, it is essential to consider several definitions of reading. According to Coltman and Place (2013, as cited in Hugo & Lenyai 2013:100), reading is the drawing of meaning, by the reader, from the written language. For Reutzel and Cooter (2010:25), reading is the understanding of printed or written material, as well as a means of sharing information and ideas, communication and language acquisition. It is a linguistic task and children need well-developed

language skills, including phonemic (sound) awareness, vocabulary and comprehension to be able to read (Decaires-Wagner & Picton 2009:50). A further definition is given by Rault-Smith (2009:15) who describes reading as one of the most complex tasks that humans are expected to perform. It is also complex both to learn and to teach. As complex as it may be, it is the responsibility of the teachers to teach the learners how to read and develop their reading skill. Developing a reading skill is critical and crucial for every learner especially for learning all the subjects in the curriculum from Grade 4 onwards.

Reading is therefore central to almost all formal learning (Spaull, van der Berg, Wills, Gustafsson & Kotzé 2016:13) and failure to read proficiently has several negative consequences. To support Spaull et al., Fieste (2010:1) asserts that failure to read proficiently is linked to higher rates of school dropout, which hold back individuals' learning potential as well as the nation's competitiveness and general productivity. However, many researchers such as Deyi (2018) and Spencer and Wagner (2017) hold the view that, from these negative consequences, poor academic progress and social isolation among learners are rated the highest. Poor academic progress often results in repetition of grades and high rates of school dropout. Sometimes social isolation affects learners' ability to work in a group.

Based on the above, this study sets out to explore how Grade 3 teachers support learners who experience reading problems in FSS. To address the issue, this chapter places the focus on four main aspects. Firstly, the focus falls on the important aspects that teachers need to take into account when teaching reading. Secondly, the focus falls on the main reading problems that Grade 3 learners experience. Thirdly, reading theories and reading models as well as approaches and techniques to teach reading are discussed. Lastly, reading support for learners experiencing reading problems is explained in order to gain knowledge on how reading support can be structured for these learners.

3.2 TEACHING GRADE 3 LEARNERS TO READ

It is a widely held view that teaching learners to read is a complex and thought-provoking task for most of the teachers. This is mainly due to the fact that previously most teachers were not trained on how to teach reading especially in their HL (DoE 2008:11; Pretorius,

Jackson, McKay, Murray & Spaul 2016:2). Despite this challenge, there is evidence to show that teachers remain committed to teaching learners to read. This became evident in numerous studies conducted on reading across all phases such as in the Foundation Phase (Grades 1-3), Intermediate Phase (Grades 4-6) and Senior Phase (Grades 7-9). The next level is the Further Education and Training Phase (Grades 10-12 or post-school level) which is not addressed in the current study. One such study was conducted by the researcher with Grade 4 teachers during her master's study. Participating teachers in the study showed their commitment to teaching learners how to read despite their lack of training in this field. The findings revealed that they understood the importance of teaching learners to read, even though they relied on their own knowledge and experience to perform the task (Phala 2013:92). It is important to note that learning to read is not acquired naturally as we might think but requires systematic and well-informed instruction (DoE 2007:8). Adding to this view, Pretorius and Spaul (2016:16) see learning to read as a developmental process with learners following a similar sequence and pattern of reading behaviour along a continuum. Knowing how to read lays the foundation for success in a competitive, information-driven world (Swart & Nathanson 2011:64). It is, therefore, the responsibility of every teacher to make sure that learners are taught to read in order to learn independently and increase their knowledge in the classrooms. Teachers execute this task to the best of their ability; even though it was evident that most of our Grade 3 learners are still falling behind in terms of their reading ability. To address this problem, it is imperative that teachers are adequately equipped with knowledge regarding the development of reading skills. This is of particular importance for those teachers responsible for Grade 3 learners.

In Grade 3 as in other grades in the Foundation Phase, most learners are expected to be taught in their HL. HL refers to the language that the learners have started learning and speaking from their home. According to CAPS the components to be taught include listening and speaking, reading and phonics and writing and handwriting where thinking and reasoning and language structure and use are integrated into all four language skills (listening, speaking, reading and writing) (DBE 2011:8). It is a big task for teachers to ensure that Grade 3 learners have mastered all the prescribed language skills before progressing to the Intermediate Phase. To make sure that this is done in schools, the DoE has provided teachers with a breakdown of how to include all the components in their timetable every week, although the breakdown is not considered as being

prescriptive (DoE 2011(b):9). Teachers use this breakdown as a guideline to know precisely how many hours to allocate to each component and to make sure that learners are taught all four basic skills every week. (Table 3.1 and Table 3.2).

Table 3.1: Components of Grade 3 Home Language curriculum

GRADE 3 HOME LANGUAGE		TOTAL TIME ALLOCATED PER WEEK
Listening & speaking	15 minutes per day for 4 days	1 hour
Reading & phonics	<ul style="list-style-type: none"> Phonics:15 minutes per day for 5 days (1hour 15 minutes) Shared Reading/Shared Writing:15 minutes per day for 5 days (1 hour 15 minutes) Group guided Reading:30 minutes per day (2 groups each 15 minutes) for 5 days (2 hour 30 minutes) 	5 hours
Handwriting	15 minutes per day for 4 days	1 hour
Writing	20 minutes per day for 3 days	1 hour
	Total per week	8 hours

Source: Adapted from DBE (2011(b):9).

Table 3.2: Components of Grade 3 First Additional Language curriculum

GRADE 3 FIRST ADDITIONAL LANGUAGE	TIME ALLOCATED PER WEEK
Listening & speaking	1 hour
Reading and phonics	1 hour 30 minutes
Writing	30 minutes
Language Use	30 minutes
Total time allocated	4 hours per week

Source: Adapted from DBE (2011(b):9).

Table 3.1 and 3.2 clearly show that the DoE gives priority to the teaching of reading with the view to developing independent readers. In order to attain this goal, it is necessary to understand Grade 3 learners as readers.

3.2.1 Understanding Grade 3 Learners as Readers

For the DoE (2001:30), the purpose of the Manifesto on Value, Education and Democracy is to provide the opportunity for every South African to be able to read, write, count and think. In order to fulfil this purpose, teachers have the task of teaching learners

to become readers in their own grades. To have a clearer understanding of Grade 3 learners as readers, it is necessary to discuss the following three aspects of reading, namely, the categories or types of readers, stages of reading development and reading levels. Each aspect is discussed in detail below.

3.2.1.1 Categories of readers

Readers are regarded as actively constructing meaning and knowing effective strategies and how to reflect on reading (Brinkley & Kelly 2003:6). Furthermore, Richek, Caldwell, Jennings and Lerner (2002:10) state that readers activate and control the reading process which is influenced by their background knowledge, attitude, ability, interest, and purpose. According to Marzon et al. (1987:2), three categories of readers can be identified, namely developmental readers, corrective readers and remedial readers. These categories will be discussed below in detail. Although the research was done and published in 1987, it still contains vital and important information for the study.

- **Developmental readers:** These are learners who read according to their grade level. Some of these learners learn to read with minimal amount of instructions or even guidance and instructions from the teacher.
- **Corrective readers:** These learners present reading problems and read approximately one year below their grade level. The class teacher should be able to correct their problems during reading instruction.
- **Remedial readers:** These learners experience serious reading problems. They read two or more years below their grade level and require a specialised reading teacher in a resource room where children are “pulled out” of the regular classroom for a specific period each day. In the context of this study and the context of the South African education system, the role of the reading specialist teacher in FSS is done by the Learner Support Teachers (LSTs) whereas the remedial readers will be those learners that have been identified by classroom teachers as experiencing reading problems and are referred to the LSTs for support. LSTs are regarded as qualified teachers with pertinent expertise and experience with regard to special needs education, remedial education and IE (DoE 2004:3). In South Africa, specifically in Gauteng, the LSTs also use a similar approach of a “pull-out system” where identified learners with reading problems are drawn out of their classroom to the LSTs’ classroom for support. Although Brinkley (2003) indicates that remedial readers will

receive support from the reading specialist on a daily basis, this seems not to be practical in our context. This is due to the fact that in Gauteng, where this study was conducted, there are limited number of LSTs allocated to each FSS and this makes it more difficult for remedial readers to receive support on a daily basis. Nonetheless, LSTs are committed to supporting all referred learners on a weekly basis. Figure 3.1 summarises the categories of readers.

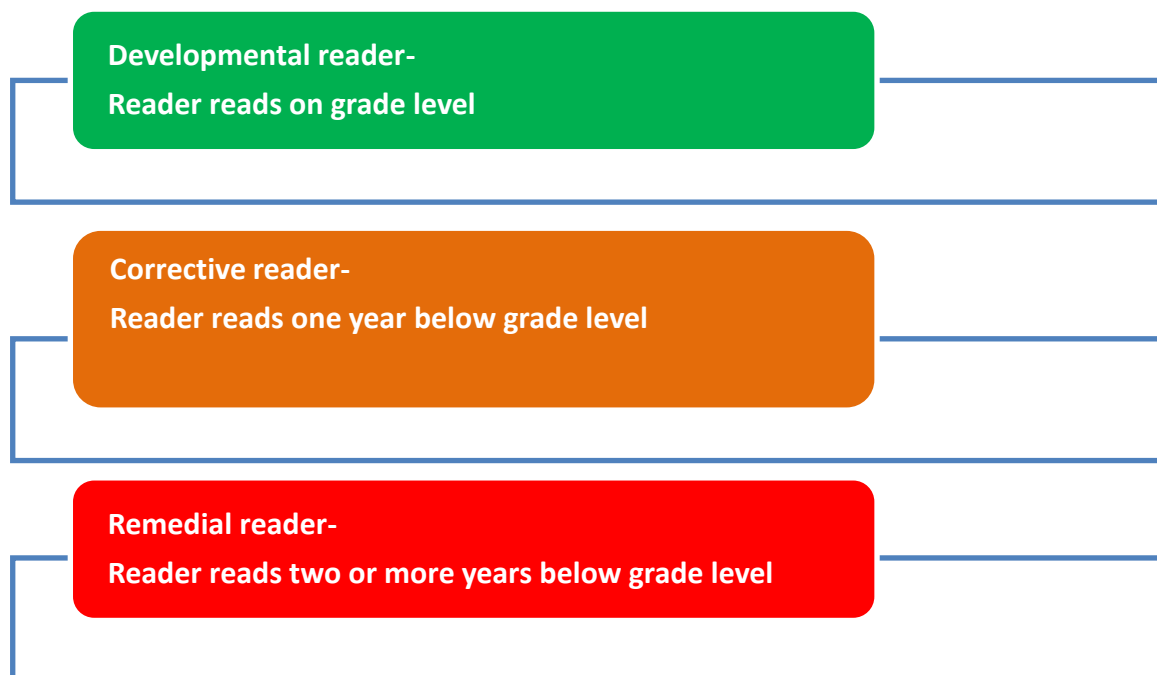


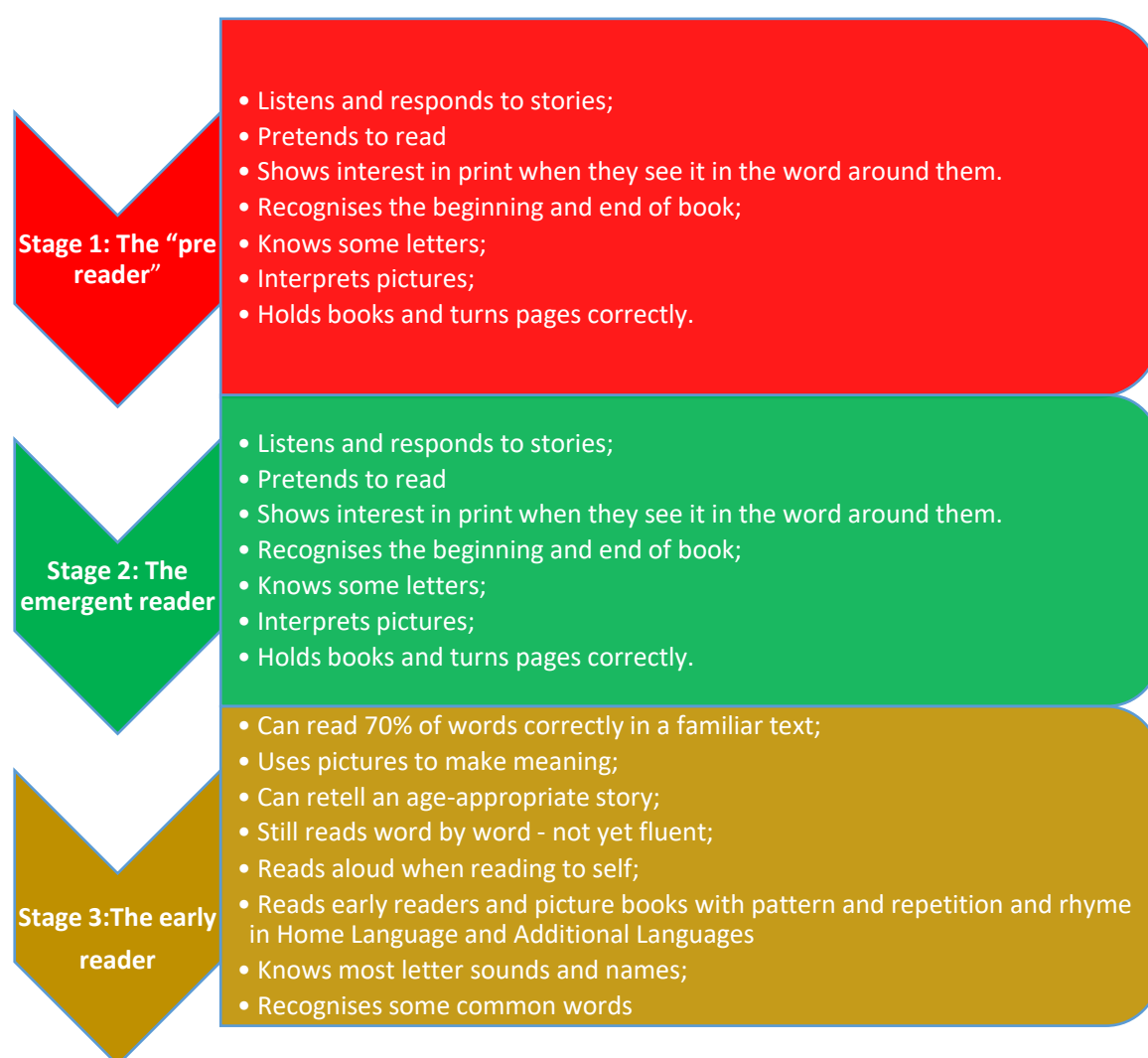
Figure 3.1: Categories of readers

Source: Adapted from Marzano, Hagerty, Valencia and DiStafano (1987:2)

Although the categories discussed above are designed to explain different categories of readers in any language, the researcher is of the opinion that they are also relevant in this regard because they guide teachers in terms of understanding the types or categories of readers they may encounter in their Grade 3 classrooms. Considering this, teachers should be aware that each learner is unique and differs in terms of how he or she will acquire the reading skill even if the learner is in the same grade or of the same age. It is, therefore, the teacher's responsibility to assist all categories of learners so that they may reach their expected reading level.

3.2.1.2 Stages of reading development

The stages of reading development is presented as a continuum that explains how learners progress as readers (Reading Rockets 2012:1-2). These stages are based on the reading experiences that the learners have and not on their chronological age or the grade level. Several models of reading development have been proposed to describe the stages that the learners pass through in order for them to become developed or independent readers. Three of these models are highlighted. According to the DoE (2008:9-10), six stages that the learners undergo in order to become developed readers are distinguished and summarised in Figure 3.2 below.



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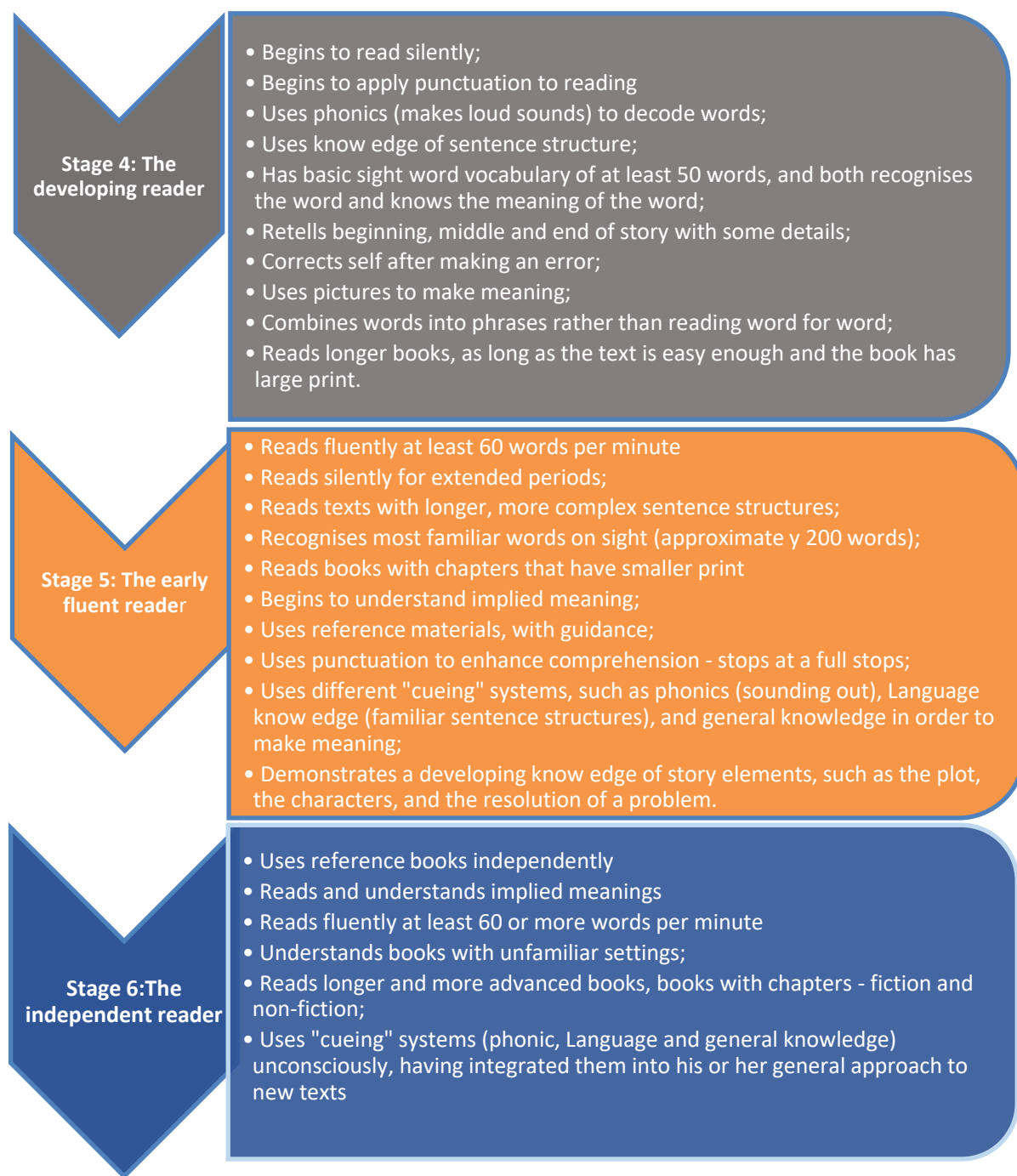


Figure 3.2: Six stages of reading

Source: Adapted from DBE (2008:9-10)

In support of the DoE model, Chall (1996) also argues that children pass through six different stages of reading development from its beginning to read to its most mature forms. In her model, she includes the age and grade at which the learner might reach the stage (see Table 3.3):

Table 3.3: Chall's six stages of reading development

STAGE	GRADE AND AGE	CHARACTERISTICS
Stage 0, the pre-reading stage	from birth to age 6	<ul style="list-style-type: none"> This stage includes the myriad of language, print, book and the world experiences of children living in a highly literate society.
Stage 1, Initial reading or decoding stage	Grade 1-2, ages 6 – 7	<ul style="list-style-type: none"> The primary aim is for the learners to acquire insight into the nature of the spelling system. The primary aim is for the learners to acquire insight into the nature of the spelling system.
Stage 2, Confirmation and fluency stage	Grade 2-3, ages 7- 8	<ul style="list-style-type: none"> The learner consolidates what has been learned in stage 1 for gaining fluency by reading predictable materials and familiar content. To enhance this stage, teachers should keep readable, familiar materials available for the learners and also provide them with enough time for reading;
Stage 3, Reading for learning the new stage	Grade 4-8or 9, ages 9 - 13	<ul style="list-style-type: none"> During this phase, learning from the text is the dominant characteristic. This stage corresponds with the traditional transition to content materials (Grade 4) as well as they learn to read/ read to learn contrast between primary and intermediate instructions.
Stage 4, Multiple viewpoints stage	High school, ages 14 - 18	<ul style="list-style-type: none"> During this stage, the learner deals with multiple viewpoints, that involve greater depth of treatment and build on knowledge acquired in earlier stages to acquire new concepts.
Stage 5, Construction and reconstruction stage	College, ages 18 and above	<ul style="list-style-type: none"> This is the most mature adult reading stage, in which the reader has learned to be selective, to construct knowledge, to abstract, generalise and make judgements.

Source: Adapted from Chall (1996:197-198)

Although the DoE (2008) and Chall (1996) distinguish six stages of reading, Pretorius et al. (2016:16) present only four stages. Figure 3.3 illustrates the four stages.

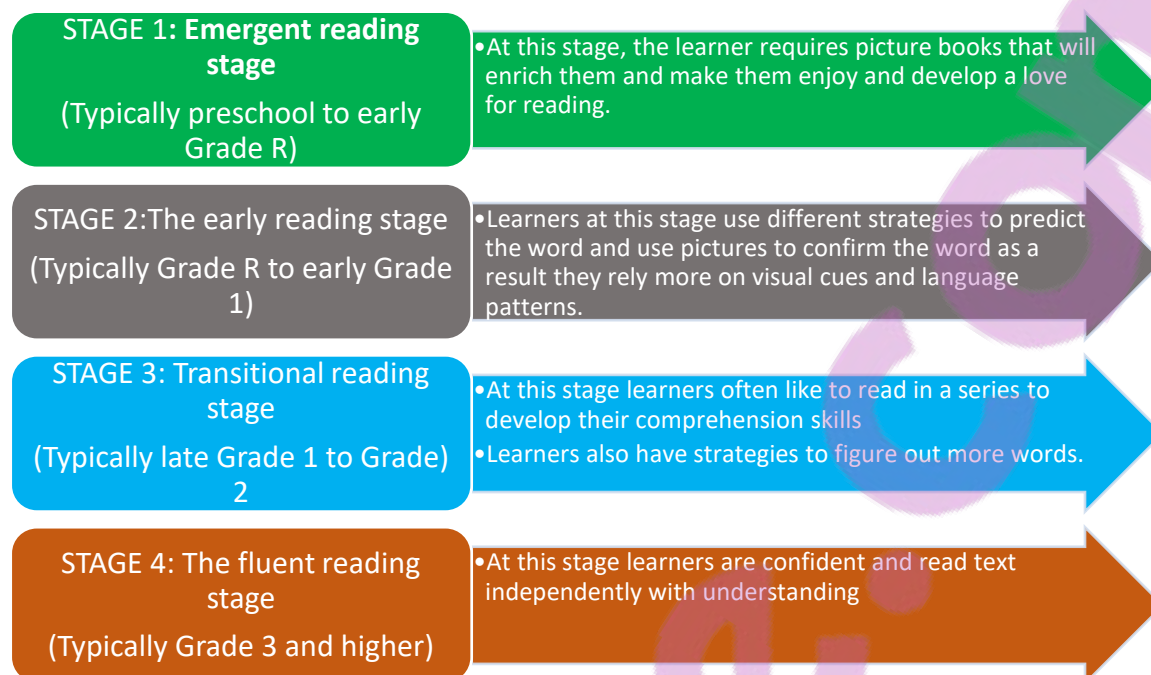


Figure 3.3: Four stages of reading development

Source: Adapted from Pretorius et al. (2016:16)

The stages of reading development illustrated above support the notion that developing reading skills is not a once-off event but a process. Learners gradually undergo different reading stages until they become independent readers. For the purpose of this study, the stages illustrated by Pretorius et al. (2016) are adopted as they are more relevant and commonly used in South Africa. From these stages, it can be assumed that Grade 3 learners will fall under the fluent reading stage. During this stage, the learners start to read with understanding which, in turn, enhances their confidence. Nel et al. (2016:110) further indicate that at this stage these learners will be in a position to read different texts and can apply their knowledge of how to read independently. With this in mind, there is a definite need for teachers to know and understand what each stage of reading development entails so that they will be in a position to assist the learners experiencing reading problems as unique individuals, and at the same time avoid using a “one-size-fits-all” approach. Again, it is imperative that teachers understand that no two learners are the same. Each one develops and reaches a particular reading level at his or her own pace.

3.2.1.3 Reading levels

Another important aspect to consider in order to understand Grade 3 learners as readers is the different reading levels that the learners might experience when learning to read. Reading level refers to the level at which the learner reads the text, and is equated to the number and type of errors he or she makes during oral reading (Lapp et al. 2007, as cited in Nel & Nel 2016:117). However, in the context of this study, reading level is associated with the pace at which the learners read a particular printed material within a specific period. Based on the uniqueness of the learners and the context in which the learners read, it is also imperative to note that the learners' reading pace may be influenced by different factors. These factors include the manner in which the learners have developed reading skills and how the learners were supported to acquire the reading skills. For example, some learners may develop reading skills quickly and need less support from the teacher, whereas some may develop slowly and need a lot of support from the teacher. However, it is significant for teachers to know that all these learners who are at different levels need to be supported. Teachers, therefore, need to take into account the learners' reading level when attempting to understand how learners learn to read in order to be able to provide adequate support.

In the same vein, it is the DoE's goal to see all learners being able to read and being supported (DoE 2001:30). This goal has not yet been achieved as there is sufficient evidence to prove that not all our learners are able to read. From numerous assessments conducted internationally such as PIRLS, SACMEQ and locally such as the ANA the results revealed that most of our learners are still reading below their grade level. From the findings, a comprehensive feedback regarding learners' reading performance was provided. In the researcher's view, far too little attention has been paid to how learners were taught to read or how they were supported. This study will attempt to investigate how Grade 3 teachers support learners who experience reading problems so that they can reach the required reading level.

From the literature, several methods to determine the learner's reading level have been proposed (DoE 2008; Richeck et al. 2002). However, Bouwer and Dednam (2016:148) urges that these methods do not provide a precise reading level but do give an indication of where to start when providing reading support. The DoE (2008:38) distinguishes three reading levels: independent level, instructional level and frustration level (see Figure 3.4

below). In addition to the explanation regarding the reading levels provided below, Bouwer and Dednam (2016:175) further affirm that learners read at a frustration reading level if they have not mastered at least 94% of the text; on an instructional reading level if they make two to five errors which is from 95 to 98%; and on an independent level when only one error is made which is from 99 to 100%. To calculate the reading percentages, the teacher selects a passage with 100 words and asks the learners to read the text aloud and records all errors made by type (Nel & Nel 2016:117). (Appendix N provides an example of an error identification, and Appendix O indicates how to calculate the reading level).

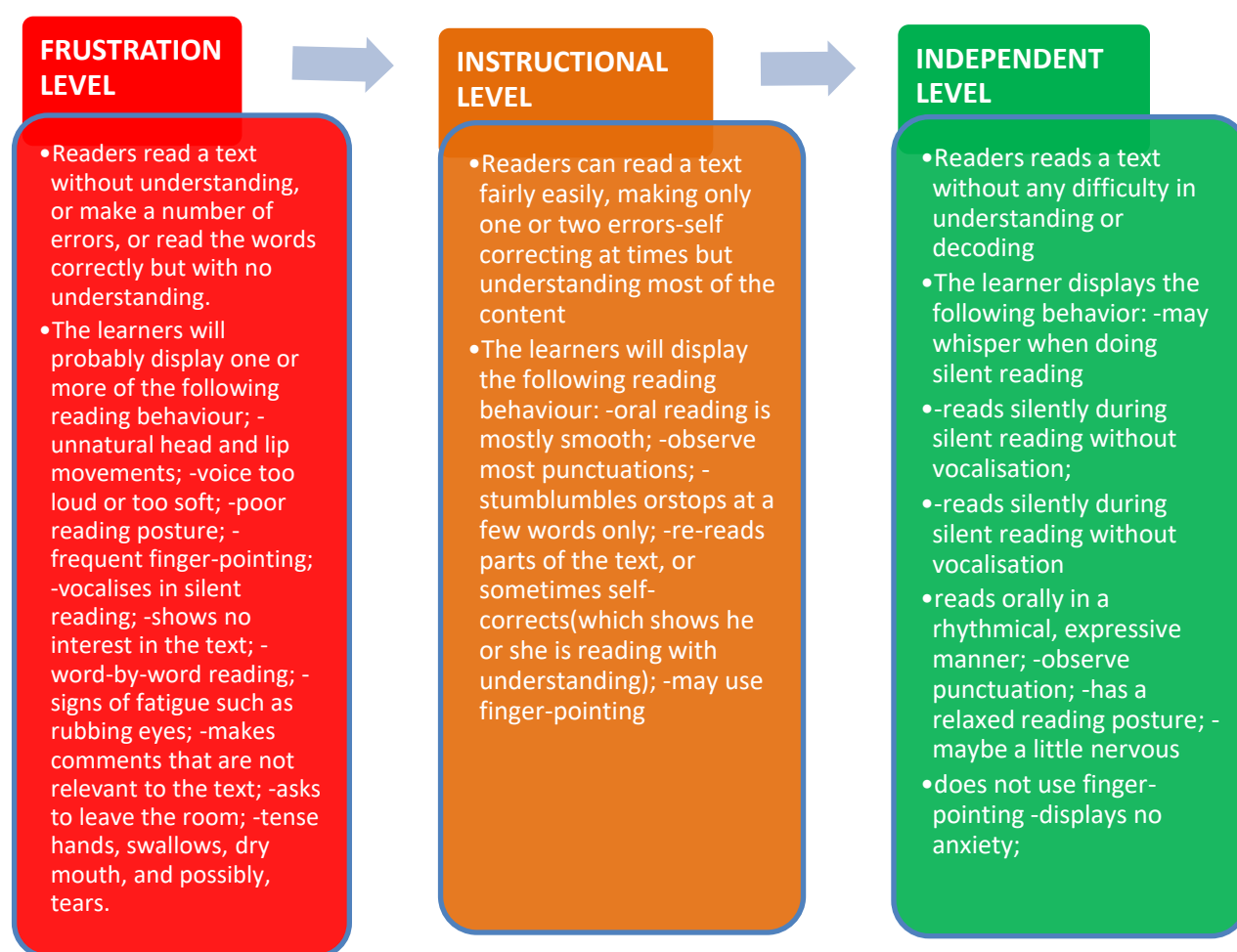


Figure 3.4: Reading levels

Source: Adapted from DoE (2008:38)

Figure 3.4 is a summary provided by the DoE of different reading levels and the reading behaviour that the learner might display when reading a text. When looking more closely

at the reading behaviour that the learners might display at each level, the researcher has noticed that there is a correlation in terms of the reading level displayed in Figure 3.4 and the types of readers highlighted in Figure 3.1. For instance, learners who read on an independent level will be in a position to read a text alone, with understanding, and without requiring instructional support from the teacher. Their reading skills are developed, and as a result, they are regarded as developmental readers. Even though it is indicated that learners at this level will require no support, it is the teacher's responsibility to stretch their skills further by giving such learners more challenging texts to read in order avoid boredom and loss of interest in reading. In contrast to the independent level, learners who read at the instructional level will require support from the teacher as they still present challenges when reading. The teacher should, therefore, try to make use of an appropriate reading text, and during the process, the teacher should provide learners with guided instruction. Corrective readers might fall under this level because at this level the teacher is in a position to guide and support the learners with the reading challenges that they are experiencing. Lastly, the learners who read on a frustration level do not understand the text and present serious reading challenges. The remedial reader falls under this level and will require the teacher to work together with the specialist such as the LST in order to support the learner. Below follows a summary of the correlation explained above.

Table 3.4: Correlation between the categories of readers and the reading levels

CATEGORIES OF LEARNER (Adapted from Marzano et al. 1987:2)	READING LEVELS (Adapted from DoE 2008:38)
Developmental reader – Reader reads on grade level	Independent level – learner reads a text alone, with understanding without requiring instructional support from the teacher
Corrective readers – Reader reads one year below grade level	Instructional level – learner will require support from the teacher as they still present challenges when reading
Remedial readers – Reader reads two or more below grade level	Frustration level – learners do not understand the text and present serious reading challenges

It is therefore important for the Grade 3 teachers to take note of the type of learners and the reading level of each learner in order to provide adequate support to the learners who are experiencing reading problems. This knowledge will assist teachers in the

selection of appropriate reading material which should, in turn, contribute to the improvement of learners' reading skills.

3.2.2 Basic Reading Skills to be acquired by Grade 3 Learners

In South Africa, the schooling system is divided into phases: Foundation Phase, Intermediate Phase, Senior Phase and Further Education and Training Phase. This study will be situated in Grade 3 which is the exit level of the Foundation Phase. Learners in this grade are usually 8-9 years old. With reference to Piaget's cognitive development theory, these learners are approximately between the ages seven and eleven and are in the concrete operational stage. During this stage, the learners should be able to use their coherent cognitive systems and are capable of reversible thought processes (operations) and can manipulate categories, classifications and hierarchies in groups (De Witt 2016:15). As a result, these characteristics make the learners able to think and what is learned in one instance is generalised to another instance; for example, if the learners are learning to read the letter "s", it will remain as 's' whether it is in a lower case or capital, printed or handwritten (Donald, Lazarus & Moolla 2014:75). Socially these learners value their peers as a basis for comparison of their skills and competency. Physically, Mwamwenda (2004:57) affirms that these learners display the following characteristics: greater weight gains than increases in height; head and brain reaching adult size; and faster growth in the extremities such as in the arms and legs, while, emotionally, they are self-conscious and prefer to be like others.

During the Foundation Phase, learners are taught "to read to learn" so that they can "read to learn" when they reach the Intermediate Phase. This implies that Grade 3 learners are expected to know the fundamentals of reading so that they will be in a position to apply their reading skills across the curriculum (Lindsey 2010:5). To add to the expectation, the DBE (2011(b):7-9) further emphasises that by the end of Grade 3, learners are expected to have accomplished a high level of communicative competence and be able to read at least on grade level. Teachers are supposed to teach learners to master the basic reading skills so that they can be prepared to read well. Failure to acquire this basic skill will result in problems for learners in the upper grades. Townend and Turner (2000:274) agree with the statement and point out that inadequate reading skills result in poor academic progress which hampers learners' overall development.

The skills that are referred to have been highlighted over the past decade by several specialists in the field of reading. They are referred to as the “big five”, namely, phonic awareness, word recognition, comprehension, vocabulary and fluency indicated in Figure 3.5.

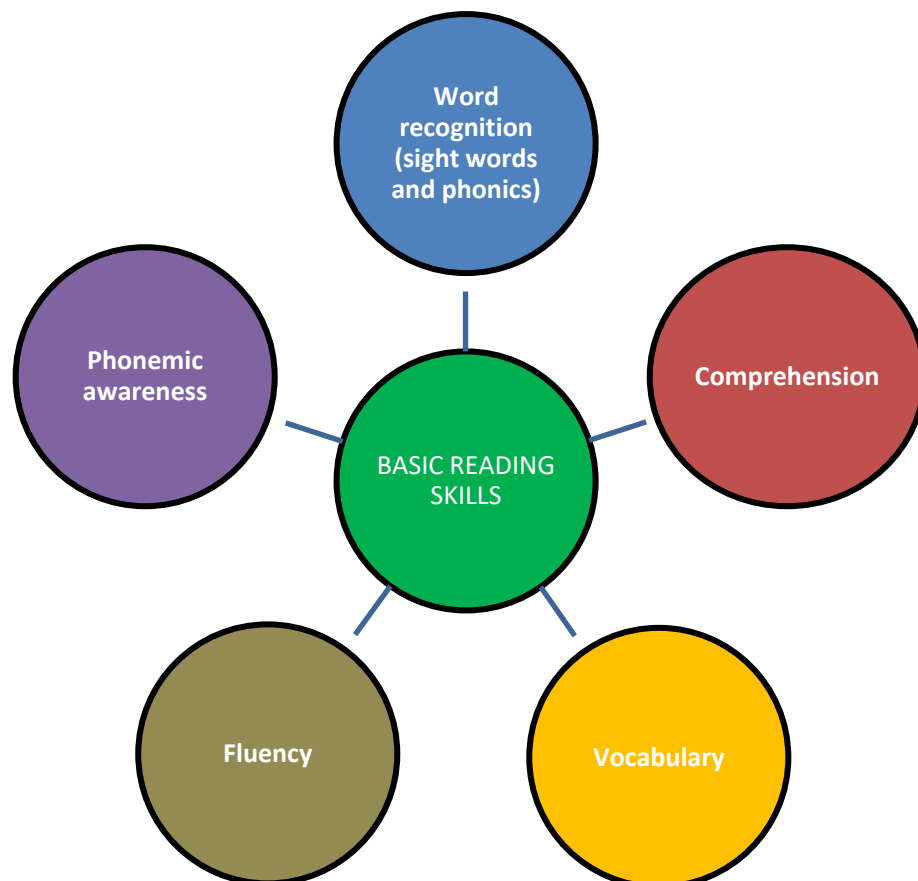


Figure 3.5: Basic reading skills

3.2.2.1 Phonemic awareness

Phonemic awareness is when learners are able to recognise that speech consists of sequences of sounds as well as to recognise the individual sounds, how to build words and how to construct a sentence from these words (DoE 2011(b):14). Armbruster (2010, as cited in Nel et al. 2016:97) describes phonemic awareness as the ability to focus on the separate, individual sounds in words called phonemes. As a result, the learners come to realise that sounds of spoken language work together to make words. Taking that into consideration the learners will be able to hear, identify, and manipulate the individual sounds in spoken words (Walpole & McKenna 2007:31-32). For example, the word **man**

is made up of three sounds **/m/a/n/**, and if the letters are joined together, they form the word, **man**. Then if learners are given the words such as **map, mad and mat** and realise that all those words have the same beginning **/m/** sound, it implies that their phonemic awareness skill is developed. But if the learner fails to realise the beginning sound, it means that his or her phonemic awareness skill is not developed, and it is the duty of the teacher to support the learner to develop the skill. When supporting learners, the teacher might use different strategies such as songs, poems and rhymes. The teacher can, for example, use activities that focus on rhyme: The teacher can ask the learners to identify the words that rhyme with man – e.g. **pan, can, fan**. Acquisition of phonemic awareness will assist the learners to read and spell words correctly.

3.2.2.2 Word recognition (sight words and phonics)

Word recognition is the process by which the readers match representation of words with their sounds and spelling in their memories (Walpole & McKenna 2007:49). For Fourie (2008:75), this process is crucial for mastering of printed words as well as for fluent reading. Hence it is of importance for learners to acquire this skill in order to read unfamiliar words. According to the DoE (2008, 2011), the two key components of word recognition are phonics and sight words. Phonics refers to the sound in words and are represented by the letters of the alphabet (Joubert et al. 2014:239). Through the use of phonics, the learners will be able to understand that there is a predictable relationship between the sound of spoken language (phonemes) and the letters that present those sounds in written language (graphemes) (DoE 2010:27). In the word **pan**, three sounds are heard: **p-a-n** when the word is read aloud while four sounds are heard in the Sepedi word **pula (rain)**, namely **p-u-l-a**.

To gain a better understanding between the relationship between letters and sounds, Shanahan (2008:8-9) classifies phonics into two distinct types: synthetic phonics and analytic phonics. Synthetic phonics is also called explicit phonics, where learners are taught the individual sounds of words together with how to blend these individual sounds into word pronunciation. For example: **dog = d-o-g**. Analytic phonics is also called word analogy, and it emphasises larger units of pronunciation. Here learners are taught to analyse sound-symbol relationship by seeing how parts of words sound alike and are written similarly. An example is when the “**sh**” sound as in **shell, dash, dish, fish** and

the **tsh sound** (in Sepedi) as in **tshemo** (garden), **tshabesa** (run), **tshelete** (money) and **tshosa** (scare) are taught. Mastering the phonics skill allows learners to understand the relationship between letters and sound. Furthermore, it provides the learners with word attack and spelling skills when faced with unfamiliar words. The term 'word attack skills' refers to the ability to sound out a previously unknown word and then to give meaning to it (DoE 2010:27), while the term 'spelling skills' refers to the ability to spell the given word correctly without any errors.

Sight words are those words that should be recognised at a glance whenever the learner comes across them in text (Joubert et al. 2014:310). The DoE (2010:27) is also of the opinion that sight words constitute about 75% of most the learners' reading tasks. This implies that learners will use sight words more frequently on a daily basis and, as a result, it is the teachers' responsibility to ensure that sight words are taught in the classroom. According to Gillet, Temple, Temple and Crawford (2012:96), there are two lists of high-frequency words that are often used by teachers. These are *Dolch's List of 220 Words*, which are graded from preprimary to Grade 3, and *Fry's Instant Words*, which have one thousand words organised in order of frequency (Appendix P). Vacca, Vacca and Gove (2000:186) further argue that these words may be characterised into high potency words, high-frequency functional words and content words. Words that are recurrently used in text such as pronouns, verbs of beings, conjunctions, articles and prepositions that bind sentences together and which are information-bearing are referred to as high-frequency functional words because they are essential for grammatical usage and they assist in understanding the functioning of the sentence, whereas words that provide the content of the topic are referred to as content words such as adverbs, adjectives, action verbs, and nouns.

3.2.2.3 Comprehension

Reading the text without comprehending what it is all about is a fruitless effort. Gunning (2010:12) maintains that without meaning, there is no reading. Learners, therefore, need to be taught how to read text with understanding so that they will be in a position to respond positively to what has been read. Dednam and Bouwer (2011:147) argues that comprehension skills involve the following four categories. Firstly, the literal meaning or literal comprehension is when the learner understands the word and information as they

are stated in the text. Secondly, inference which refers to the information that is not explicitly stated in the text, but that can be related in the text. Thirdly, evaluation means to determine the applicability, value, correctness and usefulness of the text information and lastly, appreciation is an emotional involvement in the text by experiencing a sense of excitement, fear, sadness and/or pleasure while reading the text. It is, therefore, important for teachers, and especially Grade 3 teachers, to cultivate a wide range of comprehension skills so that the learners will be in a position to understand the text better because reading a text without understanding has no value.

3.2.2.4 Vocabulary

Vocabulary instruction is an ongoing activity, and it encompasses (a) teaching words and their uses, (b) providing learners with time to think about what they are learning as well as (c) using complex words and enhancing language production and output (Beck, 2007, as cited in Nel et al. 2016:112). For Dednam and Bouwer (2011:146-147), vocabulary is divided into: (1) meaning vocabulary which refers to the words a person understands; and (2) utility vocabulary which refers to the words a person actually uses. Teachers should be fully aware of these two categories during vocabulary instruction.

3.2.2.5 Fluency

Reading fluency can be defined as the ability to read text quickly, accurately, with comprehension and expression (DoE 2007(b):17). Learners develop the skill of reading fluency gradually and through practice. As a result, it is the teachers' duty to give learners activities that will allow them to read orally in the classroom and also at home. If learners are able to read fluently, they will be in a position to recognise the words, read them effortlessly and with understanding. Hence fluency provides a link between word recognition and comprehension. Therefore, learners become fluent readers when they are able to use different strategies to acquire new knowledge.

3.2.2.6 Concluding remarks

Section 3.2 above provided a broad explanation regarding how Grade 3 learners learn to read. From the explanation, it was, therefore, noted that teaching reading is not an easy task and thus teachers, including Grade 3 teachers, should be well informed about

the many aspects involved when teaching reading so as to be able to support learners who experience reading problems.

3.3 READING PROBLEMS EXPERIENCED BY GRADE 3 LEARNERS IN A FSS.

The issue of learners experiencing reading problems has received considerable attention globally by different researchers. Grade 3 learners are taught to read in order to read to learn in order to prepare them for Grade 4 and onwards. Failure to master the basic skills in learning to read can create many problems for learners and affect their academic success.

3.3.1 What are reading problems?

The concept of reading problems has been broadly researched by different scholars. For most researchers, the concept of reading problems has been used interchangeably with concepts such as reading difficulties and reading challenges. According to Paratore and Dougherty (2011:12), reading difficulties are defined as unexpected reading failure that cannot be accounted for by other disabilities. However, for the purpose of this study, the concept of reading problems is used and is referred to as any problem that the learner displays when reading and it could be caused by different factors.

3.3.2 Possible causes for reading problems

Current literature (for example Gillet et al 2012:436-447) on reading indicates that there are numerous and complex factors that can cause reading problems. These include factors emanating from within or outside the learner. Factors that emanate from within the learners are referred to as intrinsic factors which may include factors such as neurological and cognitive factors, intelligence and intellectual factors, language factors and physical factors, whereas factors that emanating from outside the learners are referred to as extrinsic factors. These include factors from different contexts such as the school, home and community. The intrinsic and extrinsic factors that may cause reading problems are discussed in detail below.

3.3.2.1 Intrinsic factors

Intrinsic factor refers to those factors that emanate within the learner. The learners are born with them, and as a result, they do not have any control over them. Figure 3.6 provides an overview of the different intrinsic factors that may contribute to learners'

reading problems. It is, therefore, important for teachers to have an understanding of these factors so that they will be in a position to support the learners who experience reading problems.

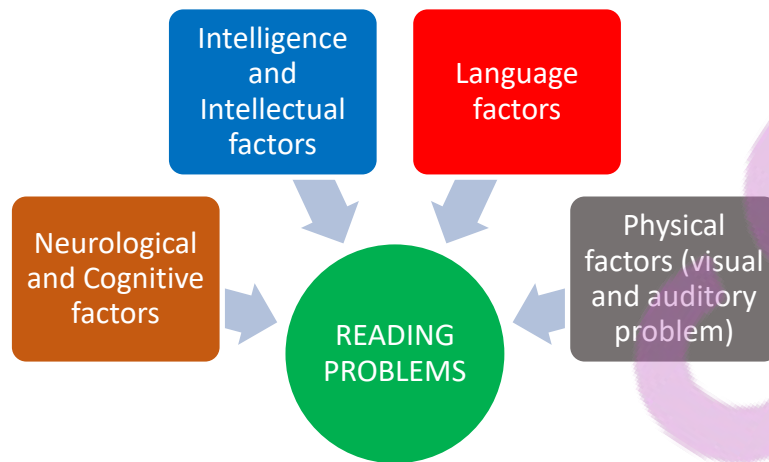


Figure 3.6: Intrinsic factors

Source : Adapted from Gillet et al. (2012 :436-447).

The different intrinsic factors that may contribute to learners' reading problems will be discussed below in detail.

- **Neurological and cognitive factors**

Some learners may experience reading problems despite having support from home, school or the community. This might be because of their neurological and cognitive factors. Neurological and cognitive factors take into consideration the manner in which the individual's brain operates during the process of learning to read (Jennings, Caldwell & Lerner 2010:24). During the process of learning to read the learners need to cognitively process what is being read in order to give meaning to it. During that process, the learners may use different mental activities such as memory abilities, visual processing, language-related abilities or auditory processing. However, for learners who experience challenges with processing, this poses a huge challenge as they will have difficulties in understanding what has been read. In support of this statement, researchers such as Lerner and Johns (2009) and Stanovich and Siegal (1994, as cited in Jennings et al. 2010:24) maintain that poor readers display more differences in cognitive processing than good readers. It is, therefore, the responsibility of the teachers to identify and

support such learners. As such, teachers need to differentiate their activities in order to suit the learners' needs.

- **Intelligence and intellectual factors**

The concept of intelligence is often referred to an individual's cognitive or thinking abilities or children's potential for acquiring school skills (Jennings et al. 2010:32). School skills include the learners' ability to read and write. However, there is evidence to prove that not all learners are able to acquire those skills due to factors beyond their control. With regard to reading, teachers need to diagnose these types of problems at an early stage. This might be done through the use of intelligence tests. Intelligence tests measure the scholastic aptitude of the learners. Gillet et al. (2012:437) also argue that there is a correlation between learners' intelligence and their reading achievement.

- **Language factors**

Language permits the learners to speak of things unseen, recall the past and verbalise hope for the future (Jennings et al. 2010:36). At school, learners are able to express their thoughts through the use of oral language and written language. Oral language involves listening and speaking which forms the basis for reading. While written language involves reading and writing. Jennings et al. (2010:36) highlight the four oral language systems which are phonology, morphology, syntax and semantics or vocabulary. For Hugo (2013:37-40), phonology refers to the sound patterns of language; morphology refers to study of word structures; syntax refers to the arrangement of words and phrases to create sentences and sentence patterns; and language and vocabulary refer to the set of words within a language that are familiar to a certain person. A problem in one or more of the language systems might result in learner's experiencing a reading problem.

- **Physical factors**

There are many physical factors that could affect reading problems. Those factors might include vision and visual problems, hearing and auditory problems, gender differences and general health and nutrition. For the purpose of this study, two factors, namely, vision and visual problems and hearing and auditory problems are discussed.

- (i) **Vision and visual problems**

The relationship between reading and vision is very complex. The reader needs to use his or her eyes to see the text clearly in order to read and attach meaning to the text. But this may be a challenge for those learners who experience problems with their vision. There are different types of visual problems, for example, amblyopia (lazy eye), myopia (nearsightedness), phoria (binocular vision), hyperopia (farsightedness), astigmatism, aniseikonia and strabismus (cross eyes) (Gillet et al. 2012:443). It is, therefore, important for teachers to be able to identify learners with visual problems so as to assist the learner during the reading process. For example, a learner with myopia (nearsightedness) may experience a challenge when expected to read a text from the board, so it is the responsibility of the teacher to place that learner close to the board or, in severe cases, to refer the learner to an eye specialist for spectacles.

(ii) Hearing and auditory problems

This involves not hearing properly. The learner may present a challenge when expected to listen and follow instruction during the reading process; for example, if the teacher is using the phonics method to teach the learner to read. During this process, the learner will be expected to learn the letter name and the sound the letters, but if he or she is experiencing hearing problems, the learner may not be in a position to follow what the teacher asks him/her to do. It is therefore important for the teacher to be able to identify such learners so as to be able to use the correct instructional methods that will cater for the learner with hearing problems.

3.3.2.2 Extrinsic factors

Extrinsic factors include all those factors that results from outside the learner, over which the learner has no control. This may include factors such as the environment, socioeconomic factors of the learner or culture. However, the researcher uses the concept of the environment as it is more closely related to the learner as emphasised by Bronfenbrenner's ecological system's theory discussed in Chapter 2 and encompasses socioeconomic and cultural factors. Learners live and grow in different environments, and each of the environments has an impact on the learners' desire and ability to learn to read. These environments include the learner's home, school, and community as illustrated in Figure 3.7.

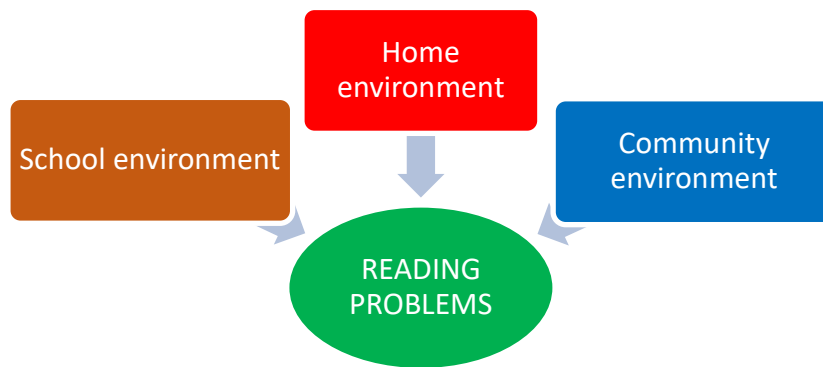


Figure 3.7: Environmental factors

Source : Adapted from Gillet et al. (2012 :436-447).

The different environmental factors will be discussed below.

- Home environment

The home is the primary environment of any learner and forms the basis for their cognitive growth and development (Jennings et al. 2010:25). According to Bronfenbrenner (1978), this environment is closely linked to the micro-level. In this regard, the parents take a leading role to assist the learner to learn to read. The type of environment that learners are exposed to will have a positive or negative influence on their reading experience. Serpell, Barker and Sonnenschein (2005:4) also argue that the parents' own literacy habits will influence the learner's interest and motivation to read. For example, learners develop a positive attitude towards reading if the parents instil a love for reading books from an early stage either by buying books, reading bedtime stories or even taking them to the library, whereas learners who are not exposed to such reading opportunities are at risk of developing a negative attitude towards reading. Neuman and Dickinson (2000, as cited in Chansa-Kabila 2014:17) also maintain that the early manifestation of how children practice reading is embedded in the family structure within their social context. It is, therefore, the responsibility of the parents at home to create an environment that will allow the children to learn to read. Research has shown that there are several factors that prevent parents from fulfilling this task. These include factors such as:

- The family's socioeconomic situation: these includes factors such as the family size, parents' education, financial status and attitude towards education. Geske and Ozola (2008:76) argue that the family's socioeconomic position has an influence on

learners' reading literacy achievements. Generally, children who comes from families with one or two children achieve better in reading literacy as they have relatively more books and their parents are well-educated. This argument is supported by the research conducted by Spaul et al. (2016).

- High levels of poverty: Most families affected by unemployment find themselves living in poverty. Such circumstances prevent parents from exposing their children to early reading experiences which, in turn, impacts negatively on the learners' reading ability. Even though the study was not conducted in the Foundation Phase, Ramphele (2009:11) found that many struggling readers in the Intermediate Phase were living below or near poverty level.
- School environment

Most learners enter the school with the eagerness and willingness to learn. Once in the school, the learners start to realise that the learning experiences that they have in the home differ from their experiences at school as they have to learn in a more formal way than they did at home. The role of the school is to extend the learners' knowledge in terms of what they have learned informally at home regarding reading and to offer them a more structured and formal manner on how to learn to read. There are several factors at school that hinder the process which could result in causing reading problems among learners. These factors are mostly found in the classroom where the actual reading process is taking place, and includes teachers' lack of knowledge regarding the teaching of reading and the lack of appropriate reading resources. Despite the challenges, teachers have the responsibility of developing all learners' reading ability. To achieve this goal, they require different reading models, strategies and techniques and as well as the reading resources. This applies to teachers in FSS schools as well.

FSS in South Africa as in other countries are expected to accommodate learners with diverse needs and classroom teachers are faced to accommodate all these learners in their teaching. Diverse in this sense refers to the learners' abilities, languages, socioeconomic standards and cultures. Despite the challenges, it still remains the role of teachers to teach these learners to read. Teachers are therefore expected to use different reading models, strategies and techniques so that every learner can get the opportunity to learn how to read. Several studies have revealed that the issue of teachers lacking the knowledge of different strategies is a major concern. Jubran (2016:311)

supports this finding and states that the major cause for poor reading skills could be due to the teachers' lack of knowledge of reading strategies and negative attitudes towards reading. If the teachers show no interest in reading, it will affect their attitude towards teaching the learners to read. It was further found that most teachers follow a "one-size-fits-all" approach which is the traditional way of teaching reading, but this approach fails to accommodate the needs of all learners and the reading levels in the classroom. Furthermore, the National Reading Strategy Campaign document revealed that the most challenging factor was that the teachers lack effective reading support strategies (DoE 2008:8). Hence, many learners are left behind and could experience challenges with their reading abilities.

Another challenging factor in schools is the lack of enough reading resources to cater for each learner in the classroom, exacerbated by the lack of proper reading material that matches the learner's reading ability (NEEDU 2012:32). If the school does not provide teachers with enough and various reading materials that cater for the learners' level to use in the classroom, it will create a challenge and have a negative impact on the teaching of reading. This could result in learners who will be forced to read texts that are not suitable for their reading abilities.

- Community environment

Learners are part of the larger community. In South Africa, most of the communities are under-resourced and lack libraries. As a result, many learners lack the opportunities to be exposed to reading at an early stage, especially those learners whose parents cannot afford to buy reading materials for their children. As a result, the learners learn to speak the language that is spoken mostly in the community even if the language is not spoken at home. Similarly, Masalesa (2016) found that the influence of the language spoken in the Ndebele community influenced the Sepedi-speaking learners' language acquisition.

Even though the researcher has discussed factors from the three environments separately, it should be noted that all these factors are interrelated. The researcher is of the opinion that if learners experience challenges in one of the environments, there is a likelihood that they might experience it in another environment as well. For example, if learners are not getting support from their parents at home, it will be difficult for the teachers to involve the parents at school. As a result, if parents are not involved with

their children's education, the whole community will struggle to work together in support of the learners. With that in mind, the whole support cycle for the learners will be affected. This corresponds with Bronfenbrenner's ecological systems theory (Chapter 2, section 2.3). The theory acknowledges the interrelatedness of different systems in the development of the child.

Having discussed the possible causes of reading problems, the researcher now discusses how teachers may identify learners with reading problems in their classrooms during the reading lesson.

3.3.3 Identification of Learners Experiencing Reading Problems in a Grade 3 Classroom

Learners experiencing reading problems are often referred to as vulnerable readers or struggling readers. According to Lenski (2008:38) "struggling readers are those learners who have experienced difficulty with school-based readers", while Caskey (2008:170) refers to them as those learners "who grapple unsuccessfully with the written text". It is, therefore, important for teachers to be able to identify the common problems that the learners display so as to provide them with support. Joubert et al. (2014:146-147) refers to the common reading problems as "stumbling blocks to reading" which are explained below.

3.3.3.1 Skipping of words

In the context of the study, skipping relates to jumping or omitting some words when reading a text. The learner will be given a text to read and, when reading, will omit some of the words. The words might be intentionally omitted because the words are too difficult for the learner to read or unintentionally because the learner did not see the words. For instance, when the learner skips the word "beautiful" from the sentence: "**The mother has a beautiful girl**" the learner may read: "**The mother has a girl**". As explained above the learner might skip the word because it is difficult for him or her to read or his or her eyes may have jumped the word.

3.3.3.2 Regression

This problem occurs when the learner's eyes move back to words that have already been read. For example:

"The

mother

has a beautiful girl".

From the example, the learner went back to read the word ***"mother"***.

3.3.3.3 Swapping of letters

To swap means to substitute. When reading a text, the learner might swap letters especially those that have more or less similar shape such as the letter **"b" and "d" or "p" and "q"**. For example, the learner reads the word "bog" for "dog". This problem is well known and is often referred to as reversals.

3.3.3.4 Insertions

Insertion refers to adding of certain words when reading. In this case, the learners will be given a text to read, and during the process of reading, they may add words that are not there in a text. For example, the learner may read: "The boy is kicking and the ball" for "The boy is kicking the ball" in the text. The word "and" is inserted.

3.3.3.5 Replacements

When reading a learner may replace one letter with another which almost looks the same. For example, the learner may read: "The bog is chasing the rat" for the text: "The dog is chasing the rat." A learner may also substitute a word which starts with the same letter and looks similar to the given word, for example "woman" and "women."

In addition to the problems identified above, Le Cordeur (2010:78) lists poor reading comprehension, inadequate reading fluency, lack of vocabulary and negative attitude towards reading as the four major causes for reading problems. These factors correspond with the components of reading discussed in section 3.1.2. To address these challenges, teachers need to adopt different theories, models, strategies and techniques. A discussion of these aspects is provided below.

3.3.4 Reading Theories, Reading Models, Strategies and Methods to support Grade 3 Learners experiencing Reading Problems

As indicated in the previous chapter, FSS were introduced in South Africa as a model adopted to pilot IE. It was planned that the FFSs would admit learners who have mild to moderate needs for support. For Mahlo and Condry (2016:171), support in an inclusive

setting is defined as a range of measures and provisions that assist teachers to respond to the needs of learners who experience learning barriers in schools. In terms of reading, this will involve the types of strategies and techniques that teachers will use when supporting learners who experience reading problems in their classrooms. In addition to the strategies and methods that the teachers could adopt, the DoE (2008:33) has provided guidelines for teachers to support learners experiencing reading problems.

Teachers should:

- try to identify reading difficulties early. This implies that early identification is critical for the teachers. This can be done through continuous assessment in the classroom;
- deal with the problems promptly to avoid learners from falling behind;
- increase opportunities for reading practice by providing suitable texts for different learners at different levels;
- ensure that learners read on a daily basis at school and at home (where possible);
- involve family members and community members to promote reading development;
- provide intensive reading instruction at least twice a week while praising learners for their efforts;
- ensure that reading instruction is an enjoyable experience;
- discuss the text before reading commences and allow them to talk about the reading experience afterwards;
- revise phonics regularly and systematically, especially during guided reading sessions;
- emphasise the teaching of sight words in a systematic manner (Appendix P).

The guidelines listed above could provide the teachers with the necessary knowledge on how they can support learners in their classrooms. However, to avoid a “one-size-fits-all approach” model, it is important for teachers to use the knowledge about theories, models, strategies and methods to reading when trying to support Grade 3 learners who experience reading problems in their classrooms.

In the next section, the researcher discusses the theories, models, strategies and methods on reading support in detail.

3.3.4.1 Theories for Supporting Learners experiencing Reading Problems

The concept theory is defined as an idea or set of ideas that is intended to explain something (Oxford Dictionary 2001:947). For Shunck (2008:3), a theory explains a systematically acceptable set of principles presented to explain a phenomenon. In addition, Gander and Strothman (2005 as cited in Nel et al. 2016:16) sees a theory as an organised system of accepted knowledge that explores a phenomenon such as learning, attitude and influence. A theory is used to provide a framework for interpreting an environment. Theories are therefore not stagnant but continuously changes as people actively engage with them (Swart & Pettipher 2016:10). In this study, the researcher explores how learning theories could influence teachers when adopting a particular strategy and method when supporting Grade 3 learners experiencing reading problems. Although there are several learning theories, only four of them are discussed in this study. The researcher chose these theories because they clearly indicate a shift with regard to teachers' beliefs on how to support learners experiencing reading problems.

3.3.4.2 Behaviourist theory and reading

According to the behaviourist theory, all learning, including learning a language results from positive reinforcement of desirable behaviour and non-reinforcement of what is unwanted (Joubert et al. 2014:10). Language learning is treated as repetition guided by external actions and imitation. As this study deals with reading and how to support the learners with reading problems, it is, therefore, important to explain how followers of this theory view reading and also how teachers can implement this theory in supporting learners with reading problems.

Behaviourists hold the view that reading is a process that moves from the parts to the whole. This implies that the process of reading follows the bottom-up model (section 3.4.2.1). During this process, readers will start by learning separate letters with their characteristics, then learn the diphthongs and other letter units that represent sounds, then single words, phrases and sentences, and finally learn the meaning of text. Furthermore, reading is regarded as text-driven where the reader needs to master the technical and mechanical aspects of written language before focusing on understanding and comprehension (Joubert et al. 2014:104).

Teachers who follow this theory consider reading as an intricate skill that is comprised of subskills. As a result, teachers prefer to use a reading readiness programme in preparing for the learners to learn to read. Graded reading readers which contain words that the learners have already learned are used in this programme. During this process, the teachers will focus on sounding of letters and developing of sight words. In order to verify that the learners are reading the words correctly, the learners will be expected to read aloud to the teacher and the rest of the class. Furthermore, the assessment will be formal and norm-directed (Joubert 2014:105).

3.3.4.3 Psycholinguistic theory and reading

In contrast with the behaviourist theory, the psycholinguistic theory views reading as global and is regarded as a top-down process that involves moving from the whole to the parts. In addition, reading is also viewed as comprehension-driven where the learners are allowed to bring their prior knowledge to the text (Joubert et al. 2014:104). To support the statement Vacca et al. (2013:24) also argue that readers act on and interact with written language in an effort to make sense of the text. According to them, reading is, therefore, an active thinking process that takes place “behind the eyes”. Proponents of this theory believe that when reading a text, meaning is more important than the individual words.

Teachers who follow this view consider reading as a holistic process wherein the readers’ aims and expectations determine what they read and how they read. During the reading process, teachers will encourage the learners to read silently in order to allow them to reflect on and comprehend what they are reading. Learners can either work individually, in pairs or as a group. The groups should be selected randomly and not according to their reading abilities (Joubert et al. 2014:105-106).

3.3.4.4 Constructivist theory and reading

According to the constructivist theory, knowledge is not a given, but is actively and continuously constructed and reconstructed by individuals, groups and society (Donald, Lazarus & Lolwana 2010:79). As a result, people are actively and continuously constructing their world. Learners are therefore viewed as explorers and strategists and not as passive recipients as the behaviourists believe. Teachers should know that a

learner-centred, activity-based teaching approach is key in this regard (Nel et al. 2016:40).

When teaching reading, teachers should not teach in the traditional way of teaching a group of learners; instead, they should structure the situation in such a way that learners are actively engaged with content through the manipulation of materials and social interaction (Schunk 2008:237). This will enable learners to think critically and become actively involved in the learning process. Furthermore, it is the responsibility of every teacher to search for effective ways of accommodating their learners' needs and of creating the opportunities for active learning.

3.3.4.5 Vygotsky's sociocultural theory and reading

Vygotsky's theory is a constructivist theory and emphasises the importance of social interactions in the acquisition of knowledge and skills (Schunk 2008:236). In his theory, Vygotsky views learning as an active process of constructing knowledge. For Vygotsky, constructed knowledge or meaning is closely linked to social, historical and cultural contexts. Tudge and Scrimsher (2003, as cited in Schunk 2008:243) explain these contexts as interpersonal (social), cultural-historical and individual factors. Interpersonal factors refer to the persons' interaction in the environment which could stimulate developmental processes and foster cognitive growth. Cultural-historical aspects illuminate the point that learning and development cannot be dissociated from the context (that is the manner in which the learner interacts with other people, objects and institutions and how to transform their thinking). Lastly, the individual or inherited factors are factors that the learners have inherited, and as a result, they affect the cognitive or the physical development of the learners.

The social constructivist view regards reading not as only decoding, but also as a social interaction in real life situation (Jubran 2016:311). Teachers who follow this view believe that the reading level of learners can be extended through scaffolding. Scaffolding "is mediating the appropriate strategies of a particular area of knowledge" (Donald, Lazarus & Lolwana 2010:87). It is the gradual movement from teacher control of an explanation of how to apply a strategy, to learners' control of the strategy in applying it independently (Block & Duffy 2008:27). Jubran (2016:312) maintains that teachers scaffold by modeling reading practice through thinking-aloud techniques. This can be done through peer

tutoring and small group discussion. In addition, Vygotsky claims that learners obtain skills when they operate in their Zone of Proximal Development (ZPD). ZPD refers to the distance between a child's actual developmental level as determined by independent problem-solving and the level of potential development as determined through problem-solving under guidance or collaboration with more capable peers (Vygotsky 1978:86). During this stage, the teacher takes an authoritative role of supporting the learners towards reaching their potential level. This emphasises the important interaction between the learners and teachers or peers. Furthermore, this stage also corresponds with Bronfenbrenner's microsystem (Chapter 2, section 2.3).

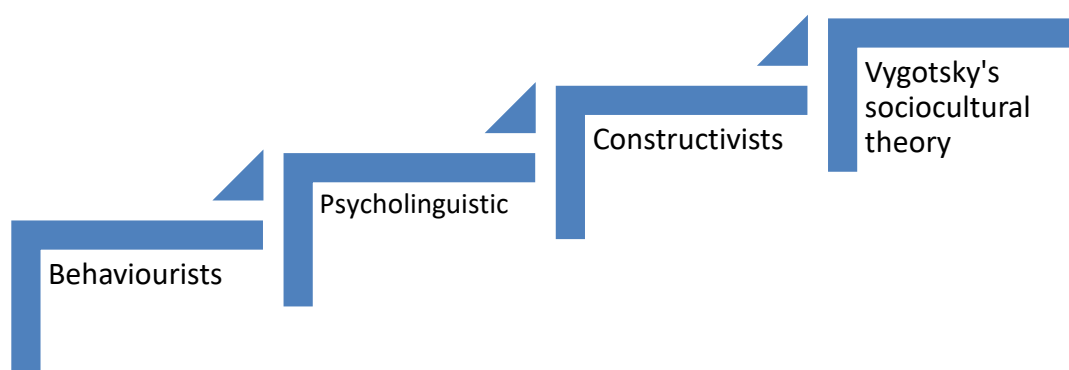


Figure 3.8: Summary of theoretical shifts view to reading behaviourist theory, psycholinguistic theory, constructivist theory

Figure 3.8 illustrates the fact that, over time, there has been a shift in the theories that were used. The shifts indicate the teachers' beliefs regarding reading and how learners experiencing reading problems can be supported. Teachers moved from viewing reading support from an individual perspective to a more collaborative perspective. From an individual perspective, teachers were only concerned about the learners knowing the skill whereas from a collaborative perspective, teachers acknowledge the fact that the learners are social beings and they come from different backgrounds and cultures. As a result, when providing support, both learners and their different contexts are considered.

For this study, the researcher adopted Vygotsky's sociocultural perspective as it is more relevant and closely related to providing support in an inclusive setting which, in this context, will be the FSS. This theory will influence the teachers' beliefs, strategies and their techniques used for supporting learners experiencing reading problems. Below follows the discussion of each aspect in more detail.

3.3.5 Reading Models

The process of reading is very complex. It requires the readers to quickly recognise a letter, associate the letter with the sound before they can actually read and give meaning to the written text. Several researchers in the field of reading have developed reading models to explain this complex process. In contrast to the theory, a model is something used as an example (Oxford Dictionary 2012:578). According to Coltman and Place (2013:103), reading models are developed in order to help to explain the complex process of reading and to reflect what happens when an efficient reader engage in text. Vacca et al. (2012:27) argue that reading models are developed to describe the way readers use syntactic, semantic, and graphophonemic information in translating print to meaning. Graphophonemic information includes the phonology (sound system) and graphology (written system) of the written language with phonics included, while syntactic information includes the grammar, structure and word order of the language, and semantic information includes the meaning system within the language and background knowledge of the word in context (Coltman & Place 2013:103).

Having defined why reading models were developed, the researcher now moves on to discussing the three main models of reading.

3.3.5.1 Code-emphasis model

The code-emphasis model is also referred to as bottom-up or transmission model (Coltman & Place 2013:103). For Joubert et al. (2014:108), the bottom-up model is also known as the skills requirement theory which highlights the development of subskills, which progressively lead to complex reading skills. In contrast, Gunning (2008:8) views the bottom-up model as a process in which meaning is derived from the accurate, sequential processing of words. It is sequential in the sense that when teaching learners to read, teachers will first start by teaching the letters of the alphabet then the single sound and then the more complex combinations. Followers of this model tend to emphasise the technical aspects of learning to read and believe that the process of translating print to meaning starts with the print (Coltman & Place 2013:104; Vacca et al. 2012:26). They also believe that the teacher should have adequate knowledge and skills to teach learners to read. These researchers do not consider prior knowledge and background as important. This model is therefore teacher-centred because the teacher

takes an active role during the reading process while the learners are passive recipients and can be compared to parrots. Coltman and Place (2013:104) further accentuate that teachers who favour this model use a transmission model of teaching and pay attention to isolated skills with the belief that the process of learning to read is made easier if the task is broken into manageable parts. Vacca et al. (2012:27-28) describe the bottom-up models as “data-driven” where the “data” in this instance are the letters and words on the page. Contrary to this view, Ekwall and Shankers (1989, as cited in Coltman & Place (2013:104) describe this model as “text-driven” because the emphasis is on the material being read and decoded. Considering the theories discussed in 3.4.1, the bottom-up model represents the school of thought of the behaviourists.

When supporting learners with reading problems, teachers following this model will make it a point that the learners learn the reading skill in a systematic way by first mastering the mechanical skill of reading before comprehension. During reading lessons, learners will be encouraged to read the given text aloud so that the teachers can check whether the learners read the words accurately. When the teacher realises that the learners have identified or read the word incorrectly the teacher will interrupt the reading process and correct that error immediately. Vacca et al. (2012:40) view the practice of correcting oral reading errors as important in helping children to learn to read the passage over and over. This significant instructional activity assists learners to develop precise word recognition. Teachers will also use sight word skills, phonics and basal readers with controlled vocabulary as instructional methods in the classroom. Joubert et al. (2014:108) asserts that reading methods based on the bottom-up model can be classified as synthetic reading methods (which concentrate on alphabet and sound or phonic methods) and analytic reading methods (which concentrate on look-and-say methods). These methods will be discussed in detail in section 3.4.4 below.

3.3.5.2 Meaning-emphasis model

In contrast to the above model, Coltman and Place (2013:103) refer to the meaning-emphasis model as the top-down or transactional model. Vacca et al. (2012:26) see the top-down model as the process of translating print to meaning, and it starts with the reader’s prior knowledge. Coltman and Place (2013:104) agree with the statement, and they further consider the reader’s language ability and expectations as important when deriving meaning from the text. For Vacca et al. (2012:28), this process is started by

making educated guesses regarding the meaning of the print, as the readers decode graphic symbols into sounds to “check out” hypotheses about meaning.

Teachers who follow this model consider reading as a holistic or global skill (Coltman & Place 2013:105). This model is learner-centred because teachers believe that learners come to school with prior knowledge regarding some concept of print and the teachers need to build on what the learners already know in order to improve their reading skills and to give sense to the text. In contrast to the bottom-up model which is described as “data-driven”, the top-down model is “concept-driven” which means that the ideas and concepts in the mind of the reader trigger the information processed during reading (Vacca et al. 2012:28).

Taking note of the reading theories discussed in 3.4.1. the meaning-emphasis model is a view supported by the psycholinguists. When supporting learners with reading problems, teachers holding this view will ensure that instructional time is designed in such a way that it becomes more meaningful to the learners. Learners will be encouraged to select their own reading materials. In this case, word recognition is not as important as understanding what the text is about. Teachers should not correct errors during oral reading. As a result, when a word error occurs during the oral reading, the teacher may not correct the error (Vacca et al. 2012:40). Coltman and Place (2013:105) agree that errors are regarded as miscues and are ignored as long as the meaning is not changed. During the reading process, both the teacher and the learners play an active role. Furthermore, the teacher prefers to use both meaning and code simultaneously and concentrate more on the sentences, paragraphs and text selections while learners are encouraged to read silently and use syntactic and semantic prediction when reading (Coltman & Place 2013:105). Through silent reading, the learners will be in a position to reflect on and comprehend what is being read. Teachers, therefore, prefer to use whole-language as their instructional approach.

Figure 3.9 illustrates how information is processed from the bottom-up and top-down models.

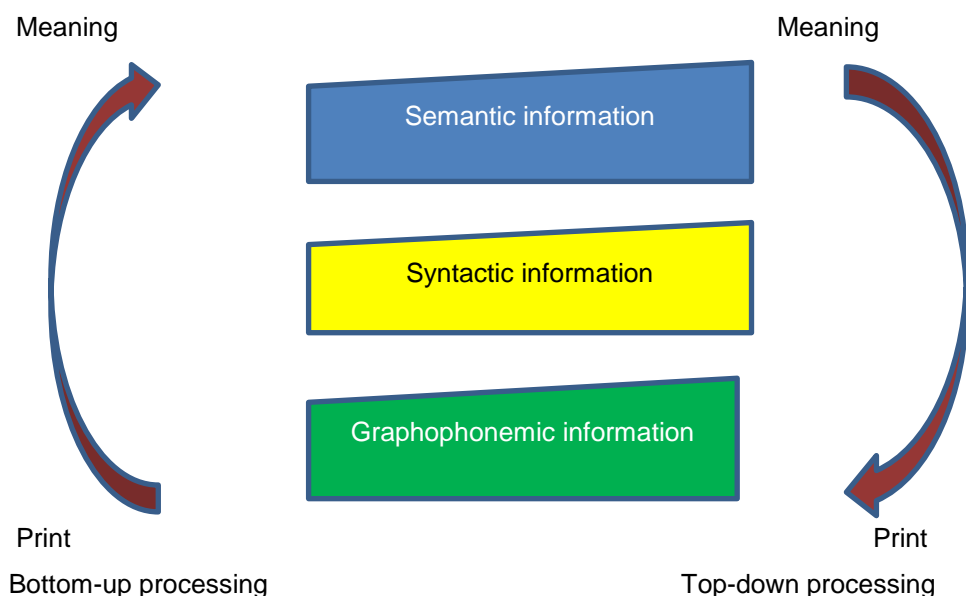


Figure 3.9: Bottom-up and top-down processing

Source: Adapted from Vacca et al. (2012:27)

From Figure 3.9 processing of meaning from print in a bottom-up model is activated by graphophonemic information such as words, letters and syllables embedded in print. In contrast to the bottom-up model, processing of meaning from print in the top-down model is activated by the readers' prior experience and knowledge in connection to the writers' message (Vacca et al. 2013:27-28).

3.3.5.3 Interactive model

The interactive reading model is also known as the combined approach to reading. It encompasses both processing text (meaning and print) and using the background knowledge and language ability (Gunning 2005, as cited in Coltman & Place 2013:105). According to Vacca et al. (2012:41), this model falls between the bottom-up and top-down belief system on the continuum. Teachers who favour this model believe that the reader processes both sound cues and meaning cues during reading. Furthermore, teachers acknowledge phonics as part of the balanced approach. During support, teachers will incorporate reading, writing, speaking and listening in order to scaffold the learners' literacy experience (Vacca et al. 2012:41). For Vacca et al. (2012:41), scaffolding implies that teachers give instructional guidance and support in the development of skills and strategies. (Figure 3.10).

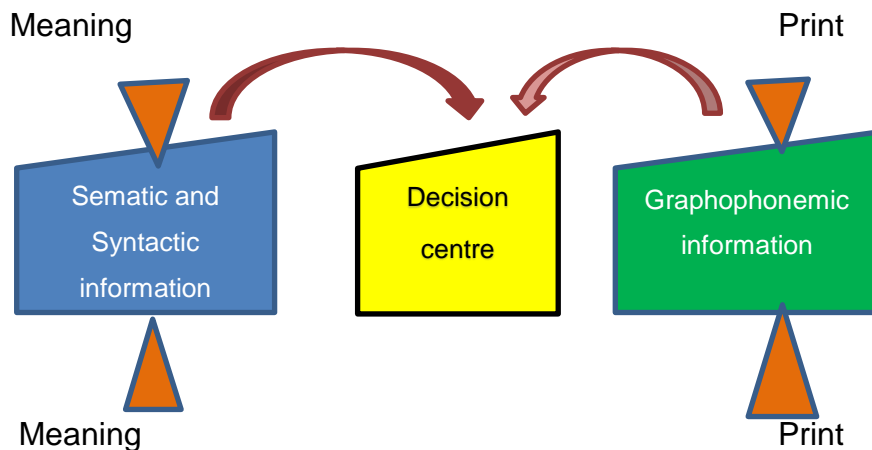


Figure 3.10: Interactive Processing

Source: Adapted from Vacca et al. (2012:27)

In Figure 3:10, the information processing in the interactive model of reading is illustrated. In the interactive model processing of meaning is triggered by the readers' prior knowledge and experience as well as graphophonemic information. This processing implies that readers formulate hypotheses about meaning and by decoding letters and words (Vacca et al. 2013:27).

The three models of reading discussed above illustrate the beliefs on reading from different perspectives. If teachers understand their beliefs, it will be easy for them to connect what they know with the type of strategies to adopt when supporting learners experiencing reading problems in their classroom.

3.3.6 Reading Strategies

The reading performance of learners in South African schools has been a national debate. Most learners including those in Grade 3 are found to be reading below their grade level (section 3.1). In order to try to remedy the situation, teachers in their classrooms have to use different reading strategies to support learners. The term 'reading strategies' has been defined widely by different authors and researchers. For Karami (2008:5), reading strategies embrace the conscious, internally variable psychological techniques that aim at improving the effectiveness of or compensating for the breakdowns in reading comprehension, in specific reading tasks and in specific contexts. The DoE offers a more simplified explanation of this term, stating that reading strategies are ways of solving problems that the learners may come across while reading

(DoE 2008:19). Even though the reading strategies explained below are intended for all learners to improve their reading skills, the researcher is of the opinion that they are also applicable when supporting learners who experience reading problems. A teacher simply needs to adapt and use a specific strategy to suit the specific needs of a learner.

3.3.6.1 Shared reading

Shared reading is a whole classroom instructional strategy where the teacher involves all the learners during the reading process including those with reading problems. As a result, the interaction between the learners and the teacher at this stage is essential. The teacher reads the text to and with the learners. In class, shared reading usually happens during the first fifteen minutes of the reading and writing time two to four days in a week (DoE 2011:11). Place (2016:73) argues that the importance of using this reading instructional strategy is to show the learners “how to”. Similarly, the DoE (2008:21) shares the same view and maintains that, during shared reading, learners are taught how to read the text by taking into account the expression and intonation suited to the text and also how to respond to the text. In addition, Nel and Nel (2016:116) also argue that, during shared reading, learners are taught strategies to decode words and solve reading problems, allowing them to take risks during the reading process while being guaranteed support from the teachers and their peers. The teacher uses different texts such as big books, posters, pictures, learners’ own writing or enlarged text from stories. The text should be clear and big enough for all learners to see what is being read. The role of the teacher in this regard is to guide and support the learners during the reading process.

It is important to note that careful planning is essential to ensure that this strategy is used effectively. Planning means selecting the text, deciding on the aim of the text and types of questions to use to focus the learners’ attention on the main features of the text, and presenting a short, well-paced and enjoyable lesson for the learners (DoE 2008:21-22). Again, the teacher should present the reading lesson in such a way that it is easy for learners to learn and follow. In order to accomplish this, the teacher can follow the four systematic reading lessons suggested by the DoE (2011:12). During the first reading lesson, the focus should be on reading for enjoyment, where both the teacher and the learners first “look” at the text and the learners provide their individual meanings about the text. In the second reading lesson, the teachers use the same text but the focus shifts

from meaning of the whole to the parts for instruction (Nel & Nel. 2016:116). At this stage, the emphasis is on making learners more involved. The teachers use discussions to enhance the learners' vocabulary, decoding skills, comprehension and text structure such as grammar and punctuation. In the third and fourth reading lesson, learners read the text themselves and are engaged in practical, written and oral activities based on the text. Through shared reading, the learners' confidence in reading escalates and their sight words and vocabularies are extended.

3.3.6.2 Group guided reading

Group guided reading is a group reading strategy that is used with ability-group learners working with texts at their instructional level (Place 2016:73, DoE 2011:12). It is a teacher-centred instructional activity where the teacher is responsible to group the learners according to their reading abilities and interests and also to select a suitable graded reading book for the learners on the basis of their instructional level (refer figure 3.4 above). It is important to note that the number of learners per group may vary depending on the number of learners needing support in the classroom. For Nel and Nel (2016:116), each group may consist of four to six learners with similar instructional needs using one instructional text, for example, shared reading and each group session might last ten to fifteen minutes (DoE 2011:12; Place 2016:73). During group guided reading, each group works with a different text to read under the teacher's supervision. Even though the learners at that stage will belong to a certain group, it should be noted that these groups are not permanent as they may change based on the teachers' observations' and progress of the learners after the assessment. This strategy has benefits for both the teacher and learners. It provides learners with an opportunity to integrate their developing knowledge of the conventions of print, letter-sound relationship and other foundational skills in context and, on the other hand, it provides the teacher with an opportunity to observe the reading behaviours and to identify areas of need for learners (DoE 2008:27). In addition, learners who experience reading problems, such as the corrective readers and remedial readers (refer figure 3.4), might benefit from the group guided reading because they will have an opportunity to practice the text and learn to be more independent and confident when reading.

3.3.6.3 Independent reading or individual reading.

For learners who require individual attention such as the remedial readers (see figure 3.4), independent reading or individual reading is the most suitable strategy. When supporting these learners, the teacher will allow each learner to choose his or her own reading book based on his or her interest and ability (DoE 2008:27, Nel & Nel 2016:117). This strategy allows the learners to take responsibility for their own learning. During the reading process, the learners will read books for enjoyment in order to practice and boost their individual reading ability. Then, after the learners are done with their reading, the teacher will have a discussion with each learner based on what he or she has read. This process will allow teachers to observe, listen to and gather information on the learners' reading behaviour and to see whether the learners read the text with understanding. Even though this strategy allows the learners to choose their own books, it also requires the teacher to purposefully plan for the activity so that he or she will be able to assist the learners when choosing a reading book based on their abilities.

3.3.6.4 Paired reading

Paired reading is another strategy that the teacher may use to support the learners who experience reading problems. But this will depend on the number of learners in need of support in the classroom. Paired reading allows the teacher to read to the learner and a learner following the text. It also allows the teacher to group the learners in pairs where learners will be reading for enjoyment. When two learners are grouped together, one learner will read while the other one will be listening. The grouped learners will be allowed to read either inside or outside the classroom in order to practice their reading and gain confidence (DBE 2011:14).

3.3.6.5 Reading aloud

According to the DoE (2008:26) reading aloud permits the teacher to read the text to the whole class or to a group of learners using the reading text that is related to the learners' reading level. By so doing the learners are able to hear models of fluent reading (Nel & Nel 2013:116). Teachers use this strategy to expose the learners to different texts and to increase their vocabulary and language skill, develop their love for and motivation to learn to read. In support of this statement, Rose and Smith (2012:131) claim reading aloud as the most effective strategy in the development of the learners' vocabulary and

language skill when they are actively involved in the reading process rather than when they are passive listeners. Considering the above, it is important for the teachers to ask learners questions during the reading lesson. This is done in order to prompt discussion and to allow learners to forecast what the text will be all about.

3.3.7 Reading Methods

Reading methods are what the teachers use to teach and support learners who experience reading problem. In this study, the terms ‘reading techniques’ and ‘reading methods’ are used interchangeably to explain the way in which the teachers teach the learners to read. Five commonly used reading methods are discussed below for the purpose of this study.

3.3.7.1 Phonic method

The term phonics is used to refer to the understanding that there is a predictable relationship between the sound of spoken language (phonemes) and the letter that present those sounds in written language (graphemes) (DoE 2010:27, Choate 2004:70) (section 3.2.2.2). Readers using this method learn first the individual letters and features succeeded by diagraphs and other multi-letter units before reading single words. During the reading process, the learners hear the word, then quickly visualise the shape of the letters and associate those letters with its sounds. By so doing the learners start to understand that there is a correspondence between the sound (auditory) with the letter and letter combination (visual) in their particular language (Phala 2013:21). In support of this statement, Hugo (2016:170) also asserts that phonics relies on the learners’ auditory blending abilities and visual memory. The former refers to ability to synthesise the phonemes or the smallest sound units of a word if the phonemes are pronounced with separation between phonemes, for example, the word “**mat**” is pronounced as “**m-a-t**” where the listener has to blend it auditorily to form the word “**mat**” (Hugo 2016:166), while the latter refers to the ability to remember precisely what was seen or observed with the eyes, as well as to interpret what has been seen (Joubert et al. 2014:312).”. Considering the reading model discussed in section 3.4.2 above, the phonic method regards reading as the code-emphasis model or bottom-up model because the relationship between sound and letters is regarded as the most important feature of learning how to read.

When supporting learners experiencing reading problems teachers who favour this method will encourage the learners to sound the individual letters first and blend the sounds together in order to pronounce a difficult word such as the word “**bed**”. The learner will first sound it as “**b-e-d**” then blend the sound together to produce the word “**bed**”. Furthermore, teachers may use different phonics programmes to clearly support and systematically teach phonics in their classroom. For Nel and Nel (2016:108), phonic programmes can be categorised into synthetic phonics programmes which teach learners to change letters (graphemes) into sounds (phonemes), then blend the sounds to form words, and then an analytic phonics programme follows where learners are taught the whole words before analysing their component parts. In South Africa, most schools use the THRASS programme which refers to “Teaching Handwriting Reading and Spelling Skills” for teaching phonics. When following this programme, learners are taught to distinguish phonemes (sounds or speech sounds) from graphemes (units of writing) and also to learn the phonemic sound and the formation of each letter simultaneously. In addition, Joubert et al. (2014:180) argue that this programme is based on a multisensory approach and memorisation. Based on the explanation provided the THRASS programme is an example of the synthetic phonics programme.

3.3.7.2 Look-and-say method

The look-and-say method is also referred to as a global method and is grounded on the Gestalt theory. According to the look-and-say method, learners are expected to learn the whole word and not the parts (sounds). As a result, this method acknowledges the geometric shape of the words and not the individual recognition of the letters. Taking that into account, this method relies on the visual memory of the learners and if unable to recognise the word the learner is lost (Joubert et al. 2008:91). Learners are inspired to read the word in totality and not as in isolation. For Joubert et al. (2008:91) this method is regarded as an analytic method because the focus will be on the whole and thereafter the analysis of the parts.

When using this method to support the learners experiencing reading problems, teachers use flashcards with word, sentence strips and story cards (Joubert et al. 2014:111). During the reading process, the learners follow the following steps: firstly, they are expected to read the flashcards and then write down the words; secondly, the learners read the sentences from the sentence strips and then cut out each word and

form their own sentences; finally, the teacher tells the learners the story based on the sentences used from the sentence strips.

3.3.7.3 Eclectic method

The eclectic method is also referred to as the combined method. This method combines the phonic and the look-and-say methods. Furthermore, it uses sentences and the word as its point of departure which implies that a meaningful whole is used. This will make learners realise that words are formed by letters, which have sounds. For example, with the word “cat”, the learners will realise that the word is made up of three letter-sounds that is **c+a+t** and sound it as /k/ + /a/ + /t/ and then the word “cat” is formed.

According to Joubert et al. (2014:112), the eclectic or combined method has the following advantages: firstly, it introduces learners to strategies for unlocking words (such as sounding) and secondly, it includes different learning and reading styles, and as a result, diverse learners are accommodated in the reading process.

3.3.7.4 The language experience method

The language experience method permits learners to share and discuss their experiences; listening to and telling stories; dictating words, sentences and stories; and writing independently (Vacca et al. 2012:124). As a result, in this method, the learners' own experience of language will be based on their real-life experiences. By using this method, the teachers are able to teach both reading and writing at the same time.

3.3.7.5 Alphabetic method

Before the reader can read a particular language, he or she must be able to know the letters of the alphabet of that language. According to Hugo and Lenyai (2013:4), alphabetic knowledge refers to readers' ability to identify letters and understand that letters of the alphabet are written symbols that can be named and learned separately. Vacca et al. (2012:164) also emphasise that knowing letters of the alphabet is an excellent predictor of success in the early reading. Therefore, the learners need to learn the letters and their corresponding sounds first before learning how to read. This is what the alphabetic method entails.

When using the alphabetic method to support learners with reading problems, the teachers will make sure that the learners master the name of the letter and its

corresponding sounds. For example, if the teacher wants to teach the learners how to read the word “dog”. Firstly, the teacher will make sure that he or she has taught the learners the letter “d”, “o” and “g” separately with their corresponding sound before teaching them how to read the word. By doing that the learners will realise that there is a correlation between letters (graphemes) and sounds (phonemes) (Vacca, Vacca & Gove 2000:17).

The levels of the reading support are critical when supporting learners who experience reading problems in FSS. As a result, teachers need to adapt and differentiate their reading strategies and techniques when supporting the diverse reading needs of learners in their classrooms. In addition, the LSTs should ensure that they assist both the learner individually and guide teachers on how to support these learners in their classroom.

3.3.8 Reading Support for Learners Experiencing Reading Problems

3.3.8.1 What is reading support?

The concepts reading remediation, reading intervention, remedial reading and reading support are used interchangeably in literature. Reading remediation refers to the process of assessing and instructing struggling readers (Caldwell & Leslie 2013:2). For the purpose of this study, the concept of reading support is used to refer to the process whereby learners who experience reading problems are supported through the use of different strategies and methodologies to improve their reading abilities. Considering this explanation, it is important for teachers to understand different reading support models and how they are structured so as to be able to support diverse learners in their classrooms. However, Caldwell and Leslie (2013:29) argue that the structuring of reading support for diverse learners is not an easy task, as teachers need to understand the type of learners they are supporting, the amount of time to spend with each child and other categories of reading such as word study, fluency and comprehension. Therefore, the implementation of different reading support models is of importance for teachers.

There are different reading support models available to use for improving learners reading abilities. One of such models is Response to Intervention (RTI).

3.3.8.2 Explaining response to intervention (RTI).

RTI is referred to as a multi-tiered model which provides a framework for a responsive classroom where the learning environment is modified by tiers of differentiated instruction based upon ongoing formative assessment of learners progress (Roe & Smith 2012:109). It focuses on both a measuring frame which calls for identifying learners with learning problems and an instructional frame which call for identifying these learners (Johnston 2010:602). In addition, Lerner and Johns (2012:28) explain RTI as a prevention model to limit or prevent academic failure by providing an “evidence-based teaching procedure” for all learners in general education.

Although there are numerous forms of RTI, many descriptions of RTI use three tiers of interventions (support). Tiers are one way that instruction can be described to differentiate between levels of intensity (Brown-Chidsey, Bronaugh & McGraw 2009:17). This implies that they emphasise the intensity of instruction rather than the steps in a process. Figure 3.11 illustrates an RTI model with three tiers of intervention.

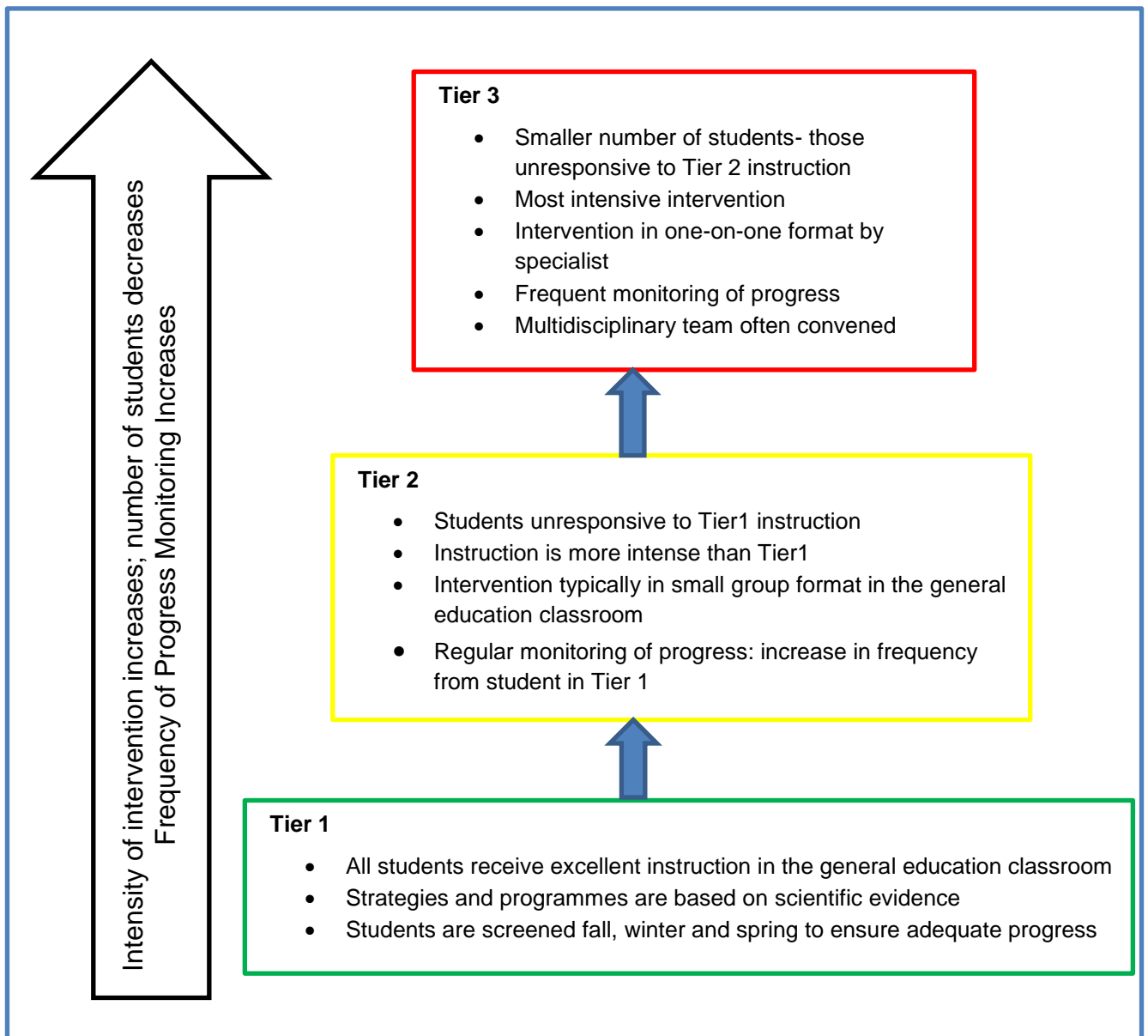


Figure 3.11: RTI model with three-tiers intervention

Source: Adapted from Mercer, Mercer and Pullen (2011:80)

Figure 3.11 illustrates the RTI three tiers of intervention or instruction. The first tier is referred to as primary, universal or core instruction (Brown-Chidsey et al. 2009:19) and indicates support for all learners in the general education classroom. In this tier, the classroom teachers provide all learners with the core curriculum. Furthermore, they are responsible for implementing classroom instruction and screening with the purpose of identifying students who achieve well below their peers (Johnston 2010:9). The second tier is referred to as secondary, strategic, supplemental instruction (Brown-Chidsey et al. 2009:19). It focusses on specific prevention or remedial interventions for small groups of

learners (Orosco & Klingner 2010:274). The support teachers or remedial teachers are responsible to offer support for learners falling in this tier. The third tier is referred to tertiary and intensive instruction (Brown-Chidsey et al. 2009:19). Similarly, Lerner and Johns (2012:40) argue that support in tier three is intensive and evidenced-based. Learners falling into tier three require more specialised support, and they are thus taught in small groups or individually. In order to make sure that effective support is provided to these learners, teachers will collaborate with parents and other specialists such as psychologists.

RTI strives to provide adequate and effective support to all learners. Considering that, all learners will be screened firstly in order to identify the correct tier or level of support. During the process of support, the learners will be monitored on a continuous basis in each tier to check the progress of support. Figure 3.12 on the next page show the flow chart of the three tiers of RTI.

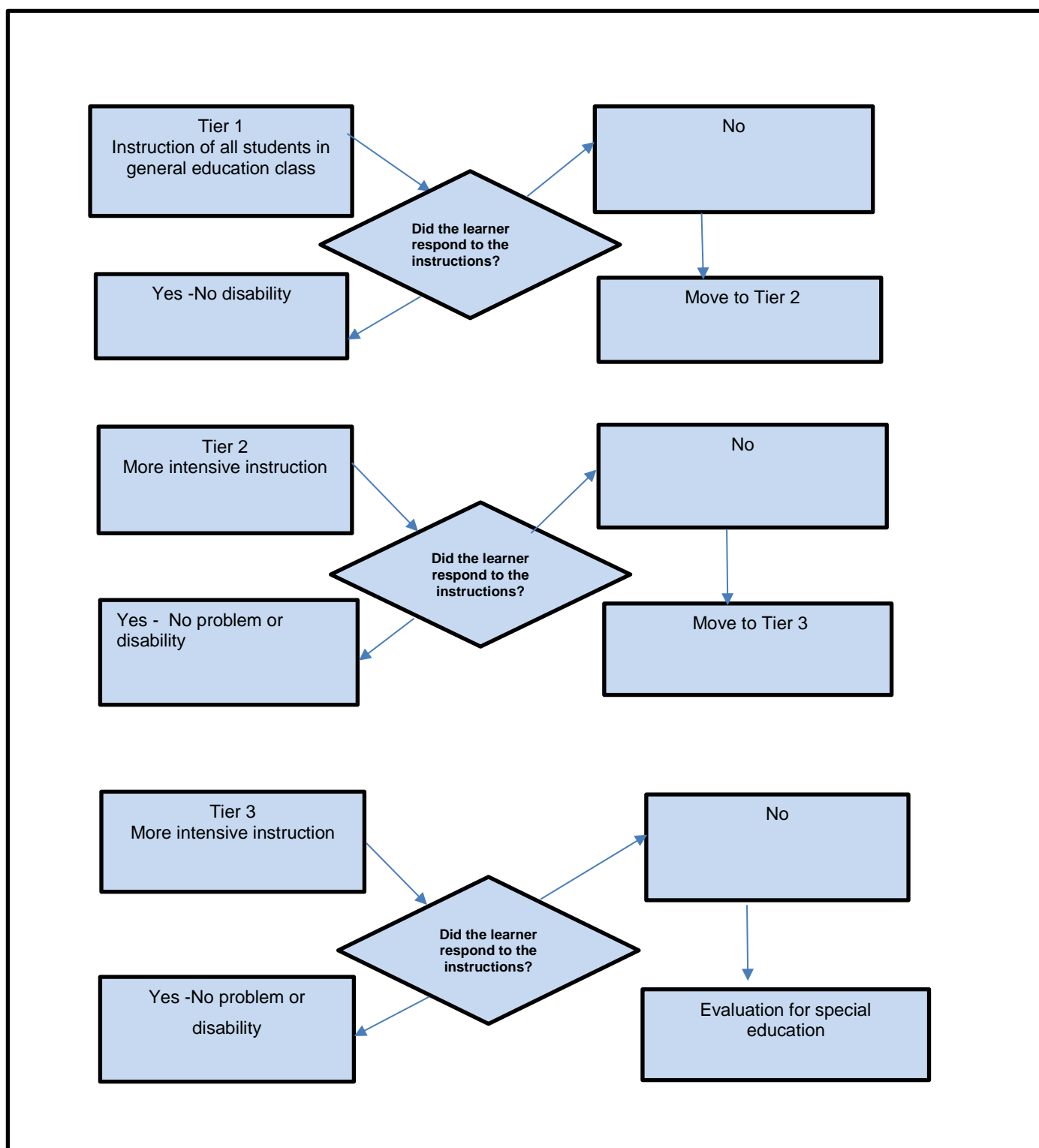


Figure 3.12: Flow chart for the three tiers of RTI

Source: Adapted from Lerner and Johns (2012:41)

It is apparent from figure 3.12 that support using RTI follows a continuous process. In Tier 1 all learners receive support in a general education classroom and if the learners respond well to the support it means that the learners do not have the disability or a problem and the learners will remain in the general classroom. But, if the learners are not positively responding well to the support, the learners will be referred to Tier 2 for more intense instruction or support. If the learners respond well to the support at Tier 2 the learners will remain in Tier 2 and receive more support and be referred back to Tier 1, but if the learners still do not respond to the support after intensive support at Tier 2 the learners are referred to Tier 3. At Tier 3 the learners will receive more intensive support in small groups. Lastly, if the learners respond well at Tier 3 the learners will remain in Tier 3 for more support and be referred back to Tier 2 and 1 depending on their progress but if the learners do not respond positively to the support in Tier 3, the learners will be considered to go for evaluation for special education.

3.3.8.3 Reading support and Respond to Intervention (RTI)

RTI provides a framework for a responsive classroom where the learning environment is modified by tiered or differentiated instruction based upon ongoing formative assessment of the learners' progress (Roe & Smith 2012:109). Drawn from this framework learners experiencing reading problems can be identified earlier and receive support at different levels. Figure 3.13 on the next page indicates the learners' reading needs and the different tiers.

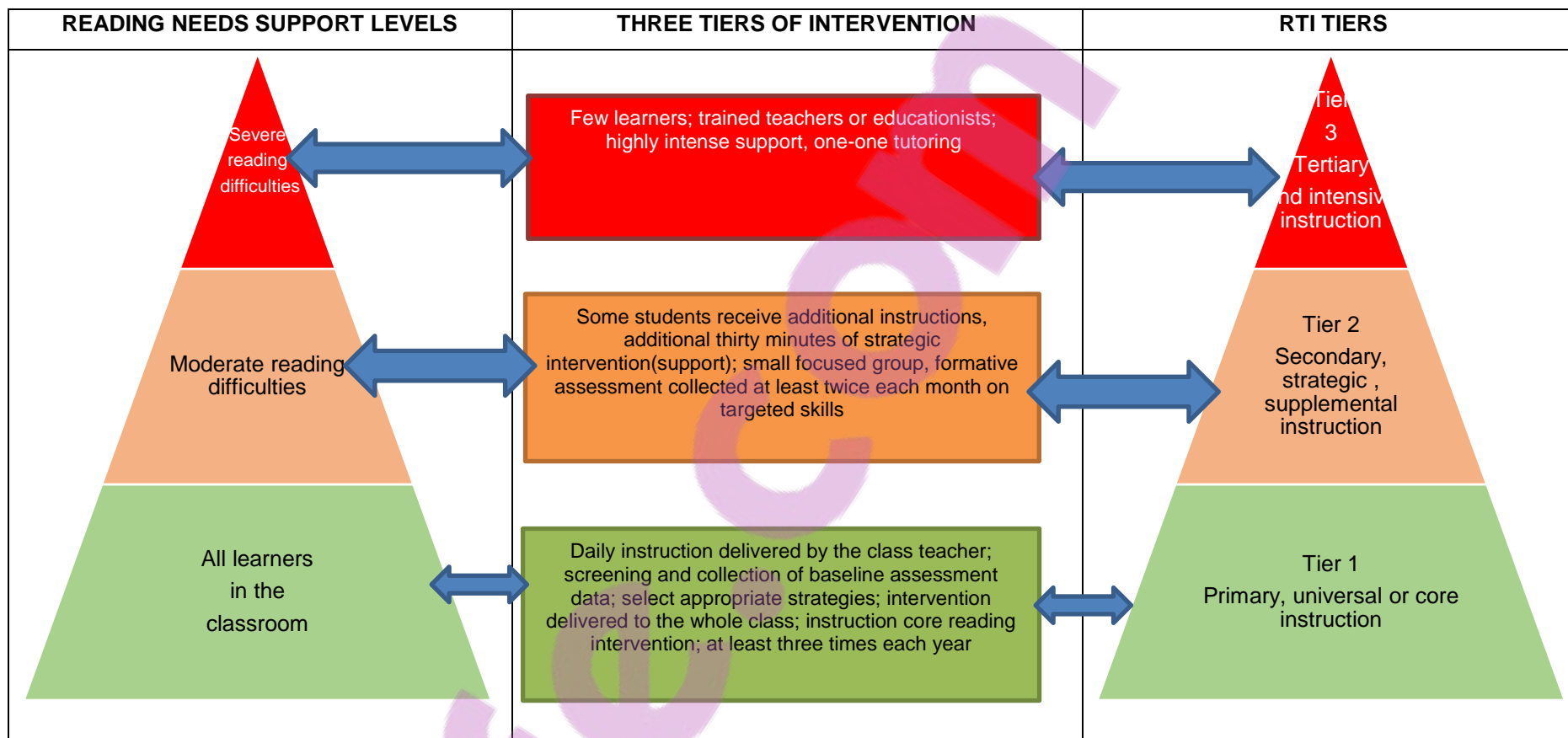


Figure 3.13: Reading needs support levels and RTI model with three tiers of intervention

Source: adapted from Roe & Smith (2012:109-110), McCormick (2007:420); Brown-Chidsey, et al. (2009:19)

Figure 3.13 indicates that more learners will receive support in Tier 1. In this tier, the classroom teacher provides core instructional support to all learners in their classrooms. With reference to the study, Grade 3 classroom teachers will be responsible to offer support to all learners in their classrooms. Firstly, they will conduct screening assessment based on the expected reading standard for Grade 3 learners in order to identify the reading skills that needs to be developed or improved (section 3.2.2). Taylor (2008 as cited in Gillet, Temple, Temple & Crawford 2012:28) maintains that an effective core reading instruction includes phonemic awareness and phonics instruction, fluency, vocabulary and comprehension instruction. From the screening assessment, the Grade 3 classroom teacher will collect and use the baseline assessment data to choose the appropriate intervention strategies and methods (sections 3.4.3 to 3.4.4). Should the learner read below the expected reading level the learner will be identified as having a reading problem and will be referred to Tier 2 for further intervention, but should they read according to the Grade 3 reading level, they will remain in Tier 1 for support. Tier 2 calls for small group intervention using an evidence-based approach and is specifically designed to accelerate reading growth for learners with moderate reading difficulty (Gillet, Temple, Temple & Crawford 2012:30, Denton, Vaughn, Wexler, Bryan & Reed 2012;7). This study was conducted in FSS and learners who require a moderate level of support are accommodated in those schools (section 2.2.4). This implies that most of the learners accommodated in FSS will receive support in Tier 2. In addition to the support that the Grade 3 classroom teachers provide, learners identified as experiencing reading problems will be pulled out from their classroom to the LST's classrooms.

In the LST classroom, learners will receive additional support which supplements the classroom teachers' support. The support will be more focused and directed towards improving the reading level of the learners, and will be monitored continuously by using different assessment techniques. Then, if the LSTs discover that the learner is making progress with the support, they will recommend that the learner stays with them or should to receive support in their classrooms meaning they will be referred back to Tier 1 for support. But should the LSTs discover that the learner is experiencing severe reading problems and makes no progress in their classrooms, the learners will be referred for a more specialised support at the special schools with an educational psychologist. This will be on Tier 3 level.

3.4 CHAPTER SUMMARY

This chapter provided the conceptual knowledge regarding reading and reading support in FSS. Firstly, the important aspects regarding teaching Grade 3 learners to learn to read were highlighted. Secondly, the reading problems experienced by Grade 3 learners were also elucidated. Thirdly, Vygotsky's sociocultural theory as a theory adopted for the study for providing support for learners who experienced was explained. Fourthly, this chapter incorporated models, methods and strategies to reading support. Lastly, the concept of reading support was explained and followed by the Respond to Intervention (RTI) model as a framework for supporting learners experiencing reading problems.

The next chapter presents the research methodology employed when conducting the study and a description of the qualitative research tools used for gathering the data.

CHAPTER 4:

RESEARCH DESIGN AND METHODOLOGY

“Research is formalised curiosity. It is poking and prying with a purpose.”

-Zora Naele Hurston

4.1 INTRODUCTION

As mentioned in the preceding chapters, the aim of this study was to explore how Grade 3 teachers support learners who experience reading problems in FSS. Information collected from the literature was used as a basis to answer the primary research question “How do Grade 3 teachers support learners who experience reading problems in FSS?”

This chapter outlines the research design and methodology used to gather data for the study. The chapter starts by providing a detailed discussion on the research paradigm, approach and design suitable for the study. It also highlights the procedure used to sample the participants and the methods used for collecting data. Subsequently, the chapter provides a thorough explanation on how data will be analysed. Furthermore, the chapter clarifies how issues of trustworthiness and ethical consideration are addressed in the study. The chapter then concludes by outlining the limitations of the study. The summary of the research process of the study is highlighted in Table 4.1.

Table 4.1: Summary of the research process for the study

Research paradigm		
	Social constructivism/ interpretivism	
Research approach		
	Qualitative	
Research type/ design		
	Phenomenology	
Sampling/ Participants		
Selection of participants	Purposive sampling	
School A	4 Grade 3 teachers	2 LSE
School B	4 Grade 3 teachers	1 LSE
School C	3 Grade 3 teachers	3 LSE
Research methods		
Data collection methods	Data collection documentation	
Semi-structured interviews	Verbatim written transcriptions of interviews	

Observations	Observations field notes
Document analysis	
Data analysis and interpretation	
Qualitative thematic analysis	
Trustworthiness	
Credibility, transferability, dependability, confirmability	
Ethical considerations	
Informed consent, anonymity, confidentiality	

4.2 THE RESEARCH PARADIGM

When conducting research, it is of importance for researchers to first outline the paradigm that underpins their study. In literature, various definitions of the term paradigm are found. According to a definition provided by Nieuwenhuis (2016:52), a paradigm is expectations and convictions about the fundamentals of reality and this leads to a certain view that a person holds. On the other hand, Barker (2003:312) defines it as an example which contains certain suppositions and can be used as a design when a researcher collects and interprets data. Bertram and Christiansen (2016:22) see it as signifying certain view of life which is used in a study and researchers possessing this view believe that it guides their research and the way in which they do research. It is, therefore, the researcher's viewpoint, or frame of reference for looking at life or understanding reality (Delpont, Fouche & Schrink 2011:297).

To define the concept further, Blanche, Blanche, Durrheim and Painter (2006:6) argue that paradigms are arrangements of interconnected practice and the way in which they think. They believe that paradigms that help them to understand reality is making use of three dimensions: the ontology, which stipulates the nature of reality that is to be studied and that which can be known about it; the epistemology, which stipulates the nature of the relationship between the researcher (knower) and what can be known; and the methodology, which stipulates how researchers may go about practically studying whatever they believe can be known. In addition, Denzin and Lincoln (2011:116) argue that, during an investigation, researchers also bring value to the study: this is known as the axiological assumption. Taken together, these definitions suggest that researchers will approach their studies making use of a certain view of

life and the world, a certain set of beliefs or suppositions that will direct their research (Delpont, Fouche & Schrink 2011:298). This enables researchers to shape both what they see and how they understand it (Babbie 2007:32).

A qualitative approach is used in this study and Lichtman (2014:116) argues that qualitative researchers aim at interpreting data collected within a framework. Qualitative researchers thus need an interpretive framework as departure for their research. Table 4.2 overleaf indicates the philosophical assumptions embedded within an interpretive framework.

Table 4.2: Interpretive frameworks and associated philosophical beliefs

Interpretive Framework	Ontological Belief (the nature of reality)	Epistemological Belief (how reality is known)	Axiological Belief (role of values)	Methodological Belief (approach to inquiry)
Post-positivism	A single reality exists beyond ourselves, “out there”. Researcher may not be able to understand it or get to it because of a lack of absolutes	Reality can only be approximated. But it is constructed through research and statistics. Interaction with research subjects is kept to a minimum. Validity comes from peers, not participants.	Researcher’s biases need to be controlled and not expressed in a study	Use of scientific method and writing. Object of research is to create new knowledge. Method is important. Deductive methods are important, such as testing of theories, specifying important variables, making comparisons among group.
Social Constructivism	Multiple realities are constructed through our lived experiences and interactions with others.	Reality is co-constructed between the researcher and the researched and shaped by individual experiences	Individual values are honoured and are negotiated among individuals.	More of a literary style of writing used. Use of an inductive method of emergent ideas (through consensus) obtained through methods such as interviews, observing, and analysis of texts.
Transformative/ Postmodern	Participation between researcher and communities/ individuals being studied. Often	Co-created findings with multiple ways of knowing.	Respect for indigenous values, values need to be problematised and interrogated.	Use of collaborative processes of research; political participation encouraged; questioning of methods;

Interpretive Framework	Ontological Belief (the nature of reality)	Epistemological Belief (how reality is known)	Axiological Belief (role of values)	Methodological Belief (approach to inquiry)
	a subjective-objective reality emerges			highlighting issues and concerns.
Pragmatism	Reality is what is useful, is practical, and “work.”	Reality is known through using many tools of research that reflect both deductive (objective) evidence and inductive (subjective) evidence.	Values are discussed because of the knowledge reflects both the researchers’ and the participants’ views.	The research process involves both quantitative and qualitative approaches for data collection and analysis.
Critical, Race, Feminist, Queer, Disability	Reality is based on power and identity struggles. Privilege or oppression is based on race or ethnicity, class, gender, mental abilities, sexual preference	Reality is known through the study of social structures, freedom and oppression, power and control. Reality can be changed through research.	Diversity of values is emphasised within the standpoint of various communities.	Starts with assumptions of power and identity struggles, documents them, and calls for action and change.

Source: Adapted from (Lincoln 2011, as cited in Creswell 2013:36-37).

This study focused on understanding real human activities; thus, the researcher interviewed and observed Grade 3 teachers' supporting learners experiencing reading problems and how learners responded to the teachers' strategies and methods in order to explore how they use their knowledge and experiences to construct meaning for reading support.. Furthermore, relevant documents were also analysed. Taking that into account, the researcher adopted the social constructivism paradigm as a lens for interpreting the phenomena under study.

4.2.1 Social Constructivism

In literature, the terms social constructivism, constructivist, interpretivism and interpretivist are sometimes used interchangeably. For Bertram and Christiansen (2016:26), the interpretive paradigm has evolved as a response to or critique of positivism and post-positivism. In contrast to the post-positivist approach that aims to describe, explain and predict what people will do, the interpretivist aims to understand and describe how people make meaning of their particular action and sense of their world.

Researchers who follow this particular paradigm hold the view that there is forever change in reality irrespective what the observer does, and this gives rise to various realities that people have. This implies that different insights gained clarify different perspectives and they all reflect the unique reality and identity of participants (Nieuwenhuis 2016:121). In addition, Bertram and Christiansen (2016:26) argue that the multiple interpretations are equally valid and that the results are created and not found. Thus, constructivists recognise that their own background shapes their interpretation and as a result, they position themselves in the research to acknowledge how their personal, cultural and historical experience influences their interpretation (Creswell 2014:8). Nieuwenhuis (2016:60) further argues that, at the most philosophical level, the interpretivist paradigm is strongly influenced by hermeneutics and phenomenology. The former refers to the study of meaning and interpretation in historical texts while the latter refers to an approach that stresses the fact that people interpret reality subjectively. With that in mind, the researcher is also of the opinion that teachers use their knowledge and experience in order to explain how learners with reading problems should be supported

in FSS. As a result, they might have different opinions on which strategies and methods to adopt when supporting such learners.

For Nieuwenhuis (2016:61-62), the interpretivist perspective is centred around the following beliefs:

- Human life can only be understood from within, and it cannot be observed from some external reality. Therefore, interpretivism focuses on the subjective experience of the people, how they “construct” their social world by sharing meanings, and how they interact or relate with/to each other.
- Social life is a distinctively human product. Interpretivists assume that reality is socially constructed and not objectively determined. For Hussey and Hussey (1997:100), the underlying supposition is that if researchers observe people in their social contexts, there is a greater opportunity to understand the perceptions they have of their own activities.
- The human mind is the purposive source or origin of meaning. By exploring the depth, complexity and richness of the phenomena, the researchers can begin to develop an understanding of the phenomena in their social context. Through uncovering how meaning is constructed, researchers can gain insights into the meanings imparted and thereby improve their comprehension of the whole.
- Human behaviour is influenced by knowledge of the social world. Interpretivism posits that there are multiple rather than single explanations of phenomena and that realities can differ across place and time.
- The social world does not “exist” independently of human knowledge. As a result, the researchers’ own knowledge and understanding of phenomena constantly influence the types of questions they ask and the way they conduct research.

Using interpretivism as a research paradigm helped the researcher to have a broader understanding of how Grade 3 class teachers and LSEs construct meaning of reading support in FSS. The researcher interviewed the Grade 3 class teachers and LSEs in order to allow them to express their understanding of reading support based on their knowledge and experiences. Furthermore, she observed the teachers in their classroom so as to see how they support learners who experience reading problems in their classroom. This allowed the researcher to explore which strategies and methods the Grade 3 teachers and LSEs use when supporting such learners in their classroom.

Having interviewed and observed teachers in their own unique context also allowed the researcher to interpret the meaning constructed about reading support from the teachers' perspective.

In the next section, the research approach that guides the study will be explained in detail.

4.3 RESEARCH APPROACH

Research approaches are plans and the procedures for research that start with the broad assumptions leading to the use of methods of data collection, analysis and interpretation which is done in more detail (Creswell 2014:3). In selecting the most suitable approach for the study, the researcher took into account the philosophical assumptions (such as the research design and research methods) that she wanted to bring to the study in order to address the research problem. From literature, most scholars argue that there are three major approaches to research, which are qualitative research, quantitative research and mixed methods. Johnson and Christensen (2014:33) state that qualitative research mainly makes use of non-numerical data such as words and pictures while quantitative research uses numerical data and mixed-methods research involves mixing of qualitative and quantitative research methods, approaches, or other features of paradigms. To guide the study, a qualitative research approach was used because the researcher intended to go to the field to collect empirical data, which she used to address the research question stated in section 1.4.

4.3.1 Qualitative Research

Qualitative research is also called interpretative research or field research (Lodico, Spaulding & Voegtler 2010:142). While several explanations of the term 'qualitative research' have been suggested, for this study the researcher adopts the definition suggested by Creswell (2014:4) who sees it as a way to understand and investigate the meaning that people or groups of people attach to a social or human problem. In this study, the researcher explores how Grade 3 teachers give meaning to reading support for learners experiencing reading problems in FSS.

Although there are many types of qualitative research, it is believed that all qualitative research is naturalistic as it focuses on natural settings where interaction occurs (Nieuwenhuis 2016:53). In this study, the researcher visited three identified FSS in the

Tshwane North district where 11 Grade 3 teachers and six LSTs were interviewed and observed during reading lessons in their classrooms. During the observation, the researcher explored which strategies and methods the teachers used when supporting learners experiencing reading problems. Furthermore, she observed how teachers related with the learners and how the learners responded to the support given. This process was done over a period of three weeks because the researcher saw reading support as a process and not as a once-off activity.

Qualitative research also allows researchers to collect first-hand and in-depth knowledge about the phenomenon they want to explore. In this instance, the researcher will be able to use this approach to collect rich data from participants with the purpose of having a deeper holistic understanding on how Grade 3 teachers support learners who experience reading problems in FSS. At the same time, with such data, the researcher was in a better position to expand on the theoretical assumptions and requirements that are necessary for teachers when supporting Grade 3 learners who experience reading problems in FSS. Furthermore, the approach also assisted in ascertaining the best strategies and methods to use for reading support in FSS.

In addition, Johnson and Christensen (2014:33) assert that qualitative research is a bottom-up approach and that researchers collect information and formulate hypotheses and grounded theory from facts that they get when they do fieldwork. During the study, the researcher interviewed and observed Grade 3 teachers to understand the topic under study from their perspective to construct new knowledge. This allowed the researcher to be open to new strategies and methods teachers might suggest for reading support.

Most qualitative researchers adopt an inductive method of reasoning when analysing data (refer section 4.7) and strongly believe that there are many viewpoints that they can discover in their research (Lodico et al. 2010:142). In supporting this view, McMillan and Schumacher (2016:347) further argue that qualitative researchers are not concerned with formulating of hypotheses and gathering of data to prove or disapprove an issue, but they are rather concerned about gathering data first and then synthesising the data inductively to generate findings. The researcher also adopted this reasoning when analysing collected data so as to derive relevant categories and themes.

Proponents of this approach study social occurrences and unveil the feelings and viewpoints of the people who take part in their study (Lodico et al. 2010:142).

Considering this, the researcher will also interview the Grade 3 class teachers and LSEs in order to allow them to say what they think reading support is all about and how it should be structured for learners experiencing reading problems. This will help the researcher to listen to the teachers' voices and gather as much information as possible from the teachers' perceptions with regard to how they support learners experiencing reading problems in the FSS. Furthermore, the researcher will be able to observe the teachers' emotions or feelings regarding the topic under study.

Qualitative researchers attempt to define and understand instead of elucidating or predicting human behaviour (Babbie & Mouton 2001:53). For Lodico et al. (2010:14) qualitative research is often conducted by persons who hold an agenda which is interpretive, constructivist or naturalistic. Taking that into account, the researcher will visit the research sites so as to understand the settings. This will allow her to describe and understand how Grade 3 teachers in FSS support learners with reading problems in their classrooms. Furthermore, the researcher will be in a position to understand the teachers' behaviour from their different contexts. Table 4.3 illustrate the summary of the characteristics of qualitative research and how they apply to the study.

Table 4.3: Characteristics of qualitative research and implications for the study

Characteristics of qualitative research	Implications for the study
Natural setting	<ul style="list-style-type: none"> The study will be conducted in FSS and specifically in the Grade 3 classrooms
Context sensitivity	<ul style="list-style-type: none"> The researcher will consider different contexts when trying to understand how Grade 3 teachers support learners experiencing reading problems in their classrooms. Both the immediate context (e.g. school, family) and larger context (e.g. community, DoE) will be taken into account.
Direct Data Collection	<ul style="list-style-type: none"> Grade 3 class teachers and LSTs will be interviewed and observed Documents used by Grade 3 teachers will be analysed
Rich Narrative Description	<ul style="list-style-type: none"> The researcher will record every information gathered during the study. Teachers will be interviewed-both verbal (participants' responses recorded on a voice-recording machine) and non-verbal cues. (e.g. their emotions when answering the questions) Detailed field notes will also be written during the observation.

Characteristics of qualitative research	Implications for the study
Process Orientation	<ul style="list-style-type: none"> The researcher seeks to explore how Grade 3 teachers support learners experiencing reading problems in their classes so that she can have deep understanding on how such reading support is provided.
Inductive Data Analysis	<ul style="list-style-type: none"> The researcher will first collect data from the field through conducting interviews, observation and documents analysis. Then after data will be coded categorised and thematically arranged using the method suggested by Creswell (2002).
Participant perspective	<ul style="list-style-type: none"> The researcher will try to understand reading support from the teachers' perspective. More focus will be given to how teachers provide meaning to reading support and the strategies and methods that they use when supporting learners experiencing reading problems in their classroom. The researcher will understand the phenomenon from a multiple perspective because teachers will use their knowledge and experiences to construct meaning pertaining to phenomenon under study
Emergent design	<ul style="list-style-type: none"> The researcher entered the study with no knowledge of the participants and the research sites. The researcher will start the study with the initial plan indicating the methodologies expected to use. However, plan is not cat in stone and can be changed as the research progresses.
Complexity	<ul style="list-style-type: none"> The researcher is of the opinion that supporting learners with reading problems in FSS is a complex matter, and teachers have different opinions regarding the issue based on the knowledge, experience, and their context.

Source: Adapted from McMillan & Schumacher (2016:345)

Having discussed the research approach underpinning the study, the researcher now moves on to discuss the research design that guides the study.

4.4 RESEARCH DESIGN

According to a definition provided by McMillan and Schumacher (2014:28), research design is the process which is followed to manage a study which includes when, from whom and under which conditions the information will be obtained. It describes all the issues which are used when planning and performing the study, which involves the

problem that has to be identified up to the way in which the results are reported and published (Punch 2005:54). Lichtman (2014:129) asserts that a research design assists researchers in planning their research, defining a set of steps or procedures that they should follow in conducting research and assist in grounding their research in a conceptual or theoretical model. It is thus the strategy that assists the researcher to decide how the research will be presented (Mouton 2003:55). As a result, it is crucial that, before the research commences, guidelines that give order and direction and that help in maintaining focus in the study be created (Burton & Barlett 2005:96).

Researchers have identified five types of research design in qualitative studies, namely, ethnography, grounded theory, phenomenology, case study and narrative research. Table 4.4 provide a summary of those research designs.

Table 4.4: Comparison of common research designs

Research design	Questions/ purpose	Key elements	Process	Other issues
Ethnography	Study of culture	In-depth; observation in the field; symbolic interaction	Emerging in culture; in-depth examination but not necessarily extensive immersion; thick description	Gaining access; spending sufficient time in field
Grounded theory	Theory emerges from data	Theoretical saturation; constant comparative coding	Structured approach to selection of participants; coding data prescribed	Closely aligned with post-positivists and traditional approaches
Phenomenology	Study of lived experiences	Interview to determine essence of lived experience; philosophical	Bracketing (epoche); in-depth interview	Understanding philosophical basis
Case study	Study of particulars	A limited and bounded case; key informants	Detailed look at a particular setting	Identifying key players; getting access to documents
Narrative	Study of life history and stories	Individual stories; epiphany	Lives and stories discovered through interviewing	Connections beyond individuals

Source: Adapted from Lichtman (2014:128)

In this study the researcher aimed to explore how Grade 3 learners with reading problems were supported in FSS and therefore, a phenomenological design was appropriate. The qualitative research design used in this study aligned well with phenomenology because the researcher aimed to conduct in-depth interviews with the Grade 3 class teachers who were the participants of this research. The researcher also reviewed literature on interpretivism (section 4.2.1), and this provided her with the understanding of the philosophical basis for the study. Below follows the discussion of the phenomenological design as it is applied in the study.

4.4.1 Phenomenology

Phenomenology originated from the work of Edmund Husserl (1859-1938) and was expanded in the writing of Heidegger, Sartre and Merleau-Ponty (Liamputtong 2013:7). As a research design, phenomenology attempts to understand and generate knowledge about lived experiences of individuals. Nieuwenhuis (2016:77) states that phenomenological studies focus on the meaning that lived experiences hold for participants, that is “to determine what an experience means for the persons who have had the experience and are able to provide a comprehensive description of it”. The focus is to describe commonalities of participants, with regard to how they experience a particular phenomenon. In this study, the researcher determined how Grade 3 teachers support learners who experience reading problems in their classroom. In obtaining that, Grade 3 class teachers and LSTs were interviewed and observed because, in the researcher’s view, these teachers had knowledge and experience about the phenomenon which the researcher wanted to explore. In this manner, the researcher was able to explore how teachers experienced the teaching of reading in the Foundation Phase and what commonalities existed between them in their support of Grade 3 learners experiencing reading problems.

Additionally, phenomenology is rooted in the philosophical perspective of consciousness. Based on that view, Hesse-Biber and Leavy (2011:19) contend that knowing how consciousness functions allows researchers to understand how an individual creates an understanding of social life. Because the researcher planned to use phenomenology as a research design, she should be able to understand the teachers’

viewpoints and their actual understanding when supporting Grade 3 learners who experience reading problems.

To better understand phenomenology as a design, Nieuwenhuis (2016:78) describes two specific approaches, which are hermeneutic phenomenology and transcendental (sometimes referred to as empirical or psychological) phenomenology. For Van Manen (1997, as cited in Nieuwenhuis 2016:78), hermeneutical phenomenology explains research as oriented towards documenting lived experiences (phenomenology) and interpreting the “texts” of life (hermeneutics). Furthermore, he sees phenomenology as an interpretive process and not a description because the researcher has to interpret the significance of the experiences that people have lived through. In addition, Lichtman (2014:115) argues that in a hermeneutical process, there is an interaction or link between the researcher and what is being interpreted as it is with the interpretation of textual material. One can think in this regard about the interpretation of textual material such as the Bible. In contrast to this, Moutakas (1994, as cited in Nieuwenhuis 2016:78) sees transcendental phenomenology as focusing more on the description of the participants’ experiences than on the interpretations of the researcher. For the purpose of this study, transcendental phenomenology is more relevant as the researcher is interested in exploring how teachers describe reading support from their experience, taking into account their conditions, situations or contexts.

In a phenomenological design, researchers have to make sure that their personal biases are put aside during the research and they, therefore, have to bracket or shelve their personal judgement when they do the research (Nieuwenhuis, 2016:77). Tufford and Newman (2010: 80) explain bracketing as a method used in qualitative research to lessen the potential influence of the effect of preconceptions that may influence the research process. However, Lichtman (2014: 116) claims that, in qualitative research, bracketing is not possible because researchers are expected to interpret data. Furthermore, Heidegger (in Lichtman 2014: 116) argues that the researchers’ experience is influenced by their own background, gender and culture. Based on that he uses the concept of ‘authentic reflection’ rather than bracketing which permits researchers to acknowledge their own assumptions about a phenomenon. Despite the argument provided by Lichtman, the researcher still followed Husserl’s idea of bracketing because she was of the opinion that putting aside her preconceptions about the

phenomenon being explored, would allow her to understand the reality of the phenomenon from the participants' perspectives.

4.5 POPULATION AND SAMPLING

Population refers to a group of people to be used to get a sample in a research project (Liamputtong, 2013:390). Sampling deals with which setting to use in a research study, as well as what conduct of people, which occurrences or which people to used (Bertram & Christiansen 2014:59). Sampling, therefore, depends on the opinion of the researcher on who can give information (DoE 2001:17) in order to be capable to answer the research question. At the time of this study, there were 75 mainstream primary schools in the 15 districts in Gauteng that had been transformed into FSS, five of which were located in the Tshwane North District where the research was conducted. For this study, the researcher purposively sampled the sites. The sites were recommended by the Chief Education Specialist (CES) in the district because she felt those school were practising IE and learners who were experiencing learning barriers from the neighbouring mainstream primary schools were referred to those FSS for support. Figure 4.1 provides the map showing four circuits of the Tshwane North district. From the four circuits, only three FSS will be selected to take part in this study.

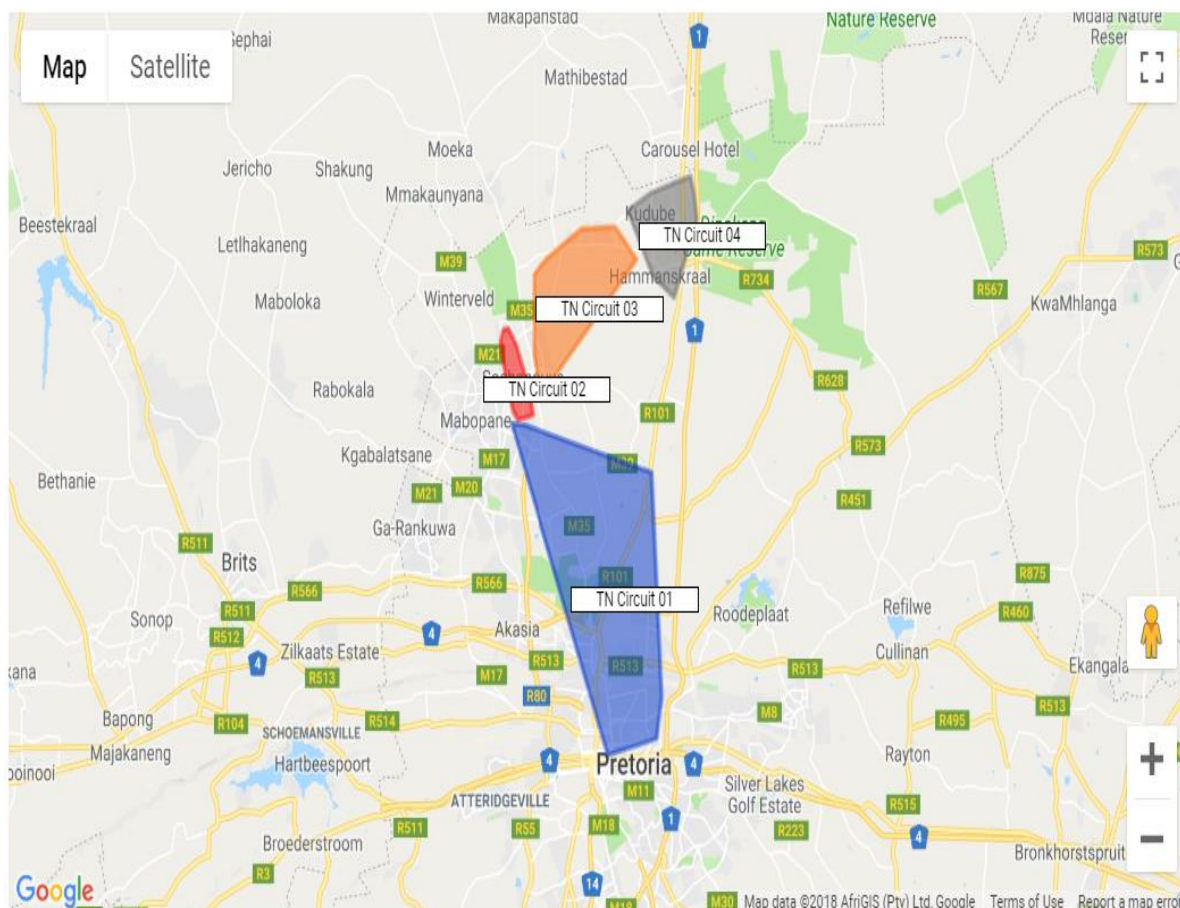


Figure 4.1: Map of the four circuits in Tshwane North District

Source: (GDE 2018).

4.5.1 Purposive sampling

Purposive sampling can be defined as an approach whereby participants are chosen based on the information they have or can give (Creswell et al. 2010:79). In the same vein, Lodico, Spaulding and Voegtler (2010:34) assert that purposive sampling permits the researcher to choose participants who have important information in relation to the purpose of the study. This study is qualitative in nature and Patton (1994: 184 cited in Nieuwenhuis 2016:84) suggests that, in a qualitative inquiry, there are no rules for sample size, leaving it to the researcher to decide on the number of FSS and Grade 3 teachers to include in the study. Considering this, the researcher purposively selected the district and the site because she believes that it will provide her with rich, in-depth qualitative data so as to learn and understand the concept of reading support in detail. This belief was influenced by the researcher's experiences when she was interacting with different inclusive facilitators from different district during the time when she was

employed as an inclusive facilitator at the Ekurhuleni South and GED as they were sharing the similar experiences. From her experience, the researcher noticed that many learners who were referred to the district office as experiencing learning barriers were Grade 3 learners who were unable to read and who needed support in that regard. As a result, most of those learners were referred to the FSS for individual attention and support.

The researcher purposely selected the participants based on the following: they were all teaching Grade 3 in an FSS; they had received training on how to support Grade 3 learners who experience reading problems; and they were available and willing to participate in the study. As a result, 11 Grade 3 teachers and six LSTs were selected. The district was chosen because it was easily accessible to the researcher and she had not worked in this district previously. The FSS were selected based on the CES recommendation because she assumed that these schools were practising IE and were among the first round of mainstream schools that were transformed into FSS within the Tshwane North (TN) district. In addition, the researcher had an opportunity to work closely with the inclusive facilitators from the TN district when she was working at ESD and GED office as an IE specialist for both foundation (Grades R-3) and the intermediate (Grades 4-6) phases. A stated she did not, however, work in the schools or with the teachers from the TN district. Lastly, Grade 3 was selected based on the researcher's knowledge, experience and understanding of this grade. Most importantly, it is the last grade in the Foundation Phase where the learners are taught to learn to read in order to prepare them for learning in the intermediate phase. With regard to the acquisition of good reading skills, it is thus an important grade.

4.5.2 Pilot study

Before collecting the real data, it is of importance for the researcher to pilot her study in order to familiarise herself with the research questions and to verify whether the participants would furnish her with rich data to answer the research questions. For Teddlie and Tashakkori (2009:203), a pilot study signifies a stage of the study wherein the researcher collects a small amount of data to (1) "test drive" the research procedures; (2) identify possible problems in the data collection protocols; and (3) set the stage for the actual study.

In support of Teddlie and Tashakkori's views, De Vos et al. (2011:394) affirm that in qualitative research, a pilot study is generally conducted informally with a few participants having the same characteristics as those that will be participating in the main study. They further indicate that pilot study is simply conducted to determine certain trends. Similarly, Bertram and Christiansen (2016:49) and Barker (2003:327-328) argue that a pilot study forms the preliminary stage where the research tools are verified with a small group of participants who hold the same characteristics with the actual study participants. With that in mind, it can be indicated that a pilot study is used to verify the research tool(s) to be used before the study can be conducted. In this study, the researcher piloted the interview questions with one of the Grade 3 class teachers from a neighbouring FSS. This teacher was selected because she had the knowledge and experience relating to how learners in Grade 3 who experience reading problems are supported. The researcher undertook this process in order to verify whether the research questions were clear and whether they would yield the anticipated results. Depending on the outcome of the pilot study, the researcher either changed or left the questions as they were. In this study, after the pilot study the researcher felt that some of the original questions were not formulated correctly and sounded confusing for the participant and hence they were rephrased. To clarify the concept further, Strydom and Delport (2011:395) highlighted the following features of a pilot study:

- Reviewing the literature – this involves making decisions about the position and the function of a literature review in a study which is conducted qualitatively. In order to ensure this, the researcher reviewed a wealth of literature pertaining to how Grade 3 teachers can support learners experiencing reading problems in FSS.
- Discussions with experts – conducting interviews with experts can assist the researcher to identify themes for further enquiry so as to conduct a literature review that is valid and to corroborate the findings. For the study, the researcher had an informal discussion with the one of the Foundation Phase language specialists in the TN district so as to identify possible themes that needed to be investigated within the district.
- Feasibility of the study – this emphasises the significance of undertaking an accurate and comprehensive assessment of the real situation to be studied. During this phase, the researcher openly addressed a group of participants about their willingness and cooperation during the study as well as the number of participants likely to be

involved until data saturation had been reached. For the study, the researcher arranged a meeting with the Grade 3 class teachers and LSTs who were selected to participate in order to ask them if they were prepared to be interviewed and observed and were willing to share their knowledge and experience of how they support learners having reading problems. In addition, they were asked to allow the researcher to analyse their documents, which included their lesson plans, work schedules, class timetable, the CAPS document, DBE workbooks and learners' readers.

- Testing the measuring instruments – even though this might be important, Strydom and Delport (2011:395) argue that, in a qualitative investigation, this is often difficult as this inquiry requires research to be conducted over a period of time. The researcher is of the opinion that not all tools that were used during this study could be piloted such as the classroom observation schedule because more time would be required to test them. However, she regarded piloting of the research questions as necessary and important in order to verify whether the questions formulated would be suitable for collecting the data. As a result, the researcher informally used the semi-structured interview questions prepared to interview one Grade 3 teacher at the neighbouring FSS for the pilot study.

4.6 DATA COLLECTION METHODS

The primary data for this qualitative study were collected from the field (that is the FSS). The researcher, therefore, planned the process for collecting data in advance, which encompassed a series of steps. According to Creswell (2003:185), data collection includes (a) constructing the limits of the study; (b) gathering data by using observation, as well as unstructured, semi-structured and open-ended interviews; and (c) deciding on the procedure to collect information. Henning, Van Rensburg and Smit (2011:6) view this as a means to be used by the researcher to obtain information to answer the research question. In this study, the researcher intended to answer the primary research question: "How do Grade 3 teachers support learners who experience reading problems in FSS?" In order to answer the primary research question, the researcher used semi-structured interviewing, classroom observation and document analysis because she was of the opinion that they were reliable and valid and would yield expected outcomes. Research methods are sometimes called the methodology of a study and are procedures that the

researcher uses to collect and analyse the necessary data (McMillan & Schumacher 2014: 16). In the section that follows, the research methods to be used in this study are discussed.

4.6.1 Semi-Structured Interviews

Creswell et al. (2016: 92) define an interview as a reciprocal discussion during which the interviewer asks the interviewees questions to collect data and to learn about the participant's behaviour, view, belief, ideas and opinions regarding a particular phenomenon. In this study, the researcher used semi-structured interviews to confirm what the researcher found during the literature review. According to Greeff (2015:351), semi-structured interviews are used by researchers with the intention of gaining a detailed picture of participants' beliefs about and accounts or perceptions of a particular topic and to allow the researcher and participants more flexibility. In order to allow this to take place, the researcher planned her interview questions well in advance. The interview questions comprised open-ended questions that allowed the participants to express their personal opinions and perceptions of how Grade 3 teachers can provide effective reading support for learners experiencing reading problems in FSS. Furthermore, it assisted the researcher to gather rich data from the participants with a particular focus on understanding how Grade 3 class teachers and LSTs perceived reading support, their current practices in supporting learners with reading problems and challenges that they experienced when having to support learners experiencing reading problems in their classrooms. The interviews took place for approximately an hour after the normal teaching time over a period of three weeks. The researcher started by interviewing the LSTs and then the Grade 3 class teachers. During the interview process, the researcher, with the participants' permission, recorded all interviews using a voice-recording device, and the participants were asked not to say their names or to mention any other personal details that may reveal their identity. The names of the FSS were also not mentioned, and the researcher used codes as identifiers. The participants' responses were then transcribed and saved in a password-protected file on the researcher's computer for safety purposes.

4.6.2 Classroom Observation

Nieuwenhuis (2016:90) uses the term "observation" to procedure that is done systematically to record the way in which participants behave, as well as objects and

participants' behaviour patterns, objects and incidences but there is no without automatically talking or asking questions to them. In addition, Bertram and Christiansen (2016:84) emphasise that during observation the researcher goes to the research site, which may be a school, a classroom, a staff room or a place where the community is meeting and observes what is actually taking place there. A further definition is given by Henning et al. (2004:82), who describe observation as seeing and observing by using other senses. In this study, the researcher went into the classrooms and observed how Grade 3 class teachers and LSTs support learners experiencing reading problems and how these learners responded to the reading support provided. Of particular interest were the reading strategies and methodologies used by the Grade 3 teachers. Another important aspect that the researcher considered during the observation process was the context of the research site in order to understand the phenomenon from a holistic perspective.

There are four types of observation used in qualitative research according to Nieuwenhuis (2016:91) and Creswell (2016:191). Firstly, complete observer (also referred to as non-participant observer) this is when the researcher is observing a situation from a distance without participating. During this stage, the researcher distances him or herself from the situation in order to understand the situation from an "outside" or etic perspective. The researcher may decide to be a participant observer meaning that the researcher gets into the situation and focuses basically on his or her role as an observer. During this process, the participants know that they are being observed. The researcher may become a participant observer by becoming part of the research process, immersing himself or herself in a selected setting to gain understanding of the setting from an "insider" or emic perspective. Lastly, the researcher may be a complete participant by becoming completely immersed in the setting, and joining in the activities that are being observed.

For this study, the researcher took a complete observer (non-participant observer) role. She observed the teachers in their classroom without participating. The researcher developed an observation schedule in advance to structure the process and to guide the researcher what to look for and capture during the process of classroom observation. If there was any additional information that was not included in the schedule, she captured it in the form of field notes. The researcher used field notes as part of her observation process. Furthermore, by structuring the observation, the researcher was in a position

to later triangulate what she heard during the interviews with what happened in the classrooms. The researcher observed 11 Grade 3 class teachers and six LSTs in their natural classroom settings during their reading lessons in order to explore how learners who experience reading problems are supported. During the observation, the researcher sat at the back of a classroom using an observation schedule to write detailed field notes regarding what she saw, heard and experienced in the classroom. In so doing the researcher was in a position to gather firsthand experience of the phenomenon. The researcher observed three reading lessons of each Grade 3 class teacher and of each Learner Support Teacher over a period of three weeks. The learners in the classrooms were not directly involved in the research. (Appendix K).

4.6.3 Document analysis

According to Henning, Van Rensburg and Smit (2011:98) document analysis deals with examining important documents, which could have significant information. In addition, Nieuwenhuis (2016: 89) emphasises that these documents assist in reconstructing events and critical incidences. McMillan and Schumacher (2014:386) also provide another explanation and explain document analysis as a non-interactive strategy where the researcher obtains qualitative data from the participants with little or no conversation between them. Neuman (2011:395) and Nieuwenhuis (2016: 89) argue that there are two broad categories of documents, namely, primary sources and secondary sources. Primary sources are the materials that are originally written from the authors' own observations and experiences or organisation. This data might be unpublished or even published like in an internal newsletter or departmental reports while secondary sources are materials that are taken from someone else as the original source. These include any materials such as books, articles or reports that are based on previously published works. In this study, both sources were used: the DoE official documents and reports, CAPS document for Grade 3 HL teaching, the CAPS Grade 3 FAL policy (see Chapter 3, Table 3.2), teachers' HL lesson plans, work schedules for HL teaching, LSTs' resource files and timetables in order to see how teachers planned their reading lessons and which strategies they used.

4.7 DATA ANALYSIS

Qualitative data analysis is a method of arranging data into categories, as well as classifying patterns and connections between the categories (McMillan & Schumacher

2014:395). A further definition is given by De Vos (2005:339), who defines data analysis as a technique used to structure, bring order and give meaning to data collected. In explaining the concept further, Miles and Huberman (1994 as cited in Bertram and Christiansen 2016:116) argue that data analysis consists of three interwoven flows of activities: Firstly, data reduction entails the procedure of focusing, selecting, simplifying, transforming and abstracting the data that emerges in transcriptions or written-up field notes; secondly, data display which is an organised, compressed assembly of the information that permits the researcher to draw conclusions and take action; and lastly, conclusion drawing and verification when the researcher starts to draw conclusions from data, noting patterns and possible explanations.

Creswell (2016: 59, 66) and Bertram and Christiansen (2016:117) argue that there are two broad approaches to qualitative data analysis, which are an inductive approach and a deductive approach. In contrast to the deductive approach which operates from the more general to the more specific, an inductive approach operates from specific observations to broader generalisations and theories (Bertram & Christiansen 2016: 117). In this study, the researcher followed an inductive approach when analysing data. This means that the researcher used the raw data that were collected during the interviews and classroom observation in order to identify categories and themes (see Figure 4.2).

In order to structure the process of gathering and analysing data, the researcher adopted a process suggested by Creswell (2002 as cited in Leedy & Ormrod 2005:150), which sees data analysis as a spiral, moving from a narrow perspective to a broad one at the end. The researcher started this process by listening to the taped responses of the participants gathered during the interviews and transcribe the data. The researcher reviewed the transcribed data several times so that she could immerse herself in the data.

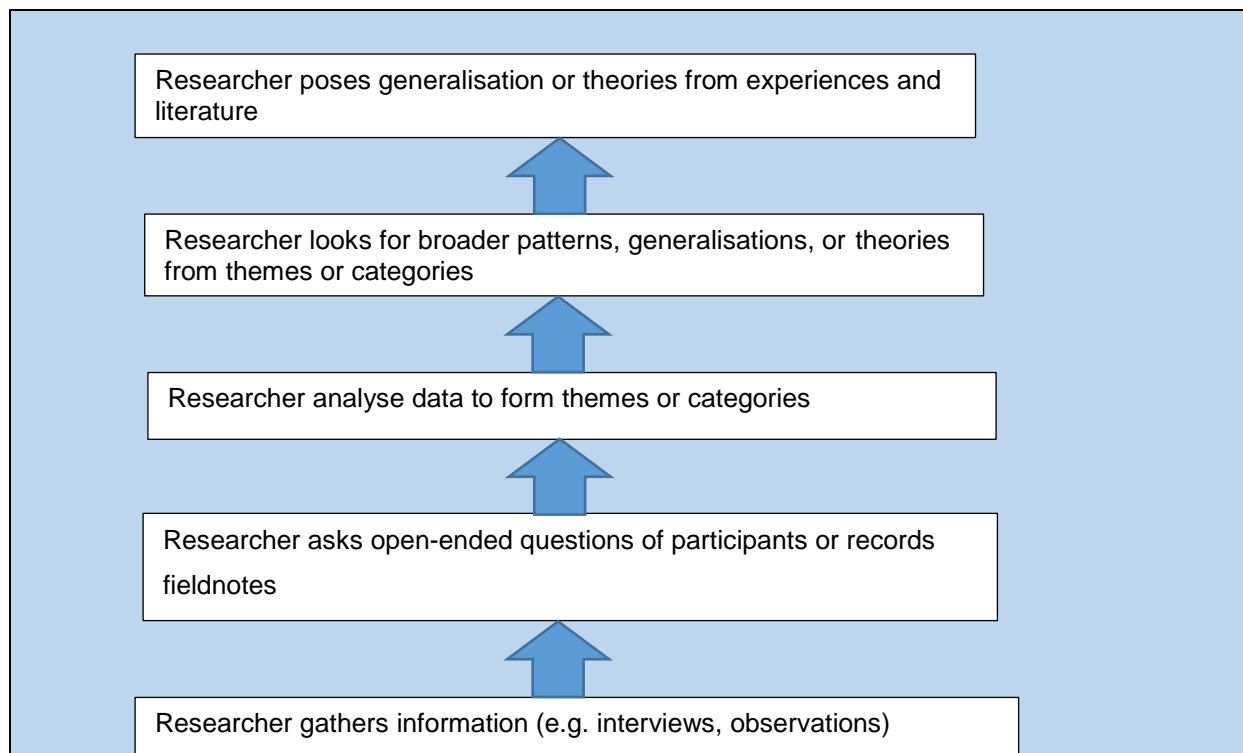


Figure 4.2: The inductive logic of research in a qualitative study

Source: Adapted from Creswell (2014: 66)

After going through the transcribed data several times, the researcher followed a series of steps as indicated in Figure 4.3, so that, in the end, readers could also share and understand the researcher's viewpoint. Even though the researcher has illustrated these steps separately, it is important to note that these steps are interrelated and often occur simultaneously in a research process (Creswell, 2013:182).

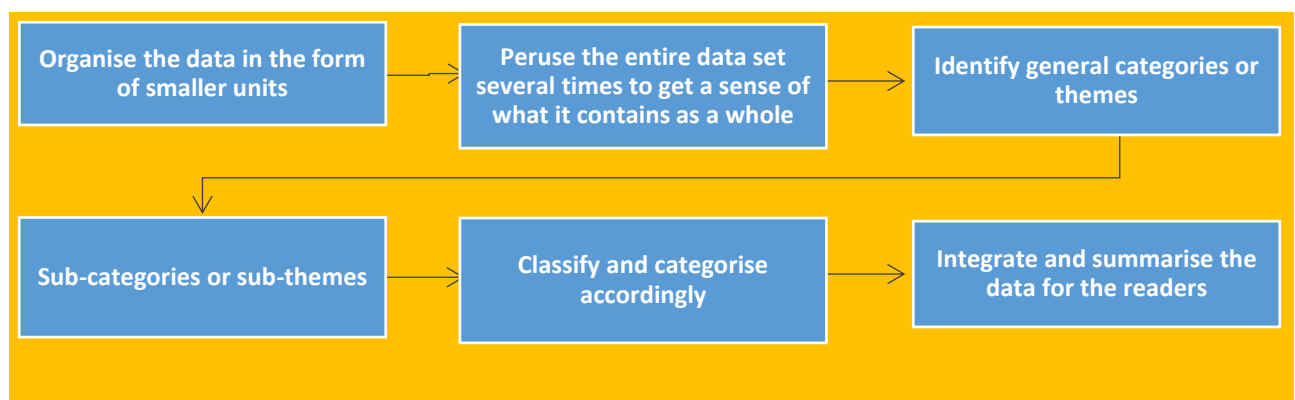


Figure 4.3: Data analysis process in the study

Source: Adapted from Creswell (2002:150)

4.8 TRUSTWORTHINESS

Trustworthiness is a method which is used to make sure that there is thoroughness in qualitative research and, at the same time, not to conceal any findings (Mahlo, 2011:97). For Creswell (2009:191), trustworthiness determines whether the findings are accurate. To ensure trustworthiness in this study, the researcher used three methods of collecting data (semi-structured interviews, classroom observation and document analysis) which took place over three weeks. In addition, the researcher applied the criteria as suggested by Bertram and Christiansen (2016) namely: credibility, transferability, dependability, confirmability and authenticity. These criteria are explained in detail below.

4.8.1 Credibility

Credibility is used to indicate to what degree the data or the findings of a research project indicate the authenticity and lived occurrences of the participants (Bertram & Christiansen 2016:202). It, therefore, deals with the following questions: “How congruent are the findings with reality and how to ensure the reader to believe the research findings?” (Nieuwenhuis 2016:123).

This study is qualitative in nature and Chilisa (2012:165) argues that, in qualitative research, the research evidence will be credible if it represents the multiple realities shown by the participants as accurately as possible. In this study, the researcher used three research methods in order to capture multiple realities from the twelve participants in the empirical research. In order to increase the credibility of the research quality, the researcher used the following three strategies:

4.8.1.1 Triangulation of different methods

The term triangulation has come to be used to refer to the use of a combination of research methods in a study (Bertram & Christiansen 2016:209). The significance of triangulation is that it is a method used to verify what was said in one method against information gathered from another method in order to enhance the credibility of the research findings. According to Denzin (1989, as cited in Liamputtong 2013:29-30), four kinds of triangulation can be identified. Firstly, methodological triangulation is when the researcher uses several methods in the data collection process. Secondly, theoretical triangulation is when the researcher uses two or more theoretical frameworks. Thirdly, data or source triangulation is when the researcher uses multiple verbatim quotations

from the data to confirm and illustrate emerging themes of interest, or the involvement of multiple participants. Lastly, researcher triangulation refers to a situation where more than one researcher observes and /or analyses the same research situation. In this study, the researcher used methodological and data or source triangulation. With methodological triangulation the researcher used interviews, observations and document analysis to collect data. When analysing data, the researcher checked whether similar findings could be obtained from the various sources. Where there were similar findings, the researcher used this as evidence to enhance the credibility of the research findings. With data or source triangulation, the researcher used the interview transcripts of the twelve participants, field notes captured during the observation and documents analysed during the process.

For Creswell (2013:251), triangulation is the verification of information from various resources to gain insight into a theme or a viewpoint. The researcher therefore coded categories and created themes from the data collected (Appendix M). By so doing, the researcher was able to validate the findings and was exposed to different realities emerging from the data.

4.8.1.2 Peer debriefing

This strategy is also referred to as peer review, peer or expert checking (Creswell 2013:251; Liamputtong 2013:33). A peer is a colleague who is not directly involved in the research but has a general understanding of the research topic and of qualitative research enquiry (Liamputtong 2013:33). The researcher asked one of her colleagues from her department who is an expert in reading and has an understanding of the qualitative research approach to analytically review her field notes and interview transcripts so that she could verify the links between the codes, categories and emerging themes that the researcher had identified.

4.8.1.3 Member checks

Member checking is a process where the researchers seek clarity from the research participants (Carpenter & Suto 2008:153). After the researcher transcribed the interviews, she went back to the participants and asked them to read what had been transcribed. This process was done so that the participants could validate that what the

researcher had written, was what they had said and meant about the phenomenon under study.

4.8.2 Transferability

Bertram and Christiansen (2016:209) explain the concept of transferability as the degree which the research can be used in another milieu, setting or location. In relation to transferability, it is envisioned that the researcher's findings will be helpful and be able to be extended to all Grade 3 teachers who teach reading in FSS and to everyone interested in the question raised by the researcher. After completing the study, the researcher will go back to the TN district and FSS to disseminate the results. Results dissemination will be done by meeting with all stakeholders. This will include the district director, curriculum education specialist, inclusive specialist from TN, the principals from the three identified FSS and all participants involved in the study. This process is done in order to ensure that all the findings are shared with Grade 3 class teachers, LTSs and district facilitators. In addition, the researcher will submit her findings to the GDE. By doing this, it will allow the DoE to also share the findings with other districts that were not part of the study.

4.8.3 Dependability

The concept dependability is explained by Bertram and Christiansen (2016:202) as the degree to which the researcher can explain the reasons for differences in the study, or for how and why the findings of the study differ from previous studies. The researcher should ask questions such as if the research process is sound and has been reviewed (Schurink, Fouche & De Vos 2011: 420). To ensure dependability, the researcher used an audio-recorder for the interviews, made field notes during the observation process and analysed documents in order to account why there might be variations in the study about how Grade 3 teachers support learners who experience reading problems.

4.8.4 Conformability

Conformability refers to the extent to which the study can be verified by other persons which could be another researcher or even a reader (Bertram & Christiansen 2016:2001). For De Vos et al. (2010:421), conformability equates to the traditional concept of objectivity and ensures that a researcher provides proof that aligns the results and interpretations by using auditing. In order to assure conformability, the researcher

made the research process transparent and used the techniques of member checking, peer debriefing and keeping an audit trail. By using an audit trail, the researcher was in a position to show how she analysed data to arrive at the conclusions. Furthermore, the researcher continued monitoring her own subjective perspectives by working through reflective notes of her thoughts, feelings and experiences about how Grade 3 teachers supported learners experiencing reading problems.

4.8.5 Authenticity

According to Cohen, Manion and Morrison (2007:139) authenticity refers to the researcher's skill to provide feedback on a situation looking through the eyes of the participants. To maintain authenticity, the researcher requested the participants to review the themes that emerged from the study so as to confirm that what the researcher had written and translated were their views and understanding concerning the topic under study.

4.9 ETHICS IN RESEARCH

Ethics has to do with behaviour that is considered right or wrong (Bertram & Christiansen 2016:65). Johnson and Christensen (2011:99-100) state that ethics are codes and guidelines that help to uphold the values that persons appreciate, whereas research ethics are sets of codes that help researchers to conduct studies in an ethical way. As a result, the researcher made sure that she conducted her study in an ethical way where the principles of privacy, anonymity and confidentiality were addressed. The following ethical principles were adhered to:

- UNISA: the researcher started by applying for ethical clearance from the UNISA Ethics Review Committee before the research commenced in order to allow her to conduct the study (Appendix A).
- GDE: The researcher submitted the prescribed completed form to the GDE attaching all research tools such as the semi-structured interview schedule, classroom observation schedule and letter to ask for permission to do research in some of the FSS in the TN District (Appendix B).
- District director: The researcher also submitted a request to the TN district director (Appendix C).

- Principals: The researcher submitted a written request to the principals of the three FSS to request permission to conduct the study at their schools. Copies of approved letters from the GDE and district director's office were attached to the letter (Appendix D).
- Grade 3 class teachers and Learner Support Teachers: The researcher held a meeting with all the Grade 3 class teachers and Learner Support Teachers from the three identified FSS requesting them to take part in the study. The participants were requested to give consent in writing indicating that they had agreed to be observed and interviewed (Appendix E and Appendix F).
- Parents: The researcher submitted a written request to the parents of the Grade 3 learners that would be involved during the observation process to ask permission for their children to be observed during the reading lessons. They were advised that the researcher would be sitting at the back of the classroom using an observation schedule to write detailed field notes regarding what she saw, heard and experienced in the classroom. The learners would not be directly involved in the study (Appendix G).
- Grade 3 learners: As the researcher observed how learners responded to the strategies and methods used by teachers during the reading lesson, the researcher requested the learners to give assent that they had agreed to be observed while reading (Appendix H).

Before commencing with the collection of data, the researcher held a meeting with all participants together with the parents to explain the research process and to assure them that their privacy and confidentiality would be respected. Coding such as LST1, GR3CT1 and School A was used to ensure anonymity. The data collected through the use of the voice-recording device together with the transcripts and electronic version of the study were saved in protected files using a password on the researcher's computer. Both soft and hard copies will be stored in a locked cupboard for a period of five years in the researcher's office.

After completing the study, the researcher will complete and submit the research report and research summary to the GDE to inform the department about the research findings and recommendations. The researcher will also go back to the district and the three schools to disseminate the results. A results dissemination meeting will be called for all

stakeholders. This will include the district director, curriculum education specialist, inclusive specialist from TN, the principals from the three identified FSS and all participants involved in the study. The participants who took part in the study will be invited through their schools to attend and make comments on the findings. Through this process, the researcher will also take an opportunity to thank all stakeholders for participating in the study.

4.10 CHAPTER SUMMARY

This chapter described and discussed the research methodology used in this study. A qualitative research approach and the phenomenology research design within the interpretive paradigm were discussed. Purposive sampling was used to select LSTs and Grade 3 class teachers from three FSS in the TN District. This chapter also explained the three data collection methods, which were used in the study, namely, semi-structured interviews, classroom observations and document analysis. Subsequently, the data analysis procedure was described. Furthermore, the chapter clarified how the issue of trustworthiness would be addressed in this study in order to ensure that credibility, transferability, dependability, conformability and authenticity were achieved. Ethical concerns such as privacy, anonymity, confidentiality were discussed. This chapter concluded with the limitations of the study.

In the following chapter, the researcher analyses the data and presents the findings, which will lead to the recommendations to be made in Chapter 6.

CHAPTER 5:

DATA ANALYSIS AND PRESENTATION OF FINDINGS

“Research is to see what everybody else has seen, and to think what nobody else has thought.”

-Albert Szent-Gyorgyi

5.1 INTRODUCTION

In Chapter 4, the researcher discussed the research design and methodology used to collect data for the study. In Chapters 2 and 3, the researcher reviewed relevant literature in line with the primary aim of the study: “To determine how Grade 3 teachers support learners who experience reading problems in FSS”.

The aim of this chapter is to explore how Grade 3 teachers support learners who experience reading problems in FSS. As indicated in Chapter 4, this study employed qualitative data analysis. Data for this chapter was generated through semi-structured interviews and classroom observations with six LSTs and 11 Grade 3 class teachers as participants in the study. During the interview process, participants’ responses were recorded on a voice-recording device and verbatim transcripts were used to authenticate the data. This process was done in order to allow the participants’ voices to be heard and lead to an in-depth understanding of the topic under study. During classroom observations, the participants were observed while supporting Grade 3 learners experiencing reading problems and field notes were taken. In addition, the documents that the Grade 3 teachers used were collected and analysed. The qualitative data produced, was then presented in words and tables, and categorised into twelve themes directed by the research question: “How do Grade 3 teachers support learners who experience reading problems in FSS?”

The chapter begins with a brief profile of the FSS and participants in the study, followed by the data analysis method. Then the results from the interviews, classroom observations and document analysis are presented. The chapter then discusses the emerging themes and subthemes from findings. Lastly, the findings are summarised and diagrammatically presented to provide the researcher’s interpretation.

5.2 PROFILE OF FULL-SERVICE SCHOOLS (FSS) AND PARTICIPANTS

In order to have a clear picture of the FSS and participants involved in the study, the researcher provides a brief profile of the FSS and the participants in section, 5.2.1 and 5.2.2.

5.2.1 Profile of FSS

Three FSS in the TN district in Gauteng were sampled for this study. Figure 5.1 indicates how the three sampled FSS are positioned within the TN district.

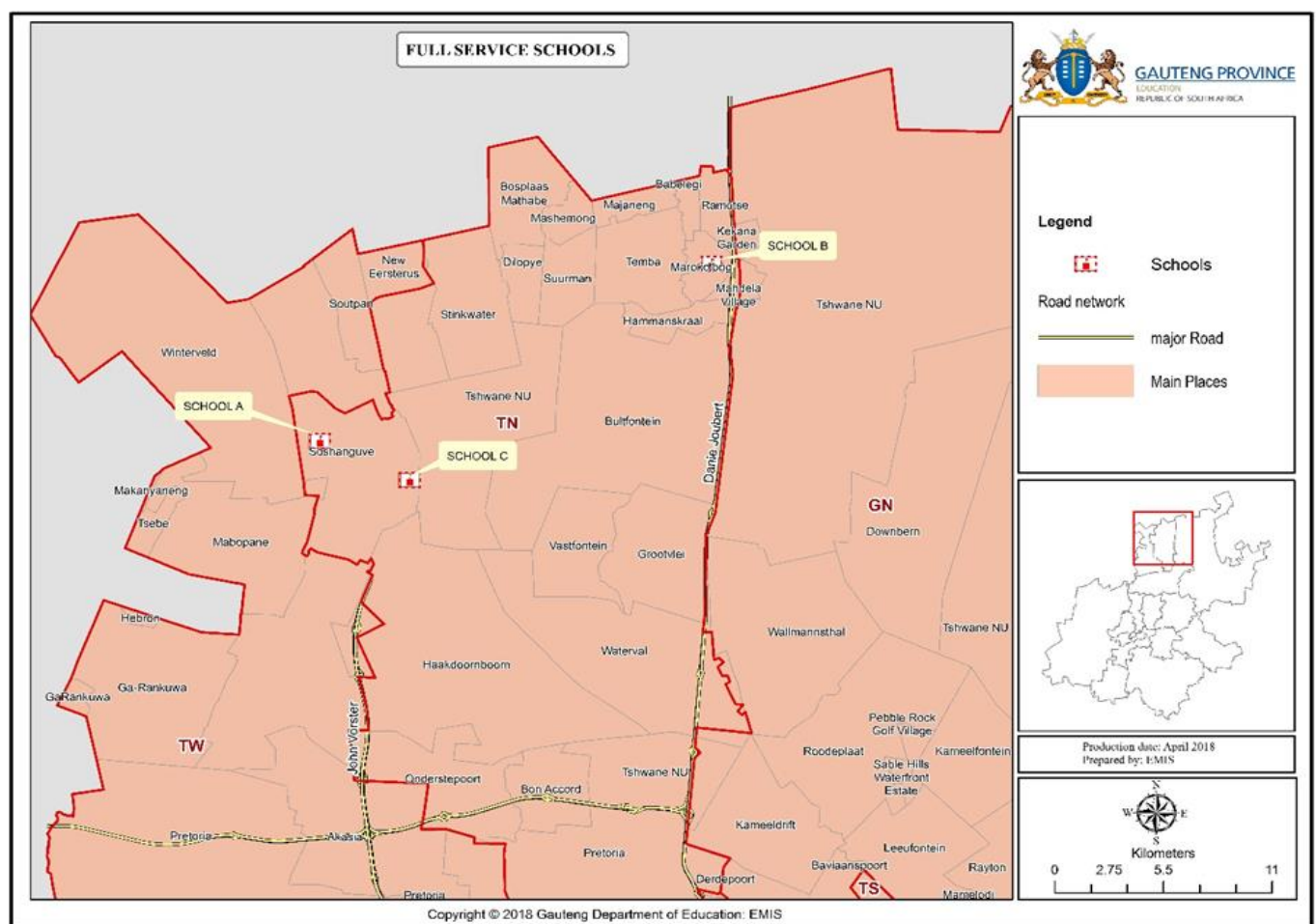


Figure 5.1: Map showing three participating FSS in Tshwane North District

Source: DBE (2018).

Figure 5.1 indicated the geographical setting of the sampled FSS. Below follows a brief background of the three identified FSS.

SCHOOL A

School A is a public FSS situated in Soshanguve, in the northern part of Pretoria in the Gauteng Province. The school is categorised under section 21 schools. Section 21 schools are those schools that receive funds from the DoE, but manage their own finances (DoE 1996: B52-53). The school falls under circuit 2 and is about 41.0 km from the TN District. It is the first mainstream primary school to be transformed into an FSS in the district in 2009. The infrastructure of the school has been upgraded to include rails and ramps in order to cater for learners with physical disabilities. In addition, the school has a library, a renovated administrative block and a kitchen.

The school caters for Grade R-7 learners. The LoLT in Grade R-3 is Sepedi and IsiZulu, while in Grade 4-7, it is English. During the time of study, there were five Grade 3 classes and each class had a responsible class teacher. From the five classes, four classes were for Sepedi learners and one class was for IsiZulu learners. The total number of learners in Grade 3 were 215, where 160 were Sepedi-speaking learners and 55 were IsiZulu-speaking learners. The school was assigned two LSTs who shared a mobile classroom. Both the LSTs spoke Sepedi and, based on that, only Sepedi Grade 3 learners who experience learning barriers including those with reading problems were supported and due to the LSTs not being able to speak IsiZulu. Learners who needed support in IsiZulu were not catered for. In order for the LSTs to support the Grade 3 learners who experience reading problems, the Grade 3 class teachers identified and referred those learners through the SBST to them. The LSTs followed a pull-out system for supporting Grade 3 learners who experienced reading problems. This meant that learners were drawn out from their classes during a specific period to be supported in the LSTs' classroom. In this regard, learners were drawn out from their classroom during the Sepedi period in order to receive support from the LSTs.

SCHOOL B

School B is a public FSS located in Hammaskraal in the northern part of Pretoria in the Gauteng Province. The school is categorised as a section 21 school. The school falls under circuit 4 is about 50.5 km from the TN District. The school was transformed into a FSS in 2012. The infrastructure of the school has not been upgraded to cater for learners with different disabilities. The school has a small administrative block.

The school caters for Grade R-7 learners. From Grade R-Grade 3, the LoLT is Setswana whereas from Grade 4-7, it is English. During the study, there were five Grade 3 classes and each class had a responsible class teacher. The school had two LSTs who shared a mobile classroom. Both LSTs spoke Setswana and were allocated a particular phase to work with. One LST was responsible for supporting Grade 1-3 learners and the other LST was responsible for supporting Grade 4-7 learners. As in school A, the LSTs in school B followed a pull-out system for supporting Grade 3 learners who experienced reading problems.

SCHOOL C

School C is situated in Soshanguve next to the informal settlement, in the northern part of Pretoria in the Gauteng Province. The school is categorised as a section 21 school. The school falls under circuit 2 and is about 38.4km from the TN District. The school was transformed into a FSS in 2014. The infrastructure of the school has not been upgraded to cater for learners with different disabilities. However, it has a renovated administrative block.

The school caters for Grade R-7 learners. Most of the learners who attended the school came from the neighbouring informal settlement and spoke different languages such as Shona, Tsonga, IsiZulu, Sepedi, Setswana, IsiXhosa and other African languages. Based on the diverse languages that the learners were speaking, the SGB together with the parents agreed and adopted English as LoLT for the school despite the fact that English was not the learners' mother tongue. This agreement was done in line with the language policy where the SGB and parents of the school were given the power to choose the LoLT of the school (DoE 1997:1; NEEDU 2012:32). Furthermore, this agreement was done to

show respect for and the importance of all languages and not to view one language as more important than the other. Additionally, by so doing, learning will be accessible to all learners. From what has been highlighted, it means that all learners including those in the Foundation Phase used English as LoLT. During the time of study, there were four Grade 3 classes and each class had a responsible class teacher. The school was also assigned three LSTs, each LST was responsible for one Grade 3 class, and the learners from the remaining Grade 3 class were distributed among the three LSTs. All three LSTs spoke Setswana. Two LSTs shared a mobile classroom, while the other LST had her own class. LSTs also followed a pull-out system for supporting Grade 3 learners who experienced reading problems.

5.2.2 Concluding remark regarding the FSS

From the information gathered about the three FSS, it was noted that all FSS were regarded as public section 21 schools. According to South African Schools Act (No 84, section 6 of 1996), the SGB in consultation with the parent body of the school have the power to determine the schools' language and choose the LoLT of the school (DoE 1996: B6). From the participating FSS, it was evident that schools choose the LoLT of the school based on their demographic context of the school; hence, different languages were chosen in the FSS. School A and B used African languages which were presumed to be the learners' mother tongue as the LoLT for Grades R-3 of the school. School C used English which was not the learners' mother tongue as the school's LoLT. It is, however, the DBE's recommendation that learners from Grade R-3 be taught in their HL as it will be easy for them to transfer what was taught at home into the classroom (DoE 1997:1). Based on what has been highlighted, the researcher is of an opinion that it might be easy for participants from School A and B to provide support to learners who experience reading problems as they will be speaking the language that the learners understand. This could influence School C's Foundation Phase learners from acquiring of language skills such as reading because the learners were not familiar with English and might find it difficult to connect with English which was not the language they speak at home.

In order to strengthen support in the FSS, it was indicated that LSTs would be assigned to these schools (DBE 2010(a): 20). This was evident as all FSS participated in this study

were assigned LSTs. This implied that all learners experiencing learning barriers including those with reading problems would be referred to the LSTs for support. Surprisingly, this was not the case in school A because not all learners who needed support from the LSTs were accommodated. During observation, the researcher confirmed that both the LSTs in School A were speaking Sepedi and only Sepedi-speaking learners were supported and the isiZulu-speaking learners did not receive support from the LSTs. Thus, if a Grade 3 isiZulu-speaking learner from School A had for instance a reading problem, he or she would not receive additional support from the LSTs. For the researcher, this was very alarming as it raised issues of inequity among learners in schools as all learners who were experiencing reading problems were not treated in the same way. In this instance the Sepedi speaking learners experiencing reading problems were more privileged to be supported than the IsiZulu-speaking learners. For the researcher, the IsiZulu-speaking learners might feel sidelined and view their language as unimportant.

In terms of when and how learners received support from the LSTs the researcher noticed that all LSTs used a pull-out system. A pull-out system is when learners experiencing barriers to learning are drawn out from their classes during a specific period to be supported by the LSTs. This system was adopted in order to allow LSTs to provide additional support to learners in need only.

However, in terms of physical resources, all LSTs with an exception of LST5 from School C shared a mobile class. This indicated that some of the FSS still lacked enough classrooms to accommodate all learners. About the schools' infrastructure, not all FSS were upgraded to accommodate learners with disabilities despite the commitment from the side of the government. The DBE committed itself to support and equip all FSS with regard to material and physical resources such as classrooms so as to cater for a full range of diverse needs of learning (DBE 2001:22). From the three FSS, only school A was upgraded. Therefore, should there be a learner who uses any other form of mobility such as wheelchairs within the community, it will be difficult for School B and School C to accommodate that learner based on the infrastructure of the school. This is in spite of the fact that the DBE pointed out that no learner should be deprived of access to a school because of inaccessible building or parts of it (DBE 2005:20).

5.2.3 Profile of Participants

In Table 5.1 and Table 5.2, the researcher, firstly introduces the participants of the study. The participants involved in the study were the LSTs and the Grade 3 Class Teachers (GR3CTs) of the three identified FSS. All participants were directly involved with supporting Grade 3 learners who experience reading problems. From school A, four Grade 3 class teachers and two LSTs participated in the study. From school B, four Grade 3 class teachers and one LST participated in the study and from school C, three Grade 3 teachers and three LSTs took part in the study. In total, 17 teachers participated in the study, that is six LSTs and 11 Grade 3 class teachers. It was envisaged that the researcher would obtain a riches of information from the participants.

The researcher used data collected from question 2 and question 8 of the interview questions to create the participants' profile. To keep the participants' information as anonymous and confidential, the researcher identified the LSTs as "Participant LST1-6" and Grade 3 class teachers as "GR3CT1-11".

Table 5.1: Profile of LSTs

SCHOOL	CODE	GENDER	HOME LANGUAGE	QUALIFICATIONS	WORK PROFILE
A	LST1	F	Sepedi	<ul style="list-style-type: none"> Primary Teachers Diploma ACE (Introduction to Learners with Severe Disabilities) 	<ul style="list-style-type: none"> 15 years teaching experience Taught Grade 3 for 15 years 3 years teaching Grade 3 in a full-service school, (from 2014)
A	LST2	F	Sepedi	<ul style="list-style-type: none"> Senior Primary Teachers Diploma ACE certificate (Special needs) 	<ul style="list-style-type: none"> Taught Grade 3 for 10 years Taught LSE class for 9 years (from 2008) Taught 1 year Grade 3 in a mainstream
B	LST3	F	Setswana	<ul style="list-style-type: none"> Primary Teachers Diploma Certificate in Alternative and Argumentative Communication Remedial course (For developmental) 	<ul style="list-style-type: none"> Taught in LSE class for 9 years 3 years' experience of teaching Grade 3 as a class teacher 12 years teaching experience
C	LST4	F	Setswana	<ul style="list-style-type: none"> Diploma (Remedial) B.Ed. (IE) 	<ul style="list-style-type: none"> 15 years teaching experience Taught in a full-service school since 2014 1st year of teaching Grade 3.
C	LST5	F	Setswana	<ul style="list-style-type: none"> Senior Primary Teachers Diploma ABET certificate National Higher Diploma HIV and Health promotion (half course) Diploma in School Management. 	<ul style="list-style-type: none"> Taught Grade 3 for more than 10 years 4 years teaching experience in Grade 3 in a full-service school Taught also in mainstream classes
C	LST6	F	Setswana	<ul style="list-style-type: none"> Diploma in ECD Further Education Diploma (FED) B.Ed. Honours (IE) 	<ul style="list-style-type: none"> 20 years teaching experience Taught Grade 3 in a full-service school for 8 years Taught Grade 1 and Grade 2

Table 5.2: Profile of Grade 3 Class Teachers (GR3CT)

SCHOOL	CODE	GENDER	HOME LANGUAGE	QUALIFICATIONS	WORK PROFILE
A	GR3CT1	F	Sepedi	<ul style="list-style-type: none"> Primary Teachers Diploma Remedial course ACE Certificate (IE) 	<ul style="list-style-type: none"> Taught Grade 3 for about 28 years 8years teaching experience in an FSS 20years teaching experience in a mainstream school Taught Grade 1 and Grade 2
A	GR3CT2	F	Sepedi	<ul style="list-style-type: none"> ACE (Advanced certificate in Learner support) Senior Primary Diploma Higher Diploma B.Ed. (Honours Management) Advanced certificate (IE) 	<ul style="list-style-type: none"> 22 years eight months teaching experience 18 years' experience in Grade 3 Taught 8 years in Grade 3 in a full-service school –Taught from different schools
A	GR3CT3	F	Sepedi	<ul style="list-style-type: none"> Senior Primary Teachers Diploma BA in Education BA Honours (African Languages) ACE in life skills Post Graduate Diploma in Special needs 	<ul style="list-style-type: none"> Taught 10 months in Grade 3 in a full-service school 23 years teaching experience Taught high school, FET, SP, IP and Foundation Phase.
A	GR3CT4	F	IsiZulu	<ul style="list-style-type: none"> Junior Primary Teachers Diploma BTech (Education Management) 	<ul style="list-style-type: none"> 22 years teaching experience Taught Grade 1, 2 and 3 Taught Grade 3 in full-service school for 2 years
B	GR3CT5	F	Setswana	<ul style="list-style-type: none"> Primary Teachers Diploma Further Diploma Education 	<ul style="list-style-type: none"> 15 years teaching experience in Grade 3 2 years teaching experience in Grade 3 in a full-service school
B	GR3CT 6	F	Setswana	<ul style="list-style-type: none"> BA degree Higher Educational Diploma. 	<ul style="list-style-type: none"> 2 years teaching experience in Grade 3 in a full-service school
B	GR3CT7	F	Setswana	<ul style="list-style-type: none"> Primary Teachers Diploma, Diploma in Remedial Education B.Ed. (Educational Management) 	<ul style="list-style-type: none"> 10 years teaching experience in Grade 3 I have been teaching Grade 3 3 years teaching experience in Grade 3 in a full-service school

SCHOOL	CODE	GENDER	HOME LANGUAGE	QUALIFICATIONS	WORK PROFILE
B	GR3CT8	F	Setswana	<ul style="list-style-type: none"> University Diploma in Secondary School (UDSS) Taught Social Sciences and Life Orientation in IP Diploma in Management. 	<ul style="list-style-type: none"> 3 years teaching experience in Grade 3 in a full-service school 22 years teaching experienced in ordinary schools (mainstream schools)
C	GR3CT9	F	Setswana	<ul style="list-style-type: none"> Advanced Certificate in Education (Inclusion Education) Preprimary and Junior primary Teachers Diploma 	<ul style="list-style-type: none"> 15 years teaching experience Taught Grade 3 for 5 years 3 years teaching experience in a full-service school Taught Grade 1 and 2
C	GR3CT10	F	IsiZulu	<ul style="list-style-type: none"> B.Ed. Senior Primary Teachers Diploma. 	<ul style="list-style-type: none"> 3 years teaching experience in Grade 3 in a full-service school.
C	GR3CT11	F	Sepedi	<ul style="list-style-type: none"> Degree in Economics Post Graduate Certificate in Education (PGCE) 	<ul style="list-style-type: none"> Started teaching in 2015 Taught Grade 3 since 2016 March (2 years) Taught Grade 2

In the section below the researcher, provides discussion of participants based on their experience of teaching Grade 3 in an FSS and their qualifications.

5.2.4 Discussion of Participants

From the Tables 5.1 and 5.2, it is evident that all 17 participants were females, this suggests that the profession is dominated by female teachers especially in the lower grades. Based on the DBE's advocacy for schools to adopt HL as LoLT in the Foundation Phase, this might be the reason why School A and School B appointed all teachers who knew how to speak an African language and it was assumed that those teachers would have the knowledge of speaking and teaching the LoLT of the school. Even though the LoLT of School C is English the teachers might have been appointed based on the following two reasons. Firstly, they could have been appointed on the basis that they at least knew the learners' HLs and as a result, they would be in a position to relate to the learners easily. Secondly, it was perhaps based on the assumptions that the teachers have gained enough knowledge and skills of teaching English as a LoLT. Furthermore, for learners experiencing reading problems this type of arrangement might also be beneficial as teachers will be able to communicate and provide support using the LoLT of the school.

With regard to the participants' qualifications, it is evident from the discussion that all participants were professionally trained to be teachers, but in their initial training they were not all trained to teach at an FSS. Two of the LSTs and three GR3CTs were trained as primary school teachers; though, not specifically trained as a junior primary school teachers or senior primary teachers. Two GR3CTs were trained as junior primary teachers and one of them was trained as a preprimary teacher. Two LSTs and three GR3CTs were trained as senior primary teachers. One GR3CT was trained as a secondary school teacher and two GR3CTs never attended teacher training but had a Bachelor of Education degree (B.Ed.), which qualified them to be teachers. Two LSTs had a diploma, one in ECD and the other one in remedial teaching. Considering this, the following summary can be provided: nine participants had a primary teachers' diploma, five had senior primary diploma, one had a secondary diploma and two had only a degree without either a primary or a secondary diploma.

In addition to their qualifications, it is evident that all participants with the exception of one GR3CT had acquired a lot of experience in teaching Grade 3 in an FSS. The LSTs' experience of teaching Grade 3 in an FSS was three years, nine years, nine years, one year, four years and eight years, it therefore ranges from nine years to one year, whereas for GR3CTs, their experience ranged from eight to ten months. Three GR3CTs had eight years, four GR3CTs had three years', four GR3CTs had two years' and one GR3CT had ten months' teaching experience. Five participants had three years' teaching experience, four participants had two years', two participants had nine years', three participants had eight years', one had four years', one participant had one year's and one participant had ten months' teaching experience. This is evidence that the all participants had good experience teaching in Grade 3. They should have acquired enough knowledge and skills regarding the topic under study and therefore they could provide the researcher with rich data.

Transforming mainstream schools into FSS was one of the successes that indicated that the DBE was taking the issue of inclusivity seriously in order for teachers to be able to respond to the diverse needs of learners. As a result, teachers had to be furnished with the necessary skills and knowledge on how to deal with such learners. Taking that into account, participants in this study took it upon themselves to further their studies in line with this changing demand. From the information gathered, it was noted that some of the participants had an interest in learning and understanding what inclusion is all about, as their initial training did not provide them with the knowledge pertaining to IE. Nine of the participants had an IE qualification, six participants had an Advanced Certificate in Education certificate in inclusion, one participant had a Post Graduate Diploma in Special needs and two had a B.Ed. Honours in IE, whereas the other eight participants had also tried to uplift their understanding pertaining to education even though their qualifications were not focused on IE. This indicates that all participants were interested in keeping themselves informed with changes that may exist in their profession.

5.3 DATA ANALYSIS METHOD

For analysing the data, the researcher planned to use a qualitative data collection method. McMillan and Schumacher (2006:364) explain qualitative data analysis as a

method of arranging data into categories, as well as classifying patterns and connections between the categories. De Vos (2005:339) sees it as the technique used to structure, bring order, and give meaning to data collected. In order to structure the process of gathering and analysing data, the researcher adopted a process suggested by Creswell (2002:150). The researcher started this process by listening to the recorded responses of the participants gathered during the interviews and transcribing the data. The researcher went over the transcribed data several times so that she could familiarise herself with the data. After several reviews of the transcribed data, the researcher followed a series of steps. At the end, the readers will also share and understand the researcher's viewpoint (Creswell 2014: 66).

In order to generate themes, the researcher used semi-structured interview questions, classroom observation and document analysis. However, before the actual research commenced, the researcher initially piloted the research questions as indicated in section 4.5.2 of the preceding chapter. For Teddlie and Tashakkori (2009:203), a pilot study signifies a stage of the study wherein the researcher collects a small amount of data to: (1) "test drive" the research procedures; (2) identify possible problems in the data collection protocols; and (3) set the stage for the actual study. In addition, Bertram and Christiansen (2016:49) argue that a pilot study forms the preliminary stage where the research tools are verified with a small group of participants who hold the same characteristics with the actual study participants. In this study, the researcher piloted the research questions with one of the Grade 3 teachers who was teaching at the neighbouring FSS. The researcher undertook this process in order to verify whether the research questions were clear and whether they would yield the anticipated results. Depending on the outcome of the pilot study, the researcher will either change or leave the questions as they are. The researcher then transcribed and analysed the transcripts into themes.

5.3.1 Original Interview Questions

1. What is your understanding of a "full-service school"?
2. How long have you been teaching Grade 3 in a full-service school?

3. Using your knowledge and experience how can you explain Grade 3 learners with regard to how they learn, communicate, make friends and behave?
4. Explain the following concepts: reading, reading problems and reading support?
5. According to your knowledge and experience what are the causes reading problems for Grade 3 learners?
6. Which strategies, techniques or methods do you use to support Grade 3 learners who experience reading problems?
7. Can you briefly explain how you plan your reading support lessons in order to accommodate learners with diverse needs in your class?
8. During your training as a teacher, were you trained on how to support learners who experience reading problems?
9. When you support learners experiencing reading problems, what do you expect them to have mastered in terms of their reading abilities?
10. What challenges do you experience when supporting learners experiencing reading problems in your class?
11. When you support learners with reading problems in your class do you find them to be at the same level? Elaborate your answer.
12. How did you manage to identify learners who experience reading problems in your class?
13. In your opinion, how can a reading support be provided in an FSS?
14. Is there anything that was not asked about reading support but that you think I as the researcher should know about?

5.3.2 Rephrased Interview Questions

After the pilot study was conducted, the researcher felt that some of the original questions were not formulated correctly and sounded confusing for the participant. As a result, those questions were rephrased in order to allow the participants during the actual interview

process to respond to them correctly and to permit the researcher to capture the participants' responses more easily. Furthermore, this process allowed the researcher's questions to be more specific to the topic under discussion.

From the pilot study conducted, the researcher discovered that the participant had a challenge in responding to question 12 and 13 hence the researcher rephrased the questions (Table 5.3).

Table 5.3: Rephrased question 12 and question 13

ORIGINAL QUESTIONS	REPHRASED QUESTIONS
QUESTION 12: How did you manage to identify learners who experience reading problems in your class?	QUESTION 12: When you support these learners, which reading errors do they usually make?
QUESTION 13: In your opinion, how can a reading support be provided in an FSS?	QUESTION 13: In your opinion, how can teachers structure reading support in their classes in order to accommodate the diverse needs of Grade 3 learners in a full-service school?

Question 9 was removed from the list because the researcher noted that it was addressed in Question 3 and it was replaced with a new question (Table 5.4).

Table 5.4: New question 9

REMOVED QUESTION 9	NEW QUESTION 9
When you support learners experiencing reading problems, what do you expect them to have mastered in terms of their reading abilities?	What helps you to implement reading support to Grade 3 learners who are experiencing reading problems in your class?

Questions 8 and 11 seemed to be too broad, and the researcher formulated the questions in such a way that it allowed for a follow-up question. Question 8 was rephrased in such a way that it would allow participants to elaborate on their training and this information could possibly assist the researcher to gather information regarding the participants' profiles, while Question 11 was rephrased in such a manner, that it allowed the participants to elaborate on the reading levels for learners experiencing reading problems (Table 5.5).

Table 5.5: Rephrased questions 8 and question 11

ORIGINAL QUESTIONS	REPHRASED QUESTIONS
QUESTION 8. During your training as a teacher, were you trained on how to support learners who experience reading problems?	QUESTION 8. (a) During your training as a teacher, were you trained on how to support learners who experience reading problems? (b) Can you elaborate on your training?
QUESTION 11 When you support learners with reading problems in your class do you find them to be at the same level? Elaborate your answer.	QUESTION11. (a) When you support learners experiencing reading problems, do you find all of them to be at the same reading level? (b) Can you elaborate on the types of reading levels of these learners?

After the pilot study, the researcher realised that some information relating to the research questions were not addressed. As a result, she added three more questions to the list, which were questions 9, 14 and 15. Question 9 permitted the researcher to gather participants' inputs with regard to the implementation of reading support. Question 14 allowed the researcher to obtain information in relation to the training of participants in supporting learners experiencing reading problems. Question 15 was designed specifically for the LSTs and it permitted the researcher to gather more information regarding the role of the LSTs and on how learners experiencing reading problems were referred to them for support. These additions were done in order to allow the participants to express themselves about the topic and to enable the researcher to gain rich data. Then Question 14 from the original question became Question 16 because more questions were added to the list. Below the researcher rephrased and arranged the questions as follows:

1. What is your understanding of a “full-service school”?
2. How long have you been teaching Grade 3 in a full-service school?
3. Using your knowledge and experience how can you explain a Grade 3 learner with regard to how he or she learn to read, communicate, make friends and behave?
4. Explain the following concepts: reading, reading problems and reading support?

5. According to your knowledge and experience what are the causes reading problems for Grade 3 learners?
6. Which strategy, techniques, methods or programme do you use to support Grade 3 learners who experience reading problems?
7. Can you briefly explain how you plan your reading support lessons in order to accommodate learners with diverse needs in your class?
8. (a) During your training as a teacher, were you trained on how to support learners who experience reading problems?
(b) Can you elaborate on your training
9. What helps you to implement reading support to Grade 3 learners who are experiencing reading problems in your class?
10. What challenges do you experience when supporting Grade 3 learners who experience reading problems in your classroom?
11. (a) When you support learners experiencing reading problems, do you find all of them to be at the same reading level?
(b) Can you elaborate on the types of reading levels of these learners?
12. When you support these learners, which reading errors do they usually make?
13. In your opinion, how can teachers structure reading support in their classes in order to accommodate the diverse needs of Grade 3 learners in a full-service school?
14. Early on, you highlighted that you were trained/not trained on how to support learners who experience reading problems? Is there any support or training you need in order to enable you to provide support to learners with reading problems?
15. (a) What is your role as a Learner Support Teacher (LST)?
(b) When, by whom and how are Grade 3 learners experiencing reading problems referred to you for support?
16. Is there anything that was not asked about reading support but that you think I as the researcher should know about?

5.4 RESULTS FROM INTERVIEWS

In order to allow the researcher to identify units of meaning related to how Grade 3 teachers support learners who experience reading problems in FSS, she adopted the model suggested by Creswell, which was highlighted in section 4.7 from the previous chapter. The researcher started the process by listening to the data and transcribing it from the recorded interviews. The interviews were then transcribed into word-processed documents. After transcription, the researcher went back to the participants with the transcribed data and asked them to read and verify that what the researcher had captured was exactly what they said and meant during the interview process. After the participants had checked the transcripts, the researcher clustered and grouped the participants' responses under every question as formulated in the semi-structured questions (Appendix J). Thereafter, the researcher proceeded with the process by reading all data several times in order to obtain meaning from the data and dividing them into small meaningful units. Data units were then organised into systems, which were derived from the data, and comparisons were used to build and refine categories, which were then modified.

5.4.1 Answers to Interview Questions

Question 1: What is your understanding of a "Full-Service School"? (Appendix J, Table 1).

Participants provided their own understanding relating to the concept; however, they stressed the fact that a FSS accommodates all types of learners with or without barriers. Among others, the following comments were noted from the participants:

LST3: *"A full-service school is a school which accommodates all learners irrespective of their disabilities and their barriers".*

GR3CT8: *"A full-service school is a school where learners with problems or barriers to learning are learning at that school and it also caters learners who do not have barriers, it caters for both learners with barriers and without barriers".*

To provide clarity pertaining to the types of learners accommodated in an FSS, GR3CT4, GR3CT7 and GR3CT10 provided the following remarks respectively:

GR3CT4: *“...[W]e cater for all learner like we include learners with special needs, learners with educational barriers and also includes learners with wheelchairs ...We cater for all learners”.*

GR3CT7: *“... it accommodates all learners who can read and write and those who cannot that is those who need remedial and also those who has difficulties. Maybe they can’t walk they use wheelchairs so at the school there must be ramps so that those learners with wheelchair can have access to go to the classes. Those who have slight disabilities but not with intellectual disabilities.”*

GR3CT10 said that the school:

“...accommodates all the learners those who have barriers and those who do not have barriers”.

To elaborate further on their understanding of an FSS, GR3CT1 viewed an FSS as a mainstream school and remarked that:

“It is just like a mainstream because there are some of the learners that are gifted and some are slow learners so the full-service school caters for cognitively challenged learners...”

GR3CT2 saw it as a school that caters for different learning styles. To sum up participant LST1 provided a contextual explanation, highlighting their commitment as teachers towards these learners, and remarked:

“We really concentrate on the well-being of the learner because if you do not do that you will never know what is all about the learner”.

From what has been discussed above, it is clear that the participants were well informed about an FSS and the types of learners to be accommodated in an FSS. Participants highlighted that FSS accommodate all learners with or without barriers. From what the researcher observed in the schools, these learners were accommodated because participants managed to identify learners experiencing barriers in their classroom and

referred them to the LSTs for support. Furthermore, one of the participants indicated that FSS also accommodated learners who use different means of mobility such as wheelchairs. However, during the observation the researcher noticed that there were no learners using any mobility helping aids such as wheelchairs or crutches in all the FSS. This raised a need for advocacy in the community because parents might not be aware that they can enrol their children with disabilities in those schools.

Question 2: How long have you been teaching Grade 3 in a full-service school?

(Appendix J Table 2)

From the responses, all participants had experience of teaching in a FSS especially in Grade 3. Their experience varied and ranges from ten months to nine years. It is thus evident that with the exception of one participant, all participants were well acquainted with Grade 3 learners and the Grade 3 curriculum. As an observer in the classroom, the researcher also noted that the participants understood the developmental levels of Grade 3 learners well and they were able to apply their teaching experience when implementing the Grade 3 curriculum especially in terms of teaching reading and also when supporting learners who experience reading problems in their classrooms.

Question 3: Using your knowledge and experience how can you explain a Grade 3 learner with regard to how he or she learn to read, communicate, make friends and behave?

(Appendix J Table 3)

A range of responses were noted based on the participants' knowledge, observation and experience. GR3CT2 and GR3CT7 explained the learners as not the first grader in the phase and as a result, they viewed them as seniors in the Foundation Phase. In terms of their developmental level, LST4, LST6 and GR3CT10 regarded Grade 3 learners as still small and young and GR3CT5 saw them as children who had matured a bit. LST6 added about the needs of these learners and remarked that:

“they need a lot of assistance from the teachers.”

GR3CT2 used her personal experience to explain it further and commented that the Grade 3 learner is a child:

“...who still needs a lot of help but they think they claim to know, most of them they claim to know...”

GR3CT5 gave an explanation with regard to their ages:

“their age is from eight to ten years”.

Similarly, this statement supports the approximated ages highlighted by Piaget highlighted in section 3.2.2.

GR3CT6, GR3CT4 and LST2 emphasised that these learners have differences in terms of how they learn. Some learners learn fast and some are struggling, so they do not all learn at the same pace. Taking this into account, GR3CT1, GR3CT6 and GR3CT8 emphasised that these learners need pictures, words written on a flashcards and concrete objects when you teach them. This statement supports Piaget’s view that these learners are at a concrete operational stage where they still rely on concrete objects when learning (section 3.2.2). Socially, GR3CT3 explained a Grade 3 learner as interesting, sweet and precious. GR3CT10 provided her personal opinion and remarked that,

“...what I can say they still need to be taught everything they are almost the same as the Grade 1 or Grade 2. You still have to teach them everything like holistically. Like how to behave, speak, respect and to come to teaching and learning we have to teach them everything, they are still young, they don’t know what is wrong or right what they are supposed to do or not to do”.

The information gathered from the interviews (Appendix J) suggests that participants understood Grade 3 learners in terms of their developmental level and their needs well. As observed in the classroom, it was evident that most of the participants used their knowledge and experience about the Grade 3 learner when selecting their teaching methods; for example, most of the participants used concrete objects such as pictures and flashcards when supporting learners experiencing reading problems in their classrooms.

Question 4: Explain the following concepts: reading, reading problems and reading support? (Appendix J Table 4)

All participants provided their own understanding regarding the concepts asked in the question well. With regard to reading, GR3CT3 explained reading as saying verbally what you see. LST1, GR3CT1, GR3CT7 and GR3CT9 provided a comprehensive explanation and responded that reading was about putting words together in order to make sentences, imparting knowledge and forming meaning from what is being read. LST4, LTS5, GR3CT5 and GRCT11 explained the concept of reading as being able to read anything. In addition, LST5 and GR3CT8 answered by giving the importance of reading as a skill used to feed your mind and to explore, acquiring knowledge and information. GR3CT8 viewed it as a window that opens for learning and thinking to take place. LST2 and LST3 saw reading as reading for fun in order to know some words and to be able to comprehend what is being read. GR3CT2 expressed her personal understanding and show the connection between reading and spelling and remarked:

“Reading according to me is whereby you are able to recognise the letters and then you recognise that those letters can form syllables and syllables can form words. And the words can form sentences and by recognising you will know how to spell out those words that you read.”

With regard to reading problems, participants associated the concept with those learners who were unable to read. They further acknowledged that there are different factors which could contribute to learners experiencing reading problems. Among others, they highlighted the following: a lack of understanding of phonics, the alphabet, punctuation and parental support. GR3CT3 saw reading problems and reading barriers as referring to the same thing and commented:

“Reading problems is the same as reading barriers is when a learner is not or any person cannot say what is written there is a problem.”

For reading support, participants explained the concept by associating it with the role of the teacher in relation to supporting learners experiencing reading problems. GR3CT5 saw the importance of involving different stakeholders such as the community and parents as a major concern and remarked that

“it is a role of every elderly person to support the learners experiencing reading problems”.

This view corresponds with Bronfenbrenner’s idea about the interaction of different systems, which influence the process of child development as discussed in section 2.3.

From the above discussion it is evident that participants understood the concept of reading, reading problems and reading support. Reading permits readers to acquire knowledge and understand what is being read. Reading problems include any challenges that might block or delay the reading process, while reading support involves the strategies that teachers could use to support the learner in order to overcome his or her reading challenge. During the observation, the researcher noticed the participants’ commitment with regard to supporting learners experiencing reading problems in their classroom. This was evident from the way in which they used different strategies when supporting such learners. However, one participant acknowledged the need to collaborate with other stakeholders such as the community and parents for reading support to be effectively presented. This issue supports the view mentioned by Dryfoos (2005:7) that “schools can’t do it alone”. Therefore, it is everybody’s responsibility to support the learners experiencing reading problems.

Question 5: According to your knowledge and experience what are the causes of reading problems for Grade 3 learners? (Appendix J Table 5)

Participants presented the views that there were different factors that might cause reading problems. Among others, they highlighted the following: the language of teaching and learning (LoLT), an absence of support from home, a lack of foundation of sounds and phonics, the age of the learner, little phonemic knowledge and insufficient resources. From these factors, GR3CT1 and GR3CT3 saw the issue of language as the major contributory factor and commented:

“The big problem is the parents force their children to do Sepedi Home Language but at home they speak another language.”

And

“The problem is that at school they do the language that they don’t speak at home they only do it in class whereas everything except English is done in Sepedi.”

Participant LST2 provided her personal knowledge and commented that

“[t]o my knowledge, what causes the problem is the learners are not exposed to reading books or like magazine or any printing material...”

In addition, participant GR3CT4 expressed her personal experience in terms of the complexity of the sound system for IsiZulu as another contributing factor and remarked:

“I think from the IsiZulu side the sounds are difficult unlike in English and Sepedi. The Zulu sounds are difficult because the clicks like they have five letters that form one sound.”

As an observer in the classroom, the researcher also noted that when learners were expected to read words such as “*ngokuqhophelela*”.

From the participants’ feedback, it was impressive to note that teachers understood the different factors that could cause reading problems for Grade 3 learners. However, the issue of language was regarded as a major challenge. This was due to the different sound system existing for each language. As a result, when learners are taught to read, teachers need to consider this aspect and use approaches that will benefit the learners.

Question 6: Which strategy, techniques, methods or programme do you use to support Grade 3 learners who experience reading problems? (Appendix J Table 6)

LST4, LST5 and LST6 stated that they did not have specific strategies or programmes that they used. In addition, LST3 and LST5 emphasised that when planning for learners with reading problems they used individual programmes or group support depending on the problems the learners were experiencing. GR3CT1 expressed her personal understanding and explained strategies as methods. From the participants’ responses the most favoured methods were phonics, pictures, words and pictures, alphabet, flashcards and the look-and-say method. LST1, LST6, GR3CT3, GR3CT4, GR3CT5, GR3CT6 and GR3CT9 indicated that they supported these learners by reading with them or reading for them, allowing learners to read in groups, as pairs and as individuals. Other

responses to the question from the teachers included the following intervention strategies: parental involvement, providing extra time for reading support, peer tutoring, team teaching and downgrading the lesson where they read material from the lower grades, either Grade 1 or Grade 2 when supporting the learners.

As indicated in the CAPS, teachers are encouraged to follow a balanced approach when teaching reading in their classrooms. This implies that teachers need to integrate different strategies and methods when teaching reading in order to cater for the diverse learners' needs in the classrooms. With reference to the above, it is clear that participants acknowledged that learners were different and a "one-size-fits-all" approach was not possible when supporting those experiencing reading problems. To support the statement some of the participants indicated that they did not rely on a specific strategy but the strategies that they used, depended on the learners' individual needs. Furthermore, in terms of attending to what CAPS required from them with regard to teaching reading, participants showed their knowledge by using paired reading, reading for the learners (reading aloud) and with the learners (shared reading), group reading, and individual reading. These responses aligned with what was discussed in section 3.3.6 about reading strategies. The participants also indicated knowledge and understanding of different methods that can be used when supporting learners experiencing reading problems in their class. The methods that were mentioned by the participants were typically the methods that were highlighted in section 3.3.7 and the participants showed that they knew the types of methods that could be used to support learners experiencing reading problems in their classrooms.

Question 7: Can you briefly explain how you plan your reading support lessons in order to accommodate learners with diverse needs in your class? (Appendix J Table 7)

According to the responses, it was evident that participants planned their reading support lessons. LST1, LST2, LST3, LST5 and GR3CT4 highlighted aspects that needed to be considered when planning for a reading support lesson. They mentioned the following: the learners' needs, learners' capabilities and potentials, resources and the learning styles of each learner. LST1, LST2, LST3, LST4 and GR3CT3 further elaborated on the planning part and indicated that, when they planned, they used one lesson plan but

differentiated the activities in order to suit the learners' needs. LST5 also indicated the importance of knowing what the learners were doing in their class and what their knowledge and experiences were, so that she could be in a position to align her support with what the learners already knew.

Planning of a reading support lesson is critical and needs to be done in a way that it addresses the diverse needs of the learners. From the discussion above, it can be deduced that the participants acknowledged the different factors to be considered when planning for a reading support lesson. Most participants centred their planning around the learners. They knew and understood what the learners were capable of doing and considered this as important. This implies that participants acknowledged that learners were not like "empty vessels" but they had pre-knowledge about the concept of reading even though they experienced challenges. Teachers therefore should scaffold their reading activities in such a way that they allow learners to benefit from the reading lesson and in order to improve their reading abilities. For the researcher this view aligns with Vygotsky's concept of scaffolding discussed in section 3.3.4.5. Furthermore, knowing how the learners learn was also considered to be important for planning. By so doing, it is clear that participants considered the aspects of inclusivity as important by acknowledging that learners do not learn in the same way because they are unique and different. To add to what the participants mentioned, during the observation, the researcher noticed from the participants' daily files that planning was done even though some of the aspects highlighted were not addressed in their reading lessons.

Question 8 (Appendix J Table 8)

(a) During your training as a teacher, were you trained on how to support learners who experience reading problems?

(b) Can you elaborate on your training?

Responding to Question 8(a), six teachers indicated that they were trained while 11 were not trained on how to support learners experiencing reading problems. LST5, GR3CT2 and GR3CT5 acknowledged that they were not trained, but they had taught themselves. With regard to Question 8(b), all participants elaborated on their training by explaining in

more detail about their qualifications. Initially, all participants had a junior or a senior primary teachers' diploma except GR3CT6 and GR3CT11. GR3CT6 had a BA degree specialising in Setswana and English while GR3CT11 had an Economics degree and a PGCE. Furthermore, all participants had furthered their studies in education.

From above, it can be deduced that participants had acquired sufficient knowledge and skills on how to support learners who experience reading problems. Their training and qualifications bore testimony to that. As a result, all the participants were able to provide rich data regarding the topic under study.

Question 9: What helps you to implement reading support to Grade 3 learners who are experiencing reading problems in your class? (Appendix J Table 9)

All participants except LST4, GR3CT8, GR3CT9, GR3CT10 and GR3CT11 agreed that the types of resources they were using helped them to support learners who experienced reading problems. LST4, GR3CT5 and GR3CT8 emphasised the need for teachers to work together as an enabling factor. On the other hand, GR3CT9, GR3CT10 and GR3CT11 highlighted the disabling factors, which included insufficient time allocated for support, class size and an assessment policy that could be easily used.

It was emphasised that in order for learners in a FSS to be adequately supported teachers need to be provided with resources. According to DoE, the issue of resources was also one of the major aspects to be considered for an effective FSS. Furthermore, teachers were encouraged to adopt a team approach when supporting learners who experience learning problems including those with reading problems.

Question 10: What challenges do you experience when supporting Grade 3 learners who experience reading problems in your classroom? (Appendix J Table 10)

Participants indicated challenges as emanating from the learner, the school, district and parents. Among other things, they highlighted that learners lacked the knowledge of sounds; some had hearing problems; some showed lack of interest in reading; parents did not support their children; the implementation of the progression policy was problematic; and some teachers did not play their role in supporting learners experiencing

reading problems. According to them these challenges had a major effect on the learners' ability to read.

It is evident that the participants observed the learners very well and they realised what was contributing to the reading problems. This showed that participants had a broad understanding of the different systemic factors that affected the progress of their learners during reading support. For the researcher, these highlighted factors had an effect on the learners' performance.

Question 11 (Appendix J Table 11(a) and 11(b))

(a) When you support learners experiencing reading problems, do you find all of them to be at the same reading level?

(b) Can you elaborate on the types of reading levels of these learners?

For Question 11(a), participants agreed that, during support, not all learners read at the same level. In response to Question 11(b), participants emphasised that they mostly found three levels of learners in their class. GR3CT2 explained the situation when she indicated that there were emergent readers, middle readers and advanced readers. GR3CT7 explained the levels as struggling readers, moderate level readers and those who knew how to read. It can thus be deduced the participants were aware of the different reading levels. This indicates that participants understood that learners did not acquire the reading skills at the same pace despite the fact that they were doing the same grade. Thus, it is essential for teachers to understand and know the different levels at which the learners are reading so that they can provide proper support to learners.

Question 12: When you support these learners, which reading errors do they usually make? (Appendix J Table 12)

From the participants' responses the most commonly errors made were omitting of letters, confusion of letters, problems with pronunciation, inserting additional words, depending on decoding of words and omitting words. The types of errors mentioned by the teachers are typical reading errors and the teachers showed that they knew the reading errors that could occur.

Question 13: In your opinion, how can teachers structure reading support in their classes in order to accommodate the diverse needs of Grade 3 learners in a full-service school? (Appendix J Table 13)

Participants gave various opinions based on their knowledge and identified important aspects to be considered when structuring a reading support programme. LST1 remarked that teachers should take into account the learners' ability and the language they understood when structuring reading support. In addition, participants also highlighted that teachers must plan for reading support. With regard to planning, LST1 and LST2 commented that planning should follow a structured process, and LST6 explained how planning should be done and commented that:

"in class, the teachers can structure their reading support from simple to complex."

LST5 and LST6 indicated that alternative technological devices and concrete objects such as flashcards and pictures should be considered when structuring the reading support. On how planning should be done, GR3CT2, GR3CT4 and GR3CT8 pointed out that teachers should plan as a phase so that teachers teaching in a certain phase could assist each other with different strategies and methods in supporting learners experiencing reading problems. LST3 stressed the issue of curriculum differentiation and remarked that she:

"can structure that by doing curriculum differentiation because it can't be one-size-fits-all. We have to plan, as their potentialities are not the same; they don't grasp at the same level".

Lastly, LST4 and LST6 indicated that teachers should involve parents in their structuring and comment that:

"Also the teacher must try to call parents to school to explain how they can assist the learners at home".

The participants' responses clearly illustrate that they knew about reading support and how it should be structured to cater for diverse learners in their classroom. It was noted from the discussion that reading support follows a structured process and, as a result,

this required thorough planning from the teachers' side. How to plan for it is critical. Teachers, therefore, need to consider the learners' abilities and language during planning. Furthermore, the need for teachers working together and involving parents when structuring reading support is also of importance.

5.4.14 Question 14: Early on, you highlighted that you were trained/not trained on how to support learners who experience reading problems? Is there any support or training you need in order to enable you to provide support to learners with reading problems? (Appendix J Table 14)

Participants acknowledged that they attended workshops planned by the district. However, they still needed training on how to deal with learners with reading problems. LST5 remarked that,

“[w]e need more training on how to support these learners because every year teachers refer learners with different reading barriers and sometimes we are confused of what to do. The district office must supply us with more workshops on [a] continuous basis.”

GR3CT1, GR3CT3, GR3CT7 GR3CT8 and GR3CT10 mentioned that they needed training from the department. GR3CT3 commented:

“I also need in-service training from the department for learners who cannot read.”

In order for teachers to be able to perform their task properly, they need to be furnished with the necessary skills and knowledge. It is evident that participants acknowledged their gap in terms of supporting learners with reading problems and considered training as important in order to close the gaps identified. It is, therefore, important for the district and the DoE to provide teachers with such training.

Question 15 (Appendix J Table 15a and 15b)

(a) What is your role as a Learner Support Teacher (LST)?

(b) When, by whom and how are Grade 3 learners experiencing reading problems referred to you for support?

Question 15(a) and 15(b) were only directed to the LSTs.

Participants indicated that their role included helping struggling learners through adaptation and differentiation in lessons, conducting developmental workshops for teachers, and taking part in the SBST. For 15(b) which required teachers to respond on how learners were referred to them for support, all participants agreed that referral of learners followed a particular process. For them, teachers had to support the learners in the classroom before they could refer the learners. This view corresponds with the processes highlighted in section 2.2.4.2. LST5 elaborated on the system they used in schools to be able to support learners experiencing reading problems and they remarked:

“Learners are referred to our classes during their English period every day. We do a pull-out system whereby, during English period, the learners come to us for support for two periods and after two periods they go back to their classes.”

LSTs play a very important role in FSS. Learners experiencing barriers to learning are referred to them in order receive additional support. From the above, it was noticed that a pull-out system was adopted to allow identified learners to receive support. However, for the researcher this pull-out system might be problematic as from Grade 4 onwards these learners will be using English as the LoLT and sometimes these learners missed their English classes.

Question 16. Is there anything that was not asked about reading support but that you think I as the researcher should know about? (Appendix J Table 16)

Most participants felt that everything had been addressed relating to the topic under study. However, participant LST 2 indicated the importance of teaching comprehension as an important aspect to be looked at when teaching reading. GR3CT2 also indicated involving the community as a strategy to use when supporting learners experiencing

reading problems. GR3CT8 indicated the need for using rhymes, poems and singing when supporting learners with reading problems.

5.4.2 Concluding Remarks regarding Interviews

Creswell et al. (2016: 92) define an interview as a reciprocal discussion during which the interviewer asks the interviewees questions to collect data and to learn about their behaviour, views, beliefs, ideas and opinions regarding a particular phenomenon. In this study, the researcher gathered the information from the Grade 3 teachers in a conversational manner. The researcher also asked additional questions relating to the main question in order to probe the participants' understanding further. The participants' responses were grouped together below each question as formulated in the semi-structured questions (Appendix J) to assist the researcher to formulate themes and subthemes, which are discussed in section 5.7 below.

5.5 RESULTS FROM OBSERVATIONS

In addition to the semi-structured interviews, the researcher conducted classroom observations. Nieuwenhuis (2016: 90) uses the term "observation" to describe a procedure that is done systematically to record the way in which participants behave, as well as objects and participants' behaviour patterns, objects and incidences but there is no without automatically talking or asking questions to them. In addition, Bertram and Christiansen (2016:84) emphasise that during observation the researcher goes to the site of the study, which may be a classroom, community meeting space, staff room or school and observes what is actually happening there. In this study, the researcher went to the classrooms where six LSTs and 11 Grade 3 class teachers were observed. Each participant was observed three times for a period of three weeks in their classrooms during their reading lessons. Each reading lesson observed lasted between 15 minutes to 45 minutes depending on what the participants were addressing in class.

In school A, two LSTs and four Grade 3 class teachers were observed. The LSTs shared a mobile classroom, but they arranged their periods in such a way that each one had a specific time to use the classroom without disturbing the other. The researcher also noticed that, from each Grade 3 class, there were three groups coming for support during

Sepedi period and each group consisted of 12 learners per session. In total, each LST supported 36 Grade 3 learners. During their reading support lesson, learners were seated in groups of threes. The classroom was print-rich with different charts on the walls such as the alphabet charts and number charts. There was also a reading corner to allow for independent reading and each learner had a reading book. During the reading support lesson, LST1 started her lesson with a song related to the theme while LST2 started by asking the learners to identify the sound she was emphasising from the flashcards and then followed the actual lesson. Both LSTs used the same reading strategies and methods when supporting the learners. They read the story first, and then read together with the learners, asked the learners to read in groups and then finally as individuals. When introducing a new sound, the LSTs used the phonics method and integrated it with the picture method.

With regard to the teachers and their classrooms, the learners in the Grade 3 classes were not evenly distributed, GR3CT1 had 32 learners, GR3CT2 had 41 learners, GR3CT3 had 44 learners and GR3CT4 had 55 learners. In each class, the learners were seated in groups with two desks facing each other to accommodate a larger group. Each class had a mobile library used as their reading corner. Each learner did not have a reading book; instead, the teachers photocopied the story for each learner. All Sepedi teachers used a big book entitled “E kgantshe ka segageno”. GR3CT4 was focusing on “qh” sound. GR3CT1 and GR3CT3 were focusing on the “psh” sound while GR3CT2 was focusing on the “ntlh” sound. Compared to what was expected to be taught during the third term in Sepedi, the researcher noticed from the CAPS document that the Grade 3 teachers were expected to be addressing the “k” sound and this was not the case for all Grade 3 class teachers. This indicated that all Grade 3 class teachers were still addressing term two sounds according to their work schedule. This suggests that teachers were teaching learners according to their phase and that not all learners were learning at the same pace; hence, learners that were taught by GR3CT2 were still behind. When looking at how the Grade 3 class teachers supported learners experiencing reading problems in their classrooms, the researcher noticed that all Grade 3 class teachers followed the same procedures regardless of which sounds were focused on. Firstly, the teachers read the story from the big book and the learners followed quietly listening

without interrupting the teachers. Then the teachers asked the learners to read after them and asked them to read the passage alone without the teachers leading the reading process. During the reading process should the learners struggle to read some of the words, the teachers used different strategies and methods to support them. All Grade 3 class teachers had new words written on the flashcards to introduce sounds and they emphasised the sounding of the words. Learners were encouraged to break the words into syllables; for example, in GR3CT1 classroom the learners broke down the word “pshatlaganya” to “psha+tla+ga+nya” in order for them to read the word. In addition, the researcher also observed another pattern from GR3CT2 which involved code-switching of languages. When giving learners instruction the following words were used; for example: “page (letlakala), picture (seswantsho), Why? (Ka lebaka la eng?)”. Grade 3 class teachers also used the same reader from the lower grade to assist all learners experiencing reading problems despite their different reading levels. (Appendix L for a summary of classroom observation field notes).

In school B, the researcher observed only LST3 as the other LSTs supported learners from Grade 4-7. LST3 had 36 learners to support, coming to her in groups of 12 during Setswana period. In a day, LST3 supported three groups. The learners were seated in rows. The classroom had a reading corner. The teacher used different strategies and methods to support the referred learners. The following strategies were identified: group reading, individual reading, whole class reading and paired reading. Regarding the reading methods, LST3 used the phonics method and the picture-word method.

The researcher noticed the same seating of learners in the classrooms as observed in school A. The Grade 3 teachers had different numbers of learners in their classroom. GR3CT5 had 45 learners; GR3CT6 had 39 learners; GR3CT7 had 47 learners; and GR3CT8 had 40 learners. Each class had a mobile library used as their reading corner. Each learner did not have a reading book. Instead, the teachers photocopied the story for each learner. All teachers used a big book to read the story. The teachers used different strategies and methods to support the learners during the reading lessons such as group guided reading, paired reading and whole class reading. All Grade 3 class teachers used new words written on the flashcards to introduce their sounds. They emphasised the

sounding of the words and breaking down of words into syllables. For example, GR3CT7 asked the learners to read and break up the word “botsiditsana (cold) = bo+tsi+di+tsa+na”. In addition, GR3CT8 allowed the learners to demonstrate the word. (See Appendix L for a summary of classroom observation field notes.)

In school C, all learners were taught in English and the researcher observed three LSTs and three Grade 3 class teachers. Two LSTs shared a mobile classroom and the third had her own classroom. The researcher also noticed that from each Grade 3 class there were three groups coming for support during English period and each group consisted of 12 learners per session. In total, the LSTs supported 108 Grade 3 learners. During their reading support lesson, learners were seated in groups of threes. The classrooms were print-rich with different charts on the walls such as the alphabet charts, number charts and pictures of animals and fruit. There was also a reading corner for independent reading and each learner had a reading book. During the reading support lesson, the following were observed: LST4 used pictures from the big book to arouse the learners’ attention, while LST5 and LST6 used flashcards to introduce the lesson. All three LSTs used different reading strategies and methods when supporting the learners. They read the story first, then read together with the learners, asked the learners to read in groups then finally as individuals. When introducing the new sound, the LSTs used the phonics method and picture and word method. LST5 allowed the learners to break the word into syllables if they struggled to read the word. A worrying issue that the researcher noticed from all LSTs was that instruction was provided in Setswana and a lot of code-switching was done during the lesson especially when explaining unfamiliar words or when learners were asked to explain certain words. For example, LST4 first read the word in English and explain in Setswana like as in “sky for legodimo”, “beautiful for omontle” and “rain for pula”. She also gave the following instructions “Now reile gobala” for “Now we are going to read”.

With regard to the teachers, GR3CT9 had 49 learners, GR3CT10 had 43 learners and GR3CT11 had 47 learners. Each class had a mobile library used as their reading corner. The teachers used the DBE books during their reading lessons. Even though the researcher noticed that there were readers in the mobile library, learners were not

provided with those readers during a reading lesson. The teachers used different strategies and methods to support the learners during the reading lessons. The teachers' emphasised reading as a whole class and sometimes learners were also allowed to read in groups. The researcher noticed a similar pattern as far as the use of the learners' HL was concerned with the Grade 3 class teachers when providing instructions. Grade 3 class teachers also said the instruction in English and immediately translated it in Setswana or IsiZulu as in for LST4 "Ankere" for "isn't". A lot of code-switching was thus noticed. Furthermore, the researcher noted that a lot of code-switching was done and some of the teachers struggled to pronounce certain words. (Appendix L for summary of classroom observation field notes).

During the observation, the researcher noticed that when learners were taught through the use of mother tongue, the learners understood the instructions from the teachers more quickly than when they were taught in English. When reading was taught through the use of African language, teachers started by reading the text to the learners and expected the learners to contextualise what was read because the teachers assumed that the learners understood the language. Teachers tried to make use of the phonic method when explaining unfamiliar words even though it was difficult to use the phonics method for some of the words, for example the word "bala" that was read in GR3CT7's class. When it was read, it was easier when syllabification was used ("ba+la") than using the phonic method (b+a+l+a). On the other hand, when English was used, the teachers started by emphasising and building the learners' vocabulary first before engaging with the text. Then afterwards the teachers asked the learners to predict what the text was all about based on the pictures from the text. The teachers used code switching a lot when explaining unfamiliar words and giving instructions. This indicated that most of the learners lacked enough English vocabulary and could not follow instructions when the participants used English as the LoLT of the school. For the researcher this was very disturbing because learners were not encouraged to respond in English and this could affect their process of learning to read in English.

When looking at how participants supported learners experiencing reading problems, the researcher noticed that all participants followed a similar pattern. All of them emphasised

the phonics approach to teach the learners to read before using any other reading method such as the whole word approach. Although, the participants followed the same pattern, the researcher noticed the difference was how they introduced their lessons. This indicated that both learners who were taught in an African language and English were supported in the same way. Based on the above, the researcher concluded that participants had received similar training within the district on how to teach reading in their classrooms.

5.6 RESULTS FROM DOCUMENTS ANALYSIS

Another method that the researcher used to collect data from the participants was through analysis of documents. According to Henning, Van Rensburg and Smit (2011:98) document analysis deals with examining important documents, which could have significant information. In addition, McMillan and Schumacher (2014:386) also provided another explanation and explain document analysis as a non-interactive strategy where the researcher obtains qualitative data from the participants with little or no conversation between them. According to the CAPS document, Grade 3 learners are expected to be taught to read in both a HL and a FAL. In all the FSS participating in this study, the HL was the LoLT of the school (section 5.2.1). The following documents were collected and analysed from the participants: DoE policies, the CAPS document for Grade 3 HL teaching; CAPS Grade 3 FAL policy (Chapter 3, Table 3.1); teachers' HL lesson plans; work schedule for HL teaching; LSTs' resource files; readers and classroom timetables in order to see how teachers plan their reading lessons and which strategies they are using. The researcher analysed those documents in order to see how Grade 3 teachers planned their reading support lessons and which reading strategies they planned to use during the process of their reading support.

During the observation, the researcher noticed that all LSTs and Grade 3 class teachers had timetables which were displayed on the walls. Through that, it was easy for the researcher to verify whether there was a period assigned specifically for supporting learners who experienced reading problems in their class. In addition, the researcher was able to see as whether the time allocated for each component aligned with what was stipulated in the CAPS document (DoE 2011(b):9). From all the LSTs, the timetable

indicated only two learning areas that is HL, which is the LoLT in the Foundation Phase and mathematics. In terms of the HL, three periods allocated 45 minutes for a session per day for reading which included HL reading, HL spelling and HL comprehension. It was evident that those learners whom they identified as experiencing reading problems in HL were referred to the LSTs for support. This simply indicated that all LSTs provided support only to learners who experienced reading problems in HL. Should there be a learner experiencing reading problems in FAL, this learner was not referred to the LSTs.

Concerning the Grade 3 class teachers' timetable, the researcher noticed differences in terms of how the timetables were structured as compared to the LSTs' timetables.

From school A, the researcher noticed that the reading and phonics component was addressed in both HL and FAL even though more emphasis was given to HL. HL was allocated three periods per day for the whole week and they had categorised the periods as follows: HL Phonics (15 minutes), HL shared and independent reading (20 minutes) and HL group guided (30 minutes). Thus, five periods were allocated, whereas for FAL, three periods were allocated for English First Additional Language (EFAL) group guided reading and one period for phonics. There were thus four periods in total and each period was allocated 30 minutes each. This allocation was not aligned with what was set out in the CAPS. According to CAPS, FAL reading and phonics is allocated between 1 hour to 1 hour 30 minutes and for HL is allocated 5 hours per week (DoE 2011:9).

From School B Grade 3 class teachers' timetables. the following was indicated: Group guided reading (15 minutes), independent reading (15 minutes), shared reading (15 minutes) and phonics (15 minutes). For FAL, the researcher was not certain as whether learners were taught to read because, from the timetable, only FAL was indicated without clear indication of what was addressed during that time. This also contradicts what is set out in the CAPS documents (DoE 2011: 9).

In School C, the timetables for Grade 3 teachers only indicated HL English and FAL was indicated with no clear indication of what the teacher would be addressing in each period. According to CAPS, reading and viewing for HL should be allocated 5 hours per week with the following breakdown: Phonics: 15 minutes per day for 5 days (1 hour 15 minutes), Shared Reading/Shared Writing: 15 minutes per day for 5 days (1 hour 15 minutes),

Group guided reading: 30 minutes per day (2 sessions of 15 minutes) for 5 days (2 hours 30 minutes). FAL is allocated between 1 hour to 1 hour 30 minutes per week (DoE 2011: 9).

From the timetables (Appendix Q), it is evident that reading was taught in class but, from all the Grade 3 class teachers' timetables, there was no evidence that there was a specific time allocated for supporting learners experiencing reading problems. It was, however, noticed that some of the participants assisted these learners after contact hours. This statement confirmed what GR3CT5 indicated during the interviews:

"I usually take them during after school for thirty to an hour and then I read with them and I attend to them one to one session and then I usually borrow them books from the reading corner. I borrow them books so that they [the parents or guardians] can teach them at home".

With regard to the Grade 3 lesson plans, the researcher noted that all participants had lesson plans which were kept in a file. Teachers used CAPS for Grade 3 HL teaching and the work schedule provided by the district as a guideline to plan their lessons. The researcher also noticed that the LSTs and Grade 3 teachers planned their lessons differently. For all the LSTs, the lessons were planned in such a way that they allowed the teachers to teach one topic for the whole class but the lessons were differentiated in terms of the of activities that the learners would be doing. This clearly indicated that LSTs differentiated their planning and acknowledged the fact that learners were at different reading levels, had different language abilities and did not learn in the same way, whereas with the Grade 3 class teachers, this was not the case. Among all the Grade 3 class teachers, only GR3CT3 provided different activities in her planning and acknowledged differentiation of learners in the teaching that took place, while all the other Grade 3 class teachers used one lesson for the whole class. Still on the issue of planning, the researcher noticed that each FSS had a different lesson plan template, which indicated a lack of uniformity within the district.

In terms of the work schedule, the researcher noticed that all Grade 3 teachers followed the prescribed work schedule provided by the DoE. The content that the teachers needed to address during a particular week was clearly stated in the work schedule and was in

line with what was highlighted in the CAPS document. According to CAPS, during the third term learners were expected to learn to recognise the silent letters in words that is “k” as in “known” or “Kgati” (Sepedi), and they were expected to read a range of different poems in order to be able to discuss the main ideas, character and plot (DBE 2011:199). However, during the observations, the researcher noticed that not all participants were addressing the theme as indicated as they were still addressing themes that were expected to be dealt with during the second term. This statement clearly indicates Grade 3 teachers from the three participating FSS were not following the work schedule as rigidly as expected. This confirmed that learners from the three participating schools were not reading and learning at the same pace and teachers were trying to address their reading and learning needs. Based on that, one may assume that teachers in the classrooms were accommodating the diverse reading needs of learners and were teaching them according to their learning needs.

About the different files that the participants provided, the researcher noticed that all LSTs had a resource file. In that file, the LSTs put examples of intervention strategies including the reading intervention strategies that they would use during their support periods. There was also evidence of district curriculum circulars that invited teachers for meetings. These documents confirmed that teachers were workshopped at district level by curriculum facilitators about changes of the curriculum, but there was no evidence of attendance by some of the Grade 3 class teachers. The teachers acknowledged that they attended workshops from the district and they received material. The researcher noticed that some of the materials were kept in their steel cupboard and were not used. GR3CT2 confirmed this statement during the interview and remarked that:

“For me, whatever material that we get from workshops as teachers we must not shelve it. We must make use [of it].”

Lastly concerning the reading materials that Grade 3 teachers were using to support learners with reading problems. The researcher noticed that not all classes from all the FSS had graded readers. In school C, the Grade 3 teachers used the DBE books to support those learners with reading problems. Grade 3 teachers from school A and school B had readers even though they were not graded according to the learners’ abilities. The

researcher noticed that only participant LST4 used reading books, which were graded, in different levels in her class to cater for different learners' abilities.

5.7 DISCUSSION OF THE THEMES EMERGING FROM FINDINGS

The data collected was centred around the main research question *“How do Grade 3 teachers support learners who experience reading problems in FSS?”* From the findings, twelve main themes were generated and are summarised in Table 5.6.

Table 5.6: Summary of the main themes

Themes	Main Themes
Theme 1	Teachers' understanding of a full-service school
Theme 2	Knowing and understanding a Grade 3 learner
Theme 3	Understanding the term reading
Theme 4	Exploring the concept of reading problems
Theme 5	Strategies and methods for supporting Grade 3 learners who experience reading problems
Theme 6	Addressing reading support for Grade 3 learners
Theme 7	Enabling and disabling factors contributing to the implementation of reading support for Grade 3 learners experiencing reading problems
Theme 8	Principles and factors to consider when planning a reading support lesson
Theme 9	Current practices used in full-service schools to support learners experiencing problems in reading
Theme 10	Teacher training with regard to supporting Grade 3 learners experiencing reading problems
Theme 11	Professional development for teachers in supporting learners experiencing reading problems in full-service schools
Theme 12	Teachers' input about structuring reading support for Grade 3 learners with diverse reading needs

Table 5.6 provides a summary of the main themes emerging from the findings. In the next section, the researcher provides a detailed discussion of these main themes and subthemes.

5.7.1 Theme 1: Teachers' Understanding of a Full-Service School

In Chapter 2, section 2.2, the researcher provided a detailed description of a FSS seen from an international and a South African perspective. The researcher used the literature

reviewed to form the base for understanding the participants' responses. From data collected, the participants highlighted several factors, which were categorised as subthemes in order to provide a broader understanding of a FSS. Below follows the discussion of the subthemes arising from the theme of an understanding of what a FSS entails.

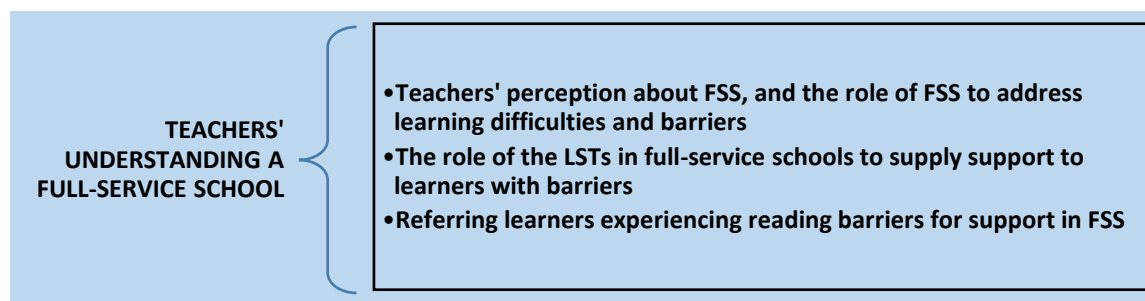


Figure 5.2: Subthemes identified from the theme: Understanding a full-service school

5.7.1.1 Teachers' perception about FSS, and the role of FSS to address learning difficulties and barriers

The concept of an FSS is explained as “first and foremost mainstream education institutions that provide quality education to all learners by supplying the full range of learning needs in an equitable manner” (DBE 2010(a):7). In this study, participants provided their opinion of the concept about an FSS. From data collected, GR3CT1 agreed with the explanation provided and commented that:

“.... it is just like a mainstream school because there are some of the learners that are gifted and some are slow learners so the full-service school caters for cognitively challenged learners...”

In addition, two participants also acknowledged that the FSS accommodated all types of learners with or without barriers. This was affirmed by the following comments. LST3 said:

“A full-service school is a school which accommodates all learners irrespective of their disabilities and their barriers”,

while GR3CT8 remarked that:

“A full-service school is a school where learners with problems or barriers to learning are learning at that school and it also caters learners who do not have barriers, it caters for both learners with barriers and without barriers”.

Similarly, these comments align with the broad definition the DBE provided about an FSS above.

FSS are established to accommodate diverse learners who experiences diverse learning needs so as to provide them with the necessary support. According to the DBE (2010:21), FSS will accommodate learners who require a moderate level of support. In this regard, a moderate level of support refers to a particular category of learners which includes learners with hearing or visual impairment, cognitive impairment, epilepsy, cerebral palsy, dyslexia, attention deficit and hyperactivity disorder (GDE 2011:15). GR3CT10 supported the statement and commented:

“{A} full-service school is a school which accommodates all the learners those who have barriers and those who do not have barriers. That is those who experience difficulties in reading they are also accommodated those who cannot write those who may be they are visually impaired and auditory impaired they are affected everyone is accommodated in a full-service school.”

In contrast with the definitions highlighted, GR3CT2 saw FSS as being different from ordinary schools as they accommodate learners with serious barriers and have teachers who are more knowledgeable:

“My understanding of a full-service school is that it is the type of school that caters for different learning styles including learners who have serious barriers who need to be referred to other schools and my other understanding is that it is not an ordinary school which mean that it has to have some specialities like educators who has proper knowledge in SBST on how to refer learners and who to involve, other stakeholders to involve in order to help these learners.”

In view of what participant GR3CT2 said, the researcher thus opines that a further need for explaining what a FSS is, is necessary as it seems as if not all teachers have clear understanding of this. This could be done through district workshops where district

officials discuss the concept in a simple manner so that all teachers may understand the concept better.

Considering information gathered from all participants, they supported the view that FSS accommodate diverse needs of learners. This includes among other issues, learners with special needs and educational barriers such as those experiencing reading problems. In order to accommodate such learners, teachers in FSS should have the knowledge and skills on how to support these learners in their classrooms and work in collaboration with other teachers. To intensify the support in schools, each FSS was assigned LSTs. This was also evident from the identified FSS, that each FSS had LSTs attached to the school. Furthermore, the findings revealed that LSTs supported all learners that were referred to them for support. However, only Sepedi and Setswana learners in the FSS where the research was conducted received support despite the DBE's intention that all learners experiencing learning problems including those experiencing reading problems should be supported (DBE 2010(b):21); for example, in school A, the isiZulu learners did not receive support.

5.7.1.2 The role of the LSTs in full-service schools to supply support to learners with barriers

LSTs are qualified teachers with the relevant experience and expertise in the field of special needs and remedial education and they should have an IE background (GDE 2004:3). From the information gathered in Table 5.1, five LSTs, namely LST1, LST2, LST3, LST4 and LST 6 had qualifications related to IE, with an exception of LST5 who had no IE qualification but had four years' IE background. Within the context of the FSS, the roles of LSTs are described as being responsible to: (a) consult and work with other teachers; parents and various outside agencies to make sure that learners succeed; (b) assist in coordinating the duty of the SBST; (c) act as a mediator between the school and other support networking structures; and (d) support teachers' individual growth and professional development (DBE 2010(a):21). In this regard, LST5 said:

“My role is to assist to alleviate barriers to those learners that are experiencing learning difficulties and also to do research about some of those barriers that I

have realise that I don't know so as to assist teachers with strategies to support those learners. For teachers with learners having barriers in class they refer them to me and I also do developmental workshops for those educators to show them how to deal with different learning barriers in class to assist those learners."

LST3 commented that:

"my role is to support the learners to know how to read and write even to intervene with the DBST to help me to support the learner who are cognitively impaired. To minimise the barriers".

In addition, Mahlo (2013:16) stresses that these teachers have specialised competencies and the ability to modify the curriculum to facilitate learning among learners with diverse needs and prevent learning failure. LST1 supported this statement and remarked:

"My role as a Learner Support Teacher is to make sure that I make the learners' lesson simple so that he can understand like maybe is a comprehension. So I adapt that comprehension to a lower level so that it will suit the level of the learner."

while LST6 commented:

"My role as a learner support teacher is to assist teachers in identifying learners with barriers and then to draw the programme that will assist them to outgrow their barriers".

LST2 was more specific and highlighted her role as follows:

"My role as a learner support teacher: I am helping learners who struggle with reading, writing, phonics and comprehension, that is those who have barriers."

LST4 provided a contextual explanation and highlighted that their role is to support learners with difficulties, give advice to teachers and to provide support and motivation to learners. It can be concluded that LSTs are responsible for facilitating support.

From the data collected, it was evident that LSTs were seen as the drivers to facilitate support for learners experiencing learning barriers including those experiencing reading problems in an FSS. In providing support to such learners, it is important for both the

class teachers and the LSTs to work together. Class teachers need to provide support in their classrooms; however, should the learners need additional support pertaining to the barriers experienced such as reading problems, they need to refer them to the LSTs.

5.7.1.3 Referring learners experiencing reading barriers for support in FSS

Supporting learners experiencing reading problems is critical in an FSS. From the data collected, all six LSTs agreed that support of learners experiencing reading support in an FSS followed a continuous process. The support process started with the class teacher in the classroom before referring the learners to the LSTs. This was evident from the following comment of LST4:

“The class teachers with the help of the SBST committee refer the learners to us. When they refer these learners to us, they firstly fill the GDE support form, use also the observation book where they will write everything they have observed with the learners while in the classroom, and even outside the classroom. Then after completing these forms they follow the referral procedure where it starts with the class teacher, grade teacher, the phase and then referred to the SBST and the SBST do the intervention with the learners and if the learner is not progressing well, they refer the learner to the learning support class.”

Similarly, the DBE highlighted this process as indicated in section 2.2.4.2. LST5 provided more clarity in terms of the system that LSTs follow to support the learners and commented that:

“learners are referred to our classes during their English period every day, we do a pull-out system whereby during English periods the learners come to us for support for two periods and after two periods they go back to their classes.”

From what has been indicated above, it is clear that LSTs supported learners who were experiencing reading problems in either Sepedi or Setswana in the FSS with the exception of IsiZulu-speaking learners in School A. However, it is the responsibility of the class teacher to identify and provide initial support to these learners in their classrooms before referring them to the LSTs. Based on that, it is of importance for teachers to know and understand the Grade 3 learner and the expected reading level so that they would

be in a position to provide proper support. The following themes address the importance of understanding the Grade 3 learner.

5.7.2 Theme 2: Knowing and Understanding a Grade 3 Learner

In order to have a broader understanding regarding the theme, knowing and understanding a Grade 3 learner, four subthemes were identified and these subthemes will be discussed in this section (see Figure 5.3).

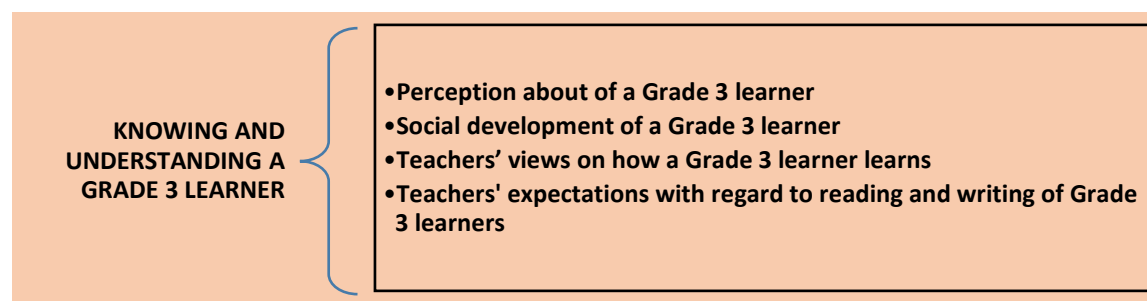


Figure 5.3: Subthemes identified from the theme: Knowing and understanding a Grade 3 learner

These subthemes are discussed in detail below.

5.7.2.1 Perception about of a Grade 3 learner

From the data collected, participants used their personal experiences to explain Grade 3 learners. Most of the participants acknowledged that Grade 3 learners were not the same in relation to how they develop. Four participants felt that Grade 3 learners were not yet developed and as a result, they were still in need of teachers to support them. The following extracts support the statement.

LST 4: *“These learners are still small and they like playing a lot. They forgot easily what they are supposed to do so as a teacher you keep on repeating instructions many times but what I like about them is that they have trust on us as teachers. They do anything that we say they must do without questioning us.”*

LST 6: *“Eeh! (Laughed) I can say they are still very small, they need a lot of assistance from the teachers and most of them they need pictures to see when you teach”*

GR3CT2: *"A Grade 3 learner according to my experience is someone who still needs a lot of help, but they think they claim to know, most of them they claim to know because they know that they are not the first graders. They are actually aware that this is their last class in the phase, so they usually think they know all..."*

GR3CT10: *"A Grade 3 learner likes what I can say they still need to be taught everything they are almost the same as the Grade 1 or Grade 2. You still have to teach them everything like holistically. Like how to behave, speak, respect and to come to teaching and learning we have to teach them everything. They are still young; they don't know what is wrong or right, what they are supposed to do or not to do."*

Even though LST4, LST6, GR3CT2 and GR3CT10 saw Grade 3 as not yet developed, LST1 and LST2 viewed them as being helpful to one another and commented that:

"That is, they like helping each other and also to compete among themselves."

"According to my knowledge, the Grade 3 learners are helping each other and then those that are not struggling they help those ones that are struggling with barriers and in my class..."

On the contrary, four participants, GR3CT1, GR3CT3, GR3CT7 and GR3CT9 felt that some of the Grade 3 learners were more developed. To affirm the statement, GR3CT3 and GR3CT7 remarked:

"My Grade 3 learners are very interesting, number one they ask and they will ask they really want to know. Number two they easily forget even if they are hurt two minutes they forget. They are so precious..." *"Because they are little bit matured, they are not like the lower ages like the Grade R, 1 and 2..."*

In addition, GR3CT5 provided a more comprehensive explanation and the learners' development with regard to their age and what they can do, commenting that

"Grade 3 learners differs from Grade 1 and 2 learners. I think because their age is from eight to ten years, they have matured a little bit, they relate easily with their classroom mates and their teachers. They are free to say anything."

It can be deduced from the above that participants based their explanation on the development of the learners. According to them, Grade 3 learners are still small and still need guidance from the teachers although they have matured a bit. As a result, when supporting these learners, teachers need to have a thorough understanding of the developmental level of the Grade 3 learners. Furthermore, teachers need to understand how these learners learn and behave so that the strategies and methodologies used during support be aligned to their individual needs.

5.7.2.2 Social development of a Grade 3 learner

According to Mwamwenda (2004:500), social development refers to the acquisition of new strategies for relating to one's social environment as one grows and develops. With regard to their social development, participants classified a Grade 3 learner as sweet, easy to interact with one another, confident and free to talk and answer questions. Adding to that, GR3CT8 and GR3CT9 emphasised the factors which might hamper the social development of the learner and commented:

“With forming relationships is different and maybe is caused by their background and most of the kids are bullying each other. They are fighting, are always talkative, they have so many things in themselves, but it is because of their background where they come from and in class we teach them to be one to listen to each other, respect each other”.

“Socially because of our community here some you will see that they are having problems in their family. Others you will see the background is not the family background is just the learner sometimes you see that he doesn't cope well.”

These comments illustrated how the family can have an influence on learners' development and learning. This supports Bronfenbrenner's theory about the interaction of different systems, which influence the process of child development as discussed in section 2.3. Therefore, teachers need to have a thorough understanding of the social background of the learner and its implications when supporting learners experiencing reading problems as it will be easy for them to know how to engage with their parents during the support process.

5.7.2.3 Teachers' views on how a Grade 3 learner learns

With reference to how a Grade 3 learner learns, participants acknowledged that Grade 3 learners were not the same and as a result, they learn differently. Five participants, GR3CT1, GR3CT3, GR3CT4, GR3CT6 and GR3CT8 were more specific and stressed that when teaching Grade 3 learners, teachers needed to use concrete things because this would make it easier for them to learn. For them, the use of phonics charts, pictures and other teaching aids were important to simplify the manner in which the Grade 3 learners would learn. The following comments provide evidence of the statement:

GR3CT1: *"In class when we introduce something, they need teaching aids maybe you can use flashcards so that they can learn easily. You know the small learners even in the intermediate phase you cannot come to the class and introduce a lesson without using teaching aids"*

GR3CT3: *"In terms of learning they learn by pictures. It is easy so, show them a word and a picture every time you show them a word it must be accompanied by a picture and an action"*

GR3CT6: *"When teaching these learners, Grade 3 learners also use concrete things..."*

These comments correspond with what was discussed in section 3.2.2. According to Piaget's cognitive theory, Grade 3 learners function in the concrete operational stage where they use coherent cognitive systems and are capable of reversible thought processes (operations), and they can manipulate categories, classifications and hierarchies in groups (De Witt 2016: 15).

GR3CT2 commented on the learning style and said: "

With learning they usually like to use different types of learning like the tactile way where they like to touch things. They also like to be given different ways of learning like giving them the text and they will say to you: 'No we know how to do these things you don't have to explain to us' forgetting that they are not the only ones

that they know the answers. So, they always like to learn in the same kind of style and different kinds of styles.”

In addition, LST1 remarked on the type of method she used to engage learners in Grade 3:

“In Grade 3 especially in my class they like to learn from their peers because when I teach, I use peer learning ... When I teach, I usually use play in my teaching. I will, for example, ask them to demonstrate or imitate.”

From the findings, participants agreed that Grade 3 learners learned to read and write easily if teachers used concrete things such as of phonic charts, pictures and other teaching aids. This finding supports the viewpoint of Mwamwemda (2004) and Donald, Lazarus and Moolla (2014:75) noted in Chapter 3, section 3.2.2. Taken together, these findings, confirm that learners are different and, as a result, they learn differently. So, in order to cater for every learner in the class, teachers need to keep in mind the level at which the learners are and their learning styles so that they are in a position to align their teaching methods with the learners’ abilities and learning needs.

5.7.2.4 Teachers’ expectations with regard to reading and writing of Grade 3 learners

The findings obtained from the data, shown that participants had certain expectations with regard to the reading and writing competency of Grade 3 learners. With reference to reading, LST2, LST5, GR3CT1, GR3CT2 and GR3CT4 felt that Grade 3 learners should be able to read fluently and with understanding, read simple sentences and follow instructions. This is in line with the broad expectations of the DBE, which state that by the end of Grade 3 learners are expected to have accomplished a high level of communicative competence and be able to read at least on grade level (DBE 2010(b) 7-9). During the data analysis process, the researcher came across those expectations as they were clearly set out in the CAPS documents. Additionally, Lindsey (2010:5) indicates that Grade 3 learners are expected to know the fundamentals of reading so that they will be in a position to apply their reading skills across the curriculum. Three participants, GR3CT6, GR3CT8 and GR3CT11, agreed with this statement and the following extract was noted:

GR3CT8: “A Grade 3 learner is a learner by right now he is able to read, able to write, may be able to write plus minus three to four paragraph with a specific topic given, is able to read many books. That learner is able to do things for himself in a learning situation.”

In addition to knowing how to read, GR3CT1 and GR3CT5 emphasised that Grade 3 learners should be able to write their names and be able to write their own stories. Considering the two aspects, it can thus be deduced from data that reading and writing are interrelated. Grade 3 learners are therefore expected to read and write at a certain level in order to progress to the next level. However, this was not the case as confirmed by numerous assessments conducted internationally such as PIRLS, SACMEQ and locally such as the ANA, which revealed that most South African learners were reading below their grade level. In order to try to improve this situation, it is imperative for teachers to understand what reading is all about and how to teach it. This will in turn empower teachers on how to support learners with reading problems.

5.7.3 Theme 3: Understanding the Term Reading

This theme indicated how the participants of this study understood the concept of reading. In order to respond to the theme, the participants used their knowledge and teaching experience to construct the meaning of the concept. Two subthemes were identified as indicated in Figure 5.4.

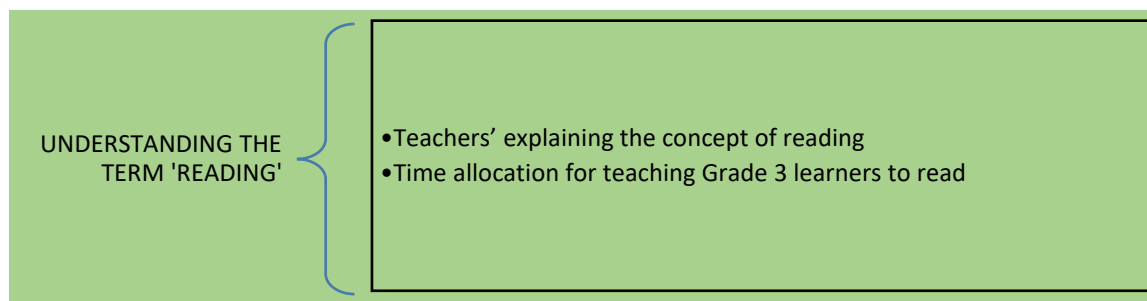


Figure 5.4: Subthemes emerging from the theme: Understanding the term 'reading'

5.7.3.1 Teachers' explaining the concept of reading

In Chapter 3, section 3.1, different explanations regarding the concept of reading were highlighted which made it difficult for the researcher to provide one single definition. From data, the researcher also noticed the same from the participants because no common explanation of the concept was drawn from their responses. Participants used their own definitions based on their personal understanding and beliefs to explain the concept.

According to Reutzel and Cooter (2010:25), reading is the understanding of printed or written material, as well as a means of language acquisition, communication, and sharing information and ideas. From the data collected, six participants, LST4, LST5, LST6, GR3CT5, GR3CT10 and GR3CT11 agreed that reading was about knowing how to read anything. The following comments provided evidence to the statement:

LST 4: *“Reading is about (eeh!) being able to read anything for example when you go outside you are able to read anything that you see before you can understand what it is.”*

LST 5: *“Reading is when the learner is able to read anything, to feed you mind, and to have knowledge and to explore. Every learner is supposed to know how to read and comprehend what he or she has read.”*

In addition, GR3CT5 gave a comprehensive explanation in terms of what it meant by anything and commented that:

“Reading is when you read anything, any article, a magazine, a newspaper or reading from a television or whatever news that you saw on the television or whatever is written on the newspaper is reading whether you read a novel or comic is reading.”

In trying to provide a more specific explanation to the concept, four participants, LST1, GR3CT1, GR3CT7 and GR3CT9, explained reading as putting the words together. GR3CT7 elucidated that it is not only about putting words together but also about making meaning and comprehending so that you may use the words you have learned to form a sentence. This statement supports Coltman and Place's (2013:100) explanation that

reading is about drawing of meaning, by the reader, from the written language. In relation to that, GR3CT3 refers to reading as saying verbally what you see.

To add to the explanation provided above, GR3CT6 used her personal experience to explain the concept in relation to how learners are taught to read and by highlighting the process undertaken when teaching reading. The following comment was noted:

“Reading as far as I understand is teaching learners how.... first you have to start with the alphabets you have to start with the phonics. If the learner knows the different types, knows all alphabets... there are types of reading according to me. There is a pre-reading, first reading, second reading ad post reading...”

Furthermore, two participants, GR3CT2 and GR3CT4, acknowledged that reading is about recognising the letters and being able to know the sounds. Similarly, Decaires-Wagner and Picton (2009:50) explained reading as a linguistic task and children need well-developed language skills, including phonemic (sound) awareness, vocabulary and comprehension to be able to read.

For Spaull et al. (2016:13), reading is central to almost all formal learning. GR3CT8 supported the statement, by providing the benefit of knowing how to read and commented:

“Reading is when you read you acquire more knowledge, you acquire more information and it is a window that opens for learning and thinking.”

Similarly, Swart and Nathanson (2011:64) also supported the view and gave the following explanation: “Knowing how to read lays the foundation for success in a competitive, information-driven world.”

Another explanation noted from the data, was that from participants LST2 and LST3 who explained reading as a social activity, as well as reading for fun. LST3 expanded the explanation and remarked:

“Reading is to read sometimes for fun but with comprehension so that you can answer the question after. Reading to comprehend what you have read about, to can tell the story, to can retell what you have read.”

To summarise, participants provided different definitions of reading, and this shows how complex the definition of the concept is. This statement supports Smith's (2009:15) idea about the concept of reading. For him, the concept of reading is a complex task to both learn and teach. However, this study suggests that participants understood the concept of reading and its implication. Reading is about putting words together in order to comprehend and to gain knowledge and information. It also allows the reader to explore and think about what is being read. As a result, it is important for teachers to teach learners the skill of reading in schools.

5.7.3.2 Time allocation for teaching Grade 3 learners to read

From the data collected, five GR3CTs, that is GR3CT2, GR3CT3, GR3CT4, GR3CT5 and GR3CT10, emphasised that they allocated time for teaching reading. From the five GR3CTs, three of the participants, GR3CT2, GR3CT3 and GR3CT10 highlighted that reading was taught every day and lessons were structured in such a way that they covered each component that needed to be addressed in a Grade 3 classroom. GR3CT3 affirmed the statement and remarked:

“In Grade 3 we do reading every day. We have three periods of reading. We do reading in phonics, we do reading in shared reading and we do reading in group guided reading. For phonics, is fifteen minutes when you teach them the sound; for shared is thirty minutes and for group guided is thirty minutes.”

Similarly, the DoE highlights such components as indicated in Chapter 3, section 3.2, Table 3.1. The other two participants never indicated as when reading was taught but only highlighted the time for teaching reading. The following remarks came from GR3CT4:

“Like in Grade 3, I take thirty to forty-five minutes for reading only. In some days, I take thirty minutes and some days I take forty-five minutes; it depends as whether I am doing a shared reading, group reading or individual reading for that day.”

GR3CT5 said:

“In Grade 3, we have two hours per week for teaching reading...”

However, no one mentioned whether they had time allocated for teaching reading specifically for those learners experiencing challenges with reading.

According to what the researcher observed, all participants allocated time for teaching reading in their classrooms even though during the interview process, 11 participants did not highlight in their responses whether they had allocated time for teaching reading. This was evident from their classroom timetables, which were displayed on their classroom walls. From all the timetables of the LSTs in the three participating FSS, three periods per day for teaching language were noted which indicated HL reading, HL spelling and HL comprehension. Each component was allocated 45 minutes. There was no time allocated for FAL on the timetable. This indicates that LSTs support learners who experience reading problems in their HL, which is the LoLT of the school, and should there be a learner who experienced reading problem in FAL, he or she would not be catered for in the LSTs' classroom.

From school A, the following aspects regarding the allocation of teaching reading were indicated on the Grade 3 class teachers' timetable: HL Phonics (15 minutes), HL shared and independent reading (20 minutes) and HL group guided (30 minutes). The researcher also noticed that there was another 30 minutes allocated twice in a week for group guided reading for English First Additional Language (EFAL) and 30 minutes allocated for phonics.

The Grade 3 class teachers' timetables in School B indicated the following: Group guided reading (15 minutes), independent reading (15 minutes), shared reading (15 minutes) and phonics (15 minutes). The researcher also noticed that there was no indication of whether reading was addressed with learners in EFAL.

In School C, the timetables for Grade 3 class teachers only indicated HL English and FAL with no clear indication of what the teacher would be addressing in each period.

From all three participating FSS, it was evident that Grade 3 learners were taught reading in both HL and FAL in their classrooms. This aligned with what is stipulated in the Language policy (DoE 1997:1) regarding the languages that need to be taught in the Grade 3. Although the three FSS were from the same district, the researcher noticed that

there was inconsistency with regard to the time allocated for addressing aspects of reading especially in HL. According to the CAPS, five hours per week is allocated for reading and phonics in HL (DoE 2011:9) and this was contrary to what the participants highlighted during the interview process and what was indicated in their timetables. This indicates that not all the teachers followed the time allocated to teach aspects of reading as stipulated in the CAPS document. This finding also confirms what was indicated in the NEEDU report (2016:32) where the similar issue was highlighted. This thus suggests that some of DoE policies were not adhered to in the three schools, which formed part of the research project. (Appendix Q for examples of timetables).

5.7.4 Theme 4: Exploring the Concept of Reading Problems

Different scholars explain the concept of reading problems in diverse ways. From the findings, the participants provided their own understanding of the concept based on their knowledge and experiences. Figure 5.5 indicates the subthemes, which emerged from the theme and each sub-theme will be broadly explained.

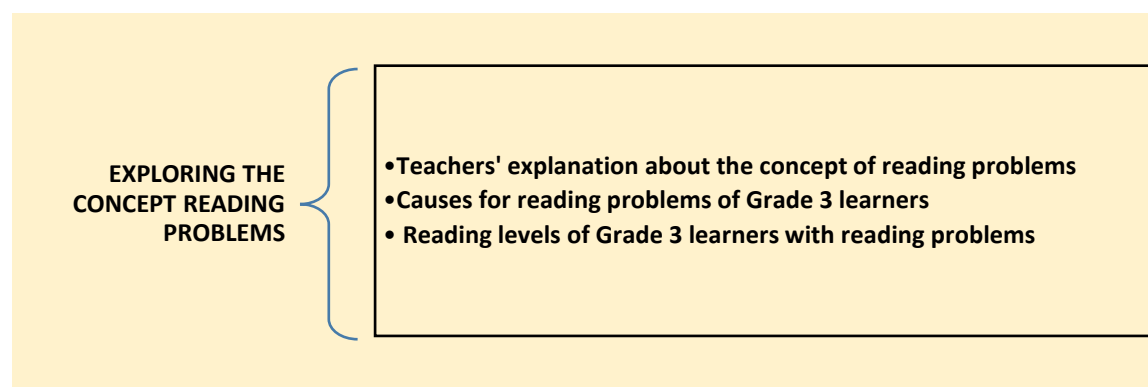


Figure 5.5: Subthemes emerging from the theme: Exploring the concept of reading problems

5.7.4.1 Teachers' explanation about the concept of reading problems

In section 3.3.1, the researcher highlighted that the concept of reading problems was used interchangeably with concepts such as reading difficulties, reading barriers and reading challenges. GR3CT3 provided a similar understanding and commented:

“Reading problems is the same as reading barriers is when a learner is not or any person cannot say what is written there is a problem. Something is written there then you just say or you just look at that word she cannot say this is...for example a cat.”

In addition, the participants used different categories to explain the concept. Firstly, GR3CT5 explained the concept of reading problems from her personal experience and remarked that:

“Reading problems is whereby a person or a learner experience difficulty in reading maybe he or she is unable to read independently or unable to read in groups or whenever she is sharing reading with people or learners she or he is experiencing problems in reading. That is what I call problems in reading.”

Secondly, most participants provided their own thoughts when explaining the concept of reading problems and agreed that the term reading problem is *“when the learner is experiencing a problem with reading or unable to read”*. Similarly, the researcher also highlighted the statement in section 3.3.1. Thirdly, the participants based their explanation on the types of challenges that the learners experience when they read. Among others, they highlighted the following challenges: problems with phonics, spelling, naming objects, reading without understanding, unable to distinguish sounds, and a lack of knowledge of sounds. The following comments provide evidence to the statement:

LST2: *“Reading problems is when a learner cannot or does not know the phonics, cannot spell or he cannot maybe name the objects is where the problem comes.”*

LST 4: *“Reading problems is when the learner is experiencing problem when reading. They cannot sound words; they cannot spell a word or they cannot read even small sentences.”*

In the following sub-theme, the researcher discusses the causes of reading problems of Grade 3 learners.

5.7.4.2 Causes for reading problems of Grade 3 learners

There are different factors that may cause reading problems for Grade 3 learners. In section 3.3.2., these factors were identified as originating from within the learner and also from outside the learner. Those factors originating within the learners are referred to as intrinsic barriers such as neurological and cognitive factors, intelligence and intellectual factors, language factors and physical factors, whereas, those that are originated from outside the learners are referred to as extrinsic barriers such as the environmental factors, which include the learner's home, school, and community. Similarly, in this study, participants highlighted different causes for reading problems, as summarised in Figure 5.6. However, the researcher noted that there were four major causes for reading problems for Grade 3 as indicated by the participants in this study. These major causes are linked to a lack of sound and phonics foundation, language problems, a lack of support from home and the progression of learners to Grade 3 without them having competence in reading. These causes are discussed in detail below:

The first cause was related to language. Eight participants, LST1, LST4, LST6, GR3CT1, GR3CT3, GR3CT5, GR3CT7 and GR3CT8, argued that in most cases, the mother tongue or HL of the learners is different from the LoLT of the school. As a result, this led to most of the Grade 3 learners experiencing reading problems because they could not understand what they were reading and lacked the basic knowledge of the language. The following comments support the statement:

LST6: "I think the main problem is the language of teaching and learning in this school where I am because learners here are doing English which is not their mother tongue. So, these learners they don't know how to read because this language is not the language that they are using at home. They don't have the basis in this language."

GR3CT1: "Okay, maybe the children at home they speak Zulu, Shangaan (Tsonga) or they speak another language but at school, the mother or usually their parents force it that the children must do Sepedi in school. Whereby at home they don't speak Sepedi, so this gives us a big problem because when the learner you

talk to him she doesn't understand you because she doesn't speak the language. The big problem is the parents force their children to do Sepedi Home Language, but at home, they speak another language."

GR3CT3: *"The problem is that at school they do the language that they don't speak at home. They only do it in class whereas everything except English is done in Sepedi like Sepedi, Mabokgoni (Life skills), Dipalo (Maths) whereas at home most of them is not Sepedi that they are speaking, most of them are not Sepedi speaking. This is a major cause."*

GR3CT5: *"I think eeeh! the language spoken at home differs from the language taught at school. I think learners should be taught in their own home language, the language that they are speaking at home. If they are Zulu speaking people, they should learn to read in their own home languages, not in another home language."*

In addition, GR3CT4 stressed that what made it even more difficult was the sound system of different languages. She emphasised that IsiZulu is more difficult to learn than English and, if the learner did not have the background, he or she would struggle to know how to read and pronounce words. She commented:

"I think from the IsiZulu side the sounds are difficult unlike in English and Sepedi. The Zulu sounds are difficult because the clicks like they have five letters that form one sound. Sounds like "indwa" like if the learners have difficulty with two letter sounds like "hl, sh, ng" when you add three letters on top of the two-letter sound it becomes difficult."

Secondly, the cause was linked to the lack of sound and phonic foundation. This factor indicated the general lack of phonemic awareness, which affected the learners' reading abilities. Thirteen participants, LST3, LST4, LST5, GR3CT1, GR3CT2, GR3CT4, GR3CT5, GR3CT6, GR3CT7, GR3CT8, GR3CT9, GR3CT10 and GR3CT11, agreed that learners did not have the knowledge and understanding of sounding the letters and this made it difficult for them to read. For the participants, this challenge was linked to the methodologies that the lower grade teachers used to teach learners to read. The excerpts below provide evidence of the participants' concerns:

GR3CT2: “In the home language is the lack of phonemic awareness; learners don’t know sounds, learners guess, they like to guess.”

GR3CT6: “What causes reading problems in my class is that the learners don’t know the alphabets, they confuse some of the alphabets, they don’t know the types of phonics, they don’t pronounce phonics, three words together, the vowels together. They cannot pronounce when the vowels are close to each other, when the consonants are together, they are unable to pronounce that.”

GR3CT10: “The problem or the cause for them to not be able to read I think is because they don’t have knowledge for the sounds like the letters they cannot spell like “a”, “b”, “kh”. Yes, some they do not have that background for the sound so that is the problem or maybe the problem was in their Grade R or Grade 1. I don’t know, but the problem is the sound. If they don’t know the sound or to call or name the sound they cannot read.”

LST 5: “According to me, what causes reading problems for Grade 3 learners is that educators from Grade 1 and Grade 2 they did not teach the learners the letter sounds. They taught them the alphabet so the learners they only know the alphabet and not the letter-sound, and when they come to Grade 3, it becomes a problem because you have to start with the letter-sound and not the letter, so learners become confused. They are starting to be confused because they cannot differentiate between letter-sound and the alphabet.”

In supporting what the participants highlighted the researcher noted this challenge during the observation process. For example, in school C, before LST5 started with the reading lesson she asked learners to read the following words: dog, big umbrella, bunny, little and beautiful from the board and most of the learners struggled to read those words. In trying to support them, she requested the learners to sound the letters which was even more difficult because some of them confused the letter-sound with the alphabet name such as “d-o-g” as “dee-o-gee” and b-i-g” as “bee-ai-gee”. As a result, when the participant asked them to say the sounds of those letters again, they felt frustrated and showed no sign of attempting it again.

Thirdly, three participants, GR3CT1, GR3CT7 and GR3CT9, expressed their concern with regard to the progression policy. They felt that some learners progressed to Grade 3 without being competent in reading. GR3CT1 said:

“In Grade 1 and 2, the learner did not do well, and they push the learner to Grade 3. That learner is going to have a problem.”

Lastly, LST1, LST2 and GR3CT3 viewed the lack of parental support from home as another cause. They emphasised that parents did not read to their children at home and some of the learners stayed with their grannies who could not read at all. Consequently, most of these learners were not motivated to read and lacked role models. This statement corresponds with the argument by Serpell et al. (2005: 4) that the parents’ own literacy habits will influence the learner’s interest and motivation to read. LST2 also added and expressed her personal experience and related the cause to a lack of exposure to printed material and commented:

“To my knowledge, what causes the problem is the learners are not exposed to reading books or like magazine or any printing material. They are always using the phone or watching television, and when using the phones, they always play games not reading, and their parents are not reading with them at home.”

In addition to the four major causes indicated above, participants also spoke about the poor socioeconomic background, visual problems, hearing problems, challenges of early identification, a lack of support from Grade1 teachers, teachers lacking background knowledge about the learner, changing of teachers from the previous grade to the next grade and admission age as other causes. In Chapter 3, section 3.3.2, some of those factors were highlighted.

Although Figure 5.6 (below) summarises all the causes of reading problems for Grade 3 learners from the participants’ perspectives, the researcher concentrated on the four major causes because they seem common to most of the views of all the participants. When taking a closer look at the participants’ responses, it was concluded that the four main causes of reading problems for Grade 3 learners could be explained from different contexts.

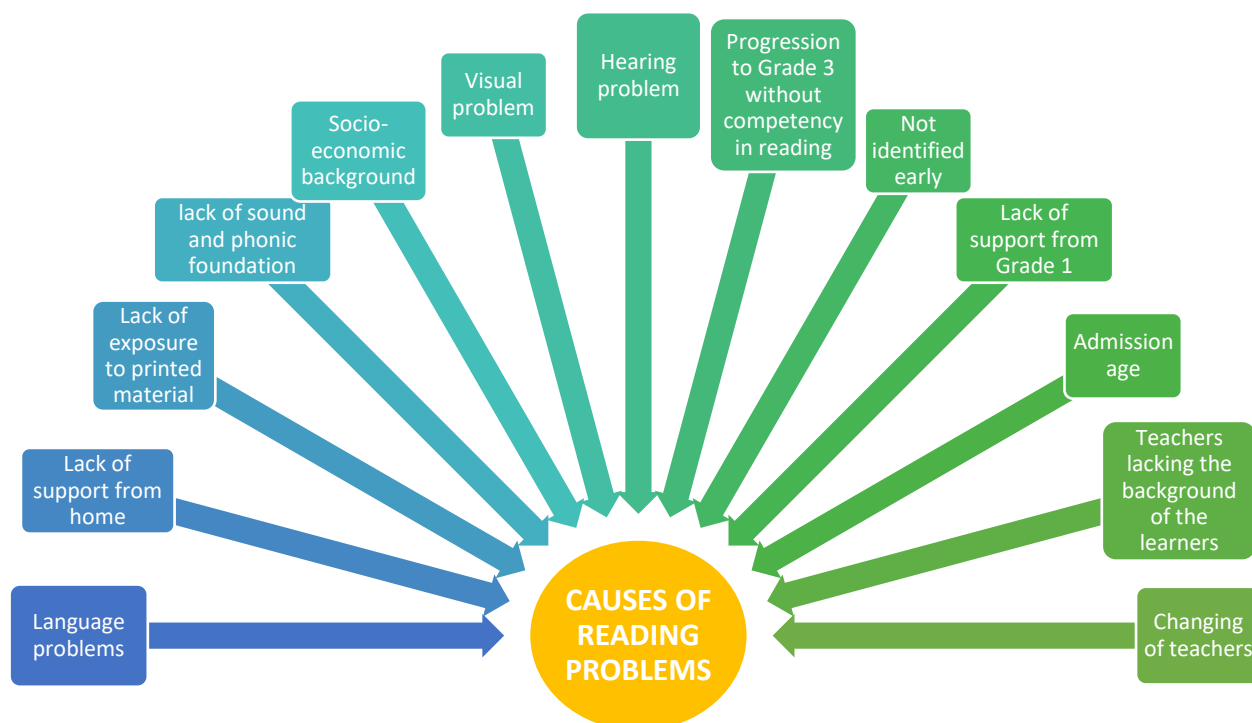


Figure 5.6: Summary of the causes of reading problems of Grade 3 learners

These different contexts included the home, the school and the government departments (Figure 5.6). Thus, this shows how different factors from different contexts are interconnected and contribute towards the reading ability of the learners. This statement is aligned with Bronfenbrenner's idea highlighted in Chapter 2, section 2.3, where it is discussed that child development is influenced by the interaction of different levels or systems in the social context. According to Bronfenbrenner's ecological systems theory, four systems are identified: the microsystem, mesosystem, exosystem and macrosystem. Within the context of this study, these factors might be aligned as follows: the lack of sound and phonic foundation and language problem indicates factors that the learners might experience at the school and this can be related to Bronfenbrenner's microsystem. The lack of support from home relates to Bronfenbrenner's mesosystem which indicates the interrelated relationship between the family and the school, while progressing learners to Grade 3 without their having competence in reading, is a policy matter which are addressed at the government and provincial departmental level, and this can be related to Bronfenbrenner's macrosystem. For a more detailed illustration of the various levels of

Bronfenbrenner's ecological systems theory and factors causing reading problems, see Figure 5.7.

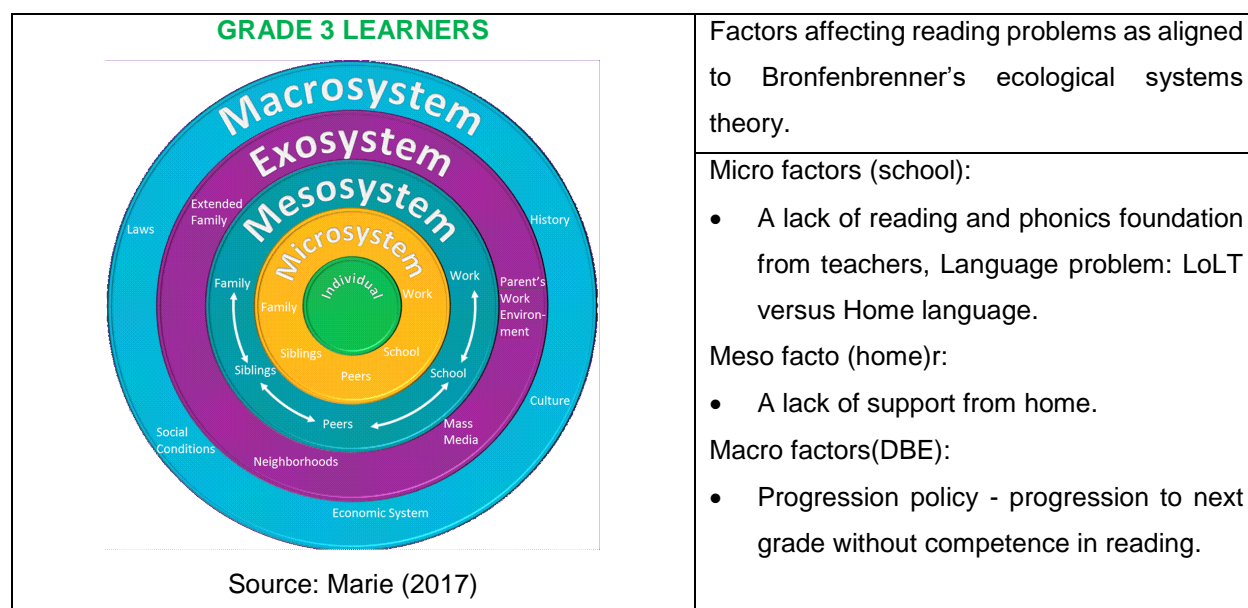


Figure 5.7: Summary of factors relating to the causes of reading problems as aligned to Bronfenbrenner's ecological systems theory

From Figure 5.7, it is noted that Grade 3 learners are placed at the centre of the diagram and are surrounded by different factors from different systems that might have a direct or indirect influence on the learners' reading ability. For example, the types of methods that the teachers used in schools and in their classrooms to teach learners to read have a direct influence on the learners' reading ability because if learners are not taught the correct skills on how to read, they will battle in learning how to read. Again, the relationship between the school and the home has an indirect influence on the support the learners get to improve their reading challenges. If the teachers do not involve the parents in their programmes, it will be difficult for parents to support their children at home. Another issue is if parents are not inculcating the culture of reading in their children at home either by reading to them or buying reading books for them, the learner might not develop a love for reading books and this might have an indirect influence on the learners' reading ability. Furthermore, at government level, education specialists are entrusted to draw up policies such as the progression policies so that teachers implement them in schools, and this might also have an indirect influence on the learners' reading ability especially if the learners have been progressed to the next grade without being competent. Taking into

account these factors and reading levels, it is of significance for teachers to understand the causes of reading problems within different contexts so that proper support can be provided for learners who need it. By so doing this might, in turn, improve the reading level of the Grade 3 learners.

5.7.4.3 Reading levels of Grade 3 learners with reading problems

A reading level refers to the level at which the learner reads the text, and it is equated to the number and types of errors he or she makes during oral reading (Lapp et al. (2007) cited in Nel & Nel 2016:117). From the findings, all participants agreed that Grade 3 learners with reading problems were reading at different levels. Twelve participants, LST1, LST3, LST4, LST6, GR3CT1, GR3CT2, GR3CT3, GR3CT4, GR3CT7, GR3CT8, GR3CT10 and GR3CT11, provided a comprehensive explanation agreeing on three levels. This was confirmed by the following comments:

GR3CT8: *“Like in my class neeh! I have three levels. The first level is the one that they cannot read at all; the second one is the one that they can read some of the words and other words they can’t; and the third level they can read everything. They can even write those. They can even read without the help of the educator without telling them that we go and practice or do what.”*

GR3CT2: *“There are about three levels of learners. I have got the emergent reader; the emergent readers usually struggle a lot, but as they go on they improve when they are given support they know that this is our time... I have got also the advanced readers. These learners can take any book and read irrespective of the level even at the library they don’t go for single sentences they go for serious paragraphs with the small font. They are advanced they are not afraid to read; they are not afraid to try new things. Then the other ones are the middle ones...”*

LST 6: *“Yes, the different levels. I can say the first level is the level whereby the learner who do not have any knowledge about reading do not have the vocab in English reading. Yaaa! I say there are those learners who cannot read totally and there are those who can read some words but not all of the words and there are those who reads, but their fluency in reading is very weak.”*

In addition, GR3CT3 provided practical examples to emphasise the level and remarked:

“Some can read fast, some can read fluently and fast, some can read fluently but slow. Some can read, but they need time like you say “Tshwaragana” he will read like “tshwa” then stop and then the teacher will say read then the learner will say “ra”, read “ga” read “na”. If you don’t know this learner, you will think that this learner cannot read whereas this learner takes his time...”

Similarly, the DoE (2008:38) highlighted the three reading levels as frustration level, instructional level and independent level. Participants clearly identified those levels even though they did not use the same concepts used by the DoE. For the researcher, this indicated that the participants relied on their experience to define concepts.

In contrast to the above, GR3CT6 identified five levels based on her knowledge and experience:

“So, I can say I have got those that are excellent readers; there are those who are good; there are those who are average; those that are fair and those that are poor...”

Having a knowledge of the different levels of Grade 3 learners with reading problems is important for teachers in order for them to devise different strategies and methods to support such learners. The next sub-theme addresses that in detail.

5.7.5 Theme 5: Strategies and Methods for Supporting Grade 3 Learners who experience Reading Problems

A detailed description about the types reading strategies and reading methods was provided in Chapter 3, section 3.3.6 and section 3.3.7. Four commonly used reading strategies were discussed that is the paired reading, shared reading, independent reading, group guided reading and reading aloud. In addition to the strategies, the following five reading methods were also discussed that is phonic method, look-and-say method, eclectic method, language experience method and alphabetic method. The theme discussed in this subsection indicates the different strategies and methods participants used in their classrooms in order to support Grade 3 learners who experience

reading problems. Figure 5.8 indicates the subthemes, which emerged from the theme and each sub-theme will be broadly discussed.

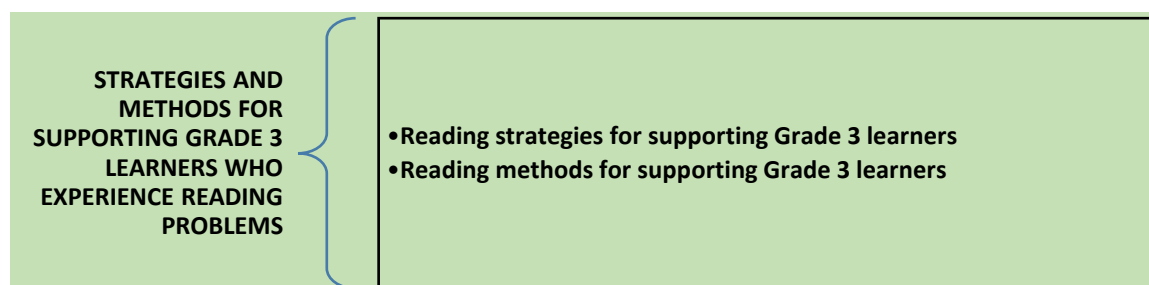


Figure 5.8 Subthemes emerging from the theme: Strategies and methods for supporting Grade 3 learners who experience reading problems

5.7.5.1 Reading strategies for supporting Grade 3 learners

Different authors such as Karami (2008:5) have defined the term reading strategies widely. In a discussion from the DoE (2008:19), the term reading strategies is understood as different ways of solving problems that the learners may use while reading. In this study, participants provided different strategies that they used to support learners who experience reading problems in their classroom. From the data, the most favoured reading strategies by the participants were the group guided reading, paired reading, individual reading, and shared reading. This was affirmed by LST6:

“I sometimes do group reading, maybe I took a lead as a teacher, sometimes I do individual reading, sometimes I do paired reading, and sometimes after we have been reading for a while, I use the strong reader to help me to assist those who cannot read”.

LST1 added the whole class reading to her discussion:

“Again in class when we also read we start by reading as a class, then as a group and I will also pair them where I pair the learner who is average with the one who is struggling and also asked them to read individually...”

These strategies aligned with the strategies conferred in Chapter 3, section 3.3.6.

During the observation, the researcher noted that participants used different strategies to support learners who experience reading problems. The most common strategies that Grade 3 class teachers were using, were group guided, shared reading and reading aloud whereas the LSTs used all four strategies namely group guided, shared reading, reading aloud and individual reading. During the interviews, Grade 3 class teachers also mentioned individual or independent reading, but during the observation, there was no evidence that they used it as another strategy for supporting learners who experience reading problems in their classroom. The researcher is of the opinion that the difference might be linked to the number of learners in their classes. All LSTs had only twelve learners per session to support, which made it easier for them to attend learners individually, while the Grade 3 class teachers had learners ranging from 32 to 55 in a class, which made it difficult for them to attend to and support all learners individually.

5.7.5.2 Reading methods for supporting Grade 3 learners

In Chapter 3, section 3.4.4, the researcher explained reading methods as the way in which the teachers teach learners to read. The DoE (2005:67) emphasises that “in applying teaching methods, teachers should keep in mind that there is no single classroom in which all learners will precisely be the same or learn in the same way and the same pace.” Considering that, teachers are expected to use different methods in order to accommodate diverse learners in their classroom. In Chapter 3, section 3.3.7 the researcher highlighted different methods that Vacca et al. (2012: 27) and Joubert et al. (2014:104) used when reading is taught.

In this study, participants agreed with the statement and identified different methods that they used. The most common methods identified were the phonic method, picture method, look-and-say method, alphabet method, drill method and tactile method. Furthermore, it was evident from the findings that participants combined methods when supporting Grade 3 learners experiencing reading problems. The excerpts below illustrate this.

GR3CT4: *“We start with phonic sound and drill them you use pictures, you use phonics charts, you build the words, you cut the words into syllables so that the*

learner can understand. You must also include the picture so that the learner does not forget ... I am using sounds, phonics cards and pictures. Joining of sounds together so that they make up the words and we include pictures so that the learner can understand better. We also cut words into syllables even a sentence sometimes we give them ... When the learner doesn't understand we give the learner a word or a sentence and we say cut it into syllables. She [the learner] gonna say like 'ugogo ushanela ibala' she is going to say u+go+go u+sha+ne+la and then i+ba+la. Then she knows that this are sounds. Then let's join the sounds like in u+go+go makes ugogo, then u+sha+ne+la makes ushanela, then i+ba+la makes ibala."

GR3CT1: *"If the learner doesn't understand the sound "mph" together you must take it one by one and take the flashcard and show the learner...Let's take you do individual reading. You use your experience and give learners more flashcards and use look-and-say method and you want a learner to read but she can't so you can use many methods like look-and-say method. You can even use tactile method like you tell the learner that this sound is "s" by tactile. You are going to use the teaching aid whereby you put maybe sand and draw "s" on the sand and the learner must touch the sand and feel it and follow the drawing and say the sound "s" for several times. I can also use the picture and word method like you can draw the sun and tell the learners that this is a sun or maybe you can show the learner the picture of the sun and ask the learner what is this?"*

Based on the researcher's observations, all participants used the same methods to support learners experiencing reading problems even though not all of them introduced the lesson in the same way. Among others, the researcher identified the following methods as being critical for addressing the reading needs of learners experiencing learning barriers: the alphabet method, sounding of words (phonics), picture method and combined method. However, during the interview, GR3CT1 also stated that she used the look-and-say method and the tactile method, but from the observation, there was no evidence that she used those methods for supporting learners who experience reading problems. In all the classes observed, the participants displayed the words written on the

flashcards together with pictures on the walls; however, in some classes, participants displayed words that were not related to the reading lesson taught. Nonetheless, during the reading lessons, all participants used flashcard with words and pictures at the back to support the learners. This allowed the participants to scaffold the reading support for the learners. For example, during a support reading lesson, LST1 firstly used the picture to guide the learners to read the words (picture of “*kwena*” [crocodile]). Then the picture was removed from the words, and the learners were asked to read the word. For those learners who could not read the word, participant LST1 asked them to say the name of the letters and to sound them. Then learners were asked to break the word into syllable such as “kw+e+na”. Then finally, the learners were asked to read the whole word. This whole process supports Vygotsky’s idea of scaffolding discussed in Chapter 3, section 3.3.4.5. Scaffolding is mediating the appropriate structure and strategies of a particular area of knowledge (Donald, Lazarus & Lolwana 2010: 87). Again, participant LST1 allowed learners to read single words before reading sentences in the text. Following the process, learners were able to construct their own understanding about the text from what they have seen from the pictures and have read. This view supports Vygotsky’s perspective on learning because he sees learning as an active process of constructing knowledge. Therefore, it is imperative for teachers to consider that and assist learners to construct their own understanding pertaining to how they will overcome their reading problems.

In addition, during the observation, the researcher also noticed the difference in terms of the methods adopted by the class teachers and the LSTs especially when trying to support learners when approaching unfamiliar words. All six LSTs and GR3CT1, GR3CT3, GR3CT5, GRCT6, GR3CT8, and GR3CT11 used a bottom-up approach to teach reading when supporting learners experiencing reading problems. They started their reading lessons by letting the learners read the words aloud to check that they read the words accurately. During the lesson, if the word was read incorrectly, the participants stopped the learners immediately and provided the learner with the correct word. While GR3CT2, GRCT4, GR3CT7, GR3CT9 and GR3CT10 adopted the top-down approach when supporting learners experiencing reading problems. During their reading lessons, the learners were allowed to read the whole text without being interrupted even though

some of the words were read incorrectly as long as the meaning of the sentence had not changed. Then afterwards the participants highlighted those words that were read incorrectly and provided the learners with the correct word after they had done their reading.

From what was indicated in sections 5.7.5.1 and 5.7.5.2, it is evident that participants were aware of the different reading methods even though they preferred to use the different strategies and methods to support learners experiencing reading problems in their classrooms. However, despite the different reading methods and strategies the participants used, common to all of them was that support was conducted in an interactive manner where both the participants and the learners were engaged during the reading lesson. For example, during the reading support, the participants used words written on the flashcards and learners were allowed to read them either together, or in a group or in pairs and even individually. As a result, reading support ended up being a more socially interactive process than an individual process. This view supports Vygotsky's sociocultural view discussed in Chapter 3, section 3.3.4.5. According to Vygotsky social interaction plays a significant role in the acquisition of skills and knowledge (Schunk 2008: 236). As a result, reading is not only about decoding, but also should also be regarded as a social interaction in real life situation (Jubran 2016: 311).

In order for teachers to be able to execute this task successfully, it is imperative to have a broader understanding of what reading support is. This theme will be discussed in detail in the next section.

5.7.6 Theme 6: Addressing Reading Support for Grade 3 Learners

In order to give a broader understanding of reading support, several features were identified and categorised as subthemes.

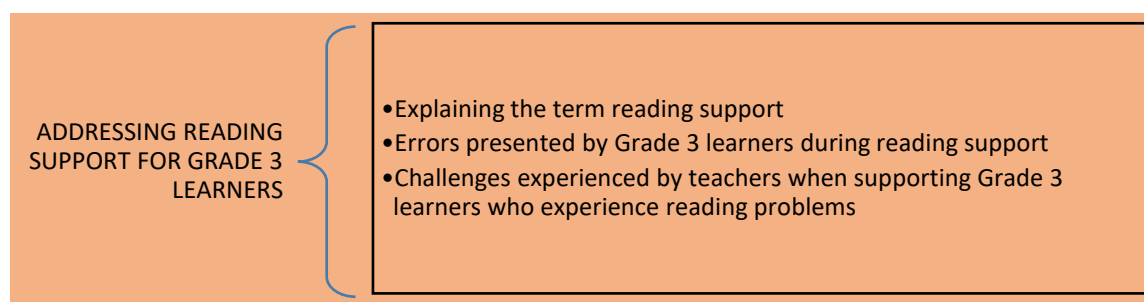


Figure 5.9: Subthemes emerging from the theme: Addressing reading support for Grade 3 learners

5.7.6.1 Explaining the term reading support

From the findings, all participants attached different definitions to the concept of reading support. It was noted that they associated their definitions with teachers helping the learners and to address challenges that the learners are experiencing with reference to reading. This was supported by the following remarks.

LST1: *“Reading support where the teacher supports the learner starting with the phonics, and then we try to tell the learner to point at the word when he reads and if the learner does not understand the word he will try to use self-strategies where educator said the word so that the learner can say the word.”*

GR3CT8: *“Reading support is when you support learners through giving them books, through giving them phonics. You support, you help them most of the time you read with them, by showing them a picture and a word like for example the word boy (mosimane in Setswana). Sometimes if a learner saw a picture of a boy, it is easy for him or her to read that this is a boy.”*

In addition to the comments above, GR3CT5 argued that reading support is not only confined to the teacher but to any elderly person and said:

“Reading support is whereby an elderly person or a teacher helps or assist someone or even the learners with reading school lessons or even after school. Eeeh! an elderly person can even form reading groups, aftercare reading groups.”

On the other hand, LST6 viewed reading support as a programme and commented:

“Reading support is the programme whereby learners are being assisted to know how to read. And normally I address fluency in reading, punctuations, reading speed.”

From the explanation provided above, these findings suggest that participants understood the concept of reading support from a broader context. Participants agreed that reading support is a process whereby an adult is assisting learner who cannot read to learn to read. This view aligns with Vygotsky’s view about scaffolding where parents assist the children to reach their full potential. However, in order for teachers and elders to support the learners successfully, it is important for them to have a detailed understanding of the errors that Grade 3 learners might present when reading. This statement is further unpacked in the following sub-theme.

5.7.6.2 Errors presented by Grade 3 learners during reading support

In order for teachers to be able to support Grade 3 learners experiencing reading problems, it is important that they know and understand the common reading problems that the learners may present during reading support. For Joubert et al. (2014:146-147), common reading problems are referred to as ‘stumbling blocks to reading’. In this study, it was clear that Grade 3 learners presented different errors during the reading session. The most common errors the learners presented were wrong pronunciation of words, omitting and insertion of letters and words, skipping of words and sentences, inability to recognise the letters, lots of decoding, and reversals of words such as p and b, b and d. The following comments provide evidence to the statement:

LST 4: “Most of those learners are reading or pronouncing the words wrongly and again they confuse letters, for example, they can read: “pen” as “ben”, they sometimes think “p” and “b” are the same. And if they come across the word that they cannot read, they jump the words.”

GRD3T 1: “When they read they reverse the sound like the child wants to say the sound and letters “p” and they say “d” they don’t know the sound maybe they want

to say “m” they say “n”. They don’t know the full stops and they don’t know the commas. When they read, they just read without using punctuations.”

GR3CT5: *“Ya! When they read learners do many mistakes, sometimes the learner skip[s] word or a full word or they skip the sentences or the lines. From the first line they may jump or skip two lines and go to the fourth line eeeh...! You won’t be able to know whether that learner does not see those lines she or he has skipped or is it because of he or she doesn’t know how to read that sentences or words. Again sometimes they just keep quiet and don’t say anything meaning that they don’t know those letters.”*

LST3 showed the connection between the reading errors and how the learners felt about the whole situation and commented that,

“of pronunciation, of jumping sounds sometimes, of having low self-esteem knowing the word but does not want to say it she is doubtful.”

Considering the findings, it can be deduced from the above sub-theme that participants were able to identify the different errors Grade 3 learners were presenting during the reading lessons. In addition to these reading errors presented, the participants also acknowledged that there were still other challenges that they experienced when trying to support the learners experiencing reading problems. In the subsequent sub-theme, the challenges are discussed in detail.

5.7.6.3 Challenges experienced by teachers when supporting Grade 3 learners who experience reading problems

Although it was acknowledged in section 5.7.5 that teachers were trying hard to support learners experiencing reading problems, it was noted from the findings that there were still challenges for teachers to execute this task. This includes the learners’ lack of competences regarding the basic reading skills, learners’ attitudes towards reading and their willingness to be supported, lack of parental involvement and teachers’ attitudes towards supporting learners.

From the study, it was evident that the learners' lack of competence regarding the basic reading skills was the major challenge. Seven participants, LST1, LST4, LST5, GR3CT3, GR3CT5, GR3CT7 and GR3CT8, indicated that most of the learners who experienced reading problems were unable to read. Six participants, LST1, LST5, GR3CT4, GR3CT6, GR3CT7 and GR3CT11, highlighted that those learners were unable to differentiate sounds. Other challenges that were noted, included reversal of letters of the alphabet, the inability to pronounce and spell letters. The following quotes illustrate this. GR3CT6 said:

"The challenges are those learners who cannot differentiate "b" and "d" and be thinking that it is the same thing because they confuse the alphabets [alphabet letters] and those learners who cannot say "a" how to pronounce."

In addition, GR3CT7 said

"Most of them they can't read because they don't know the alphabets [alphabet letters]. We have also those who cannot read. They cannot combine the letters to make a word. Some learners can't see that this is a "b" they see it as "p". I also think the learners who doesn't [do not] understand the phonics."

Then, LST2 responded by saying:

"The challenge that I have is that the learners who are struggling and they cannot even pronounce or spell the letters."

From the quotations, the researcher noticed that two of the participants were referring to 'alphabets' when they actually meant 'letters of the alphabet'.

Furthermore, the findings revealed that seven participants were willing to support learners who experienced reading problems; however, the learners' attitudes towards reading and their willingness to be supported raised concern. GR3CT2 reported:

"From the learners' side they belittle themselves they feel somehow like we don't know anything here at school and then they feel like we are giving this teacher a problem then it is okay. If we can just repeat, why do we have to try because we are not able to do what is supposed to be done."

GR3CT3 pointed out:

“There are those learners that will never read, that will read no matter how, he or she will never say a word and again. Some when they read they spell, say word for word.”

GR3CT10 emphasised:

“The problem is the learners themselves. The learners are different, they are not the same, and you can see that some are willing to try and some you don’t understand and whether they are having a problem or they don’t want to read because some they just keep quiet. They don’t even want to try to say the words.”

GR3CT5 also indicated her frustration and added another different opinion. She linked the challenges with the learners’ disability and commented:

“Sometimes you have realised that a learner has a reading problem, but it seems as if he or she doesn’t want to be assisted, he or she can sometimes keep quiet and not be interested in the lesson and usually when they read they encounter problems with phonic problems. You may find that they don’t even recognise the phonics even though you taught them and you repeated them. Now and then you found that maybe they were not interested or whatever or maybe they are having hearing problems or whatever.”

Another factor was the link between the concentration span of the learners and their behaviour. It is evident that lack of concentration resulted in unacceptable behaviour, as was evident from LST3’s comments:

“Some learners are having short concentration span, some get frustrated, they don’t want to focus, some are playful.”

Bronfenbrenner’s ecological systems theory acknowledges the interrelatedness of different systems for support to be effective (Swart & Pettipher 2016:11). Taking that into account it is imperative to involve parents when having to support their children. From the data collected, two participants raised the concern regarding the lack of parental involvement as another challenge. This was evident from LST6’s comment:

“My challenge is that parents are not involved when we give learners reading material to go and read at home. They are not helping their children so that is the biggest challenge because if the learner can read here at school and even at home, I think things will be a bit different.”

In addition to a lack of parental support, GR3CT1 and GR3CT2 included parents' lack of understanding about an FSS and parents' denial as a challenge. This is evident from the following comments:

“The challenges are that, as our school is a full-service our parents they don't understand what a full- service school is” and “Yaah! challenges we have got serious problems firstly the parents' denial. They do not accept that their children need support.

LST1 and GR3CT2 provided a different opinion. They related the challenge to the teachers. They stressed that as teachers they did not understand the background of their learners and that some other teachers were not doing their duties. The following remark affirms the statement:

“Some of them we don't have a proper background of them and sometimes when you call the parents they don't come and the learner must suffer on our behalf because if the parent doesn't come how are you going to help that learner because she is the one that knows the child better” and as “teachers we also assume that no I did my part and the other one must do his or her part and so we are failing learners.”

The discussion above affirms the challenges teachers faced when supporting learners experiencing reading problems. In the next section, factors, which contribute towards implementing reading support for Grade 3 learners experiencing reading problems, are discussed.

5.7.7 Theme 7: Enabling and Disabling Factors contributing to the implementation of reading support for Grade 3 learners experiencing reading problems

From the findings, participants highlighted different factors, which might enable and disable them to implement reading support for Grade 3 learners. With regard to the enabling factors, LST2, LST3, LST5, LST6, GR3CT3, GR3CT4, GR3CT6 and GR3CT7 highlighted the issue of the use of resources as an aspect of concern. The following extract affirms the statement. LST5 stated:

“What allows or helps me to implement reading support is that I make sure that I have enough resources.”

Another factor highlighted was the need for teamwork. Three participants, LST4, GR3CT5 and GR3CT8, acknowledged the importance of working together as a team. GR3CT8 remarked:

“Oooh! most of the time I engage with my colleagues and also the LST class. Those educators they help us most of the time if we come across those challenges”.

GR3CT5 and GR3CT6 acknowledged that learners might also learn from one another and felt peer assistance was another enabling factor. Participants LST1 and LST 3 highlighted district support as another factor. Participants GR3CT10 and GR3CT2 provided a different opinion. Participant GR3CT10 focused her attention on the number of learners in a class and commented that

“teaching reading in small groups” as a positive factor”,

while GR3CT2 focused on the teachers’ attitude and remarked:

“I think the passion of teaching, researching a lot and finding different types of methods, practical teaching methods”

could help to supply reading support.

The teachers also raised the following disabling factors. Firstly, four participants indicated that they lacked time for supporting learners and as a result, they offered support after

ordinary contact time. The following comment affirms the statement because GR3CT5 said:

“I usually take them after school for thirty minutes to an hour and then I read with them, and I attend to them in a one to one session.”

Secondly, the issue of lack of physical and reading support material was also a concern. LST3 indicated that they lacked enough classrooms which created a challenge for supporting the learners and remarked that:

“even though we still lack enough classrooms as you can see I am sharing this class with my colleague”.

To add to the concern, GR3CT1 and GR3CT2 stressed the issue of overcrowding:

“But now our classes are full like for now in Grade 1 we are having 50 learners and in remedial education, they say if you are having five children who are cognitively challenged they are maybe like ten learners because they count one child times two.”

LST5 and GR3CT2 indicated that they photocopied reading material for the learners. Lastly, GR3CT9 and GR3CT11 were concerned about the type of assessment the learners received and the progression policy as another disabling factors.

During the observation, the researcher noticed the following disturbing issues. Firstly, with regard to the issue of class sizes, all six LSTs had twelve learners per support session, and this permitted the teachers to be able to attend to each learner's problem, whereas in the Grade 3 classroom the learners ranged from 32 to 55 in a class and it was difficult for the teachers to offer individual support. The second issue was about a lack of classrooms. From the six LSTs, five LSTs with the exception of LST5, shared a mobile classroom. This situation made it difficult for the LSTs to arrange the classroom in accordance with their learners' needs and also to extend the time for support should there be a learner who needed extra attention as the classroom would be needed by the other LST. Thirdly, the issue of enough reading resources. Not all learners had a reading book, and in most cases, teachers relied on photocopying text to be read for learners. The issue

of lack of enough LTSM was also an area of concern from the NEEDU report (2013:43) which affirms the participants' concern. In the report, it was highlighted that most of the primary school learners lacked adequate LTSMs and textbooks for languages and mathematics.

Considering the findings, it was noted that there are both positive and negative factors that might facilitate or hamper the effectiveness of reading support in a Grade 3 classroom. As a result, when providing support, teachers need to acknowledge these positive and negative factors in order to come up with ways of dealing with them.

5.7.8 Theme 8: Principles and Factors to Consider when planning a Reading Support Lesson

From the study, participants highlighted three different factors that need to be considered when planning for a reading support lesson. Firstly, six participants, LST2, LST3, LST4, LST5, LST6 and GR3CT3, highlighted that in order to accommodate diverse learners it is important for teachers to plan the reading lesson according to their learners' needs, their capabilities, potentials and their challenges. To support the statement, LST2 commented:

“To accommodate the learners in my class for reading I plan according to their level of needs and then when reading those who struggle a lot, I am going to put more effort on them by helping them to differentiate different sounds or learn sounds”.

In addition to the issues raised by participants, LST5 also pointed out the importance for LSTs in linking the programme used by class teachers and their programme and said:

“Okay, before we do the planning we go to the classroom to check the programme they have been doing before they send the learner to our class. Then we start from there and if you realise that the learner can maybe identify certain phonics and you know that we are going to start with blends and then from there we take a reading programme concentrating on blends”.

Secondly, five participants, LST4, LST6, GR3CT2, GR3CT4 and GR3CT7, stressed the issue of using different and relevant resources as another factor to consider. The following comments were noted to support the statement.

LST 6: “I plan my reading support through pictures and simple storybooks. Then I give them an opportunity to choose what they want to read because they differ. I provide variety, and the learner may choose what suits him or her the best. Then firstly, I consider the learners’ reading barrier then I plan the support from that.”

GR3CT2: “Practically I like to emphasise on print rich whereby I use big font and bright colours usually I use big books. They also have their small books, and that is how I emphasise my reading. When I plan, I first check out at the library what types of books I am going to teach.”

Lastly, participant LST1 felt that teachers should consider the learners’ learning style when planning and said:

“You know most of our learners are visual learners; they cannot read without pictures.”

Considering what had been discussed above, it is noticed that participants highlighted the shift in terms of how planning for a reading lesson need to be done. Participants acknowledged that learners knew something and they could construct their own learning if supported correctly. The shift involves planning for a reading lesson according to the learners’ needs and abilities as opposed to planning according to what the learners needed to know.

5.7.9 Theme 9: Current Practices used in Full-Service Schools to Support Learners Experiencing Problems in Reading

From the data collected, it is evident that participants were trying to help learners experiencing reading problems by providing support. Some participants were using two types of strategies: differentiating instructions and straddling learning. Below follows a detailed discussion of the two strategies.

5.7.9.1 Differentiating instructions

The concept differentiating instruction is viewed as the key approach used for catering diverse ability levels and mitigating the effect of various learning barriers (DBE 2010(b):10). It is based on the premises that learners are unique, and they learn in different ways. Eight participants, LST1, LST2, LST3, LST4, LST6, GR3CT3, GR3CT4 and GR3CT7, acknowledged that Grade 3 learners had the potential to learn but not at the same time or in the same way. As a result, in order to support learners experiencing reading support, participants emphasised that they use curriculum differentiation as a strategy in order to respond to the diverse needs of learners. To support the statement, LST2 pointed out:

“I am using curriculum differentiation when planning because in each group the learners are not at the same level. So for me those who cannot read totally maybe we are going to read a paragraph, and most of the words have an “a” sound. So for those learners who cannot read, I write the words with “a” as in “apeya” (cook), “apolo” (apple) and also have the picture to explain those words. And for those who can read I will give them a paragraph to read because they understand what I am saying when I say you can point for me the word “akanya” (think). They can point but for those who cannot read I write the words on the sheet like “apeya, akanya, apolo” and those learners are only going to circle the letter “a” from the words.”

This aligned with the definition for curriculum differentiation provided by the DBE (2014(a): 8). Curriculum differentiation is the key strategy for responding to the needs of learners with diverse learning styles and additional learning and reading needs. This involves the processes of adapting, modifying, changing, extending and varying teaching methodologies, assessment strategies, teaching strategies, and the content of the curriculum. GR3CT6 provided detailed stages that she followed when assisting the learners with reading problems and highlighted the stages as follows: Pre-reading stage, first reading stage, second reading stage and post-reading stage. This supports Vygotsky’s idea of scaffolding as indicated in section 3.3.4.5 because learners are taught

in stages with different types of support until they become independent and read on their own without the teacher assisting them.

From what the researcher observed, not all teachers planned different activities to accommodate learners' diverse needs. It was noted that only the LSTs and participant GR3CT3 planned for the diverse reading needs of learners. Even though participant GR3CT6 indicated the different reading stages, planning was done for the whole class, and there was no indication of the different reading levels of learners. Participants GR3CT1, GR3CT2, GR3CT4, GR3CT5, GR3CT7, GR3CT8, GR3CT9, GR3CT10 and GR3CT11 all had 'one-size-fits-all' reading lesson plans.

Based on the findings, it might seem that the participants considered the issue of supporting learners who experience problems with reading as important. It is thus assumed that they should know that the levels of differentiation in their reading support to cater for the diverse needs of learners in an FSS are critical. However, it seemed to the researcher that the teachers still needed to be trained in order to gain knowledge and skills on how to differentiate their reading support to accommodate learners with diverse reading abilities and learning needs in their classrooms.

5.7.9.2 Straddled learning

Straddled learning relates to learners working on the same thematic knowledge, concepts and skills, but at a lower grade or phase level (Engelbrecht 2013: 160). In this study participants referred to this process as downgrading the lesson. From the findings, six participants, LST1, GR3CT1, GR3CT2, GR3CT3, GR3CT7 and GR3CT9, emphasised that they downgraded their lessons in order to support the learners who experienced reading problems. This is evident from the following examples of quotes provided below.

GR3CT2: *"We downgrade the lesson. I like to downgrade why because there is no use for me as a teacher to go forward whereas the very same learners are still struggling with one letter like "b". They are still struggling so I have to downgrade the lesson, downsize it, differentiate the lesson to the extent that I even drop it to the Grade 1 level so that the particular learner can be able to read. Not*

emphasising on capital letters and punctuation just be able to write and read something.”

LST1: *“Then when they come to our class we degrade the learner to Grade 2 work because we thought that maybe they didn’t understand something from the Grade 2 work. So we adapt the Grade 3 work to Grade 2 so that it must fit the learner.”*

During the interviews, LST1, GR3CT1, GR3CT2, GR3CT3, GR3CT7 and GR3CT9 highlighted that they used reading books at a lower level to accommodate learners experiencing reading problems. Yet, this was not the case with GR3CT1, GR3CT2, GR3CT3, GR3CT7 and GR3CT9. During the observation, GR3CT9 used the same DBE book for all the learners and GR3CT1, GR3CT2, GR3CT3 and GR3CT7 also used only one reading book for the whole class. Furthermore, those learners with reading problems were not receiving special support; they were just supported like any other learner in the classrooms.

In view of what had been discussed above regarding straddling learning, it might be concluded that participants acknowledged the fact that though the learners were in Grade 3, they have not yet acquired the skills to read at the appropriate grade level. As a result, the teachers needed to plan according to what the learners could do so as to support them to reach the expected reading level for Grade 3 learners.

5.7.10 Theme 10: Teacher Training with regard to Supporting Grade 3 Learners Experiencing Reading Problems

In order for teachers to be effective in supporting learners experiencing reading problems, they need to be trained. Based on the study, it was evident that not all participants were trained on how to support learners experiencing reading problems and this created a challenge for some participants. Only six participants, LST1, LST3, LST4, LST6, GR3CT4 and GR3CT9, were trained, whereas eleven participants, LST2, LST5, GR3CT1, GR3CT2, GR3CT3, GR3CT5, GR3CT6, GR3CT7, GR3CT8, GR3CT10 and GR3CT11, were not trained. The following quotes from the participants’ assert that.

LST 6: *“Yes, I have been trained for that because where I was started training, I was using my mother tongue.”* GR3CT4 opined: *“Ya, we did that in college and I*

was doing that over the years, but in the past, we used breakthrough method and I think it is the same.”

GR3CT5: *“No, at college we were not taught.”*

However, it was evident in this study that participants had an interest in knowing how to support learners who experiencing challenges including those with reading problems. Hence, some participants who were not trained, furthered their studies so as to learn how to support such learners. The excerpts below show this:

GR3CT 1: *“No, they didn’t train us on how to deal with these learners but on the way because I wanted to upgrade myself I registered further.”*

GR3CT2: *“During my training? No. During my training, we were concerned with the curriculum and not the how part in most cases, but they emphasised mostly on writing, reading but not how to give support. How to give support is when, as a teacher, I registered in order to find out in order how can I support these learners.”*

In this study, it was evident that the lack of teacher training on how to support learners experiencing reading problems was problematic and this might affect the way and the manner in which they supported these learners in FSS. Therefore, it is imperative for teachers in an FSS to be professionally trained about supporting learners with reading problems.

5.7.11 Theme 11: Professional Development for Teachers in Supporting Learners Experiencing Reading Problems in Full-Service-Schools

Even though the teachers who were the participants in this study acknowledged that they had received training through workshops from the district and furthered their studies, it is evident from the findings that some participants still needed to be trained and supported. Support that they required was either from the district or government or from both the district and the government.

Twelve participants, LST2, LST3, LST4, LST5, LST6, GR3CT1, GR3CT2, GR3CT3, GR3CT4, GR3CT6, GR3CT9, GR3CT11, indicated that they needed support from the district. From those participants, LST2, LST4, LST5, GR3CT2, GR3CT3, GR3CT4,

GR3CT5, GR3CT6 and GR3CT11 emphasised that the training and workshops to be offered should be more focused on how to support learners with reading problems. LST2 and GR3CT2 were more specific in terms of the training for development and emphasised the need for district officials to do demonstration lessons in schools and commented:

LST2: “So, for me, I need the facilitators should come to school and show or demonstrate to use how and when to do group guided reading in the classroom because I am not clear about it. At least I have knowledge for shared and individual reading.”

GR3CT2 also said:

“Yes, I think we really need support, from the district practically methods are changing, strategies are being improve so you cannot let yourself to be left behind... The authorities should come and make things practical not giving us manual they must come even if is for four weeks they must come and do these methods step-by-step.”

Although participants acknowledged that they did receive training at workshops from the district, GR3CT4 raised concerns regarding the type of workshops offered. According to her the kinds of workshops they received, were about what they already knew and they were not addressing the challenges that they were facing. The following quotation supports the statement:

“With reading I have tried so many methods so I need training through workshops on how to make these learners understand phonics because now in our workshops they only tell us the things that we know, not something new they need to tell us [like] strategies something new.”

Additionally, LST6 indicated that she also needed support through workshops, but she raised the issue of inequality in terms of resources in schools as a matter of concern and provided a strategy on how the district may deal with the matter. For her, twinning schools might be the solution:

“Another thing the district must provide us with more workshops and organise with the schools especially the white schools (the ex-model C schools) which have more resources to visit them and learn from them.”

In contrast to the curriculum specific workshops teachers needed, LST3 raised a different point. She felt that the workshops should also address issues of raising awareness among parents and she pointed out:

“The district needs to workshop us on how to work with parents and parents should attend all those programmes. So, what I need is training about parental involvement, how can I make them not to hide those learners?”

Regarding government support, three participants, GR3CT7, GR3CT8 and GR3CT10, agreed that support should also come from the department. They emphasised that the support should be a form of in-service training on how to support learners experiencing reading problems. On the other hand, GR3CT1 provided a different opinion and highlighted the need for the government to provide extra support in terms of human resources based on the type of context they were teaching. The following comment supported the statement:

“I think maybe in the full-service school presently we are more enlightened. The main thing that I want to ask from our department as a full-service school is to have at least 30 learners or less learners in the class... Another thing that we want is assistance educators in our classes like for example maybe the educator has 50, or 55-something learners so you cannot reach them all because they are many and if you have got so many learners in your class which are cognitively challenged you can't reach them.”

GR3CT3 indicated the need for both the district and government to offer training and said:

“The same thing that you said planning for learners with reading barriers. I do not know that kind of training, but if it is there, I need training for learners that cannot read from the district. I also need in-service training from the department for learners who cannot read.”

Sometimes teachers are urged to support learners experiencing reading problems, but due to lack of sufficient knowledge and experience, they find themselves being frustrated and end up not knowing what to do. To support the statement, GR3CT11 expressed her personal experience and pointed out:

“We, teachers especially the Funza Lushaka’s¹, we don’t have the experience I was thinking that maybe the district must conduct a workshop to help us because some of the things we are experiencing in class we don’t know how we can tackle them and it is a problem.”

From the findings, it was noted that teachers needed to be professionally trained on how to support learners experiencing reading problems. Similarly, the DoE (2008:11) and Pretorius et al. (2016:2) argued that the level of learners’ reading performance might be linked to insufficient teachers’ knowledge in terms of teaching reading. It is, therefore, important for the Foundation Phase Language district specialist and the DoE to work together in order to provide such support. Participants from this study had the knowledge of what reading, reading problems and reading support were. However, they needed hands-on support on how to implement the different strategies and methods in the classroom. Classroom demonstrations and continuous training are therefore critical in order to close the gap between theory and practice for Grade 3 teachers. This will empower teachers in terms of how to structure reading support for diverse learners needs in FSS.

5.7.12 Theme 12: Teachers’ Input about Structuring Reading Support for Grade 3 Learners with Diverse Reading Needs

All participants provided input in terms of how teachers might structure reading support for diverse learners in an FSS. From the findings, four issues were highlighted. Firstly, two participants felt that teachers should consider reading support as a structured process whereby teachers followed a certain procedure when supporting the learners. To support the statement, LST1 provided a narrowed down explanation and commented:

¹ Funza Lushaka is a multi-year bursary programme that was propelled in 2007 to promote teaching as a profession by enabling students to complete a full teaching qualification in an area of national priority (DBE 2011.1)

“But I think most importantly reading can be done from two letter words, four-letter words to six-letter words so that the learners can move from one step to another,”

whereas, LST2 provided a comprehensive description and remarked:

“I think LSTs need to structure the reading support in a step-by-step manner. Step 1: I think the teacher may use a flashcard and a picture and for the learner to read he or she must read the picture first and after reading that picture maybe she can read the words. So it is going to be a picture and a word association. Then for a learner to maybe read a sentence, maybe the teacher can have a sentence-strip” Ga a bala lefoko, lefoko leo ko le kgaola ka mantswa” (When reading the sentence, I will break the sentence into syllables such as “katse e ntsho” (the black cat). I will cut the sentence strips into individual words like “katse”/ “e”/ “ntsho.” Then I will mix the words and then request the learner to use those words to make a sentence.”

LST6 added that the reading support should be structured from simple to complex and should be flexible. She remarked:

“In class, the teachers can structure their reading support from simple to complex. Simple means starting with words with pictures and where it is possible, they can have concrete objects with words on them and then again we can use simple reading text and also freedom of choice for those who want to choose for themselves.”

Secondly, six participants emphasised the issue of planning as important. GR3CT2 and GR3CT8 felt that, when planning, teachers should plan together as a team in order to share ideas. In addition to that, LST4 and LST 6 felt that teachers should involve parents when structuring the reading support. Furthermore, participants acknowledged that learners are not the same, hence when planning for the reading support lesson, teachers should consider learners’ different abilities. The following statements provided evidence to the statement, as LST1 said:

“The teacher must draft the lesson based on the learners’ abilities.” Participant LST 3 added to this: *“She can structure that by doing curriculum differentiation because*

it can't be one size fits all. We have to plan, as their potentialities are not the same, they don't grasp at the same level."

Thirdly, the use of different resources was also mentioned. LST5, GR3CT2 and GR3CT7 felt that teachers should consider using different resources when structuring their support to cater for diverse learners in their classrooms. LST5 emphasised the use of technology in class and commented:

"I think the best thing is for these learners to be assisted with computers may be because they are unable to read on paper maybe on a computer. We have that software and hearing devices where the computer talks to them, reads to them and then gives them instructions. Maybe it will be easy for them to be able to take those instructions even and if they are unable to write the computer will write for them, and maybe they can improve."

Lastly, LST4 stressed the need for having an extra period for teaching reading and to organise reading competitions as another technique to be considered when structuring reading support. GR3CT11 highlighted how the reading competitions might be conducted and its importance and remarked:

"Okay, I think every day the Grade 3 teachers may organise that they must assemble maybe each and every class. They select three, and they read for everyone and also at the assembly we choose other learners so that they can motivate those who cannot read."

This theme explored the participants' opinions on how reading support for Grade 3 learners can be structured. Considering their inputs, it might be concluded that reading support should be structured in such a way that it allows teachers to be flexible in their classrooms and also to work together with other stakeholders including the parents. Having said that, it is important to consider reading support as a systematic process rather than a once-off activity.

5.8 SUMMARY AND DIAGRAMMATIC REPRESENTATION OF FINDINGS

From the discussion, it is evident that there are different aspects that teachers need to consider in order to structure a reading support for Grade 3 learners who experience reading problems. Teachers still need to have a thorough understanding of a Grade 3 learner in terms of their needs, abilities and learning styles. In addition, it is important for teachers to work closely with the district, DoE and parents so that proper reading support be structured to benefit the learners. Figure 5.10 on the next page illustrates themes based on the findings that emerged when research was conducted with a group of Grade 3 class teachers and LSTs who were supporting Grade 3 learners who experienced reading problems in FSS in Gauteng.



Figure 5.10: Themes emerging from the findings

Although the themes are presented separately in the diagram, it should be noted that they are connected to each other and are all important towards structuring a reading support for Grade 3 learners who experience reading problem in an FSS.

With reference to Bronfenbrenner's ecological systems theory discussed in Chapter 2, section 2.3, the findings of this study are more relevant for the micro-level where Grade 3 learners are taught and supported on a daily basis. At the centre of the diagram is the Grade 3 learner who is directly or indirectly affected by the identified themes. The outer part represents the emerging themes from the findings which are interrelated and might contribute either positively or negatively towards the structuring of the reading support for Grade 3 learners who experience reading problems in a FSS. This statement also affirms Bronfenbrenner's view that, what happens in one level, will directly or indirectly affect the function of another level (Donald, Lazarus & Moolla 2014:40). Taking that into account, it is important that all factors should be considered when structuring the reading support for Grade 3 learners in FSS. This will, in turn, allow teachers in their classrooms to scaffold the reading support in such a way that it benefits diverse learners in their classrooms.

5.9 CHAPTER SUMMARY

The aim of this chapter was to explore how Grade 3 teachers support learners who experience reading problems in FSS. In this chapter, the researcher presented the data collected through a qualitative inquiry method in line with the research question: *"How do Grade 3 teachers support learners who experience reading problems in FSS?"* From the findings, twelve main themes and subthemes linked to the main themes were generated. The findings of this study confirm that participants used different methods and strategies when supporting learners experiencing reading problems. Technically, participants followed the strategies and methodologies that were presented to them at the district workshops.

From the data collected, the findings of this study revealed that in order to structure reading support for Grade 3 learners, there is a need for proper planning for a reading support lesson, as well as suitable resources and teamwork between the teachers, parents, district officials and the DoE. Even though the findings revealed that Grade 3 teachers used different strategies and methods when supporting learners who

experienced reading problems, there were still disabling factors, which contributed towards problems with the implementation of the reading support. These factors caused Grade 3 teachers to be frustrated and not in a position to provide support to learners to the best of their abilities.

In order for Grade 3 teachers to be able to support learners experiencing reading problems in an FSS, they need to be well informed and equipped with knowledge and skills on how to do that. From the findings, participants mentioned that they still need support, thorough training, workshops and demonstration lessons from the district and DoE. This would enable them to structure reading support that would accommodate learners with diverse abilities and needs in their classrooms.

In the next chapter, the researcher provides a brief summary of the study, draws conclusions, lists the limitations of the study and makes recommendations arising from the study.

CHAPTER 6: SUMMARY OF THE STUDY, CONCLUSIONS AND RECOMMENDATIONS

“Every child has a different learning style and pace. Each child is unique, not only capable of learning but also capable of succeeding”.

-Robert John Meehan

6.1 INTRODUCTION

This study focused on reading support for Grade 3 learners in FSS in Gauteng. On completion of the research, the researcher realised that supporting learners experiencing reading problems in full-service schools is a very complex situation and it requires a team approach. She also realised that teachers need to work collaboratively with other members from other stakeholders in order to respond effectively to the diverse and individualised reading needs the learners.

In the previous chapter, data was presented through a qualitative inquiry method in line with the primary research question: “How do Grade 3 teachers support learners who experience reading problems in FSS?” To answer the research question, the researcher used three research data collection methods, namely, semi-structured interviews, classroom observation and document analysis.

The following were the primary aim and objectives of the research:

- To determine how Grade 3 teachers support learners who experience reading problems in FSS;
- To explore Grade 3 teachers’ understanding of reading support to learners experiencing reading problems in FSS;
- To determine the challenges, Grade 3 teachers’ experiences when having to support learners with reading problems in FSS;
- To explore the strategies and methods that Grade 3 teachers are using to support learners experiencing reading problems;
- To discover how Grade 3 teachers practically provide reading support to Grade 3 learners with reading problems in FSS;

- To explore the opinions of Grade 3 teachers about structuring reading support for learners with diverse reading needs in FSS;
- To provide guidelines to draw up an effective reading support for Grade 3 learners who experience reading problems in FSS;

In this chapter, the researcher provides a summary of the literature review and the theoretical framework and findings from the empirical study and then links the results of the themes and subthemes to the research questions and the literature reviewed. After that, the research conclusions are discussed to answer the secondary research questions and the primary research question. In addition, the recommendations, suggested guidelines to draw up an effective reading support for Grade 3 learners who experience reading problems in FSS, limitations of the study and possible future research will be presented. Finally, the researcher presents the concluding remarks of the study.

6.2 SUMMARY OF THE STUDY

This section serves as a summary of the study and provides an orientation to the section in which recommendations are discussed.

In Chapter 1, the introduction and the background of the study were presented. The research problem and motivation for conducting the study was explained. Furthermore, the aims of the study, a brief description of the research design and the methodology to be employed in the study was highlighted. The chapter also introduced theories that formed part of the theoretical framework adopted for the study. Lastly, the key concepts of the study were defined, and the chapter division of the thesis was outlined.

Chapter 2 presented the literature that was reviewed in order to have a broader understanding of the context in which the study was conducted. The theoretical knowledge regarding the need for transforming ordinary schools into full-service schools internationally, as well as in South Africa, was discussed. This chapter highlighted how support was provided in FSS with reference to different support structures, stages of support and curriculum support. Finally, the chapter concluded by discussing Bronfenbrenner's ecological systems theory as a theory underpinning support in FSS.

Chapter 3 provided a literature review in relation to conceptual knowledge regarding reading and reading support in FSS. Firstly, the important aspects regarding teaching Grade 3 learners to learn to read were highlighted. Secondly, the reading problems experienced by Grade 3 learners as discussed in literature were also elucidated. Thirdly, Bronfenbrenner's ecological systems theory as a theory adopted for the study was explained. Fourthly, this chapter incorporated models, methods and strategies for reading support. Lastly, the concept 'reading support' was explained and followed by a discussion of reading support in FSS.

Chapter 4 focused on the research methodology of this study. A qualitative research approach and the phenomenology research design within the interpretive paradigm were discussed. Purposive sampling was used to select Learner Support Teachers and Grade 3 class teachers from three FSS in the TN District. This chapter also described the three data collection methods used in the study, which were semi-structured interviews, classroom observations and document analysis. Subsequently, the data analysis procedure was provided. The chapter clarified how the issue of trustworthiness was addressed in order to ensure that credibility, transferability, dependability, conformability and authenticity were achieved in the study. Ethical concerns such as privacy, anonymity and confidentiality were discussed. This chapter concluded with the limitations of the study.

Chapter 5 presented the findings and discussions of the qualitative data on how Grade 3 teachers supported learners who experience reading problems in FSS. Firstly, the profile of the FSS, as well as the participants of the study, were described. Secondly, the data analysis method was highlighted. Thirdly, the results from the interviews, classroom observation and documents analysis were discussed. Fourthly, the emerging themes from the findings were interpreted and discussed broadly against the literature focused on how Grade 3 teachers supported learners who experienced reading problems. Lastly, the researcher provided a diagram representing the summary of the emerging themes.

6.3 SUMMARY OF THE LITERATURE REVIEW AND FROM THE THEORETICAL FRAMEWORK AND FINDINGS FROM THE EMPIRICAL STUDY

When reflecting on the findings of the study, it was noted that participants used different methods and strategies to support learners who experienced reading problems. However, the level of support learners needed, based on their diverse reading needs, was a challenge. The purpose of this study was to determine how Grade 3 teachers supported learners who experienced reading problems in FSS. In order to achieve this purpose, the researcher reviewed relevant literature and conducted an empirical study.

6.3.1 Summary of the Literature Review

The researcher reviewed literature in Chapter 2 and Chapter 3 in order to familiarise herself with the existing body of knowledge regarding the FSS and how learners experiencing reading problems were supported in those schools.

The first literature chapter (Chapter 2) started with the unpacking the concept of FSS from the international perspective and South African perspective to have a broader understanding of how these schools operate. This study is based on three FSS in the TN district in Gauteng. From the literature, it was found that internationally, different countries such as the USA and Australia attached different names to the concept, namely: extended-school service, full-service community schools, full-service extended schools and community hubs. However, what is common from those countries is that FSS were established to meet the needs of its community and thus relied on a “context-driven” as opposed to the “one-size-fits-all” approach (section 2.2.1). Considering the community needs for different countries, providing a single definition of the concept was found to be difficult (Kronick 2012:14-15). In South Africa where the study was conducted, literature showed that the concept FSS was adopted. FSS were established in South Africa to promote inclusion (section 2.2.2) and provide quality education to all learners by providing the full range of learning needs in an equitable manner (DoE 2009:27). Taking note of their roles, the FSS were seen as levers of change, shifting mindsets from understanding the learner as having a problem to understanding the learner from a more integrated and in an interactive manner (section 2.2.2.1).

The literature reviewed on learner support had a major implication for the study as it provided the researcher with insight regarding support in FSS. From literature, it was noted that researchers acknowledged that every learner could learn and progress if given proper support. However, it was also admitted that the required support might vary in terms of its intensity. As discussed in section 2.2.4, learners' level of support ranged from low to high-level needs, and FSS admitted learners with moderate to high levels of need (DBE 2010(b):21). One of the contributions deduced from this discussion was that if teachers understood the reading level of learners and the type of support needed, it would be much easier for them to choose the applicable strategies and methods for reading support. This contribution is found to be linked with the third secondary question (section 1.4.). Furthermore, from the investigation, it was found that it was important that support in FSS should be understood by considering the following categories: support structures, stages of support and curriculum support.

Both inside and outside support structures in the FSS were identified. Within the FSS, the SBST was established, and staff members constituted the team. The purpose of this team is to make sure that support services in the school for learners and teachers are in place. As a result, teachers need to work as a team when providing support to learners experiencing reading problems in FSS. Authors like Das et al. (2013:64) supported the view, regarding teaming as one of the effective models for inclusion. It requires teachers to function as a team, to discuss teaching and learning matters and communicate among the members. Outside the FSS, two support structures are involved namely, a DBST and an inter-collaborative structure. The staff members from the district and outside the district constitute the former structure, and its responsibilities are highlighted in EWP (2001:47). Whereas, the latter structure is formed by members from other departments who work in collaboration with the schools towards supporting learners who experience learning barriers including those experiencing reading problems. These structures are broadly discussed in section 2.2.4.1, and justify the importance of collaboration for FSS to be functional. Friend and Cook (2010:5) describe the concept of collaboration as a style of direct interaction between two co-equal parties voluntarily engaged in shared decision making as they work towards a common goal. The findings of this study confirmed that two of the structures, that is, the SBST and DBST, were functional in schools where the

research project took place and in the district of these schools. This was evident because, during the interviews, participants emphasised that learners who were experiencing reading problems were referred to the SBST and DBST for support (section 5.7.1.3). In addition, support in FSS was regarded as a continuous process and followed a series of stages. The Department of Basic Education also affirms the stages of support within the school and outside the school (DBE 2015:36).

One of the core responsibilities for teachers is to make sure that curriculum is delivered appropriately so that learners can gain access to quality learning. Learners are different and unique in terms of how they learn to read. As such, teachers need to present the reading lessons in a way that they cater for learners' with diverse reading needs. From the literature, it was found that differentiating and adapting of the curriculum was crucial when having to support learners experiencing reading problems. By using these strategies, teachers are able to respond to the diverse needs of learners in their classroom (section 2.2.4.3). Curriculum differentiation entails the processes of adapting, modifying, changing, extending and varying teaching methodologies, assessment strategies, teaching strategies, and the content of the curriculum (DBE 2014(a): 8). In addition, Heacox (2012:10-11) and the DBE (2015:71) highlighted the content, process and product as key components of the curriculum that can be differentiated (section 2.2.4.3). Curriculum adaptation involves modifying and adjusting the activities, materials and lessons to make them suite the learners. Authors like Deschenes, Ebling and Sprague (1994, as cited in Swanepoel 2013:190) support the notion and provide nine types of adaptation and modification (section 2.2.4.3). This finding is linked to the fourth secondary research question highlighted in Chapter 1 (section 1.4).

The first section of literature review ended with the discussion on Bronfenbrenner's ecological systems theory. This theory formed part of the theoretical framework for the study. The researcher drew from it when trying to understand how different systems interact when supporting learners with reading problems (section 2.3). This finding is linked to the last secondary research question (section 1.4).

The second literature study (Chapter 3) reviewed literature on reading and reading support. The review was categorised into four sections namely teaching Grade 3 learners

to learn to read; reading problems experienced by Grade 3 learners in full-service schools; reading theories, reading models and strategies and techniques to support Grade 3 learners experiencing reading problems; and finally, reading support and structuring reading support for diverse learners in FSS. This was done in order to broaden the understanding of the concept of reading and how to support learners experiencing reading problems in FSS.

The teaching of Grade 3 learners to learn to read was discussed in detail in section 3.2. The understanding of Grade 3s as readers shed light on three important aspects of reading, namely, the categories or types of readers, stages of reading development and reading levels. Firstly, concerning categories or types of readers, Marzon et al. (1987:2) identified the developmental readers, corrective readers and remedial readers. Although this is an old source, it provided the researcher with a good understanding of reading categories. These categories or types of readers were discussed in Section 3.2.1.1. Secondly, with regard to the stages of reading development, it was found that the DBE (2008) and scholars such as Chall (1996) and Pretorius et al. (2016) identified different reading stages that the learners pass in order for them to become developed or independent readers. The DBE (2008:9-10) and Chall (1996:197-198) identified six reading stages whereas Pretorius et al. (2016: 16) identified four reading stages. In Section 3.2.1.2, these stages are discussed. Lastly, with regard to reading levels, the DoE (2008:38) distinguishes three reading levels: independent level, instructional level and frustration level. Bouwer and Dednam (2016: 175) also support the discussion on reading levels. These authors provided evidence in correlation to the reading level and the number of errors made when reading a text. Nel and Nel (2016:117) suggest how these errors can be presented as reading percentages (section 3.2.1.3 and Appendix N). One of the important contributions that emerged from this discussion was the fact that even though the learners may attend the same grade or be of the same age, they are different and unique in terms of how they develop their reading abilities. The evidence suggests that if teachers understood the learners' reading abilities in relation to the reading stages and reading levels, providing support for learners with diverse reading levels in FSS would be achieved. This discussion contributed towards answering the first secondary research question highlighted in Chapter 1 (section 1.4).

Five basic reading skills that have been highlighted over the past decade by several specialists in the field of reading are phonemic awareness, word recognition (sight words and phonics), comprehension, vocabulary and fluency (section 3.2.2). The discussion underscores that if learners fail to acquire any of the reading skills, it will be difficult for them to become independent readers. Thus, reading skills are found to be important for teachers to know and understand how to provide adequate support to learners with reading problems. This discussion helped to answer the main research question.

From the study, the concept of reading problems, possible causes for reading problems and common reading problems were discussed (section 3.3.2). Literature revealed that factors affecting learners' reading problems are both intrinsic and extrinsic. Intrinsic factors refer to all those factors that emanate within the learner such as neurological and cognitive factors, language factors, intelligence and intellectual factors and physical factors (visual and auditory problems). These factors are discussed in section 3.3.2.1. In contrast, extrinsic factors include all those factors that result from outside the learner, and a learner has no control over them. These factors include the environment, socioeconomic factors of the learner or the culture in which the learners grow up. Section 3.3.2.2 discussed these factors in detail. This discussion constituted the basis for understanding where the reading problems might originate from and how teachers can use these factors when supporting learners experiencing reading problems.

Reading problems that were found to be common as suggested by Joubert et al. (2014:146-147) include skipping of words, regression, swapping of letters, omission or insertion of letters and replacements. The common reading problems are discussed in section 3.3.3. The evidence suggests that if learners experience one or more identified problems, supporting learners experiencing problems might be a challenge. This discussion is found to be linked with the second secondary research question highlighted in Chapter 1 (section 1.4).

The manner in which the teachers provide support to learners experiencing reading problems was attributed to various reading theories, models, strategies and methods. Theories describe a scientifically acceptable set of principles offered to explain a phenomenon (Shunk 2008:3) and are not stagnant but continuously change as people

actively engage with them (Swart & Pettipher 2016: 10). Sections 3.3.4.2–3.3.4.5 presented a discussion about how the behaviourist, psycholinguistic, and constructivist theories, as well as Vygotsky's sociocultural theory, view reading. The findings suggest that teachers have different beliefs regarding how to support learners experiencing reading problems. However, the most relevant theory adopted for the study was Vygotsky's sociocultural theory because it highlighted the importance of scaffolding of support by considering the learners' reading levels (section 3.3.4.5).

In addition to the theories, three common reading models were identified from literature namely: code-emphasis (bottom-up or transmission), meaning-emphasis (top-down or transactional) and interactive (combined approach). These models were discussed in section 3.3.5.

Having described the reading theories, the researcher discussed the literature on reading strategies. Karami (2008:5) defines reading strategies as the conscious, internally variable and psychological techniques that aim at improving the effectiveness of or compensating for the breakdowns in reading comprehension, in specific reading tasks and in specific contexts. Reading strategies as suggested by the DoE (2008:11-27) are shared reading, group guided reading, independent or individual reading, paired reading and reading aloud. These reading strategies are discussed in section 3.3.6. The findings propose that different learners might benefit from using different strategies; hence, integrating different reading strategies in the classroom might improve the learners' reading abilities as they will align with the learners' individual reading needs. This discussion is found to be linked with the third secondary research question highlighted in Chapter 1 (section 1.4).

Reading methods are ways which the teachers use to teach and support learners who experience reading problems (section 3.3.7). The section revealed that the most commonly used reading methods found in literature were the phonic, look-and-say, eclectic, language experience and alphabetic methods. These reading methods were discussed in section 3.3.7. One of the important contributions that emerged from this discussion is the fact that learners are unique and learn to read differently. The discussion showed the importance of teachers integrating different methods during the reading

support sessions in order to avoid a “one-size-fits-all” approach so that the learners’ diverse reading needs could be met. This discussion contributed towards answering the third secondary research question highlighted in Chapter 1 (section 1.4).

The second literature chapter ended with the discussion on reading support and the structuring of reading support in FSS. The concept of reading support was referred to as the process whereby the learners who experience reading problems can be supported using different strategies and methodologies to improve their reading abilities. Based on the inclusive principle that every learner can learn if provided with proper support, this study used a multi-tiered structure of Respond to Intervention (RTI) to conceptualise how to structure reading support for Grade 3 learners (section 3.3.8.2).

6.3.2 Summary of the Theoretical Framework

This study is built on two theories namely: Bronfenbrenner’s ecological systems theory and Vygotsky’s sociocultural theory (section 1.8). Even though these theories were discussed in different chapters, it is important to note that they are interrelated and they provide insight on how learners experiencing reading problems can be supported in FSS. The relation between Bronfenbrenner’s ecological systems theory and reading support was established by showing how different systems interact with one another when supporting learners with reading problems (section 2.3). Vygotsky’s sociocultural theory showed the important role “scaffolding” of instruction in assisting learners experiencing reading problems (section 3.3.4.5). Considering what was discussed, the most important contribution is the fact that supporting learners experiencing reading problems should be viewed from an integrated approach rather than from a disparate approach. In an integrated approach, teachers, parents and government departments work together towards supporting learners experiencing reading problems. In addition, this type of approach could allow teachers in their classroom the opportunity to scaffold support in such a way that it addresses all the learners’ reading levels. This discussion contributed answering the last secondary research question highlighted in Chapter 1 (section 1.4).

In conclusion, the literature review chapters provided a deeper understanding of the study in relation to the concept FSS, reading and reading support. It also explained the

theoretical framework underpinning the study regarding supporting learners who experience reading problems through different lenses.

6.3.3 Summary of the Findings of the Empirical Study

This part of the thesis summarises the findings, which emerged from the data presented in the previous chapters in relation to the research questions as stated in Chapter 1, section 1.4. As indicated in Chapter 4 the empirical study was conducted through semi-structured interviews, classroom observation and document analysis. To increase the credibility of the study, the researcher triangulated the methods, theoretical framework and the data source used. The analysed data explored how Grade 3 teachers supported learners who experiences reading problems in full-service schools. Twelve themes emerged and were discussed in section 5.7. Below the themes are summarised. It is important to note that all themes were based on the viewpoints of the teachers who were the participants in this study.

6.3.3.1 Theme 1: Teachers' understanding of a full-service school

From the findings, three subthemes arose from this theme. Firstly, the teachers' perceptions about FSS, and the role of FSS to address learning difficulties and barriers. Secondly, the role of the LSTs in a full-service school to supply support to learners with barriers. Thirdly, referring learners experiencing reading barriers for support in FSS. This was done in order to get a comprehensive understanding of FSS. In Chapter 2, section 2.2.2 an FSS was defined as "a mainstream education institution that provides quality education to all learners by supplying the full range of learning needs in an equitable manner" (DBE 2010(a):7). It is evident that the participants used their own experience and knowledge to explain the concept FSS. However, they supported the view that FSS were establish in order to respond to the diverse learning needs of learners (DoE 2009:7).

With reference to the role of the LSTs in FSS to supply support to learners with barriers, it was evident that participants viewed LSTs as the drivers to facilitate support for learners experiencing barriers to learning including those experiencing reading problems in FSS. This finding affirms the DBE's view (2009) regarding the important tasks the LSTs need to perform in FSS, noted in Chapter 2, section 2.2.4.1.

Lastly, regarding referring learners experiencing reading barriers for support in FSS, it was evident from the findings that the referring of learners experiencing reading problems to LSTs for support was a process. The DBE (2014(a):13) confirms the process of referral. Furthermore, the findings revealed that LSTs supported all learners that were referred to them for support. However, only Sepedi and Setswana learners in the FSS where the research was conducted, received support even though the DBE wished that all learners experiencing learning problems including those experiencing reading problems should be supported (DBE 2010(b):21). In the schools where the research was conducted, the isiZulu learners did not receive support.

6.3.3.2 Theme 2: Knowing and understanding a Grade 3 learner

In order to have a broader understanding of a Grade 3 learner, the theme was best treated under four headings: perception of a Grade 3 learner, social development of a Grade 3 learner, teachers' views on how a Grade 3 learner learns and teachers' expectations with regard to reading and writing of Grade 3 learners. In Chapter 1, section 1.10.3, a Grade 3 learner was referred to any person who receives formal education in the last grade of the Foundation Phase at a particular school. It was evident from the findings that participants used their personal experiences to explain Grade 3 learners; however, they based their explanation on the development of the learner. For them, these learners are still small but bit matured, and they still need guidance from teachers. Socially, the findings revealed that participants agreed that Grade 3 learners were sweet, interacted easily with one another, were confident and felt free to talk and answer questions. Furthermore, they agreed that Grade 3 learners learned to read and write easily if teachers used concrete things such as phonic charts, pictures and other teaching aids. This finding confirms Mwamwemda (2004:57) and Donald, Lazarus and Moolla's (2014:75) viewpoint, noted in Chapter 3, section 3.2.2. Taken together, these findings confirm that Grade 3 learners are different and, as a result, they learn differently.

6.3.3.3 Theme 3: Understanding the term reading

From the findings, the theme was divided into two subthemes: teachers' explaining the concept of reading and time allocation for teaching Grade 3 learners to read. It was noted

from the findings that participants had different definitions for the concept of reading and this affirms the complex nature of it as explained by Smith (2009:15), namely, that the description of reading is one of the most complex tasks that humans are expected to perform. With regard to the time allocated for teaching Grade 3 learners to read, the findings revealed that all participants allocated time for teaching reading as required by CAPS (DoE 2011:9) even though there was inconsistency with regard to the time to be allocated for addressing aspects of reading especially in the HL.

6.3.3.4 Theme 4: Exploring the concept of reading problems

To have a deeper understanding of the concept of reading problems, the theme was broken into three subthemes. These are teachers' explanation about the concept of reading problems, causes for reading problems of Grade 3 learners and the various reading levels of Grade 3 learners with reading problems.

In section 3.3.1, the researcher highlighted that the concept of reading problems was used interchangeably with concepts such as reading difficulties, reading barriers and reading challenges and referred to any problem that the learner displays when reading. From the findings, similar understanding was noted. Furthermore, the findings revealed that participants used their personal experience, own thoughts and types of challenges that the learners experienced when they read to explain the concept of reading support.

In addition, the study found that there were different factors that might cause reading problems for Grade 3 learners. These factors originated from within the learner and from outside the learner. These findings confirmed findings from the literature studied in Chapter 3, section 3.3.2.

Reading level refers to the level at which the learner reads a text and it is equated to the number and type of errors he or she makes during oral reading (Lapp et al. 2007, as cited in Nel & Nel 2016:117). From the findings, all participants agreed that Grade 3 learners with reading problems were reading at different levels even though they differed in terms of the number of reading levels that could be identified from the learners. Some agreed on three reading levels, which are frustration level, instructional level, and independent level. This finding confirms the DoE's (2008:38) understanding, which indicated similar

reading levels. However, some indicated five reading levels: excellent readers, good, average, fair and poor readers. This finding was based on the participants' experience when supporting learners in their classrooms.

6.3.3.5 Theme 5: Strategies and methods for supporting Grade 3 learners who experience reading problems

The DoE (2008:19) identifies reading strategies as different ways of solving problems that the learners may come across while reading, whereas reading methods are defined as ways that teachers use to teach and support learners who experience reading problems. The findings revealed that participants used different strategies and methods when assisting learners experiencing reading problems in their classrooms. This theme addresses the third secondary question *“What are the strategies and methods that Grade 3 teachers use to support learners experiencing reading problems in FSS?”* as discussed in detail in section 6.5.3.

6.3.3.6 Theme 6: Addressing reading support for Grade 3 learners

In Chapter 1, section 1.10.5, the researcher explained the concept of reading support as any type of assistance given to the learner in order to improve his or her reading ability. In order to have a broader understanding of the concept of reading support the theme was partitioned into three subthemes namely: explaining the term reading support, errors presented by Grade 3 learners during reading support and challenges experienced when supporting Grade 3 learners who experience reading problems.

The findings of this study revealed that participants understood the concept of reading support from a broader context and explained it as a process whereby adult assist learners who cannot read to learn to read. The findings for this sub-theme will assist in answering the first secondary question *“How do Grade 3 teachers understand reading support to learners experiencing reading problems in FSS?”* as discussed in section 6.5.1. With regard to the errors presented by Grade 3 learners during reading support and challenges experienced when supporting Grade 3 learners who experience reading problems, the findings showed that participants managed to identify the different errors Grade 3 learners were presenting during the reading lessons. From the findings the most

common errors the learners presented, were wrong pronunciation of words, omitting and insertion of letters and words, skipping of words and sentences, inability to recognise the letters, lots of decoding and reversals of letters such as p and b, b and d. Furthermore, it was noted from the findings that participants highlighted the learners' lack of competence regarding the basic reading skills, learners' attitudes towards reading and their willingness to be supported, lack of parental involvement and teachers' attitudes towards supporting learners as challenges experienced. These two subthemes will assist in answering the second secondary research question "*What are the challenges Grade 3 teachers experience when having to support learners experiencing reading problems in FSS?*" as discussed in detail in section 6.5.2.

6.3.3.7 Theme 7: Enabling and disabling factors contributing to the implementation of reading support for Grade 3 learners experiencing reading problems

The findings from this study showed that there are both positive and negative factors that might facilitate or hamper the effectiveness of reading support in a Grade 3 classroom. These factors are referred to enabling and disabling factors in this study. This theme relates to the first secondary question "*How do Grade 3 teachers understand reading support to learners experiencing reading problems in FSS?*" as discussed broadly in section 6.5.1.

6.3.3.8 Theme 8: Principles and factors to consider when planning a reading support lesson

Planning is one of the key components that determine the success of the reading support lesson (Caldwell & Leslie 2013:29). The finding of this study revealed that when planning reading support, it is important for teachers to take the learners' needs, capabilities, potentials and challenges into account. Furthermore, the findings also revealed that the use of different and relevant resources and considering of the learners' learning style were regarded as important. These factors correspond with the general principle for reading support discussed in 3.3.8.

6.3.3.9 Theme 9: Current practices used in full-service schools to support learners experiencing problems in reading

From the study, it was found that participants were trying to help learners experiencing reading problems by providing support. The findings revealed that the strategies the participants used were differentiated instruction and straddled learning. However, it was noted that not all participants used those strategies. Hence, the issue of structuring the reading support based on the learners' reading needs was also an area of concern arising from the study. This theme answers the fourth secondary question *“How are Grade 3 teachers’ practically provide reading support to learners experiencing reading problems in FSS?”* discussed in section 6.5.4.

6.3.3.10 Theme 10: Teacher training with regard to supporting Grade 3 learners experiencing reading problems

The findings showed that all participants who took part in this study were professionally trained as teachers; however, not all of them were specifically trained on how to support learners experiencing reading problems in FSS. Those that were trained had either a junior primary diploma, primary diploma, ECD or remedial qualification, whereas those with a senior primary teachers' diploma and a university degree were not trained and this created a lot of challenges when having to support learners who experience reading problems as they lack sufficient knowledge about reading strategies. This finding confirmed findings highlighted in the National Reading Strategy Campaign document which revealed that the most challenging factor for teachers was that they lack effective reading support strategies (DoE 2008:8). The study conducted by Jubran (2016:311) raised similar concerns.

6.3.3.11 Theme 11: Professional development for teachers in supporting learners experiencing reading problems in full-service schools

Findings revealed that although participants acknowledged that they received training in the form of workshops from the district officials, it was noted that there is a need for them to be professionally developed in order to improve their knowledge on how to deal with issues relating to reading problems in schools. It was noted from the findings that some of the participants lacked sufficient knowledge and experience to support the learners

who were having reading problems. An implication of these findings is that both teachers' development and learners' reading performance might be related. This outcome supports the findings by the DoE (2008:11) and Pretorius et al. (2016:2) which revealed that the level of learners' reading performance might be linked to insufficient teachers' knowledge in terms of teaching reading.

6.3.3.12 Theme 12: Teachers' input about structuring reading support for Grade 3 learners with diverse reading need

The findings of this study showed that participants had their own opinions in terms of how a reading support needs to be structured. The emphasis was put more on what needs to be considered when structuring a reading support programme than on actually putting it into practice. This theme answers the fifth secondary research question "*What are the opinions of Grade 3 teachers about structuring reading support for learners with diverse reading needs in FSS?*" as discussed in detail in section 6.5.5.

6.4 VERIFICATION OF RESULTS

In this section, the researcher presents a summary of the themes and subthemes linked to the research questions and aligns it to the existing literature of this study, as well as the theoretical framework. The researcher will also indicate, as whether the literature supports or contradicts the findings from the themes and subthemes and discuss the evidence (see Table 6.1). This will assist the researcher to draw conclusions for the study.

Table 6.1: Summary of the themes and subthemes arising from the literature and linked to the research questions and findings

Main themes	Subthemes	Reference	Relevant literature	Findings	Explanatory discussion: Legend for the symbols Support:√ Contradicts: x Additions:Σ Gap: ✖
Strategies and methods for supporting Grade 3 learners who experience reading problems	Reading strategies for supporting Grade 3 learners	DoE (2008: 11–21), Place (2016:73–75), Westwood (2011:115–118)	Most emphasised strategies: shared, group guided, individual, paired and reading aloud.	Most favoured reading strategies used to support learners with reading problems were the group guided, paired, and shared reading. Only the LSTs used independent reading.	√ – In this study, it was evident that group guided, paired, and shared reading were used in class. This was clearly indicated in the participants timetable and the researcher witness that during classroom observation.
	Reading methods for supporting Grade 3 learners	DoE (2010:27), Chaote (2004:70), Hugo (2016:166)	Commonly emphasised reading Methods: Phonics, Look-and-say, Eclectic, Alphabetic and Language experienced.	Most critical methods identified and used to support learners experiencing reading problems were phonic method, picture method, alphabet method and tactile method, look-and-say method.	√ – Sounding of words, pictures reading, saying the alphabets and a combination of all those methods were regarded as effective methods for supporting learners who experience reading problems.

Main themes	Subthemes	Reference	Relevant literature	Findings	Explanatory discussion: Legend for the symbols Support:√ Contradicts: x Additions:Σ Gap: ✖
				In addition, the following methods were used: drill method, and cutting of words into syllables.	X– From the findings, it was evident that Language experienced approached was emphasised. Σ– It was evident from the study that drilling of words and putting words into syllables were effective methods to learn unfamiliar words.
Addressing reading support for Grade 3 learners	Explaining the term reading support	Caldwell and Leslie (2013:2) Gillet, Temple, Temple and Crawford (2012: 26–30) Gunning (2013:28) Roe and Smith (2012:109–110)	<ul style="list-style-type: none"> Any type of assistance given to the learner in order to improve his or her reading ability. Process of assessing and instructing struggling readers Reading support for learners experiencing reading problems 	<ul style="list-style-type: none"> Different definitions attached based on the experience and knowledge. Teacher or adults helping the learner who experience reading problems. General reading strategies and methods used to support learners experiencing reading problems. 	√– This study revealed that participants understood the concept of reading support. However, participants used general reading strategies and methods for supporting learners experiencing reading problems ✖–it was evident that none of the participants aligned their support to any programme specifically recommended for supporting learners with

Main themes	Subthemes	Reference	Relevant literature	Findings	Explanatory discussion: Legend for the symbols Support:√ Contradicts: x Additions:Σ Gap: ✖
			<ul style="list-style-type: none"> Multi-tiered structure of RTI 		reading problems during their support sessions.
	Errors presented by Grade 3 learners during reading support	Joubert et al. (2014:146–147)	Reading errors highlighted–Skipping of words, regression, swapping of letters, Add-ins/ Insertion, replacements.	During the reading support the learners presented the following reading errors: wrong pronunciation of words, omitting and insertion of letters and words, skipping of words and sentences, inability to recognise the letters, lots of decoding, reversals of words such as p and b, b and d.	√ – This study revealed that participants managed to identify the different errors Grade 3 learners were presenting during the reading lessons.
	Challenges experienced when supporting Grade 3 learners who experience reading problems	Cordeur (2010: 78)	Emphasised the following: poor reading comprehension, inadequate reading fluency, lack of vocabulary and negative attitude.	<ul style="list-style-type: none"> unable to read unable to differentiate sounds learners' attitudes towards reading and their willingness to be supported learners' experiencing barriers to learning, concentration span lack of parental involvement teachers they don't understand the background of their learners and that some other 	√ – This study affirms that even though the participants tried hard to support the learners experiencing problems they were still having challenges when supporting learners experiencing reading problems.

Main themes	Subthemes	Reference	Relevant literature	Findings	Explanatory discussion: Legend for the symbols Support:√ Contradicts: x Additions:Σ Gap: ✖
				teachers are not doing their duties	
Enabling and disabling factors contributing to the implementation of reading support for Grade 3 learners experiencing reading problems		NEEDU (2013:43)	Collaboration, planning, teachers' knowledge and skills	<ul style="list-style-type: none"> Enabling factors highlighted: use of resources, teamwork, peer assistance, teacher' attitude Disabling factors highlighted: Overcrowding, lack of classrooms, lack enough reading resources 	<p>√ – The study revealed that participants understood what will enable them to provide support to diverse learners in the classroom</p> <p>√ – The study confirmed the following: most of the classes were overcrowded, not all learners had reading material and all LSTs with the exception of one had their own classrooms.</p> <p>The number of learners ranged from 32–55 learners in a Grade 3 class, and this made it difficult for Grade 3 class teachers to offer individual support to learners. Some participants photocopied text that learners were supposed to read.</p>

Main themes	Subthemes	Reference	Relevant literature	Findings	Explanatory discussion: Legend for the symbols Support:√ Contradicts: x Additions:Σ Gap: ✖
					LSTs shared a mobile classroom.
Current practices used in full-service schools to support learners who experience problems in reading	Differentiating instructions	DBE (2010:10) DBE (2014(a):8)	Key strategy that the all teachers must be able to cater for different levels of reading ability Teachers encouraged modifying, adapting, varying the assessment strategies, teaching methodologies, the content of the curriculum and teaching strategies	Differentiation and adapting of reading support according to the reading needs of the learners was still a challenge for most of the participants	X – In this study, it was evident that not all participants knew how to differentiate and adapt their reading support to accommodate diverse reading needs of learners.
	Straddled learning	Engelbrecht (2013:160-161;DoE (2017: 160)	Learners working on the same thematic knowledge, concepts and skills, but at a lower grade or phase level The reading book should match the learners reading level.	Down grading–using reading books from the lower grades was commonly used as a strategy to support learners One reading book was used for all the learners irrespective of their reading level.	√ – Books from lower grades were used. The researcher confirmed this during the process of classroom observation X – In the study, it was evident that participants used the same book from the lower grade to support

Main themes	Subthemes	Reference	Relevant literature	Findings	Explanatory discussion: Legend for the symbols Support:√ Contradicts: x Additions:Σ Gap: ✖
					all learners who were experiencing reading problems.
Teachers' input about structuring reading support for Grade 3 learners with diverse reading needs		Caldwell and Leslie (2013:36–37)	Structure must meet the specific needs of the learners: different instructional activities must fit within each part of the structure.	Reading support process, addressing the learners' needs, resources, planning together and time	✖The findings revealed that participants highlighted understanding learners, needs as important; however, no evidence arose from the empirical study

The comparison of the main themes and subthemes against the literature in Table 6.1 confirms that teachers who acted as participants were actually providing support to learners experiencing reading problems in FSS. However, the contradiction lies with the understanding and implementation of certain principles and concepts in relation to reading support. This was evident from the following responses from the participants. GR3CT2 remarked:

“We downgrade the lesson. I like to downgrade why because there is no use for me as a teacher to go forward whereas the very same learners are still struggling with one letter like “b”. They are still struggling so I have to downgrade the lesson, downsize it, differentiate the lesson to the extent that I even drop it to the Grade 1 level so that the particular learner can be able to read. Not emphasising on capital letters and punctuation just be able to write and read something.”

LST 1 said:

“Then when they come to our class we degrade the learner to Grade 2 work because we thought that maybe they didn’t understand something from the Grade 2 work. So we adapt the Grade 3 work to Grade 2 so that it must fit the learner.”

The researcher, therefore, opines that the manner in which the participants understood and implemented principles for reading support had an impact in developing an effective reading support session for the diverse reading needs of the learners. In the next section, these themes and subthemes will be used to draw conclusions of the study in line with the research questions stated in Chapter 1, section 1.4.

6.5 RESEARCH CONCLUSIONS

In the previous sections, the researcher summarised the findings from the reviewed literature, the theoretical framework and the empirical study. Furthermore, the results of the main themes and subthemes were linked to the research questions and their alignment with the existing literature of this study were verified.

In this section, the researcher presents the research conclusions, based on the information gathered from the literature review and data collected from the empirical study

in relation to the to the research questions as stated in Chapter 1, section 1.4. The researcher starts by answering the following secondary research questions:

- How do Grade 3 teachers understand reading support to learners experiencing reading problems in FSS?
- What are the challenges Grade 3 teachers experience when having to support learners experiencing reading problems in FSS?
- What are the strategies and methods that Grade 3 teachers use to support learners experiencing reading problems in FSS?
- How are Grade 3 teachers practically provide reading support to learners experiencing reading problems in FSS?
- What are the opinions of Grade 3 teachers about structuring reading support for learners with diverse reading needs in FSS?

These questions will assist in answering the main research question “How do Grade 3 teachers support learners who experience reading problems in FSS?”

Then the last secondary question “What guidelines can be provided to draw up an effective reading support for Grade 3 learners who experience reading problems in FSS?” is answered later in the chapter (section 6.7).

6.5.1 Secondary Research Question 1

How do Grade 3 teachers understand reading support to learners experiencing reading problems in FSS?

The significant emerging themes which responded to the first secondary question are an explanation of the term ‘reading support’ and enabling and disabling factors contributing to the implementation of reading support for Grade 3 learners experiencing reading problems (section 5.7.6.1, and 5.7.7).

In Chapter 1 (section 1.10.5), the researcher explained the concept of reading support as any type of assistance given to the learner in order to improve his or her reading ability. The findings of the study showed that in general, it seems that the participants understood the concept of reading support, though no single definition was attached to the concept.

In explaining the concept, the participants used their own knowledge and experiences (section 5.7.6.1). They understood the concept as an interactive process where teachers or adults such as the parents are assisting the learners until they are in a position to read without the teachers' or adult's assistance. This indicates the role of the various systems in a child's life as explained in Bronfenbrenner's ecological systems theory. This also corresponds with Vygotsky's view about the concept of scaffolding discussed in Chapter 3, section 3.3.4.5. When adopting this view on supporting learners experiencing reading problems, the adults or teachers should initially take the role in supporting the learners and should gradually reduce the support to allow the learners to take the lead and use the knowledge provided to read independently without the teachers' or adults' assistance. Even though the participants indicated their understanding of the concept of reading support, the findings also revealed that participants acknowledged that there were enabling and disabling factors that affected the implementation of a reading support programme.

Enabling factors are those factors that allow teachers to provide reading support to learners experiencing reading problems in their classrooms. The findings of the study revealed that the use of enough resources, teachers working together as a team, learners assisting one another, support received from the district officials and the teachers' attitude towards supporting such learners as factors that will allow for implementing the reading support (section 5.7.7).

Disabling factors are those factors which restrict teachers from providing reading support to learners experiencing reading problems in their classrooms. The findings of the study revealed that the lack of time for supporting such learners, lack of physical and reading support learning materials, overcrowding, type of assessment the learners received and the progression policy as factors restricting the implementation of reading support (section 5.7.7). These issues were also highlighted in the NEEDU report (2013:43) as areas of concern. In the report, it was highlighted that most of the primary school learners lacked adequate LTSMs and textbooks for languages and mathematics.

Taken together, these findings suggest that supporting learners who experience reading problems is imperative for both teachers and parents. All parties should work together,

and, at the same time, they should acknowledge the fact that there are different factors that may allow or restrict the implementation of the reading support.

6.5.2 Secondary Research Question 2

What are the challenges Grade 3 teachers experience when having to support learners experiencing reading problems in FSS?

The significant emerging sub-theme that responded to the second research question was errors presented by Grade 3 learners during reading support and challenges experienced by the teachers when supporting Grade 3 learners who experience reading problems (section 5.7.6.2 and 5.7.6.3)

The findings of this study confirmed that even though participants were assisting learners who experience reading problems, they acknowledged that learners were still presenting reading errors that created challenges during the reading support. Reading errors are referred to as common reading problems or ‘stumbling blocks to reading’ (Joubert et al. 2014:146-147). From the findings, the study showed that the most common errors that the learners were presenting, were wrong pronunciation of words, omitting and insertion of letters and words, skipping of words and sentences, inability to recognise the letters, lots of decoding which interfered with comprehension and the speed of reading and reversals of letters such as p and b, b and d. This finding affirmed reading errors highlighted by Joubert et al. (2014:146-147) in Chapter 3, section 3.3.3. Based on the findings of the study, one may argue that there might be a correlation between the number of errors presented during the reading process and the ability to read.

About the theme ‘challenges experienced by teachers when supporting Grade 3 learners who were having reading problems’, the following could be said: participants emphasised that most common challenges they experienced, included the learners’ lack of competence regarding basic reading skills; learners’ attitudes towards reading and their willingness to be supported; lack of parental involvement; and teachers’ attitudes towards supporting learners. The PIRLS report (2016:11-12) highlighted that most parents were less positive about reading. Hence a campaign for parental involvement in schools and learner activities was recommended. Furthermore, the report also recommended an

increase in the time spent on reading, as this was an area of concern in the report. Furthermore, these challenges were also regarded as factors causing reading problems discussed in Chapter 3, section 3.3.2.2.

The evidence from this study suggests that Grade 3 learners still present errors and challenges during reading despite the support being provided by teachers. This might be the reason why most of the Grade 3 learners were still reading below their grade average as confirmed by the PIRLS and SACMEQ results. As a result, these errors and challenges need to be addressed when trying to improving the reading levels of the Grade 3 learners.

6.5.3 Secondary Research Question 3

What are the strategies and methods that Grade 3 teachers use to support learners experiencing reading problems in FSS?

The emerging theme that responded to the third secondary research question is Theme 5: Strategies and methods for supporting Grade 3 learners who experience reading problems (section 5.7.5). From the findings, the emerging theme was broken down into two subthemes, which addressed reading strategies and reading methods for supporting Grade 3 learners. This was done in order to gather a broader understanding of the different strategies and methods that Grade 3 teachers used when supporting learners experiencing reading problems in their classrooms.

Reading strategies are ways of solving problems that the learners may use while reading (DoE 2008:19). From the study, it was found that generally, the most common reading strategies used by Grade 3 class teachers were the group guided reading, paired reading, individual reading or shared reading, while the LSTs used all four strategies namely group guided, shared reading, reading aloud and individual reading during a lesson (section 5.7.5.1). This finding asserts the importance of teachers being flexible in the use of reading strategies as highlighted by the DoE (2011:11–14) and discussed in Chapter 3, section 3.3.6.

In Chapter 3, section 3.3.7, reading methods were explained as ways which the teachers could use to teach reading and support learners who experience reading problems. The study found that participants used different methods to support learners who experienced

reading problems. The most commonly favoured methods were the phonic method, picture method, look-and-say method, alphabet method, drill method and tactile method. These methods which were used are also affirmed by the literature studied in Chapter 3, section 3.3.7.1-3.3.7.5.

Taken together, these findings suggest that the flexible use of different strategies and methods could allow teachers to accommodate diverse reading needs of learners in their classrooms.

6.5.4 Secondary Research Question 4

How are Grade 3 teachers practically provide reading support to learners experiencing reading problems in FSS?

The significant emerging themes that arose from the fourth secondary research question is Theme 9 current practices used in FSS to support learners experiencing problems in reading (section 5.7.9). This theme was broken down into two subthemes, which elucidated the two practical strategies, namely, differentiating instruction and straddled learning, in order to have more clarity in terms of the participants' practical teaching.

In Chapter 2, section 2.2.4.3(a), the concept of differentiated instruction was viewed as the key approach used for catering for diverse ability levels and mitigating the effect of various learning barriers (DBE 2010(b):10). Teachers are encouraged to modify, adapt, vary assessment strategies the teaching strategies teaching methodologies, and the content of the curriculum (DBE 2014(a): 8). Even though this strategy was regarded as the key strategy for all teachers to adopt, this study found that not all participants knew how to differentiate their reading support to accommodate diverse reading needs of learners in FSS and this was a disturbing issue for the researcher which, in her opinion, needed urgent attention.

Straddled learning relates to learners working on the same thematic knowledge, concepts and skills, but at a lower grade or phase level (Nel Nel & Hugo 2017: 160). The findings of the authors revealed that participants could use reading books from the lower grades to accommodate learners experiencing reading problems and they referred to the process as downgrading the lesson. These findings are affirmed by the literature in Chapter 2,

section 2.2.4.3(a). Although lower grade reading books were used, the findings revealed that participants used one reading book for the whole class despite the differences in the learners' reading levels. This finding suggests that the participants were still practising a "one-size-fits-all" approach in the classrooms and different reading needs of the learners were not considered during the reading support sessions.

From the findings, the following conclusion can be drawn: the participants considered the issue of supporting learners who experience problems with reading as important. However, the issue of differentiation of instruction and adaptation is still an area of concern for most teachers.

6.5.5 Secondary Research Question 5

What are the opinions of Grade 3 teachers about structuring reading support for learners with diverse reading needs in FSS?

The significant emerging theme on the fifth secondary question is Theme 12: teachers' input about structuring reading support to learners with diverse needs (section 5.7.12).

From this study, the findings showed that the Grade 3 teachers had a number of opinions with regard to the structuring of effective reading support even though their opinions were not directly linked to how reading support needed to be structured. An understanding of a reading support process, addressing the learners' need, resources, planning together and time for providing support to learners' experience reading problems emerged as factors to be considered for structuring a reading support programme. Caldwell and Leslie (2013:30) assert that when designing an effective reading support session, the structure must meet the specific needs of the learners and different instructional activities must fit within each part of the structure. However, the researcher acknowledges that these inputs could not be extrapolated to be the only inputs for all Grade 3 teachers.

Taking these opinions together, the researcher argues that there is a need for a shift with regard to approaches when having to structure reading support that will be responsive to the learners' diverse reading needs. A shift from a rigid "one-size-fits-all" approach to a flexible team approach needs to be adopted.

6.5.6 The Main Research Question

“How do Grade 3 teachers support learners who experience reading problems in FSS?”

Support is a complex issue and is defined by the Department of Education as all the activities which enhance the capacity of a school to cater for diversity and ensure learning and teaching for all learners (DoE 2005: 22). It is a range of measures and provisions that assist teachers to respond to the needs of learners who experience learning barriers in schools (Mahlo & Condry 2016:171). In Chapter 3, section 3.3.1, the term reading problems was explained as any problem that a learner displays during the reading process. In general, the evidence from this study suggests that participants were trying hard to support learners who experience reading problems in the classrooms.

When reflecting on the findings, this study revealed three major issues about how Grade 3 teachers supported learners who experience reading problems in FSS. Firstly, the findings showed that participants used and followed technically the strategies that were emphasised in the CAPS document (Chapter 3, section 3.4.3), namely shared reading; group guided reading, independent reading, paired reading and reading aloud. The researcher did not observe that the strategies were changed or adjusted to address the reading needs of specific learners hence the idea of “one-size” and, in this case, “one-strategy-fits-all.” Secondly, it was also found that participants used similar methods that is the phonic method, picture method, word and picture, look-and-say, eclectic method and alphabet method (Chapter 3, section 3.3.6 and Chapter 5, section 5.7.5) even though the methods were not introduced in the same way. This finding showed that it seems that these methods were encouraged within the district as all participants highlighted them during the interviews and what they practised in the classrooms. Thirdly, in supporting learners to read new and unfamiliar sounds or words, the most common finding was that the participants emphasised drilling of words and cutting of words into syllables. Learners were made to drill the words every day before the actual reading lesson took place until they had mastered reading the words independently. In addition, learners were encouraged to cut the words into syllables in order to make it simpler for them to read. Interestingly, the study also revealed that some participants preferred to write words on flashcards and use pictures on the opposite side of the flashcards to represent the words

so that the learners could associate the word with the picture (section 5.7.5.2). These findings corresponded with the different reading strategies and methods discussed in Chapter 3 (section 3.3.6-3.3.7).

Taken together, these findings indicated that participants followed a more prescriptive approach of supporting learners who were experiencing reading problems. However, following this kind of an approach might limit teachers' innovation, as they are reluctant to deviate from policy and might be perceived as not adhering to policy when the district officials visit them in their classrooms. By doing this, the specific reading needs of certain learners were not addressed. When considering the above responses, the researcher opines that the focus on methodological correctness, accountability and performance according to prescriptive guidelines is sidelining the agency of teachers to be responsive to the real issues of tackling specific reading problems and providing effective support to Grade 3 learners who experience reading problems specifically in FSS where the research was done. Considering this discussion, the researcher thus draws the conclusion that the main research question *"How do Grade 3 teachers support learners who experience reading problems in FSS?"* was answered.

In the next section, recommendations are presented based on the findings of the study.

6.6 RECOMMENDATIONS

The findings of this study suggest several courses of action for future practices in FSS.

6.6.1 Recommendation for Future Practices in FSS

Literature showed that FSS admit learners who require mild to moderate levels of support and most of the full-service schools cannot provide such support. The researcher, therefore, recommends that FSS adopt a team approach when having to support learners who experience reading problems. This implies that FSS should make sure that all parties such as the parents, community members and other members from other government departments such as health and social development are involved. At school, class teachers, LSTs and members of the SBST and SMT should work together as a team to come up with different approaches to be adopted at the school when having to plan and implement the reading support for diverse reading needs of learners. This aligns with

Bronfenbrenner's theory which emphasises the importance of all systems in a learner's life and in the learning situation.

In addition, the type of support that the learners would receive from the LSTs should be made known to the class teachers so that they may emphasise them during their teaching in their classrooms. This includes the type of reading strategies and methods. Furthermore, to allow continuity from the school to the home, the teachers should organise internal workshops for parents where the different types of reading strategies and methods the school teachers are using in the classrooms will be outlined to parents. During those workshops, parents could be guided on how to implement those reading strategies and methods in a practical manner at home when supporting learners. In addition, with regard to involving the community, the principal can invite different sectors from the community and members from different government departments such as health and social development to attend their parents' meetings. During those meetings a collaborative approach can be adopted, and the schools can address issues of reading problems and which strategies could be effectively implemented for the school and the community.

6.6.2 Recommendations for the Department of Basic Education

One of the major responsibilities of the DoE (DBE) is to make sure that policies and the related curricula are drawn up and provided to teachers in schools. As a result, teachers would be provided with the curriculum policies, such as the CAPS policy document and guidelines for responding to learners' diverse learning needs. In the CAPS document, strategies and methodologies of how to teach reading are emphasised, where, in the guidelines for responding to learners' diversity, the document emphasises how different parties (such as teachers, district officials and other personnel) involved with learners can respond to learners' diversity and diverse learning needs through CAPS. However, the issue of how teachers were expected to structure the reading support for diverse reading needs of learners was neglected. This resulted in limiting the teachers' knowledge when having to support such learners. The research, therefore, recommends that flexible guidelines as opposed to rigid guidelines on how to structure reading support for diverse reading needs for learners in FSS be provided in order to equip teachers with sufficient

knowledge when having to plan for such learners in their classrooms. Adopting a flexible approach will give teachers the opportunity to adapt the guidelines and be responsive to diverse reading needs of specific learners in their classrooms.

In addition, the findings showed that the issue of resources, both physical and learning support materials, was a big challenge. Firstly, in terms of the physical structures, not all FSS were upgraded to accommodate diverse learning needs of learners, despite the intention from the DoE to be its highest priority. It is thus recommended that DBE should allocate funds for upgrading infrastructure for all FSS as this could allow FSS to accommodate diverse learning needs of learners. Infrastructure refers to the building of the FSS, which among other includes the classrooms, administration block, libraries, toilets, rails and ramps. Overcrowding as a result of a shortage of classrooms and teachers available at schools and specifically at FSS should be attended to. Lastly, in terms of the learner support materials, the study showed that not all learners had reading books. Therefore, the researcher recommends that the DBE provides FSS with additional funding to increase the LTSM budget allocated for schools as this will allow the schools to purchase enough learning support materials for all learners. Furthermore, schools should collaborate with local libraries to donate books and encourage parents to share their stories and poems with the schools. This could eventually encourage the teachers in the schools to write their own reading books.

6.6.3 Recommendations for District Officials

In order to improve the reading abilities of learners, teachers should be furnished with the necessary skills and knowledge to support such learners effectively. The researcher, therefore, recommends that district officials provide onsite support to teachers on how to support learners who experience reading problems in their classrooms. Onsite support should include the following: the actual demonstration of reading support sessions with learners experiencing reading problems where the teachers observe the district officials engaged with learners, and the district officials and teachers plan and structure the reading support lessons together at the schools.

Furthermore, the study revealed the need for teachers to be trained on how to differentiate and adapt reading support for diverse reading needs of learners. Based on that, it is recommended that the district officials organise continuous workshops and training to develop teachers on how to differentiate and adapt their reading support so that it may accommodate diverse reading needs of learners in their classrooms. In addition, some district officials should also be trained by professional persons on how reading should be taught and how teachers in the classroom should address the specific reading problems of learners.

As agents of the DoE, the district officials should make sure that schools are guided on how to implement departmental policies. The empirical study revealed inconsistency from the FSS in terms of the number of hours indicated in their timetables against what is stipulated by policy for reading periods per week. Based on that, it is recommended that the district officials arrange workshops for teachers about the interpretation and implementation of policies in schools because this could encourage uniformity within the district. These kinds of workshops can be arranged at the end of each academic year in order to plan for the next academic year. In addition, the findings of this study call for a change in terms of what and how the district officials implement policies and monitor the schools. Instead of monitoring whether the teachers are complying with the implementation of the reading strategies and methods in the classrooms, the researcher recommends that monitoring should be based on whether the learners have acquired the reading skills required for the grade and whether individual learners' reading problems have been addressed. By so doing the teachers will be able to plan their reading support based on the learners' needs instead of complying with the needs of the department.

6.6.4 Recommendations for Teacher In-Service Training

In order for teachers to support learners who are experiencing reading problems effectively, they need to be trained. However, the findings of this study showed that all participants who took part in this study were professionally trained as teachers, but not all of them were trained on how to support learners with reading problems specifically in the FSS (Chapter 5, section 5.7.10). Based on that, the researcher recommends that the district officials organise continuous workshops to address reading problems in the

classroom and that the DoE should provide professional in-service training to close this gap in understanding and addressing specific reading problems for teachers. With such training and workshops, teachers' knowledge of how to support learners experiencing reading problems in their classrooms could be broadened.

6.6.5 Recommendation for Professional Development

The empirical study showed the need for teachers to be professionally developed around issues of supporting learners experiencing reading problems, especially in the FSS. The researcher recommends that institutions of higher education should develop compulsory modules for all prospective teachers on addressing barriers to learning and more specifically on how to address reading problems and the diverse reading needs of learners. Furthermore, their teaching practice modules should be structured in a way that they encourage prospective teachers to come up with innovative strategies for addressing reading problems in schools. On the other hand, institutions of higher education such as universities can adopt schools where academics could be afforded the opportunity to transfer their skills by providing workshops to teachers on how to support learners experiencing reading problems in their classrooms. This will, in turn, improve the teachers' skills and boost their confidence when having to support such learners in FSS.

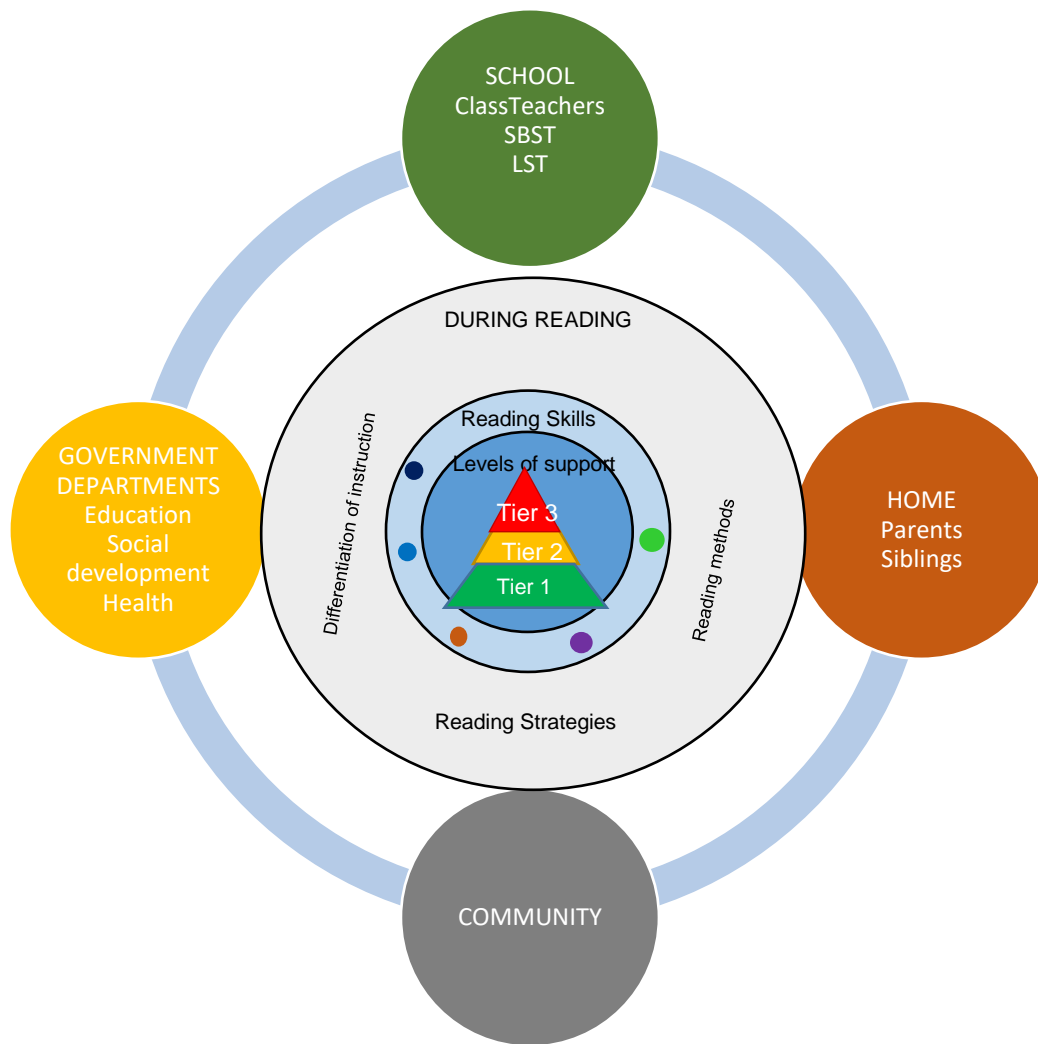
6.7 SUGGESTED GUIDELINES FOR DRAWING UP AN EFFECTIVE READING SUPPORT PROGRAMME

This section answers the last research question *“What guidelines can be provided to draw up an effective reading support for Grade 3 learners who experience reading problems in FSS.”*

Even though schools which were involved in this study practised different strategies and methods such as those indicated in Chapter 3, section 3.3.6 and 3.3.7, from the research it became clear that there are still learners in Grade 3 who experienced reading problems. Furthermore, the study showed that teachers in FSS acknowledged that the district officials did provide them with workshops on how to support learners with reading problems (Chapter 5, section 5.7.11), but they still had learners in their classrooms who experienced reading problems. This evidence suggests that a lot was done in determining

the instructional reading practices in schools. However, the issue on how Grade 3 teachers were supposed to draw up an effective reading support programme that would be responsive to the learners' reading needs was neglected. Taking the discussion above into account, the researcher, therefore, urges that when drawing up such a programme, the emphasis should be on the learners' reading needs as this will guide the type of strategies and methods to be adopted.

In the discussion of guidelines for an effective reading programme, Bronfenbrenner's ecological theory is integrated, as well as Vygotsky's sociocultural theory and the three multi-tiered structure of RTI discussed in Chapter 1, section 1.8 and Chapter 3, 3.3.4.5 in answering the research question. Figure 6.1 on the next page provides a visual representation of the important aspects to be used to develop the guidelines to draw up an effective reading support for Grade 3 learners who experience reading problems in FSS.



Key:

Levels of support
Tier 3 – intensive support
Tier 2 – supplemental support
Tier 1 – core support
 Multi-tiered approach indicating how supported is scaffolded from one level to another – relating to Vygotsky's sociocultural theory

Reading skills
 • **Fluency**
 • **Phonemic awareness**
 • **Comprehension**
 • **Vocabulary**
 • **Phonics**

Levels related to Bronfenbrenner's system
 • **DoE**
 • **Community**
 • **School and district**
 • **Home**
 • **Learner**




Figure 6.1: Integrated reading support structure

6.7.1 Guidelines to Draw up an Effective Reading Support for Grade 3 learners

Considering the findings gathered and the recommendations (see section 6.5 and 6.6), it is suggested that the support of learners experiencing reading problems in FSSs is a societal issue and it will require an integrated approach to address the matter. This implies that a need for collaboration of the FSSs with other stakeholders is very crucial (see Figure 6.1). In addition, this type of an approach would allow teachers in their classroom to scaffold support in such a way that it addresses the learners' reading levels. The following guidelines are recommended to draw up an effective reading support for Grade 3 learners who experience reading problems in FSSs. The guidelines are organised in three phases to allow a broader understanding of the process.

Phase 1: Before reading support is implemented

This phase will constitute the planning process where the teachers gather as much information as possible regarding the learners in need of support. The process of gathering information will be done through conducting screening assessment with the learner. The teacher will then use the outcome of the screening assessment to identify the reading skills that need to be developed or to be improved. During this phase, the teachers will conduct a meeting with members of the SBST team to determine the most suitable support for the learners. The team members will include the parents, reading experts from the community, the district officials and other members from other government departments such as the health and social departments who show interest in supporting the learners. The outer circle of Figure 6.1 indicates these different stakeholders that could work together towards supporting learners who experience reading problems. Following this process, the researcher includes Bronfenbrenner's ecological systems theory, which emphasises the importance of the interconnectedness of different levels when having to support learners experiencing reading problems (see Chapter 2, section 2.3).

Phase 2: During the reading support

During the reading support, teachers need to consider three of the following aspects: that is the learner's level of support, reading skills and differentiation instructions.

- **Levels of support**

This study was conducted in FSS and as it was noted that learners' levels of need range from low to moderate to high intensity (Chapter 2, section 2.2.4.). Drawn from the RTI multi-tiered structure support for learners with reading problems, the recommended structure of a reading support programme should be guided by the level of support that the learner requires. Three levels of support are identified namely: tier 1, tier 2 and tier 3 (figure 6.1). Tier 1 support caters for all learners. Class teachers provide this support in their classrooms in collaboration with the parents. It is, therefore, the responsibility of the Grade 3 teacher in an FSS to make sure that reading problems are identified early and proper support is given to learners. Early identification is regarded as the key component to minimise the risk of learners' academic failure (DBE 2014(a): 7). In Tier 2, the learners receive supplementary support. The support is received in a small group, and is based on specific problems identified. In the context of the study, the LSTs will provide support. In Tier 3, support will be more focused on high priority reading skills, and will require individualised support from specialists. Here the class teacher will meet with the parents and other members from outside the school such as a psychologist and a reading specialist to determine the most appropriate reading support for the learners. From Figure 6.1, it is noted that support will take place at different levels, which will allow the teacher to scaffold support according to the learners' reading needs. While providing scaffolded support, the teachers will gradually reduce the support until the learners can read independently. This type of scaffolding when teaching reading aligns with Vygotsky's sociocultural theory discussed in Chapter 1, section 1.8.

- **Identify the reading skills**

Based on the outcome of the screening assessment, the teacher will identify the reading skills that need to be developed or improved. According to the DoE, Grade 3 learners are expected to be taught the following basic reading skills: phonic awareness, word

recognition, comprehension, vocabulary and fluency (Chapter 3, section 3.2.2). During this stage, the teacher should plan and provide systematic reading instruction. By so doing, the learner will master the basic skills before moving to the next level. The teacher starts by assisting the learner to master the skills and gradually reduce the support so that the learner can independently grasp the skill. This idea also aligns with Vygotsky's sociocultural theory on scaffolding.

- Determining the differentiated instruction

Based on the level of support and the type of skills that need to be developed or improved, the teacher will determine the appropriate instruction. In this stage, the teacher chooses the reading strategies and methods (Chapter 3, section 3.3.6 and 3.3.7) that are aligned to the learners' needs of reading support.

Phase 3: After the reading support

The final phase of the reading support is when the teacher reflects on the progress of the learner. Even though it is not directly linked to how an effective reading support programme should be structured, the researcher sees it as having an indirect influence on the structuring of effective reading support for learners experiencing reading problems. This process will assist teachers to know as whether the structured reading support was successful or whether it needs to be adapted. The teachers will use different forms of assessment to allow the learners to conclude the process.

6.8 LIMITATIONS OF THE STUDY

It is acknowledged that the study has limitations. Firstly, there are 15 districts in Gauteng, and the data for the study were drawn from one district of the Gauteng district, the TN district. The study was conducted in three FSS whereas there were five FSS within the district. Although the study successfully demonstrated that the aims and objectives of the research were achieved, it may be difficult to generalise the findings to all the FSS within the district or other districts. In addition, all FSS admitted learners from diverse contexts, and this might have influenced the manner in which they responded to the support given. Considering that raised the need for further research for investigating how the context shapes the condition for reading support in FSS (section 6.9).

Secondly, although the Grade 3 class teachers and LSTs who were included in the study supported learners who experienced reading problems in Sepedi, Setswana and English, the results cannot be generalised to all the learners in those FSS because learners whose HL was isiZulu who were experiencing reading problems in School A were not supported due to the teachers' inability to speak the language. This raised issues of inequity and exclusion among learners in schools as all learners who were experiencing reading problems were not treated in the same way.

Thirdly, even though participants in the study were all professional teachers, not all of them were trained on how to support learners who experience problems reading problems specifically in FSS, and for this reason, caution needs to be exercised when coming to generalised findings in terms of their professional development. However, the findings are sufficient to provide general recommendations to the DoE in terms of reading support for Grade 3 learners in FSS.

6.9 RECOMMENDATIONS FOR FUTURE RESEARCH

The findings of this study on “Reading support for Grade 3 learners in full–service schools, Gauteng” suggest possible areas of future research:

- Further research might investigate how different contexts shape the conditions for reading support in FSS.
- A further comparative study regarding the role of mother tongue and English in structuring reading support for Grade 3 learners in FSS could be conducted.
- Further research would be to explore how higher institutions can prepare student teachers to be critically responsive to diverse reading needs of learners in their classrooms.
- Further research regarding the need to shift from a model of reading delivery to reading engagement in order to accommodate diverse learners in FSS could provide information that is more valuable.

6.10 CONCLUDING REMARKS

The chapter brought the study to its conclusion. The primary question formulated in Chapter 1 was explored and the primary aim and objectives were met.

The study has gone some way towards enhancing an understanding of how Grade 3 teachers supported learners experiencing reading problems in FSSs in Gauteng. It was evident that the learners' improvement in terms of their reading abilities relied on how teachers provided support to them; hence, the structuring of an effective reading support programme to accommodate diverse learners is important.

Supporting of learners experiencing reading problems in FSSs is very complex and requires the adoption of an integrated approach. Grade 3 teachers should make it a point that they involve all stakeholders when having to support learners experiencing reading problems. This will allow a shift in terms of how Grade 3 teachers in FSSs provide support to the learners.

From the findings, it was noted that participants of this study regarded issues of support as very important. The participants used different strategies and methods to support learners who experience reading problems, even though there were some challenges that hampered the implementation of the support. Although teachers used different strategies and methods in their classrooms, it was noted that the level of differentiating and adapting reading support based on individual learners' reading levels is still a challenge. This issue needs to be discussed urgently at macro-level where planning and budgeting of funds is done for professional development and training of teachers.

If the Department of Education can provide teachers with sufficient skills and knowledge through in-service training on how to provide proper support to learners experiencing reading problems based on their specific needs of reading support and basic reading skills, there could be a significant improvement in terms of how teachers can accommodate diverse reading needs of learners in their classrooms. Thus, the reading level of Grade 3 learners in FSS could be improved and what FSS stand for in terms of supporting diverse learners who requires moderate level of support will be accomplished.

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APPENDICES

APPENDIX A: UNISA ETHICAL CLEARANCE CERTIFICATE

 UNISA University of South Africa	
UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE	
2017/05/17	REC Ref#: 2017/05/17/30112508/17/MC
Dear Mrs. Phala,	Name: Mrs TAL Phala
	Student#: 30112508
Decision: Ethics Approval from 2017/05/17 to 2022/05/17	
Researcher: Name: Mrs TAL Phala Telephone#: 0829556177 E-mail address: phalatal@unisa.ac.za	
Supervisor: Name: Prof A Hugo Telephone#: 0827385299 E-mail address: annajohugo@gmail.com	
Working title of research: Reading support for Grade 3 learners in full-service schools, Gauteng	
Qualification: D Ed In Inclusive Education	
Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for 5 years.	
<i>The low risk application was reviewed by the College of Education Ethics Review Committee on 2017/05/17 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment. The decision was approved on 2017/05/17.</i>	
The proposed research may now commence with the provisions that:	
1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.	
2. Any adverse circumstance arising in the undertaking of the research project that is	
 University of South Africa Pretor Annex, Muckleneuk Ridge, City of Tshwane PO Box 392 UNISA 0003 South Africa Telephone: +27 12 425 3111 Facsimile: +27 12 429 4110 www.unisa.ac.za	

relevant to the activities of the entity that it be communicated in writing to the BMCA Chair and Executive Ethics Review Committee.

3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
4. Any changes that call into the study raises risks for the research participants, particularly in areas of research made with regard to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing, accompanied by a progress report.
5. The researcher will state that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards set out in the specification of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2002; Children's Act no 38 of 2005 and the National Health Act, no 61 of 2003.
6. Only de-identified research data may be used for secondary research purposes or future research, provided that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
7. As long as work activities may continue after the expiry date 2023/05/17, submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Yours

The reference number: 2017/05/17/2023/05/17 for the study indicated in the form of communication will be provided to the participants, as well as with the Committee.

Yours sincerely,



Signature
Chair of BMCA (Prof. David Gledhill)
E-mail: david.gledhill@uct.ac.za
Tel: (012) 429-6756



Signature
Executive Ethics Review Committee
E-mail: ethics@uct.ac.za
Tel: (012) 429-6579



University of Cape Town
Faculty of Health Sciences
School of Public Health and Family Medicine
Private Bag 2800, Rondebosch, 7700
Tel: (021) 760-0000

APPENDIX B: GDE APPROVAL LETTER



GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

For administrative use:
Reference no. D2017 / 302 A
Enquiries: Diane Bunting 011 843 6503

GDE AMENDED RESEARCH APPROVAL LETTER

Date:	21 September 2016
Validity of Research Approval:	06 February 2017 to 29 September 2017
Previous GDE Research Approval letter reference number	D2016 / 323 dated 02 November 2015
Name of Researcher:	Phala T.A.L.
Address of Researcher:	P.O. Box 275; Benoni; 1500
Telephone / Fax Number/s:	011 425 3523; 082 955 6177; 011 421 3542
Email address:	phalatal@unisa.ac.za; phalatal@gmail.com
Research Topic:	Reading support for Grade 3 Home Language learners in Full Service Schools in Gauteng
Number and type of schools:	THREE Full Service schools
District/s/HO	Tshwane North

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved. A separate copy of this letter must be presented to the Principal, SGB and the relevant District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted. However participation is VOLUNTARY.

The following conditions apply to GDE research. The researcher has agreed to and may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

CONDITIONS FOR CONDUCTING RESEARCH IN GDE

1. The District/Head Office Senior Manager/s concerned, the Principal/s and the chairperson/s of the School Governing Body (SGB) must be presented with a copy of this letter.
2. The Researcher will make every effort to obtain the goodwill and co-operation of the GDE District officials, principals, SGBs, teachers, parents and learners involved. Participation is voluntary and additional remuneration will not be paid;

2016/09/21

1

Making education a societal priority

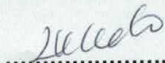
Office of the Director: Education Research and Knowledge Management ER&KM)

9th Floor, 111 Commissioner Street, Johannesburg, 2001
P.O. Box 7710, Johannesburg, 2000 Tel: (011) 355 0506
Email: David.Makhado@gauteng.gov.za
Website: www.education.gpg.gov.za

3. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal and/or Director must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
4. Research may only commence from the second week of February and must be concluded by the end of the THIRD quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.
5. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
6. It is the researcher's responsibility to obtain written consent from the SGB/s; principal/s, educator/s, parents and learners, as applicable, before commencing with research.
7. The researcher is responsible for supplying and utilizing his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institution/s, staff and/or the office/s visited for supplying such resources.
8. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research title, report or summary.
9. On completion of the study the researcher must supply the Director: Education Research and Knowledge Management, with electronic copies of the Research Report, Thesis, Dissertation as well as a Research Summary (on the GDE Summary template). Failure to submit your Research Report, Thesis, Dissertation and Research Summary on completion of your studies / project – a month after graduation or project completion - may result in permission being withheld from you and your Supervisor in future.
10. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned;
11. Should the researcher have been involved with research at a school and/or a district/head office level, the Director/s and school/s concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards



Dr David Makhado

Director: Education Research and Knowledge Management

DATE: 2016/09/24

APPENDIX C: TSHWANE NORTH DISTRICT DIRECTOR'S REQUEST LETTER

Title of the study: Reading support for Grade 3 learners in Full–Service–Schools, Gauteng

03 June 2017

The District Director

Tshwane North District Education

Dear Sir/Madam

I, Thembi Anastacia Lucky Phala am doing research under supervision of Anna Johanna Hugo, a professor in the Department of Language Education, Arts & Culture towards a PhD at the University of South Africa. We have funding from UNISA MDSP for assisting me to complete my studies. We are inviting you to participate in a study entitled “Reading support for Grade 3 learners in Full–Service–Schools, Gauteng”.

The aim of the study is to determine how Grade 3 teachers support learners who experience reading problems in full–service schools. Your department has been selected because the researcher lives in Gauteng and it will be easy for her to conduct research.

The study will entail analysing of documents, conducting classroom observation and individual face–to–face semi–structured interviews with Grade 3 teachers and Learner Support Teachers from the identified full–service Schools. Documents to be analysed will include among others the DoE policies, CAPS document for Home Language teaching, CAPS Grade 3 FAL, teachers’ reading lesson plan, work schedule for HL teaching, LST’s resource files, the learners’ reading materials and classroom timetables. Three reading lessons per teacher will be observed over a three weeks’ period. The purpose for this is to explore how Grade 3 teachers support learners who experienced with reading problems in full–service schools. In addition, the researcher will also observe how the learners read and respond to the strategies used by teachers during the support process. Whereas the individual interviews will be semi–structured and will be conducted after contact time and it will last for approximately an hour.

The study will contribute towards the implementation of inclusive education, especially to explore how Grade 3 teachers support learners who experience reading problems in full–service school. This include providing guidelines on how to draw up an effective reading support for Grade 3 learners who experience reading problems in FSS.

There are no risks anticipated in this study. There will be no reimbursement or any incentives for participation in the research. All participation in this study is voluntary and participants can withdraw from participation at any time. The information obtained during this study will remain confidential no name of an individual will be used; no name of a particular school will be mentioned. Coding will be used for names of all participants and schools to ensure anonymity. The digital recordings and transcripts including the documents collected either as hard or soft copies will be kept under lock for five years

Feedback procedure will entail giving written report to the Gauteng Department of Education. For the participants, principals and district director the feedback will be done verbally through face-to-face meeting and where applicable group meetings will be held.

Yours sincerely

_____ (insert signature of researcher)

_____ (insert name of the above signatory)

_____ (insert above signatory's position)

APPENDIX D: FULL–SERVICE SCHOOLS’ PRINCIPAL REQUEST LETTER

Title of the study: Reading support for Grade 3 learners in Full–Service–Schools, Gauteng

03 June 2017

The Principal

_____ Full–Service School

Dear Sir/Madam

I, Thembi Anastacia Lucky Phala am doing research under supervision of Anna Johanna Hugo, a professor in the Department of Language Education, Arts & Culture towards a PhD at the University of South Africa. We have funding from UNISA MDSP for assisting me to complete my studies. We are inviting you to participate in a study entitled “Reading support for Grade 3 learners in Full–Service–Schools, Gauteng”.

The aim of the study is to determine how Grade 3 teachers support learners who experience reading problems in full–service schools. Your school has been selected because the Chief Education Specialist’s recommendation from your district.

The study will entail analysing of documents, conducting classroom observation and individual face–to–face semi–structured interviews with Grade 3 teachers and Learner Support Teachers from the identified full–service Schools. Documents to be analysed will include among others the DoE policies, CAPS document for Home Language teaching, CAPS Grade 3 FAL, teachers’ reading lesson plan, work schedule for HL teaching, LST’s resource files, the learners’ reading materials and classroom timetables. Three reading lessons per teacher will be observed over a three weeks’ period. The purpose for this is to explore how Grade 3 teachers support learners who experienced with reading problems in full–service schools. In addition, the researcher will also observe how the learners read and respond to the strategies used by teachers during the support process. Whereas the individual interviews will be semi–structured and will be conducted after contact time and it will last for approximately an hour.

The benefits of this study will contribute towards the implementation of inclusive education, especially to explore how Grade 3 teachers support learners who experience reading problems in full–service school. This includes providing guidelines on how to draw up an effective reading support for Grade 3 learners who experience reading problems in FSS.

There are no risks anticipated in this study. There will be no reimbursement or any incentives for participation in the research. All participation in this study is voluntary and participants can withdraw from participation at any time. The information obtained during this study will remain confidential no name of an individual will be used; no name of a particular school will be mentioned. Coding will be used for names of all participants and schools to ensure anonymity. The digital recordings and transcripts including the documents collected either as hard or soft copies will be kept under lock for five years

Feedback procedure will entail giving written report to the Gauteng Department of Education. For the participants, principals and district director the feedback will be done verbally through face-to-face meeting and where applicable group meetings will be held.

Yours sincerely

_____ (insert signature of researcher)

_____ (insert name of the above signatory)

_____ (insert above signatory's position)

APPENDIX E: TEACHERS' REQUEST PARTICIPATING LETTER

Title of the study: Reading support for Grade 3 learners in Full–Service–Schools, Gauteng

03 June 2017

Dear Participants

I, Thembi Anastacia Lucky Phala am doing research under supervision of Anna Johanna Hugo, a professor in the Department of Language Education, Arts & Culture towards a PhD at the University of South Africa. We have funding from UNISA MDSP for assisting me to complete my studies. We are inviting you to participate in a study entitled “Reading support for Grade 3 learners in Full–Service–Schools, Gauteng”.

The aim of the study is to determine how Grade 3 teachers support learners who experience reading problems in full–service schools. Your school has been selected because the Chief Education Specialist’s recommendation from your district.

The study will entail analysing of documents, conducting classroom observation and individual face–to–face semi–structured interviews with Grade 3 teachers and Learner Support Teachers from the identified full–service Schools. Documents to be analyses will include among others the Department of Education policies, CAPS document for Home Language teaching, CAPS Grade 3 FAL, teachers’ reading lesson plan, work schedule for HL teaching, LST’s resource files, the learners’ reading materials and classroom timetables. Three reading lessons per teacher will be observed over a three weeks’ period. The purpose for this is to explore how Grade 3 teachers support learners who experienced with reading problems in full–service schools. In addition, the researcher will also observe how the learners read and respond to the strategies used by teachers during the support process. Whereas the individual interviews will be semi–structured and will be conducted after contact time and it will last for approximately an hour.

The benefits of this study will contributes towards the implementation of inclusive education, especially to explore how Grade 3 teachers support learners who experience reading problems in full–service school. This include providing guidelines on how to draw up an effective reading support for Grade 3 learners who experience reading problems in FSS.

There are no risks anticipated in this study. There will be no reimbursement or any incentives for participation in the research. All participation in this study is voluntary and participants can withdraw from participation at any time. The information obtained during this study will remain

confidential no name of an individual will be used; no name of a particular school will be mentioned. Coding will be used for names of all participants and schools to ensure anonymity. The digital recordings and transcripts including the documents collected either as hard or soft copies will be kept under lock for five years

Feedback procedure will entail giving written report to the Gauteng Department of Education. For the participants, principals and district director the feedback will be done verbally through face-to-face meeting and where applicable group meetings will be held.

Yours sincerely

_____ (insert signature of researcher)

_____ (insert name of the above signatory)

_____ (insert above signatory's position)

APPENDIX F: TEACHERS' CONSENT REPLY SLIP

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

I have read (or had explained to me) and understood the study as explained in the information sheet.

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

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

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

I agree to the recording of the observation, interviews and documents analysis (insert specific data collection method).

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

Participant Name & Surname (please print) _____

Participant Signature Date

Researcher's Name & Surname (please print) _____

Researcher's signature Date

APPENDIX G: PARENT CONSENT LETTER

Dear Parent

Your child is invited to participate in a study entitled Reading support for Grade 3 learners in full-service schools, Gauteng.

I am undertaking this study as part of my doctoral research at the University of South Africa. The purpose of the study is expected to collect important information that could benefit Grade 3 teachers on how learners experiencing reading support are supported in FSS. and also this study will further benefit teachers towards the implementation of inclusive education, especially on how to draw up an effective reading support for Grade 3 experiencing reading problems in FSS. I am asking permission to include your child in this study because he/she is doing Grade 3 in a full-service school which is the focus of this study. I expect other children in his / her Grade 3 class to participating in the study.

If you allow your child to participate, I shall request him/her to be observed during a reading lesson. During the observation process the researcher will observe how children respond to the strategies and techniques used by teachers during the reading lesson in their natural classrooms. Three lessons will be observed over a period of three weeks.

Any information that is obtained in connection with this study and can be identified with your child will remain confidential and will only be disclosed with your permission. His/her responses will not be linked to his/her name or your name or the school's name in any written or verbal report based on this study. Such a report will be used for research purposes only.

There are no foreseeable risks to your child by participating in the study. Your child will receive no direct benefit from participating in the study; however, the possible benefits to education are towards the implementation of inclusive education, especially on how teachers will adapt and differentiate reading support strategies to accommodate diverse Grade 3 Home Language learners in full-service schools. Neither your child nor you will receive any type of payment for participating in this study.

Your child's participation in this study is voluntary. Your child may decline to participate or to withdraw from participation at any time. Withdrawal or refusal to participate will not affect him/her in any way. Similarly, you can agree to allow your child to be in the study now and change your mind later without any penalty.

The study will take place during regular classroom activities with the prior approval of the school and your child's teacher.

In addition to your permission, your child must agree to participate in the study and you and your child will also be asked to sign the assent form which accompanies this letter. If your child does not wish to participate in the study, he or she will not be included and there will be no penalty. The information gathered from the study and your child's participation in the study will be stored securely on a password locked computer in my locked office for five years after the study. Thereafter, records will be erased.

The study will contribute towards the implementation of inclusive education, especially to explore how Grade 3 teachers support learners who experience reading problems in full-service school. This include providing guidelines on how to draw up an effective reading support for Grade 3 learners who experience reading problems in FSS.

There is no anticipated risk and thus no steps will be taken for any harm or injury attributable to the study. As such no indemnity will be arranged.

There will be no reimbursement or any incentives for participation in the research.

If you have questions about this study please ask me or my study supervisor, Prof AJ Hugo, Department of Language Education, Arts & Culture, College of Education, University of South Africa. My contact number is 082 9556 177 and my e-mail is phalatal@unisa.ac.za. The e-mail of my supervisor is annajohugo@gmail.com. Permission for the study has already been given by the Gauteng Department of Education and the Ethics Committee of the College of Education, UNISA.

You are making a decision about allowing your child to participate in this study. Your signature below indicates that you have read the information provided above and have decided to allow him or her to participate in the study. You may keep a copy of this letter.

Name of child:

Sincerely

Parent/guardian's name (print)

Parent/guardian's signature:

Date:

Researcher's name (print)

Researcher's signature

Date:

APPENDIX H: LEARNERS' ASSENT LETTER

Dear learner,

Date _____

My name is Teacher Thembi and would like to ask you if I can come and watch how your teacher help you when you read. I am trying to learn more about how teachers help children during the reading lesson.



If you say YES to do this, I will come and watch you when you are with your teacher doing reading in your classroom. I will not ask you to do anything that may hurt you or that you don't want to do.

I will also ask your parents if you can take part. If you do not want to take part, it will also be fine with me. Remember, you can say yes or you can say no and no one will be upset if you don't want to take part or even if you change your mind later and want to stop. You can ask any questions that you have now. If you have a question later that you didn't think of now, ask me next time I visit your school.

Please speak to mommy or daddy about taking part before you sign this letter. Signing your name at the bottom means that you agree to be in this study. A copy of this letter will be given to your parents.

Regards

Teacher Thembi

Your Name		Yes I will take part 	No I don't want to take part 
Name of the researcher			
Date			
Witness			

APPENDIX I: SEMI-STRUCTURED INTERVIEW QUESTIONS SCHEDULE

1. What is your understanding of a “full-service school”?
2. How long have you been teaching Grade 3 in a full-service school?
3. Using your knowledge and experience how can you explain a Grade 3 learner with regard to how he or she learn to read, communicate, form friends and behave?
4. How can you explain the following concepts: reading, reading problems and reading support?
5. According to your knowledge and experience what causes reading problems for Grade 3 learners?
6. Which strategy, techniques, methods or programme do you use to support Grade 3 learners who experience reading problems?
7. Can you briefly explain how you plan your reading support lessons in order to accommodate learners with diverse needs in your class?
8. (a) During your training as a teacher, were you trained on how to support learners who experience reading problems?
(b) Can you elaborate on your training
9. What helps you to implement reading support to Grade 3 learners who are experiencing reading problems in your class?
10. What challenges do you experience when supporting Grade 3 learners who experience reading problems in your classroom?
11. (a) When you support learners experiencing reading problems, do you find all of them to be at the same reading level?
(b) Can you elaborate on the types of reading levels of these learners?
12. When you support these learners, which reading errors do they usually make?
13. In your opinion, how can teachers structure reading support in their classes in order to accommodate the diverse needs of Grade 3 learners in a full-service school?
14. Early on, you highlighted that you were trained/not trained on how to support learners who experience reading problems? Is there any support or training you need in order to enable you to provide support to learners with reading problems?
15. (a) What is your role as a Learner Support Teacher (LST)?
(b) When, by whom and how are Grade 3 learners experiencing reading problems referred to you for support?
16. Is there anything that was not asked about reading support but that you think I as the researcher should know about?

APPENDIX J: SUMMARY OF PARTICIPANTS' INTERVIEW RESPONSES

TABLE 1 - Question 1: **What is your understanding of a “full-service school”?**

LST 1: A full-service school accept every learner irrespective of his or her disability. We really concentrate on the well-being of the learner because if you do not do that you will never know what is all about the learner.
LST 2: According to my knowledge a full-service school is where we cater for learners with learning barriers and those who are not struggling, we cater for all learners.
LST 3: A full service school is a school which accommodates all the learners irrespective of their disabilities and their barriers. Like for examples some of the learners are cognitively impaired they need support so we back track you go down your preparation for instance she is in a Grade 3 level so I back track to a Grade 2 level in order for her to adjust seeing that she has adjusted maybe for example I am teaching the a three letter word so I back track to two letters but the objective must be the same until she is on the level that she needs to be and after some times when I saw that she has mastered she go back to the class and I show the teacher how a managed to support the learner. So normally when the learner struggles with reading she with struggle with other subject like maths because she will struggle to write the numbers in words. So with reading we start by introducing the sound to the learners I tell them that we have 26 letters of the alphabet then from those letters I take out the vowel sound the “a,e,i,o,u” and then I show them how they sound first because the aim is to build words at the end of the month or it will depends on their potentiality . Then they have to do the word the sentence, the paragraph start reading, inclusive reading then I tell them there are some letters that have more than one sound for an example ‘c’ is having three sound as in “kh” for “cat”, “sh” for “ocean” and “s” for “face” and “a” is having five sounds the one that is having more than one sound they change and we call them difficult sound and the one that does not change like the “n”, “p”, “m”, “r”, “s” and “t” we call the easy sounds. Then I wrote the number on top especially to the ones that change.
LST 4: A full-service school is where we admit all learners who experience barriers and we give them support.
LST 5: My understanding is that a full-service school is supposed to accommodate every learner with a kind of disabilities. All learners are accommodated in a full-service school.
LST 6: A full-service school is a school whereby all learners are being enrolled in a particular school irrespective of their learning and their knowledge everybody is included.
GR3CT1: A full-service school is a school whereby we take all types of learners. It is just like a mainstream because there are some of the learners that are gifted and some are slow learners so the full-service school caters for a cognitively challenge learners whereby those cognitively challenged learners during the first period of the year maybe in January the learner is coming to Grade 3 so during that time we use SIAS which means Screening, identification, assessment and support whereby we screen all the learners in the classroom then by screening them maybe you give them a baseline assessment and it will give you the answers whereby you will see as whether this learner is cognitively challenged, this one is a slow learner or this one is a gifted learner and then you group them and after grouping them you go to identification and identify them and then you will assess them in terms of their levels and then you support them.
GR3CT2: My understanding of a full service school is that is the type of school that caters for different learning styles including learners who has serious barriers who need to be referred to other schools and my other understanding is that is not an ordinary school which mean that it has to have some specialties like eeeh! educators who has proper

knowledge in SBST on how to refer learners and who to involve, other stakeholders to involve in order to help these learners.
GR3CT3: A full-service school is a school whereby we teach all no let me not say all, learners with many barriers we cater for many barriers like learners eeem! Like those learners we say they cannot achieve fast , slow learners they learn but slowly.
GR3CT4: Okay, at a full service school we cater for all learner like we include learners with special needs, learners with educational barriers and also includes learners with wheel chairs but we don't have them know learners with wheel chairs but we are ready for those learners because our shool have ramps in our classes. We cater for all learners.
GR3CT5: A full service school is school whereby learners with different difficulties or different barriers are enrolled or accepted.
GR3CT6: A full-service school what can I say about it. It is a school whereby every learner is entitled to attend to the school it doesn't matter what type of a learner, learners who are able to do things and learners who are unable to do things like things in which or in connection with the things that we are doing at school, the writing, the reading everything they are entitled to come to this school so even learners from other schools who are problematic that is who have problem in reading or writing they send them to this school so that the school can attend to those type learners. So a full-service school takes all types of learners it doesn't matter how the learner is disabled on a wheel chair, blind or whatever they are entitled to come to the full-service school.
GR3CT7: A full -service school is a school where it accommodates all learners who can read and write and those who cannot that is those who need remedial and also those who has difficulties maybe they can't walk they use wheelchairs so at the school there must be ramps so that those learners with wheelchair can have access to go to the classes. Those who have slight disabilities but not with intellectual disabilities.
GR3CT8: A full-service school is a school where learners with problems or barriers to their learning are learning at that school and it also caters also learners who don't barriers it caters for both learners with barriers and without barriers
GR3CT9: A full-service school is a school whereby we cater leaners with learning problems and the school is also trying to have things that can accommodate all those kind of learners who are having difficulties in learning.
GRD3 T10: Full-service school is a school which accommodates all the learners those who have barriers and those who do not have barriers. That is those who experience difficulties in reading they are also accommodated those who cannot write those who maybe they are visual sight and audio they are affected everyone is accommodated in a full-service school.
GR3CT11: A full-service school accommodates learners from different backgrounds with different barriers.

Table 2-Question 2: **How long have you been teaching Grade 3 in a full-service school?**

LST 1: I have been teaching Grade 3 for 15 years but in a full-service school, I have been here from 2014 which means is 3 years.
LST 2: I have been teaching Grade 3 for about 10 years but I have been teaching in a LSE class from 2008 up to now (9years).
LST 3: I have got 9 years it was for cluster schools first when I was working in Johannesburg and the department decided to put us in one school as a pull out system and meaning the neighbouring schools bring their learners here

for support we also support neighbouring schools. I also have three years' experience of teaching Grade 3 as a class teacher.
LST 4: I am having 15 years teaching experience. I have started teaching in a full-service school since 2014 but this is my first year of teaching Grade 3.
LST 5: I have been teaching Grade 3 for more than 10 years but in a full-service school is about four years.
LST 6: I have been teaching for twenty years and I have been teaching Grade 3 in a full-service school for ten years. I also taught Grade 1 and Grade 2.
GRD3T 1 : I have been teaching Grade 3 for about 18 years, because I started by teaching Grade 1 then I went to Grade 2 and then they put me in Grade 3.
GR3CT2: I have been teaching for 22 years eight months. In Grade 3 in a full- service school is eighteen years even though it from different schools. Even prior schools that I taught they were full-service schools.
GR3CT3: Eeeh! Still counting (laughing) is 10 months. However, I have been teaching for 23 year not in Grade 3 only it was high school, FET, Senior phase, Intermediate phase and now is Foundation phase.
GR3CT4: I have twenty two years' service but I have been teaching Grade 1, 2 and 3. I cant say exactly how many years in Grade 3 like in my previous school I taught Grade 1, 2, 3. Oooh! In a full-service school is my second year I came here last year.
GR3CT5: I have been teaching Grade 3 for 15 years but not in a full service school. I have started in a full service school last year.
GR3CT6: I have been teaching Grade 3 for two years now in a full-service school.
GR3CT7: I have been teaching Grade 3 for more than 10 years and in a full service school is 3 years.
GR3CT8: I taught Grade 3 in a full-service school for 3 years but I have 22 years of service and I was teaching in an ordinary school.
GR3CT9: I have been teaching for 15 years. I have been teaching Grade 3 for 5 years in full but in a Full service school I taught Grade 3 for 4years experience. Eeeh! I also taught Grade 1 and 2 sometimes when I was working in my previous school.
GR3CT10: Is from 2015 to 2017. Is three years.
GR3CT11 : I started teaching in 2015. Since 2016 March I was teaching Grade 3. I was in Grade 2 then they moved me to Grade 3. So it is about two years.

Table 3- Question 3: **Using your knowledge and experience how can you explain a Grade 3 learner with regard to how they learn to read, communicate, make friends and behave?**

LST 1: I can say there are three types of learners actually; there are those who knows everything before you even finish the question they have already raised up their hands to answer the question, there are also the average ones who are trying to compete with the first level and then there are those learners who are really struggling. In grade 3 especially in my class they like to learn from their peers because when I teach I use peer learning where I group the learners according to their abilities and from the best group I assign them I give a chance to be group leaders because sometimes the learners cannot understand our language but sometimes with peers explaining to themselves what the teacher has been explaining they understand better. That is, they like helping each other and also to compete among themselves. They also like to play so when I teach them I usually use play in my teaching I will for example ask them to demonstrate or imitate.
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LST 2: According to my knowledge, the Grade 3 learners are helping each other and then those that are not struggling they help those ones that are struggling with barriers and in my class, they are not allowed to comment or say bad things about those learners who are struggling. They are also not learning at the same level and according to the levels when I am preparing for a lesson plan I am not catering those who can do a work sheet within five minutes I am catering all learners according to their barriers I am doing curriculum differentiation so that I can accommodate all learners. Again, for me according to my experience I want learners to be able to read fluently, with comprehension and read aloud.

LST 3: With the learners that I support sometimes the barrier is not curriculum only you need to go back and search what is the cause of the barrier, you even go to the extent of visiting the family. For example sometimes you find that the learner is struggling in reading the answer you are going to get , yes she is struggling in reading but is not that she cannot read , sometimes she is having a socio economic problem, the home background is poor that affects her learning capability , sometimes you find that she is having a visual impairment you have to adapt enlarge the alphabet, enlarge the word so that she may be able to cope and then if that is the case she is having an impairment that deprive her from learning I have to intervene with the SBST (School Based Support Team) and tell them this is my findings she seems as I am not allowed to diagnose but she is having the symptoms of a hearing impairment then sit down as a committee and intervene meaning the teacher has just send her as having a problem in reading but found something that deprives her from not to read , then I go back to the SBST “SBST this is the situation this learner has come to my class with a reading barrier but only to find that the learner has the sign of this” then the teacher is called we sit as a multi-disciplinary team the parent is involve, the DBST maybe the psychologist from the district is called also then we sit down and the learner is referred to School X (pseudo name) as it is our nearest resource center then as the team the SBST coordinator, the parent, me the LSE we took the learner to school X for further assessment then the audiologist will assess the learner and the findings will be done and I have got also the pictures as evidence . The audiologist will intervene and test the learner and the results will come out immediately then if that problem is permanent she will refer the learner maybe to the hospital or she measure the learner for hearing to support the learner the device then not long she will call us and tell us that the device is ready and the learner will go and fit and then the department will pay sometimes it cost something like R10000 or R11000 then the parents should be her to be shown how to use the device and then if the learner is not comfortable with there are some ways to show the parents how to operate but the learner will still come to my class for support then after sometimes you may see that the barrier was not that the learner don’t know how to read but the barrier was the hearing. Another thing this learner take time to understand one concept so you have to drill it with them so that they can grasp they are very slow and don’t concentrate for a long time.

LST 4: These learners are still small and they like playing a lot. They forgot easily what they are supposed to do so as a teacher you keep on repeating instructions many times but what I like about them is that they have trust on us as teachers they and do anything that we say they must do without questioning us.

LST 5: According to my knowledge a Grade 3 learner is a learner who can read simple sentences and the can follow instructions when you speak to them, but with our learners here most of them they cannot read or write three letter words like “cat, mat, bat or bad” they still struggle

LST 6: Eeh! (laughed) I can say they are still very small, they need a lot of assistance from the teachers and most of them they need pictures to see when you teach. They also like playing with their friends during break and also in class when the teacher is not there. Eeeh! Also they like to report everything like ma’am Peter (Pseudonyms) is

taking my book or my pen but they are lovely children. And most of them when given long activities they become tired easily they don't finish so you have to give them small activities.

GR3CT1: A Grade 3 learner is a learner who has acquired some little knowledge from previous educators this learner is now more knowledgeable than Grade 2 and Grade 1. Eeeh! A Grade 3 learner can write his or her name very well and even the sounds he or she knows the sounds like in Sepedi language she knows most of the sounds and then she also knows even how to comprehend simple sentences. That's a Grade 3 learner. With behavior they behave well but it also depends from one to one learner because some are not behaving well but it also depends from the previous educator if the educator was just soft and was not taking care of those learners like maybe looking into the discipline itself the learners can sometimes behave not well. Socially they socialize well with other learners unless if the learner has a learning barrier or something wrong or she is cognitively challenged sometimes the cognitively challenged learners they seem to be lonely and they associate with their peers because they have a challenge but those who are well they socialize well. In class when introduce something they need teaching aids maybe you can use flash cards so that they can learn easily you know the small learners even in the intermediate phase you cannot come to the class and introduce a lesson without using teaching aids. The learners usually they want teaching aids and when you teach these learners with teaching aids they learn the concept very easily than as you are teaching in a university as say" today you are going to do maths and we are going to do addition they want to see what you mean by the word addition. Like in language we've got reading, writing listening and speaking, and comprehension and when the learner comes to Grade 3 from Grade2 you know that he or she can read maybe five sentences very short and even write in five sentences. In Grade 3 the level is high she must be able to write a paragraph

GR3CT2: A Grade 3 learner according to my experience is someone who still needs a lot of help but they think they claim to know, most of them they claim to know because they know that they are not the first graders they actually they are actually aware that this is their last class in the phase so they usually think they know all but in most cases they become amazed when you know things better than themselves so they know that they are not new comers so they always try to be on the level that you are in. Socially they are more confident than the first graders and the other grades they know their background they know where they come from and they think they know where they are going so in most cases socially they can socialise with others well with their teachers with the outsiders and they actually know what they want. With learning they usually like to use different types of learning like the tactile way where they like how to touch things they also like to be given different ways of learning like giving them the text and they will say you "no we know how to do these things you don't have to explain to us" forgetting that they are not the only one that they know the answers so they always like to learn in the same kinds of style and different kinds of styles. And another thing is that when these learners comes to Grade 3 I expect the learner to be able to read a sentence, longer sentences and also a small paragraph of six to eight lines in the first term and after he or she must be able to read at least two paragraph in two minutes but because our school is a full-service school we experience a lot of problems. We are experiencing a lot of problems, we are experiencing serious problems overcrowding, age cohort our learners are not supposed to be in that particular class they are also supposed to be in the next class and also risky learners whereby they are not ready they don't seem to be ready but because of age they have to be in that class so we expect a lot from them whereas the level is too low.

GR3CT3: My Grade 3 learners are very interesting, number one they ask and they will ask and ask they really want to know. Number two they easily forget even if they are hurt two minutes they forget. They are so precious so seeing that they forget I understand that okay as long that they forget that they are hurt it means that even if you teach them some will forget easily. In terms of learning they learn by pictures it is easily so, show them a word and a picture

every time you show them a word it must be accompanied by a picture and an action. Socially they are so sweet unless negative one can be passive and you will intervene and ask why are you like this and then you will realise that there is something wrong with this learner and 100% of this learners are active they are active learners so you will be able to pick up a problem if the learner is quite or somehow not happy because otherwise they are active.

GR3CT4: A Grade 3 learner, eeh!... when a learner comes to Grade 3 he or she know like sounds,he or she must be able to read not fluently but she must be able to know single sounds and double sounds because in Grade 3 we start with triple sounds like in Zulu we have sounds like four to five letters. In terms of how they learn like in my classroom every morning we start by reading sometimes we start with counting and sometimes we start like we must read every morning the learner must read something either in English or in IsiZulu we read like the magazine or a reader anything like even DBE book. Again some of the learners they learn fast you introduce something they grasp but there are those learners that are struggling you have to use like eeh!... phonic charts with pictures to make them understand the sounds they are different. Socially my learners like socializing they are free like when I am teaching and I make a mistake they will immediately stop me “no ma’am you have made a mistake” or maybe I have written wrong spelling they will come to me “no ma’am you made a mistake”. They are free to talk and to ask question any time, they challenge me sometimes.

GR3CT5: Grade 3 learners differs from Grade 1 and 2 learners they differ because I think they have experience with letters they know how to write their own news those who do not have difficulties with reading they know how to write their own stories, they are always writing their own stories they have their scribblers or homework books whereby they write their own stories they create whatever they want to create and we usually check them and I think because their age is from eight to ten years they have matured a little bit they relate easily with their classroom mates and their teachers they are free to say anything.

GR3CT6: Grade 3 learner is a learner who supposed to know most of the things, most of the things like reading and writing. Why reading and writing? At the moment they are using Setswana as LOLT from Grade 1 to Grade 3 so this are the learners who are supposed to know most of the things because I take them as a matric students because when they leave Grade 3 they are supposed to go to Grade 4 whereby they are going to change the language that they are being using from Grade R to Grade 3, they will be changing to English so these learners they are supposed to be treated like matric students because to me they are like for me they are going to a University so they have be to know most of the things because they will be taking another step in the next year. When teaching this learners, Grade 3 learners also use concrete things, Grade 3 learners when you teach them they must also with everything that you are doing they must interact you must give them a chance to do what you are doing so that they understand better what you are teaching about, these are the learners that are supposed to interact the most, they must concentrate make sure that they concentrate and understand everything that you are teaching about everything that they learn they must understand. Grade 3 learners must be able to ask questions; Grade 3 learners must be able to understand the type of question even if you are not reading for them but they must understand the question that you are asking. Grade 3 learners must be able to answer even those learners that do not understand you must put effort on them give them the simpler way of doing things because there are different ways of learners in Grade 3 classroom. You know let me talk about me in the classroom my learners are very good and with the learners that areas I have said that the learners are not the same there are those who are not performing well so what I do is I give a chance to those who are performing well to assist these ones if I am not in the classroom even if when I am in the classroom I make sure that I put the learner who understands what she is doing with that one who doesn’t understand so that these one can learn from each other the interaction between the learners and with my colleague if it is difficult

for the learner to understand my technique because we are using different method, different techniques I call one of my colleague to see if maybe the method that they are using this learner can be able to catch with so that I can maybe change my method when it comes to this learner who doesn't understand. Again with my learners it easy for them to interact with other learners because I have taught them discipline, I taught my learners that they must share with everybody, I taught my learners that you don't have to laugh at each other maybe let say one learner doesn't have a shirt and you have something at home please just ask your parents to bring that so that we can share with other learner so with teaching these learners these things my learner interacts easily with one another. Like now we were just taking about the food I taught that if one learner doesn't have food and she doesn't go to steers (feeding scheme at school) and you have food you don't eat in front of him you must share even with the pencil and everything that we are using in the classroom learn to share, sharing make it easy for the learner to interact with each other even if you can go to my class you can see. Last week I had a mother who bought shoes for one of my learners because I taught my learners about sharing, and I am doing that I am an example of that I have got learners that I have adopted in my class and most of them are orphans I pay for the trips and schools fees so my learners have learnt a lot that if our teacher is doing that why can't we so if you have taught them sharing they will understand each other and put them in the shoes of the other learner who is struggling with everything academically, socially and everything they will learn to put themselves in those shoes even if the learner cannot cope in the classroom they will be able to assist where necessary.

GR3CT7: Because they are little bit matured, they are not like the lower ages like the Grade R, 1 and 2. We expect them to can read properly even though not so much if they can be able to read because they have been taught how to read in Grade 1 and 2. They are able to interact with other learners, they are the seniors in the Foundation Phase, they are the brothers and sisters of this Grade 1 and 2. They must be able to have discipline and they are the ones to help us discipline in the Foundation Phase. Intellectually they must be okay which means they must be a little bit matured, they must able to read and write to reason not like Grade1 and 2. They must be in a competitive level of a Grade 3, they must be able to be higher than the Grade 1 and 2, they must be able to think logically and solve problems logically and reasonably like the Grade 4 because we are preparing for Grade 4 so they must match the level of a Grade 4, they must be matured but not forgetting that they are still little children.

GR3CT8: A Grade 3 learner is a learner by right know he is able to read, able to write, maybe able to write plus minus three to four paragraph with a specific topic given, is able to read many many books that learner is able to do thing for himself in a learning situation. With forming relationships is different and maybe is caused by their background and most of the kids are bullying each other, they are fighting are always talkative, they have so many thing in themselves but it is because of their background where they come from and in class we teach them to be one to listen to each other, respect each other. Regarding reading, Grade 3 the learner must be at a level where she can read fully and also to pronounce words correctly and using all the punctuation marks because whenever we read we also stress the level of using the punctuation marks how to express their feelings when they read maybe is a story whereby a somebody is feeling pity for that because the stories are different. They need concrete things to learn.

GR3CT9: A Grade 3 learner is a learner who comes with many things in mind some are... in our situation, I will explain what I have encountered or experienced, because some learners to Grade 3 without knowledge of "eeh" how the phonics works and others come , they differ, others will come knowing how to read even though they don't understand what they are reading , and others will come with the knowledge of how to reads but they don't know how to blend and others they totally don't know how to sound even three letter sound and other came without

because this is a Full service school. A learner may come from Grade 1 maybe failed Grade 1 and then progress to Grade 2 because of age cohort and when that learner arrives at Grade 2 he is having a difficulty and maybe through all the year the learner doesn't understand what is happening and he comes to Grade 3 and when he comes to Grade 3 is where the learner is just now the mind is been open and now is starting to see "ooh!" when they say "a", "a" means a for apple. I don't know if the mind of the child or ...I can't explain that. But we have those kind of learners who arrive in Grade 3 without knowing the phonic sounds -single sounds letters and others will just flow well. We have the average and the lower and the outstanding. Socially because of our community here some you will see that they are having problems in their family. Others you will see the background is not the family background is just the learner sometimes you see that he doesn't cope well but as a teacher you have to have a way of helping the child to come to the party. And then interacting with other learners during break time when we watch them all learners are fine and children knower days they can, they are not always open hence maybe the social workers who can get through this learners and let them talk because some they don't want tell us as teachers and to my experience there are some teachers who are also able to go deep because I once had a child who has been abused and I have noticed that as a teacher and talk to the child and she didn't want to talk to me at that moment but I could see that there was a problem and then I take the learner to another teacher and when she arrived there at least she was able to opening up and also the mother also came in and then confirmed what I have seen and that is where the process went by and the child was been helped .

GR3CT10 :A Grade 3 learner like what I can say they still need to be taught everything they are almost the same as the Grade 1or Grade 2. You still have to teach them everything like holistically. Like how to behave, speak, respect and to come to teaching and learning we have to teach them everything, they are still young, they don't know what is wrong or right what they are supposed to do or not to do.

GR3CT11 : Academically I expect a Grade 3 learner to be fluent in English, to know how to write and to know how to read. But in my case is different (I think I am allowed to say this) because most of my learners are struggling in reading and constructing proper sentences so is a challenge to me so I have to go down maybe teaching Grade 2's work so I was expecting that a grade 3 learner must know how to write, and how to read and number recognition but so far it is not good.

Table 4-Question 4: **Explain the following concepts: reading, reading problems and reading support?**

LST 1: Reading is where the learner can put words together and maybe make a sentence or put letters together to make a word so that he can read that word.

Reading problems is maybe the learner use self-correcting strategy sometimes the learner read fluently the problem arises when the learner does not understand what he is reading about where he cannot pause, where there is a full stop or comma or exclamation mark.

Reading support where the teacher supports the learner starting with the phonics and then we try to tell the learner to point at the word when he reads and if the learner does not understand the word he will try to use self-strategies where educator said the word so that the learner can say the word. Again when we read the comprehension and we shorten the comprehension because some comprehensions are very long and our learners cannot concentrate for a longer period they only concentrate about 26min and after 26 minutes you asked them to go to the bathroom or to drink water.

<p>LST 2: Reading support is where we support maybe a learner who cannot read a word for example “katse” (“cat”) for me for the learner to read that word I can use maybe the colours for the beginning letter, the middle and the ending letter so that he can differentiate the sound so that he can read that word correctly.</p> <p>Reading according to me is to read for fun and to know some words in order to be able to read those words.</p> <p>Reading problems is when a learner cannot or does not know the phonics cannot spell or he cannot maybe name the objects is where the problem comes.</p>
<p>LST 3: Reading is to read sometimes for fun but with comprehension so that you can answer the question after. Reading to comprehend what you have read about, to can tell the story, to can retell what you have read.</p> <p>Reading problem is when you are stacked when you read, you don’t know how to pronounce the words clearly, you don’t see the difference between the sounds where the sounds fit in, and reading without understanding.</p> <p>Reading support when my learner is reading and I am giving support to help meaning, I show her where is the full stop, how to pronounce those words clearly with understanding. I also stresses the new words we drill them.</p>
<p>LST 4: Reading is about eeh! Being able to read anything for example when you go outside you are able to read anything that you see before you can understand what it is.</p> <p>Reading problems is when the learner is experiencing problem when reading. They cannot sound words; they cannot spell a word or they cannot read even a small sentences.</p> <p>Reading support is when you giving support the learner who cannot read by drilling them, giving them phonic words and then the other one is by giving them extra reading activities and give books to read at home.</p>
<p>LST 5: Reading is when the learner is able to read anything, to feed you mind, and to have knowledge and to explore. Every learner learners are supposed to know how read and comprehend what he or she has read.</p> <p>Reading problems is when learners are having problems with reading. Like in our case there are those learners who experience difficulties in reading and they need support from educators.</p> <p>Reading support is for those learners, you have identified that they have problems in reading we have to assist them; you have to go a step forward and look for those documents or let me say activities that can help those learners to be at the same level with other learners.</p>
<p>LST 6: Reading is the knowledge of a person on how to read it can be some reading material that is something that someone can use to read it can be in English, Afrikaans or mother tongue or any other language.</p> <p>Reading problem is the barrier that the learner experiences to read properly for example the learner who has a reading barrier cannot be able to read the words that he sees in the reader, reading pamphlet or maybe a book or when the learner does not have the knowledge of reading.</p> <p>Reading support is the programme whereby learners are being assisted to know how to read. And normally I dress fluency in reading, punctuations, reading speed, eeeh!</p>
<p>GR3CT1: Reading is something whereby a learner can put words together and impart some knowledge e.g. like in reading we’ve got like in Sepedi in our class in reading we have three components group guided reading, shared reading and independent or individual reading so in reading as an educator you start with a group reading, group reading is whereby you are going to introduce something like a sound or a phonics so when you introduce it you introduce it in the groups after introducing that in a group maybe the children may learn and they read together is shared reading and maybe sometimes if that group can read you take them individually. What is important is that you must teach these components every day , eeeh! every day you must touch group guided, you must touch individual reading and you must touch shared reading because we have 15 minutes for each component per day so is 45 minutes per day .</p>

Reading problem is whereby a learner he or she is unable to distinguish some sound or she doesn't have the knowledge of the phonics like maybe I can give you an example in English maybe we are going to introduce the sound "th" or maybe in Sepedi you introduce the sound "mph" like in "mpho"(gift) , "mphodisa"(healing) the learner must know the sound first so that he can read and comprehend so in "mpho" if the learner doesn't understand the sound "mph" together you must take it one by one and take the flash card and show the learner that this is sound "m" then you take another flash card sound "p" and then another one sound "h" so that the learner can read individual sound and if he cannot it means he has a problems with phonic or knowledge of sounds

Reading support is whereby you give the learner support you are going to do what we call "degrading". Degrading is where you teach the learner a very simple simple words or sentences or phonics. Like in Grade 3 we got those learners who cannot read we support them by taking the reading materials from Grade 1 or the very simple sounds from Grade 1 you deal with those sounds first before she or he can come into the Grade 3 sounds. You support the learners by degrading by going to the simplest sounds.

GR3CT2: Reading according to me is whereby you are able to recognise the letters and then you recognise that those letters can form syllables and syllables can form words and the words can form sentences and by recognising that you know how to spell out the things that the things that you read as a text like for example in Grade 3 we make sure that we teach reading every day and it is divided we start with the phonics for 10 minutes ,then we go to group guided reading for 15 minutes, then go to shared reading 15 minutes, then we go to comprehension and also the independent reading or reading for enjoyment and we must make sure that we do all those components every day and in my class my learners like to go to the carpet because they know that if I finish my occupational task it means that I must go and pick up the book that I like and in our school we usually emphasise by going to the library and we push it in a way that they have to read at least two books per week so after reading those two book they have to give me the summary as a Grade 3 to show that they have understand what they have read to prove that we also have prove in the library or summaries we store that in the library in that way we encourage reading. Sometimes in the morning learners go to the carpet is just that our classes are overcrowded, let take I give the a task in the morning I usually called them occupational task they know that in the morning we read we normally give them pamphlets in Sepedi and then we read in English and you know that drill sort of a drill work for them even though sometimes they read without understanding but incidentally some improve a lot there after they know they have to write something let say weekend news or my own news just a small paragraph then after that they go to that small carpet that small carpet is for reading corner is our small reading corner even though we don't have enough space but next to our moving library where they will quickly pick a book and quickly read something and usually they enjoy that.

Reading problems is when you are not so sure about the letters when you are not so sure about how to form syllables and you don't have any phonemic awareness, you are not even sure whether what you are reading is real and in most cases with reading problem you are decoding a lot, decoding in a way that you read without understanding and you are not even aware of the sight words. There are sight words whereby learners ...eeeh! some of these learners are must be able to read incidentally some of the thing you don't teach them but because they have prior knowledge of letters, they have prior knowledge of syllables it ... they are usually knowing how they form their own letters, they know how they form meaning to their words

Reading support is whereby I recognise, let say I realise that some learner has some difficulty even those who don't have difficulties you can give support some learners just read without understanding and then by giving them proper instructions initially in the beginning of the text and by doing so you give them support you must always emphasise

that first understand the instructions I think that is how I give support and to those that are struggling I really need to have a support group whereby I use because they are different learning abilities some learners are fast forward , others are slow so we normally use peer reading. I also support my learners with comprehension, I like comprehension why because I read to them and thereafter I train my learners to use vision, imagery like forming picture in their mind by so doing comprehension helps , I mean imaginary helps them to follow the story, and also phonemic awareness , spelling .

GR3CT3: Reading is saying what you see, saying verbally what you see. You see a word written and you say it verbally is reading. In grade three we do reading every day we have three periods of reading we do reading in phonics, we do reading in shared reading and we do reading in group guided reading. For phonics is 15 minutes when you teach them the sound, for shared is thirty minutes and for group guided is thirty minutes. Again when they come to Grade 3, they must know how to read at least a word with three alphabets like a full word is not like a Grade 1 in Grade 1 they read "a, e, i, o, u". In Grade 2 "ya, ye, yi, yo, yu". In Grade 3 "ona" , nna, you know they must be able to read those alphabet together that will bring them to read the whole word because they cannot read a word if they only know one alphabet. They build a word we start them with an alphabet and in Grade 2 two alphabets but in Grade 3 is you expect them to construct a word with two or three alphabets or syllables like three such as "Tshwane (tshw+ane), bana (b+ana), Tshwanyana(tshwa+nya+na), kgamelo (kga+me+lo), kgosi (kgo+si), you know because the words are usually build up of three alphabet.

Reading problems is the same as reading barriers is when a learner is not or any person cannot say what is written there is a problem. Something is written there then you just say or you just look at that word she cannot say this is....for example a cat.

Reading support is when immediately I intervene as a teacher and tell a learner that this is an alphabet we call it "c" say that "c", "c" I am trying to support that person and say you see here is "c" , "c" is an alphabet then say it and I am supporting person. And again in Grade 3 we usually support learners with the phonics, and again the correct spelling , punctuations like the commas and the full stops because when they are reading like someone is driving we tell them when you read is like you are driving the punctuations is like a robot .

GR3CT4: I think reading first; they must know their sounds because if they don't know their sounds they will be unable to read. I start with sounds like let say we are reading something like a story I am going to start with phonic sound that is in the story and I am going to pick up difficult words or unknown words then put them on a chalkboard and the explain so that when we come to reading the story they will be able to understand what the story is about because they have read those difficult words or unknown words. Reading is like talking or telling a story understanding, they must be able to read with understanding and enjoy it. Like in Grade 3, I take thirty to forty-five minutes for reading only. In some days, I take thirty minutes and some days I take forty-five minutes; it depends as whether I am doing a shared reading, group reading or individual reading for that day.

Reading problems is like when the child does not understand doesn't know his or her phonics and the child is going to have reading problems because she cannot connect the sounds so the child definitely will have reading problems. Reading support is when you take those children with difficulties put them aside and try to help them aside like we start with phonic sound and drill them you use pictures, you use phonic charts, you build the words, you cut the words into syllables so that the learner can understand you must also include the picture so that the learner does not forget.

GR3CT5: Reading is when you read anything any article, a magazine, a newspaper or reading from a television or whatever news that you saw on the television or whatever is written on the newspaper is reading whether you read

a novel or comic is reading. In Grade 3, we have two hours per week for teaching reading, Grade 3 learners should at least know all the phonics, and with three letter words, they must know them by heart and then they must know all the alphabets and all the consonants.

Reading problems is whereby a person or a learner experience difficulty in reading maybe he or she is unable to read independently or unable to read in groups or whenever she is sharing reading with people or learners she or he is experiencing problems in reading. That is what I call problems in reading.

Reading support is whereby an elderly person or a teacher helps or assist someone or even the learners with reading school lessons or even after school eeeh! an elderly person can even form reading groups aftercare reading groups.

GR3CT6: Reading as far as I understand is teaching learners how.... first you have to start with the alphabets you have to start with the phonics if the learners knows the different types, knows all alphabets , if the learner knows the different types of phonics then they will be able to build words from those words they will be able to build a sentence and is gonna be easy if the learner knows the phonics and know all the alphabets is gonna be easy for them to take the book and read each and every words. The learners cannot be able to read if they don't know these things and then there are types of reading according to me. There is a pre-reading. Pre-reading is whereby the teacher takes a book I take a book and show the learner the picture and from that picture the learners must give me the title is doesn't matter what title is it they give me the title of what they think the picture is all about and there after the learners must tell me what they think the story is all about before we even we open the book just through the picture the pre- reading they must just tell me what they think the story is going to be about and then first is what we call the first reading after the pre-reading. In the first reading I as a teacher I have to summarise maybe the learner they have told me "teacher we think the story is going to be about this, they gonna tell us about this and they told me the story of what they think is going to be, so in the first reading that is where I come in I summarise the story, I tell the learners I just give the learners the summary of what is go in the book , I can also give them the title of the book because they have given me different types of title. So I just read the story first myself, I read the story , I repeat it myself and I must have flash cards, flash cards of difficult words and then also the pictures so that when I say for example if in the story they talk about the tree or the bears the I will have a picture of the bears and will also have the word bear on the flash card whereby I will show my learners the word and then show them the picture so that they can interact and understand that if this is a bear and this is a picture then we know exactly what the teacher is going to talk about. I summarise the story, I read the story first and secondly and when I read the story I must ask questions. Why asking questions? So that the learner can know at the end of the story, they must understand exactly what the story is all about because if I don't ask the questions during the reading the learner will totally forget what the reading is all about. Then after the first reading I will go to the second reading. In the second reading that is where I am going to read first and the learners are going to read after me but the flash cards being there and the picture being there. I have always taught my learners that when they read they must use fingers so that they mustn't lose track of where we are, so when I read they point with their fingers so that even those who cannot read because you can teach them the alphabets and how to build words and everything but there are those who cannot understand what you are talking about, so using the finger will make the learner to see that oooh! This is an "a", or this is a "b" and okay maybe they will also be able to build word out of that and I have also taught my learners that when you read you must put the book like this or carry the book like this ("showing how holding to the book closer to the face")so that you can be able to see what is going on there that is the second reading. There is a post reading and when I read I act you can see when I talk to you. I act and I make sure that my voice, you know my voice goes like the tone of the voice and wherever even the feelings I am a character I put myself in that character so that the

learners understand what the story is all about and reading is all about. And in the post reading that is when I give my learners the chance and stand there and tell us what the story is all about and they must act you know the learners must act because through the manner in which I teach them how to read it makes the learners to be interested and to love reading and when they stand there and read they will act and they also understand the tone of their voices they must also take care of the punctuation marks that they are there so if there is a comma they now that they have to stop, if there is an exclamation mark they know that they must say "itjoooh!" so you know those types of things so that how I teach my reading and that is all I exactly understand about reading. They must act because in reading you can see what type of the learner that is where you can tell that after matric this learner can be an actor

Reading problems is where the learners can be like as I have said to you some will understand the alphabet and the phonics but if they don't understand that, that is where the problems will come in learners will not be able to take care of the punctuation marks, they will not be able to pronounce, they will not be able to put their feelings in that story or whatever thing they are reading that is what I understand about reading problems

Reading support is whereby then I have to support those ones who cannot read, how am I going to give them support by going through first the alphabets, the phonics teaching the learners how to build the words. If they can know how to build the words they will be able to build the sentences because if the alphabets are there If we were in my class I was going to show you the alphabets. If the alphabets are there they will be able to see each and every alphabet and from those alphabet they will be able to build a word and after building a word they will be able to build a sentence from those alphabets like "lesea le a lela" (the baby is crying) from the very same charts and thereafter if the learners can understand the phonics and alphabets I am telling you there is no way that the learners can be able to read. We support them by doing that by treating the alphabets and the phonics and from that...eeeh you know what I am do with my learners in class for support I always ask my best learners if they are staying closer to this ones so last year I had a learner who couldn't read and do anything I was very much fortunate like I am saying to you I teach my learners to share to be able to assist each other so they are doing Grade 4 now you know I was surprised one day in the classroom this learner said to me "ma'am can I read?" and I was like... are you sure Lethabo (pseudo name) and she said "ma'am can I read" you know what happen my best learner was not staying far from this learner they listen to what I was saying instead of playing hide and seek at home she took the book and she taught this one the alphabet everything that I gave them you know I am telling you that learner even today she is in Grade 4 now she can read even know in my new class I am teaching them that if you are staying closer to this one please even at home during hidden and seek if you have time play with the books teach this one how to read the alphabet I have given you the alphabets, how to build words from them and after that let us give them the support at home please assist me to do that, that is exactly what is happening.

GR3CT7: Reading is putting words in a sentence form that can make meaning and the end and you must be comprehend to grasp using those words that you have learn at the beginning and use those words to form a sentence out of that and then read and understand and read with comprehension be able to answer the questions after reading Reading problems is eeeh! learners are not the same. There are those who grasp easily and those who are a little bit slower. The problems that we have in reading. Learner who cannot read they have phonics problems because in phonics you must be able to read a word and if the learner cannot read a word he will be unable to write a sentence or even that word or he or she doesn't read the sentence she wot be able to read a paragraph or a book. It starts at phonics if the learner doesn't have phonic knowledge she will not be in a position to read.

Reading support is to support those learners who cannot read by using books that are lower than in Grade 3 like the Grade 1 and 2 so that that learner can be able to read because if he can't use the Grade 3 books we down grade and we use the books for Grade 1 and 2 and we have the flash cards that we put on the walls every time we encourage that learner to try to read those words everyday even to play write those words in the scrap books so that she can be able to revise at home.

GR3CT8: Reading is when you read you acquire more knowledge, you acquire more information and it is a window that opens for learning and thinking.

Reading problems is like example in school we find that that the learner must read in Setswana but at home the learner they are speak Tshivenda and it becomes difficult for the learner to read in the classroom and you must by teaching them each and every sound, each and every phonics. Sometime you start at Zero point to teach them how to read because most of the time at home and even if when they are playing outside the classroom you find that they are speaking their mother tongue so it becomes difficult for them to read in the classroom.

Reading support is when you support learners through giving them books, through giving them phonics, you support, you help them most of the time you read with them, by show them a picture and a word like for example the word boy (mosimane in Setswana) sometimes if a learner saw a picture of a boy it is easy for him or her to read that this is a boy.

GR3CT9: Reading is whereby a learner can be able to put letter into sounds and also to understand what he is reading. We are having....Like in Grade 3 we do reading every day is just differ according the way we are doing it because we are having independent reading, we are having group guided reading, we are also having shared reading. All this are done throughout the week even though on Monday I can maybe introduce my reading for comprehension sake for Friday because on Friday we are writing comprehension so I introduce the comprehension on Monday by only taking the vocabulary and leading the learners to identify the vocabulary words on the content that they are going to read and then during group guided reading I will call the groups for my sake I don't know with other teachers how they are doing that. For my sake I take the groups according to their ability of reading. I will take those groups and come to my table and let them read and if the learners can't say the word sometimes the learners you find the word is big for them . I will advise them to cut the letter(word) into two parts if it is possible and sometimes if it is not like that I will also say let them say it one letter by letter maybe I they want to write "grape" I just say just spell it say "gr" "g", "r", " a", " p", " e" and say that word "gr"a, ph,e and they just go on in that way.

Reading problems is when the learner has a problem in reading. The problem in reading it maybe the learner can see the letter but cannot say the letter and the learner cannot associate the letter with something because for understanding sometimes the learner needs to have a picture to understand what the word is saying sometimes it seems the learner doesn't understand what is being said and that's where the problem comes because if he doesn't know what the word is saying is not going to be able to understand what is said to him and another problem that we encounter is that children sometimes they don't know how to take the letters and joint them together to form a words.

Reading support is when I support the learner to read. When I support the learner to read I am trying all my best that the learner should be able to identify the letter and read the letter to the child by supporting the child say the word maybe three times or the letter three times and maybe with the support of a picture for the learner to have a clear understanding of what that letter is all about for example when I say "a", I will say "a" for apple and I will put a picture of an apple next to "a" so that she will be able to identify that this is "a" letter and "a"can be associate with apple because the word apple start with the letter "a".

<p>GR3CT10: Reading is when you know what to reading. That is, we have to read and those learners we need to teach those learners how to read even though it is not easy because they don't have the background of the sound they don't know sound so it is difficult for them to read so that is the problem that we face because most of them the can't read. In Grade 3 we have three different types reading: we have got group guided reading, shared reading and independent reading. So group we teach them in groups and individual you call them to your table and they come one by one maybe per day you can take five and groups per day I usually do only three groups and is 15 minutes. Reading problems I think is maybe when a learner cannot read, read like even read simple sounds like words I think that is the reading problem.</p> <p>Reading support that we have to support them where they lack in order for them to be able to read.</p>
<p>GR3CT11 : Reading support I can say is when you are supporting the learner who cannot reading then the reading problem is the learner who cannot read at all can't even identify the sound so is a serious problem and the support is the support that the teacher is giving to the child. Reading eeh! How can I put it... reading is reading. Reading in class the learner who can read being able to read everything. In our class, we do group guided reading, individual reading and shared reading and according to our timetable, we should do it every day for 15 minutes each.</p>

Table 5- Question 5: **According to your knowledge and experience what are the causes reading problems for Grade 3 learners?**

<p>LST 1: We know in our school we have different learners with different languages and parent like for the example the father is a Tsonga and the mother is the Pedi or Zulu and at school they they force the learner to do the language that they don't speak at home and that cause a lot of problem. So this is a language problem. The other problem is that most of our learners are staying with their grannies and the granny didn't go to school or go so far and they are unable to help these learners that is why we experience a lot of problem.</p>
<p>LST 2: To my knowledge, what causes the problem is the learners are not exposed to reading books or like magazine or any printing material they are always using the phone or watching television and when using the phones, they always play games not reading and their parents are not reading with them at home.</p>
<p>LST 3: According to my experience is the foundation that was not laid clearly at Grade 1 or failing to do early identification at the earlier stage. When I say foundation I mean the concrete or the firm foundation of the sound and the phonics where not laid clearly and early identification of those problems that deprives the learner to make reading effective wasn't pick up.</p>
<p>LST 4: When she or he does not have good foundation from Grade 1, the learner or maybe school ready or what so ever or when the learner is not given enough support in Grade 1 the learner cannot be a good reader in Grade 3. So the support in Grade 1 and I also think the age count because I think the appropriate age for the learner to be at school is seven years because we got the experience of learners who started school earlier, they became sleepy in class and some of them they become tired before the lesson can start and you can see that the learner is not concentrating in class and that is the start of difficulty in learning because if you don't concentrate you cannot understand what is happening in the classroom. Again for our school the problem started with learners who comes from other schools like in other school learners are taught in Sepedi, IsiZulu or Tsonga and when they come to our school the HL is English, so it becomes a problem for other learners to understand English because they are used to that home language, their mother tongue that is Sepedi, IsiZulu or Tsonga so it becomes a problem to start again</p>

emphasizing for example, they are used to the vowels such as a, e, i, o u and when they come to our school, English is their first language they have to sound those vowels as aeh,
LST 5: According to me, what causes reading problems for Grade 3 learners is that educators from grade 1 and Grade 2 they did not teach the learners the letter sounds. They taught them the alphabet so the learners they only know the alphabet and not the letter sound, and when they come to Grade 3 it becomes a problem because you have to start with the letter sound and not the letter so learners becomes confused they are starting to be confused because they cannot differentiate between letter sound and the alphabet.
LST 6: I think the main problem is the language of teaching and learning in this school where I am because learners here are doing English which is not their mother tongue so these learners they don't know how to read because this language is not the language that they are using at home they don't have the basis in this language.
GR3CT1: Okay, maybe the children at home they speak Zulu, Shangan (Tshonga) or they speak another language but at school the mother or usually their parents force it that the children must do Sepedi in school whereby at home they don't speak Sepedi so this gives us a big problem because when the learner you talk to him she doesn't understand you because she doesn't speak the language. The big problem is the parents force their children to do Sepedi Home Language but at home they speak another language. The other problem is that they didn't get the foundation maybe from the previous educators they didn't get the good foundation of reading and phonics. In Grade 1 and 2 the learner did not do well and they push the learner to Grade 3 that learner is going to have a problem.
GR3CT2 : In the home language is the lack of phonemic awareness, learners don't know sounds, learners guess, they like to guess and learners in most cases they are lazy to read and learners don't have support from their families and also teachers don't want to know the background of their learners. I think is always best for us as teachers to find out the background of the learners sometimes things are hampering their progress but we don't even want to know and find out. Cognitively, yes, you are not supposed to say , I know that this learner cannot read because you are not a professional in that field but I think eeeh! eeeh! if we know the background as I have said the background is really very very important that is the way we can be able to support those learners and also lack of encouragement from the parents today's learners are from young parents and some of them even attended school here they don't see us as professionals .
GR3CT3: The problem is that at school they do the language that they don't speak at home they only do it in class whereas everything except English is done in Sepedi like Sepedi, Mabokgoni (Life skills), Dipalo (Maths) whereas at home most of them is not Sepedi that they are speaking, most of them are not Sepedi speaking. This is a major cause like for example in English they can read it fluently unlike Sepedi whereas they are not speaking English at home but every time they watch videos in English and even go to watch English movies but not with Sepedi they are not interested in watching Sepedi movies.
GR3CT4 : I think from the Isizulu side the sounds are difficult unlike in English and Sepedi. The Zulu sounds are difficult because the clicks like they have five letters that form one sounds, sounds like indwa like if the learners has difficulty with two letter sounds like "hl, sh, ng" when you add three letters on top of the two letter sound it becomes difficult. Another thing this children they understand English better than their mother tongue, they enjoy reading in English than in their mother tongue . I have got a child in my classroom she doesn't like to write in her mother tongue because sometimes in her mother tongue, in her isiZulu book she writes in English even in Maths we do Maths in Isizulu but she doesn't she told me she doesn't like to write in Isizulu like when you write numbers in words she write in English all the time and she doesn't understand Isizulu . I think the most important problem is the understanding of phonics once the learners has understands the phonics she is gone.

GR3 T5: I think eeeh! the language spoken at home differs from the language taught at school. I think learners should be taught in their own home language the language that they are speaking at home if they are Zulu speaking people they should learn to read in their own home languages not in another home language. And another thing I think learners should be exposed to maybe vowels and more alphabets from Grade R and then they must match the pictures with letters or with the words small word maybe three letter words or two letter words they must match them then is going to be easy for them to be able to read when they reach Grade 1.
GR3CT6 : What causes reading problems in my class is that the learners don't know the alphabets they confuse some of the alphabets they don't know the types of phonics they don't pronounce phonics , three words together, the vowels together , they cannot pronounce when the vowels are close to each other, when the consonants are together, they are unable to pronounce that.
GR3CT7: : It can be... the first problem according to my observation it can be the language spoken at home because here there are many languages there are Tsonga, Venda's all kinds of languages and then most of our parents when we ask this learners which language do you speak at home , most of them they are using their home language they don't speak Setswana whereby they do Setswana in schools. When we call the parents and ask about the language they speak at home they tell us about Venda, Tsonga etc. but I personally I request them to speak Setswana for the sake of the learner as our home language is Setswana. I can say it started in Grade 1 where the child didn't get a good foundation from Grade 1 and maybe he or she proceeded to Grade 2 and then progress to Grade 3. We have them because they didn't repeat some of them when you ask and need a background of this learner this child has never failed in Grade 1, never failed Grade 2 and but he or she is in Grade 3 and she cannot read maybe is the foundation. The other challenge according to my observation is that in our school for example I teach Grade 1 and the learner progress to Grade 2 and in Grade 2 he is taught by Teacher X and in Grade 3 the learner is taught by Teacher Y this is sometime confusing to the learners I think if the learner can be taught by 1 teacher from Grade 1 to Grade 3 it will be better, it worked I saw it worked but we are still going to discuss it.
GR3CT8 : The problem is that they don't talk the language that we use at school you find that the other one is a Tsonga and most of the time at home they are not talking Setswana and other problem is that the foundation whenever the child doesn't have the foundation of reading she cannot read. The foundation from Grade R eeeh! let me give you an example the learner cannot realise like medumo (sounds) she can't realise a certain sound like a "ph" sound you find that the word is "phefo" (wind) if the child doesn't know that sound the sound of "ph" she can't read the word and this is the foundation from Grade R. Another thing if the school doesn't have enough resources especially books in Setswana the books that are prescribed for Foundation Phase.
GR3CT9 : As I have already said that most of the learners they have already repeated somewhere in Grade 1 or Grade 2 and this learners came to Grade 3 without the knowledge of this phonics sounds, when they reach Grade 3 they got difficulty in reading because they just don't understand or they even, even when you say you will see this when we are writing spelling especially when you say write "grape" say write "gr" the learner doesn't know you will find the learner looking around the classroom , looking for the the word "gr" and as the teacher you will see that this learner doesn't know and if you call the learner during independent reading and you give a learner a book and you say start to read for us and that is where you are going to realise that this child doesn't know anything about the letters of alphabet , the sound of it then I go back to the chart and let the learner say the letter one by one , associating with the picture if possible
GR3CT10: The problem or the cause for them to not be able to read I think is because they don't have knowledge for the sounds like the letters they cannot spell like "a" "b", "kh". Yes some they don't have that background for the

sound so that is the problem or maybe the problem was in their Grade R or Grade 1 I don't know but the problem is the sound if they don't know the sound or to call or name the sound they cannot read.
GR3CT11: I think the learner didn't get the foundation because there is no way that a learner can be in Grade 3 without knowing the sounds the problems comes down from Grade 1 and Grade 2.

Table 6- Question 6: **Which strategy, techniques, methods or programme do you use to support Grade 3 learners who experience reading problems?**

<p>LST 1: Because the problem of not knowing how to read is the problem not knowing the sounds. So I start teaching them the sound the word or maybe show them the picture to interpret the picture like this picture represent this and after that we maybe shift the picture and try see if the learners can remember or recall the word we can use the fading method where you draw the picture and delete the picture little by little until the whole picture is faded and the whole word is remains there. The strategy that I use; I use picture maybe the learner is speaking Zulu, I usually invite the parents to come and tell me those words in Zulu I will use the pictures and ask them "What do you call this picture in Zulu?" The other method that I use in reading is that method that you cover, memories and check if you are right. Again in class when we also read we start by reading as a class , then as a group and I will also pair them where I pair the learner who is average with the one who is struggling and also asked them to read individually so I will see which learners are still struggling and I have to change the method, in that case I will give the learner one sentence to read and in that sentence there is an action word to read you can add with a picture as the following sentence " Mosimane o a kitima"(Sepedi) "(The boy is running)". The teacher will put the picture of a boy running next to sentence and ask the learner will read the sentence. Even if the learner didn't know how to read the word "Kitima" ("running") but because she sees the boy running he will be able to the word.</p> <p>The programme that I usually use is pair reading programme where I encourage parents to read with the learners at home so that if the learner is stuck with the word the parent can read the word for the learner even though this is still a challenge because most of our learners leave with their grannies who cannot read but for those parents who can I encourage that.</p>
<p>LST 2: Eeeh! The strategy that I am using to support those learners I am using flash cards and then the letter cards so that they can spell those letters and then after spelling they can read that word. With the methods maybe is a paragraph that I am going to read for them but there are difficult words that they need to read I am going to write those words on a flash cards before I can read the passage to them I take those flash card and I introduce the word to them then I read to them maybe twice and after that they will repeat after me I will show that word to the groups that I have made in my class. I will show the first group, second group until all the groups have read the words and then I will explain the meaning of that word to them and if they don't understand I will use pictures so that they can understand and after the first word I will do with the second word in the same manner and then after explaining all the difficult words I am going to read the passage to them and they are going to read with me.</p>
<p>LST 3: Firstly I am drawing a plan according to the barrier they are experiencing then I am giving the ISP meaning Individual Support Programme but at some stage you find that the barrier is common is reading I might not draw the Individual Support Programme maybe I will do one on one or group reading and in group reading I may find that is easier for me to cure those barriers because when they are in group , meaning group of 12 each of them want to participate then they are fewer I can manage them thou 1 is equals to 5 learners in mainstream but I am able to know them , help them in that group reading . As I have said to you I am doing my planning according to the barriers</p>

they are experiencing sometimes you might find that is spelling she can't spell but she will be able to read but miss some sounds then I have to show her where do the sounds feature in order to do a word. But with reading the method that I am using and happy with is to lay the foundation of the sounds and then to name them the way they are for, the phonics method. So I use the sound and phonic programme.

LST 4 : We don't have a specific strategy but what we are doing in class we give them extra books so that they can go with them at home for their parents to assist them, and in class we sometime make a competition where learners have to read with the fellow learner and if that learner is not doing well the peer will also advice and read in front of that learner so that the learner can be motivated or sometimes they help them to read together and then that is where we are doing the support. With methods there are different kind of methods that we use like the phonics where the learner sound of words, then form the word, spell the word and write it down. Again, we use pictures where the learner will look at the picture so that he or she can read the word.

LST 5: In our classroom we use group support programme because we group those learners according to the problem that they experience and after that we identify if there are those learners who are not at the same: who don't have the same problems as these learners and we do individual programme for individual learners but for other learners with similar problems we use group support. But we don't have specific methods is just that as an educator eeeee! we already know the problems that the learners are experiencing so if you use a certain method the other learners will suffer, so we make sure that every learner has his or her individual programme so we have to make an individual programmes for those learners.

LST 6: I can say the programme is being designed for a specific learner according to the diagnosis or the baseline assessment that I do here, as a LSE so it differs so there is no specific rigid programme. The strategies that I use can be maybe the same like discussing reading through pictures first before you start reading with the learner and then doing picture association, matching words and pictures, we do basics before because you cannot give a learner the whole pamphlet or book to read whereas he is not having enough vocab. You know there are so many strategies. Reading to them every day while listening and then sometimes discussing reading through pictures, and then reading simple story books with one word , a picture and a word then going further reading the whole sentence through the pictures and then reading the whole passage again through the pictures and then doing picture association. With the reading methods. I sometimes do group reading, maybe I took a lead as a teacher, sometimes I do individual reading, sometimes I do paired reading and sometimes after we have been read for a while I use the strong reader to help me to assist those who cannot read. The one that can read clearly and the one that understands reading better than the others. Again while we are reading and maybe the learner is misreading the word I don't say you are wrong I just read the word so that the learner may repeat the word again and if we are reading the sentence and the learner is reading a certain word wrong in the sentence I read then read the whole sentence with that word and the learner can repeat the sentence again.

GR3CT1 : For me strategies are the same with the methods. Let's take you do individual reading you use your experience and give learners more flash cards and use look and say method and you want a learner to read but she can't so you can use many methods like look and say method, you can even use tactile method like you tell the learner that this sound is "s" by tactile you are going to use the teaching aid whereby you put maybe sand and draw "s" on the sand and the learner must touch the sand a feel it and follow the drawing and say the sound "s" for several times. I can also use the picture and word method like you can draw the sun and tell the learners that this is a sun or maybe you can show the learner the picture of the sun and ask the learner what is this? The learner will say in Sepedi "letsatsi" (sun) and you further ask him or her do you know how to write "letsatsi" or you show the her the

sound and emphasise on the sound “ts” because is the sound that has a strong sound. Even the window method , you can also use the window method whereby you create , you take a box and you write all the sound you want and you put it at the back of that board and when you pull it she must read the sound.

GR3CT2: Eeeh! eeeh! strategies and methods. I usually use eeeh! like this week I photocopy small letters those small letters eeeh! small alphabets because I can see that they are still struggling and we are already on the third term and I then have to change my method and strategies of teaching therefore I photocopied letters and they form words using those letters and also we use , we down grade the lesson I like to down grade why because the is no use for me as a teacher to go forward whereas the very same learners are still struggling with one letter like “b” they are still struggling so I have to down grade lesson, down size it, differentiate lesson to the extent that I even drop it to the grade 1 level so that the particular learner can be able to read not emphasising on capital letters and punctuation just be able to write and read something. Again I like to use flash cards and as I said earlier I like to demarcate, to cut, cut into letters the very same letter can for syllables and the very same syllables can form words and the words can form sentences. And another strategy I go an extra mile like know they knock off at half past one I make prearrangement with particular parents and then they give me extra thirty minutes and it helps a lot and also peer learning they like buddy learning and the others who are brighter in case the transport is not yet here they help them a lot and also give them an extra work for them and yes I have prove and I also call parents and show them that this is how I teach , this is how you must support your child at home and in that way I have four to five learners are improving. That’s paired reading and peer reading.

GR3CT3: When I realise that the learner is struggling with the Grade 3 work I give him a Grade 2 work. For example I realise that this learner cannot read the word “thwala” I start treating the sound “thw” but if the learner is still having a problem I go back to the alphabets but when I do this we do it all of us in a class not only those learners with problems only . That is I use the alphabet method, the pictures method like in English “a” is for “apple”, b for “banana”. Show them a picture of “a” with an “apple” and in Sepedi “a” for “akanya (think), “b” for “bana” (children)you show them a picture for those words. Again I do shared reading like you show them something written on a paper, you show group by group and you read for them then they will read after you then you do it in group by group, then after that they will read one by one they will not read all of them in the same day, the others will read the next day that is how you pick up the problems. Immediately they read one by one is like learning is taking place everyone wants to read. Ya especially when others are listening to them they become so like I can read. The other way to address is by group reading they all read in a group , you show them the card.

GR3CT4 : I am using sounds, phonic cards and pictures. Joining of sounds together so that they make up the words and we include pictures so that the learner can understand better , we also cut words into syllables even a sentence sometimes we give themwhen the learner doesn’t understand we give the learner a word or a sentence and we say cut it into syllables she gonna say like “ ugo go ushanela ibala” she is going to say u+go+go space u+sha+ne+la the i+ba+la then she knows that this are sounds then lets join the sounds like in u+go+go makes ugo go then u+sha+ne+la = ushanela then i+ba+la = ibala. The strategies as I have mentioned I use group guided reading, shared reading and independent reading.

GR3CT5: I usually take them during after school for thirty to an hour and then I read with them and I attend to them one to one session and then I usually borrow them books from the reading corner , I borrow them books so that they can teach them at home even though you find that at home they don’t know how to read Setswana but I usually ask them to ask from their neighbours to assist. I usually use the phonics, vowels and independent reading sometimes I tell them to read in groups so that the learner can have faith in himself or herself.

GR3CT6: The strategy that I use is most of the time I stay behind with this learners to teach them the alphabets, I also get the learners who are good in my class to assist and if not I will get the other teacher to come with their strategies that they use in their classroom. But most of the time what I do stay behind I see to it that I call them to come to my desk I start by teaching them the alphabets and show them how to build the words and the learners who can be able to read. I also involve the parents to assist their children at home because each and every learner in their homework book has the alphabets that they have to practice that with their parents or sisters or whoever at home. With the methods I use the alphabets, the phonics, the flash cards and also the board to write the words on the board.

GR3CT7: The strategies as I have highlighted is that we down grade we use Grade 1 and 2 books because they are can't read the Grade 3 books. The flash cards also help because you sit down and you read with them thrice or four times so that she can be able to read that words. Yaah! The flash cards, then we down grade to the lower grades, the pictures, the actions the actions are very important because if the learner can't understand the word but if you do the action she can understand and say oooh! that word means this action. They understand more when they use actions and pictures and lower grades books.

GR3CT8 : Normally I use the charts, charts with paragraph and sometimes for the one that don't understand I use the books from the lower grades. Then when I teach them the words I use words from our reading corner. I also use phonics and pictures.

GR3CT9 : Eeeh! I normally use a lower book for those learners who can't , I go down and use books like "sounds like fun" level 1 term 1 level A because is having words that are based mostly build with three letter words eg "c-a-t", "b-a-t" those kinds of words, rhyming words like and after that those who are coping I will see them changing as time goes on and others they don't read that book they will just go back to the chart- those are very very low who doesn't know the phonics totally will go back to the alphabet chart , drill them afternoon when others are cleaning I will stay with those children and and point to the chart to them and say "a" for apple, "c" for cat, "d" for dog and after I have seen that now what the sounds are saying and I will give them the level 1 sounds like fun.

That is I am using the chart which is for alphabets, then phonics, and even during the shared reading also I also help them because during that time they are reading their DBE books and those who cant read I make sure that I go to their tables to see that they are able to point to where others are saying are saying the words, where others are reading because you will find that those who are having a problem with reading they sometime dont even look at the book so you have to be there as a teacher to see that they are focusing even if they cant say the words let them just point to the words and they become familiar to those words and when they hear others saying it and pointing correctly some are still struggling to point , you find that the learner cannot point with to the finger to the word so you have to be there as a teacher to help them point to the words while listening to the others saying what they are to do and because we are eeh! Full service school they also gave us some instruments to use for those who we can see that they are struggling a pipe like something it is like a sewerage pipe when you speak to it makes another echo into your ear it helps you .After realizing that there are learners who can't realise or recognise the letter sounds sometimes in the afternoon I gave them simple words like a and listen to what I am saying because you find that others you will find that the learner is sometimes having a problem with hearing that is why they do mistake he could grab the knowledge from earlier on. Another method is a word and a picture- because every week we introduce a phonic sound is good when you put the word and give it a picture if you don't have it you can make a picture out of it, some words you cant make a picture of it but there are some words that you can make a picture of it so that

the learner can be able to identify the word, read the word and also understand what the meaning of this word through that picture and it also help them to make sentences because they now what this word is saying.
GR3CT10 : Yes. We have charts of the sounds like every day from Monday to Friday we choose or we pick sound like for example for this week we are doing sound “ch” so they will do words with sound “ch” like “church”, they will do that words until Friday. Then on Friday they write a spelling test about those sounds and also they use all those sounds/ words to create their own sentences using the sound that we were doing this week.
GR3CT11: Parental involvement- I invite parents to be aware of the problem the child is facing in the class and also I go to the LSEs for assistance.I start by teaching the three letter words then we read the level ‘A’ and “B” not Grade 3 syllabus . I use Grade 1 and Grade 2’s books. With regards to the methods I use the flash cards then I allow the learner to spell and to blend when reading.

Table 7-Question 7: **Can you briefly explain how you plan your reading support lessons in order to accommodate diverse learners in your class?**

LST 1: When I plan my reading support lesson I usually use one lesson for the whole group but what I do.... I differentiate the activities. As I said I support 12 learners at a time so I firstly group them in four’s peer group and I will have three groups. Before I support each group I usually use word cards with pictures where one side of the card is the word and the other side is the picture. I take out the words and read them at least three times and the learner read after me, if the learner doesn’t know or remember the word that I have read I turn up the card and show the learner the picture. For example, the Sepedi word “ngwanenyana” (girl in English) the teacher will turn the card and show the learner the picture and ask the learner to say what the name of the picture. You know most of our learners are visual learners they cannot read without pictures that is why I use picture reading. Then after I explain the difficult words then I present the cover of the book to the learner so that they can predict what the story can talk about or end up with. So I will continue paging the book and the learner explain what they see and then after we have done explaining the picture I will read the book to the learners and keep on reminding them about what they have said about the pictures. Then to make sure that the learners are able to read the book I will then support those learners in groups, I will support one group per day and if I am busy with that group I will give the other groups activities to do based on the story that will be reading for example I will give one group picture about the story and asked them to arranged the story in sequence and the other group I will give the words and asked them to write sentences using those words found in the story.
LST 2: To accommodate the learners in my class for reading I plan according to their level of needs and then when reading those who struggle a lot I am going to put more effort on them by helping them to differentiating different sounds or learn sounds. Mmmm! I just write the lesson plan maybe is a shared reading, and then I write the objective and the method to use to make them understand. Again, when I am planning I am not planning for individually because for individually in the classroom the SBST they have to fill in the individual support plan so for now I am not planning for individual learner I am planning for the whole group. I am using curriculum differentiation when planning because in each group the learners are not at the same level so for me those who cannot read totally maybe we are going to read a paragraph and most of the words have an “a” sound so for those learners who cannot read I can I write the words with “a” as in “apeya” (cook), “apolo”(apple) and also have the picture to explain those words. And for those who can read I will give them a paragraph to read because they understand what I am saying when I say

you can point for me the word “akanya: (think), they can point but for those who cannot read I write the words on the sheet like “apeya, akanya, apolo” and those learners are only going to circle the letter “a” from the words.

LST 3: I plan them according to the learners’ capability and potentiality. For instance, maybe is group reading but they can’t be the same my lesson plan should accommodate all my learners I have devise a means that this part is for the slow learners, this are for the middle one and this are for the once that catches or fast. I therefore do differentiation in my lesson.

As their capability is not the same for example I know that this group they struggle here, then I my teach those learner to sound out the name or some names for a week, to build with the sound they struggle and after two weeks is then that they know how to construct a word. Then later I will miss out the sound for example they struggle to build “katse”, some they are dyslexic, some they can say “b” is “d” those problems, then I will leave the vowel sound like in “K_tse” , I want to check if they can realise that something is missing and the word is not a “katse” anymore without the “a” sound . And to other who are capable of catching then I construct a sentence for them and to group that they are now ready to go to the class they may construct three or four sentences and their rubrics are not the same.

LST 4 : Firstly, what I normally do is I plan my support according to what the learners are struggling with but sometimes I don’t plan it just happen because reading is something that we always do in class every day and if the learner is struggling to read a word or a sentence I immediately assist the learner, I don’t wait for another day. Another thing is that when I plan I also take into account the levels of my learners and try to plan the support in a way that it will accommodate them all. I start by teaching them all the words that are going to be found in the passage and after I will give one-group pictures of that story and asked them to arrange them according to how the story follow each other, while the others group will write for me the summary of that story. Again when I use different books to cater for different learners. Then I give those learners extra books so that they can go with them at home for their parents to assist them and in class we sometime make a competition where learners have to read with the fellow learner and if that learner is not doing well the peer will also advice and read in front of that learner so that the learner can be motivated or sometimes they help them to read together and then that is how I do my support in class.

LST 5 : Okay before we do the planning we go to the classroom to check the programme they have been doing before they send the learner to our class then we start from there , and if you realise that the learner can maybe identify certain phonics and you know that we are going to start with blends and then from there we take a reading programme concentrating on blends and then we make photocopy for stories and then we start reading to the learners and then latter the learners will read after us until we realise whether the learner is still struggling or is improving. I also use different resources.

LST 6: I plan my reading support through pictures and simple storybooks then I give them an opportunity to choose what they want to read because they differ, I provide variety and the learner may choose what suite him or her the best. Then firstly, I consider the learners’ reading barrier then I plan the support from that. After knowing the learners reading barrier I then look at the reading material that will suite her needs so that I can be able to draw an individual programme for him or her. But if I found that, most learners have the same barrier I do not do an individual plan I do a plan that will cater for all those learners. Then I normally start with the pictures I ask the learners to say anything that they think the pictures is all about then I read then I put the words next to the pictures and read the words and then the learners read after me. Then after we are done, I then work with those learners in groups and then finally let the learners read individually for the whole class.

GR3CT1: Mmmm! When we plan a reading lesson like as I have said is three components, I plan it in such a way is accommodates all learners. Like in my lesson plan when I put group guided reading I put it in such a way that it cater for all learners like you go to each group and you will identify that some learners is having a challenge in reading then you will identify and then you are going to do degrading.

GR3CT2: Practically I like to emphasise on print rich, print rich whereby I use big font and bright colours usually I use big books, big books they also have their small books that how I emphasise my reading. When I plan I first check out at the library what types of books I am going to teach and then I usually check on the sounds because normally in reading we emphasise on the sounds , the phonics, phonics of the week, phonics of the day and then after we have to check pre reading myself I have to read before I can read the book to the learners which means I have to check out for difficult words and know the meaning of the words and then I know what to expect that is how I plan my reading and in case there are difficult words I need to explain by using flash cards so that it attracts lot of interest to the learners and I also cut it into syllables and those syllables as you can see the phonic we did in the morning the very same phonic if we combine it into syllables it form a word and the very same word can be used to make a sentence. For example our initial sound for this week is “hl” and the word is “hlatswa” the word has the initial sound of the week which is “hl” and at the end it has another sound “tsw” and this can be difficult for others because you have introduced the sound “hl: for the week and maybe they don’t understand where the last sound “tsw” comes from so what I do I then break the word down(show by means of clapping of hands) to “hla +tswa” this has two syllables so the learner must know that if we join those two syllable they will form a word. Again the learner must know that before the sound “hl” can be formed it started with the letters “h” and “l” so h+l form the sound “hl” the we add a vowel (such as a, e, i, o, u) because we cannot write a word without a vowel. So that practically even in my classroom they are there on the chalkboard in are small charts colourful which means when you see that it means we have past the sounds are done so it is up to the learner to be able to emphasise on them. This is how I plan my reading.

GR3CT3: You know when I plan reading, I plan reading as I plan for other things like in this place learners are not the same, this is a full-service school as I have said. So even if we do planning we still remember that by the way my learners are not the same so my lesson plan differ sometimes you realise that other learners are busy with three alphabet whereas others are busy with one alphabet and others are dealing with two it will depend. So when I plan my lesson I plan one lesson but with different part that is I plan one lesson that will cater for different learners. “Like ge redira diphonics redira “thw” and re dira sound “thwa” . Re baruta “thwa” ka moka gabona then when you support bale ba bangwe ba ngwala “thwa” and the other group the faster one ba ngwala disenceses that accompanied the sound “thwa” but we cannot give those slow one the sentence so this group they will write the letter “t” as an alphabet then the other group will be writing the sentences they will not disturb you as they will be busy concentrating on forming sentences.

GR3CT4: Like when I know that tomorrow I am going reading in class or group guided reading I start by preparing a story, then I do flash cards then I do pictures to make the learners understand. Then first I am going to show the learners the book “what do you see” the cover page they are going to look at the cover page and they are going to tell me what do they see “what do you think this book is all about” and everybody is going to say whatever and then after that I introduce the un known words and after that the title of the story like maybe “ibubezi nezilwane” “what do you think is going to happen in the story” then I read for them and then after that they all read. Then in shared reading we read a story I do it like maybe I can say two learners read this paragraph then next another two learners they continue where the other learners have left until we finish the story then when the story is finished I start with

other learners. Individual reading, I just choose a learner and ask "what do you like to read today, what do you like to read for us" the learner will just choose any book any title and she is going to stand up and read.

GR3CT5: For preparing reading support lesson I usually draw rubrics for me to assess learners whether in reading are they reading fluently or loud or are they showing actions when they are reading or do they understand what they are reading about. Then when planning the lesson, I first take the book that I want them to read then I will ask myself first the out cover of the book and then so that when I am teaching the learners that lesson I will first ask them to tell me what they see outside the book and then what do they think about the story is all about and how is the story going to begin and to end. Firstly, by looking at the pictures they do picture reading first. I usually plan them differently for group-guided reading you make take a book and you don't have to read the whole pages maybe you can take page one and two and the learners will have to read those two pages aloud in groups and they have to know what they have read about. For independent reading the learner can read the whole book, you ask the learner to take any book from the reading corner then you write the title of the book, the author, the date on which the learner has took the book and you tell her how many pages to read and she will return it after reading it.

GR3CT6: I think I am going to tell you about shared reading because it accommodates everybody at the same time. I have a mats in my classroom so I make sure that we all move away from the desks and I put my chair in front of the learners and they all sit on the mats nicely. Then if I am doing shared reading I am going to take a book, I show the learners the picture you know when you show them the picture they all concentrate and asked them to give me the title (setlhogo in Setswana) what they think this is all about and then everyone will say " ma'am I think this is..." They are going to give me different titles it doesn't mean that when they give me different title some are wrong but you know they see things differently and then after I will ask them what do you think is going to happen inside the book by looking at the picture and they are going to say" ma'am I think this is.....is going to happen". And everybody will explain what they think is going to happen. And after they have done that I will give them the title of what the author has put there and say this is the title of the book, the title might be this but through the interaction of the learners it might be the same they can put it this way but you may find that is the same like what the author has put there and then after I will give them the summary then I will do the pre-reading and the pre-reading is like summarising, first I will show them the picture in the pre-reading and they give me the prediction of what they think the story is all about and then I give them the summary of what the story is about and I will give them the title. I will do the first reading , I will read for them slowly with my feelings there if there is anybody who is going to be hurt I will show them what that person is like I will act as if I am hurt as well put myself in the shoes of that person . I am gonna read the story twice for the learners I will read the whole story , read and read and during the reading I will ask questions so that the learners understand what is going on there so that they mustn't forget what we are reading about and thereafter I will read and read twice and then I will be having flash cards there of the words and the pictures like I said and if there is a word like bear or tree , I will show them the word tree on the flash card and I will also take out the picture and show them how the tree look like because not everybody know some of the things that we are talking about in the book and then after I will read and the learner will read after me, and they will also use the finger so that they catch up and know exactly where we are they use their finger to follow me and thereafter that is the second reading whereby the learners will be reading after me and then there will be the post-reading the questions will be asked "what do you think is happening here, what do you think is going to take place?" eeeh! the Bloom taxonomy I will ask when, what do you think, like when I am reading and after doing that the learners will read themselves and after reading I will ask one of them in the classroom I will just say anyone who wants to go to there and explain to us what was going on in the picture give the summary of what they think because the summary might

be different from mine they will go and tell us what the summary of the book they will summarise everything. Then after I will ask question, I will start by asking question so that the learners don't forget what was been taught. That is in connection with the shared read, when you start with the shared reading, you know shared reading for me is very much important because that is where you teach all the learners even those who does not understand they will follow and then when you act you know they love laughing and through that the learners just understand everything that is being taught and if the learners knows all these steps how to carry a book, how to go to the next page, all this reading steps and shared reading the learner will be able to read individually and will be able to read in twos and the learner will be able to read in groups and in groups they will read different types of books but in shared reading we use only one book because in shared reading we want them to understand, when we go to group reading then you can give them different types of books maybe this group we give them this one and the others you give them the other books.

GR3CT7: When I plan firstly I must have the resources that I am going to use. Is either that day I am going to use a DBE book or a reading book. I must have enough if I am going to let each and every one to read or I can have the shared reading it depends on what I am going to do. Before we can start reading, we have different types of reading we have shared reading for the whole class or individual reading it depends on the type of reading I want to do that day, we've got group guided reading and if I want to do shared reading for the whole class I use DBE book it has questions where they are going to answer at the end. Before we start I write the words from the story on the flash cards then I put them nicely on my table and we start reading I am going to ask them look at the picture from the story then I ask them "what do you see form the story?" " I see a grandmother maybe knitting or anything" after that I just ask "what do you think the story is all about?" e.g "Ma'am I think the story is about the grandmother knitting sitting under the tree, the children are playing" they tell me anything that they see before we start reading then I take those flash cards then I read the first flash card maybe "grandma, the I flash it to the learners and then they read after me, then I put it on the side on the chalkboard then proceed with other words. The I start reading I read the sentence and the learners read after me, they have already known the meaning of the words then when we read I read the whole story we don't read it once maybe twice or thrice then after we come to the questions then I guide them how to answer the question some can answer and some those learners they can't cannot. The independent reading is only when the learner is reading on its own and group guided I read the for the whole class not the DBE we are going to read the story from the readers all about we had also paired reading where two learners read together usually we group the week one with the strong one they read together the same story.

GR3CT8: We plan by categorizing them because we have got shared reading, group guided reading and independent reading and independent reading most of the time you just give them the books to read at home maybe to read plus minus two pages and after that tomorrow when they come to class they just explain what they have read at home about or sometime if you see that that learner is having some problems he or she read again. Group guided reading I read with them we sit together they follow me or they read with their friends and in group guided reading most of the time I read with them and they follow me and then paired reading I paired them according to the one who can read most with the one that can read a bit low so that he or she can help that learner and in shared reading they read together.

GR3CT9 :We are having....Like in Grade 3 we do reading every day is just differ according the way we are doing it because we are having independent reading, we are having group guided reading, we are also having shared reading. All this are done throughout the week even though on Monday I can maybe introduce my reading for

comprehension sake for Friday because on Friday we are writing comprehension so I introduce the comprehension on Monday by only taking the vocabulary and leading the learners to identify the vocabulary words on the content that they are going to read and then during group guided reading I will call the groups for my sake I don't know with other teachers how they are doing that. For my sake I take the groups according to their ability of reading. I will take those groups and come to my table and let them read and if the learners can't say the word sometimes the learners you find the word is big for them . I will advise them to cut the letter(word) into two parts if it is possible and sometimes if it is not like that I will also say let them say it one letter by letter maybe I they want to write "grape" I just say just spell it say "gr" "g", "r", " a", " p", " e" and say that word gr+a+ ph+ e and they just go on in that way.
GR3CT10: In Grade 3, we have three different types reading: we have got group guided reading, shared reading and independent reading. So group we teach them in groups and individual you call them to your table and they come one by one maybe per day you can take five and groups per day I usually do only three groups and is 15 minutes
GR3CT11: I use groups. I have different groups in my class. Nine groups then every day I do two groups but mostly I focus on those who cannot read at all but those who can read they just read so as to have their marks but my main focus is those who cannot read at all so even in the afternoon I remain with them we read together. They remain from one o'clock till half past one.

Table 8a-Question 8a: **During your training as a teacher, were you trained on how to support learners who experience reading problems?**

LST 1: Yes, and my teacher usually use or like to say that you cannot teach a learner to cook if you don't know what you are going to need so she will first by showing us the chart with everything that we will need when we teach the learner to cook like the pot, jars, spoons and etcetera. Then she encourages us to have a wallet apron that you wear it in front where you are going to put words and pictures in the pockets. Then you will take word by word and ask the learner to read the word and if he can't you write her name with a pencil and put it aside then after the lesson you will call all those learners that struggled with reading the words and start to read with them as a group showing them the pictures and the words.
LST 2: No.
LST 3: Yes
LST 4: Yes.
LST 5: No, I was never being trained, I taught myself.
LST 6: Yes, I have been trained for that because where I was started training I was using my mother tongue.
GR3CT1 : No, they didn't train us on how to deal with these learners but on the way because I wanted to upgrade myself.
GR3CT2: During my training ? No (laughed). During my training we were concerned with the not the how part in most cases but they emphasise mostly on writing, reading but not how to give support. How to give support is when I as a teacher registered in order to find out in order how can I support these learners.
GR3CT3: No.
GR3CT4 : Ya, we did that in college and I was doing that over the years but in the past we used breakthrough method and I think is the same. Breakthrough method is like you must teach the child the whole sentence because when the child start to talk she or he doesn't talk in words she talks in a sentence "mama ngifuna ukuhla" (mom I

need food), she doesn't say m+a+m+a (say separate sound)only words she talk it in a full sentence so breakthrough method you must teach the child like in Grade 1 you teach the whole sentence .
GR3CT5: No, at college we were not taught on how to do that but we learnt it from the workshops , we were workshopped now and then.
GR3CT6 : Eeeeh! You know what I am not from the college , I am from the University of the North and I wanted to work with high schools to be honest with you and I was never taught that is just that it is in my blood. You know at the University there was this lecturer Mr X he is with UNISA we were given inductions you know at the University you were to choose the content that you want so one of the majors that I was doing was Setswana I was majoring with languages so I like my languages so much I even wrote a book when I was at Turf loop so I am in love with Setswana . I don't know how to explain this to you. I love Setswana hence it not difficult for me to teach this in primary school even if I have done high school.
GR3CT7 : No we were not trained we were just taught the methods of teaching and it was long .
GR3CT8 : No even especially I am a high school teacher I didn't do primary.
GR3 T9: Yes
GR3CT10 : NO.
GR3CT11 : No.

Table 8b-Question 8b: **Can you elaborate on your training**

LST 1: I have done Primary Teachers Diploma, ACE in Introduction to Severe Learners with Disabilities and during my training, we were taught not to separate these learners from the normal ones because they must learn from one another, that is why I usually use peer learning or teaching who understand better must show the one another.
LST 2: At the college I did senior Primary Diploma and I was not trained to help learners with barriers but later I went to University of Pretoria and I was trained on how support learners with barriers. I did a certificate in special needs. I have a Teachers diploma and ACE certificate in special needs.
LST 3: I started first by doing a three year Teachers Diploma, then I got a bursary in Gauteng when I was working in Johannesburg with Pretoria University to study AAC (Alternative Argumentative and Communication) for those learners experiencing severe disability then I went to UJ for one year for developmental course for remedial.
LST 4: I have done remedial course that is Diploma in remedial and during that time we were trained in general on how to support learners with barriers not only specifically how to deal with learners with reading problems in home language especially African languages. Because I like helping learners with barriers I also registered for BED in inclusive and that is where I learned a lot about barriers.
LST 5: I have Senior Primary Teachers Diploma, ABET certificate, National Higher Diploma, HIV and Health promotion but it was a half course, Diploma in School Management.
LST 6: I did ECD at Hebron College of Education whereby Setswana was one of the subject that majored in, so for reading we were taught how to do basics to start with the word building programmes where learners can use that to build words, to read them and so on. Then the Further Education Diploma (FED) from the University of Pretoria and then B.Ed. Honours from the University of Potchefstroom.
GR3CT1: I started with a teachers' course, I did Primary Teachers' Diploma and then I went to University of Pretoria and I did Remedial course (ACE) then the Government and our district gave us support whereby they register us with University of Johannesburg for a certificate Inclusive Education and they gave us lesson.

GR3CT2: I have ACE (Learner support) that is the Advance certificate. I have started with a diploma at a college, that is Senior Primary Diploma, then Higher Diploma (UNISA), then BeD honours management at RAU, then I did Advanced certificate in Education in Inclusive Education in the University of Pretoria.
GR3CT3: I did, Senior Primary Teachers Diploma, BA in education, I also did BA Honours in African Languages, ACE in life skills and Post Graduate Diploma in Special needs.
GR3CT4: I have done Junior Primary Teachers Diploma and I have also done BTech in Education Management
GR3CT5: At the college I specialised in the Primary Teachers Diploma and at the University of Pretoria I specialised in Further Diploma in Education but they are equivalent to a degree.
GR3CT6: I did my BA degree and I passed with Cum Laude majoring in Setswana, Afrikaans and English so in course 3 I had to choose two languages so I chose Setswana and English. Then I further with Vista University and did my Higher Educational Diploma.
GR3CT7 : I did Primary Teachers Diploma, I have also have a remedial diploma that is why I went to the University to do a degree in remedial, then BED in Educational Management because they didn't teach us at the college how to teach those learners who are struggling.
GR3CT8 :I have done University Diploma in Secondary School (UDSS) but I have more experience of teaching primary but not in the lower classes teaching Social Sciences and Life Orientation and I also have Diploma in Management.
GRD3 T9: I have done ACE certificate in inclusion education so there is a portion where they tells you how to deal with learners with problems more as specially with writing and reading. My first Certificate is in Preprimary and Junior primary Teachers Diploma hence reading is included. ACE it was for one year but diploma was for three years.
GR3CT10: I have a BED four years, I attended TUT and I have also attended at TCE doing Senior Primary Teachers Diploma. We were trained about different types of reading but not in details on how to do it. We were taught types of reading like scanning, skimming those types of reading.
GR3CT11: I did degree in Economics then I only did teaching for a year, the method that is PGCE .So I didn't start from first year so I only did the method for only a year.

Table 9-Question 9: **What helps you to implement reading support to Grade 3 learners who are experiencing reading problems in your class?**

LST 1: The programmes that the district has trained us with helped us a lot like on the 27 th we attended a workshop with the Solution in Inclusive classroom where they taught us about the flip board it is something very interesting that you can use because the alphabet book has alphabet from a to z and if you want to write the word you just flip it and the learner can form word there and read and before you can read the text the learner must know the word so it is important for the teacher to make those word cards and must be able to encourage the learners to read those words and if the learner cannot read the learner cannot form a sentences on those flip board. Therefore, I think if the district can supply us with different reading material, we can be able to implement reading support for diverse learners.
LST 2: The resources that I use in class, most of the time I use the flash cards and then the flash cards help them to read. I also use simple storybooks so that they can understand. Sometimes I will write the sight words on the chalkboard or on a page and give them to each and every learner so that they can practice those sight words before they can read the passage.

LST 3: Resources, at least the department is trying to provide us with some resources to use in our class even though we still lack enough classrooms as you can see I am sharing this class with my colleague and support from the DBST, the district official call use many time for meetings and updates.
LST 4: I think mmmmm.....working together with the class teacher. If the learner does not understand the home language English, we start by doing those second additional languages, which is their mother tongue in our case. We start there and after that when we see the progress we go to our home language.
LST 5: What allows or helps me to implement reading support is that I make sure that I have enough resources for these learners because without resources these learners are supposed to be taught to touch, to feel things before because some them by they have the problem of seeing that is they have a visual problem so for those learners they have to touch and feel, so we need to have all the resources that can assist these learners because we use multi-sensory approach to be able to assist them. They have to visualize it, audio – listening to it, touch it, feel it and maybe then after that they will repeat what you are taking.
LST 6: The materials that I am using, I am using flash cards, sometimes I am using the radios and then the pictures and then communicating with the learners and also extrinsic motivation I think is very important because if the learner who cannot read and one day that learner managed to read even if it is one word I motivate that learner so that he or she can build confidence to want to read more.
GR3CT1 : I think as an educator you must go out, you can't sit in the class and say that you don't have books, as an educator you are a researcher , you must do research , and you must go to the library and look for more books like in our school we have a library, maybe this learner can't read you cannot sit down you must go and look for books that can help the child. Even the teaching aids you must go and do more teaching aids so that the learner can read and you also go to previous classes and ask for books so that you can support those children.
GR3CT2: I think the passion of teaching, researching a lot and finding different types of methods, practical teaching methods that can work and also consulting the LSE teachers always wanting to know how to help these kind of learners. Like recently I research about how to scaffold. I was impressed by scaffolding even though I didn't follow it up. Scaffolding the way I understand it is when you take what is working for you, like building up on what the learner knows, like yaah! You say today we are going to read a story not just like any other story, something that the learner can read not what you can read, I cannot read a story like dinosaurs I really don't think is wise for helping or supporting learners is for advanced learners but for emergent readers I usually used stories that are relating to their own lives like visiting my grandmother.
GR3CT3: The card, they like pictures the Grade 3 learners. You write the word without a picture they will just look at you like this (show sad face) but draw a picture there, colour it they like colours or maybe you show something that is not bright there won't be learning, they learn through colours.
GR3CT4 : When I take them like eeeh! in a group of two or three I use the phonics, the phonic cards , phonic cards helps a lot the breaking down of words helps a lot because they know that if you join three sounds it can make a word so the phonic cards are the best for me.
GR3CT5: Eeeh! I get assistance from my colleagues then even from other learners there are learners who do not have reading problems then they help one another I usually ask them to assist some of the learners who is having a serious reading problem and I usually encourage them to help one another.
GR3CT6 : Learners supporting each other, reading with the learners, reading after me using the flash cards, writing words that are difficult on the board explaining what they mean, acting putting myself in the story. You know that is exactly what helps me to implement the reading support.

GR3CT7: The love for teaching learners how to read so that they can be readers at the end. Also the books, the picture, flash cards, sentence strips , the resources.
GR3CT8: Oooh! most of the time I engage with my colleagues and also the ELS class those educators they help us most of the time If we come across those challenges.
GR3CT9 : I think time but for now adherence to the time it always make not in a conducive way. Because you find that learners are not able to complete tasks on time and it is not easy to control this learners because this reading is only shared reading you can do with the whole class and the other the other reading independent it work for me while others are busy there we find that there is a chaos sometimes and I cant but I make sure that at least term one and term two my learners must be always on my table and read for me one by one so that at the end of the day I will be able to make a group, a group guided reading.
GR3CT10: Teaching reading in small groups. Like when you are doing groups there are few learners so it is easy to control and to see the is take and correct them at the same time.
GR3CT11: Yoo! (taking deep breath). I can say when learners are given the question papers to write so I have to make reading possible because most of the time the learners are don't understand what the questions are saying so I had to do reading. So in Grade 3 learners are expected to read the questions on their own and answer questions so if I don't do reading it becomes a problem. When you are doing assessment.

Table 10-Question 10: **What challenges do you experience when supporting Grade 3 learners who experience reading problems in your classroom?**

LST 1: Some of them we don't have a proper background of them and sometimes when you call the parents they don't come and the learner must suffer on our behalf because if the parent doesn't come how are you going to help that learner because she is the one that knows the child better. Again some of those learners cannot express themselves, some cannot read, they cannot differentiate from the sound they confuse the sounds. Again, as I have said earlier on when we read the comprehension and we shorten the comprehension because some comprehensions are very long and our learners cannot concentrate for a longer period they only concentrate about 26 minutes and after 26 minutes, you asked them to go to the bathroom or to drink water.
LST 2: The challenge that I have is that , the learners who are struggling and they cannot even pronounce or spell the letters for example "leeto"(leg) I can give the learner the letter card and I say to the learner can you build the word using the letter cards he or she can even build the word or sometimes she can build the word but cannot spell he or she doesn't understand maybe the first letter is "l" but she can say "n" cannot differentiate the letters.
LST 3 : Some are having short concentration span, some get frustrated , they don't want to focus, some are playful they don't want to write because at the end of the day they must write what you have done there must be a short activity. Some they enjoying the class because it is bright they are looking at the pictures on the wall.
LST 4: Some of the learners cannot read at all, that is the first challenge. Even if you can make them to read in a group, they depend on others before the learner can say a word they will look at other learners so that they can get a assurity first before she or he can name that word or letter.
LST 5: The challenges that I experience is that these Grade 3 learners we are supporting they have been retained in Grade 1 or Grade 2 so is a challenge because we already now that they cannot be retained in Grade 3 they are supposed to go to Grade 4 even though they don't know how to read or recognise sounds or phonics so you have

to make sure that at least they grasp something even if it is a single word so that they can take it to Grade 4 because it becomes a challenge they won't be able to read at all some of them.
LST 6: My challenge is that parents are not involved when we give learners reading material to go and read at home they are not helping their children so that is the biggest challenge because if the learner can read here at school and even at home I think things will be a bit different. So parental support is important and another problem is language, English as a medium of instruction at the school because most learners struggle with it they don't know this language from home.
GRD3T 1 : The challenges are that, as our school is a full-service our parents they don't understand what a full-service school is they bring all types of learners they also even more severe learners we've got more severe learners in our school those after LSE has supported the learners we refer those learners to other special school because this school is not a special school we've got those learners that are severe they can't write even if they write you can't read what they have written with reading they can't read, their hand writing is bad.
GR3CT2 : Yaah ! challenges we have got serious problems firstly the parents, denial they don't accept that their children need support, secondly eeem! in terms of management they treat these learners as one size fit all , thirdly teachers we also assume that no I did my part and the other one must do his or her part and so we are failing learners because is difficult for we teachers to down grade we usually focused on those one who are able who've got a learning ability and these ones is a serious problem , this is a serious challenge because we do what is needed and when the district officials coming ooh this learners are supposed to be pushed and is a lot of work just to have prove. From the learners' side they belittle themselves they feel somehow like we don't know anything here at school and then they feel like we are giving this teacher a problem then is okay if we can just repeat why do we have to try because we are not able to do what it is supposed to be done.
GR3CT3 : There are those learners that will never read, that will read no matter how, he or she will never say a word and again some when they read they spell , say word for word.
GR3CT4 : Some learners with reading problems they forgets the sounds if the learner cannot remember the sounds like you have to take eeeh! few days doing like two or three sounds not more than that because those learners who cannot read like they forgets the sounds.
GR3CT5 : Sometimes you have realise that a learner has a reading problem but it seems as if he or she doesn't want to be assisted, he or she can sometimes keep quiet and not be interested in the lesson and usually when they read they encounter problems with phonic problems you may found that they don't even recognise the phonics even though you taught them and you repeated them now and then but you found that maybe they were not interested or whatever or maybe they are having hearing problems or whatever .
GR3CT6 : The challenges is those learners who cannot differentiate "b"and "p" and be thinking that it is the same thing because they confuse the alphabets and those learners who cannot say "a" how to pronounce it what it does it mean, those learners who cannot even build words so most of time after trying all the steps of intervention I refer them to the learner support teacher.
GR3CT7 : Most of them they can't read because they don't know the alphabets, they just say "a,b,c,d...." and we don't do that in Setswana, we sound them but if you introduce them like that "a,b,c,d,e...." they can't know how to read. We say "a" and you give them words for "a"-apole, araba, arogana" those words for "a" then "b" words like "bala, bapala" .So we must sound the letters not say them. We have also those who cannot read they cannot combine the letters to make a word, some learners can't see that this is a "b" they see it as "p". I also think the learners who doesn't understand the phonics.

GR3CT8 : Most of the learners they can't read, they can't pronounce words, some of them they confuse words, some of them they skip some letters, they skip words like for example she is supposed to spell the word "pula" (rain) sometime the learner spell as "pla" I don't know if he doesn't see the words properly or what and sometimes they just read whatever it comes to their mind.
GR3CT9: The challenges is that sometimes the learners seems not to..I don't know if is their parents at home because you give them an activity to complete at home and you find the learners didn't do the work is a challenge because the is no work inside the activity book which means the learner didn't look at the book or maybe the parents didn't ask for the homework to help the learner and another thing is that learner who came to Grade 3 without knowing how to read are those one who has difficulty in understanding everyday is a big challenge because everything you have to read for them and we are not supposed to read for the Grade3's actually the department says a Grade 3 the teacher musnt read anything for them as he can read but we end up reading for them so that they can be able to answer the question.
GR3CT10 : (The problem is the learner themselves) The challenge is that the learners are different, they are not the same and you can see that some are willing to try , and some you don't understand and as whether they are having a problem or they don't want to because some they just keep quite. They don't even what to try to say the words.
GR3CT11 : The challenge that I am experiencing is learners when they are being given a book to go and read at home they when they come back they didn't read it at all- parents are not involved at all. In class I have got problems with the sound learners don't understand them. I have to go down to do Grade 1 work.

Table 11a-Question 11a: **When you support learners experiencing reading problems, do you find all of them to be at the same reading level?**

LST 1: No
LST 2: No.
LST 3: No, it cannot be one size fit all.
LST 4: No, they are not at the same level.
LST 5: Most of the time for my class they are at the same level.
LST 6: No, they are not at the same level they differ; everyone is different from the other one.
GR3CT1 : No.
GR3CT2: No, they are not.
GR3CT3: No.
GR3CT4: No, they are different.
GR3CT5 : No , they are not at the same level.
GR3CT6: No at the same level.
GR3CT7: No, they are different
GR3CT8 : Most of the learners they can't read, they can't pronounce words, some of them they confuse words, some of them they skip some letters, they skip words like for example she is supposed to spell the word "pula" (rain) sometime the learner spell as "pla" I don't know if he doesn't see the words properly or what and sometimes they just read whatever it comes to their mind.
GR3 T9: No, they are not at the same level.

GR3CT10: No, they are not the same level. Like as I was saying if I see that this one is lacks sounds, I have to use a Grade 1 book , level a book, the simple one. Those who can read they will read Grade 3 book. Then others we go down again to Grade 2 book.

GR3CT11 : No. The thing is this is a full service school, so learners with barriers we have to assess them with their level even with the question paper is not supposed to be the same because like you find the learner like in my class I have a learner who cannot copy from the chalkboard, cannot write, cannot read , cannot do anything but I won't assess him like other learners.

Table 11b-Question 11b: **Can you elaborate on the types of reading levels of these learners?**

LST 1: Some can read simple words, can make simple sentences, some can mix the words and cannot understand what he is reading, some of them can understand what they are doing but in a very slow pace and they forget easily. I support 12 learners at a time in my class and in each group there are three levels that is: the one group can read and can be able to recognise the sight words, and the other group they can write and the other group they cannot even start to read.

LST 2: When I am supporting these learners there are some who are in a high level, some in a moderate level and some in a low level. Those in a low level they find it difficult maybe you have written something on the board that learner cannot even read what you have written on the chalk board. The other ones are moderate they are trying, I think if I can push each and every day maybe try to make use different strategies like for reading maybe I can find a peer to read together maybe it can be better but for the lower level even if you can find a peer for him or her they cannot do anything . The high level they are now starting to read on their own but some they read without understanding what they are reading.

LST 3: There are three level. The first level is for those who are struggling so I have to use just one word, the second level for one sentence learners they can construct the sentence with understanding and the third level is those one that they can see a picture and write everything about the picture and be able to tell you what the picture is all about.

LST 4: The levels differ. Let me talk about the three levels. The first level is those one who can read without any support from the teacher, they slightly understand what the reading is all about, they can even if you are not in the class they stand in front and they give others some reading lesson. Then number two, the second level are those who can read but they are not sure of what they are reading and the last level is those one that they cannot read at all.

LST 5: You will find one or two of them improving after you have been assisting them but most of them you find that is a group that is why most of the time we use a group support programme because they are always having the same barrier. However from the group you can realise that according to you that they have skipped Grade 2 not necessary they skipped but it seems as if they haven't done it because they are lacking foundation so we have realise that we have to do Grade 1 work, Grade 2 work to be able to make them to do Grade 3 work. And those you find that they are improving they go back to their class and never comes to the learner support class and you are going to be left with those one that you think you can take a whole year and even the following year to support them.

LST 6: Yes, the different level I can say the first level is the level whereby the learner who do not have any knowledge about reading do not have the vocab in English reading. Yaaa! I say there are those learners who cannot read totally and there are those who can read some words but not all of the words and there are those who reads but their fluency in reading is very weak.

GR3CT1 : There are three level like for example in my class I had this learner she was not okay but the other day I said to myself I am not doing justice to these children so I took two of them and take them one by one from that day those learners gain confidence because I gave them a very simple paragraph from Grade 1 book we then read together, read together, read together for may times and after that I said to them we are going to do dictation usually I have got books where those learners use to write on but on that day I decided to give them pages to write on and then I gave them dictation, you know those children got ten out of ten and it came to my attention that maybe something was not well in the previous classes so they improve but they improve very little they didn't just come up like "xha" (show with the click of the finger) so there was little improvement. There is these once I can call them slow learner, when you attend to them individually they improve very little and sometimes our time is limited like now is in the middle of the year the learner didn't pick up in the beginning of the year like in February or in the first term they pick up in the third or the fourth term so it is already late but you know. So in my class I have got three types of learner severe learners, slow learners and gifted learners. What I do, like in January I do baseline assessment when you are doing baseline assessment you start with the previous knowledge from known to unknown so during the first term there were about more than 15 to 18 learners because what I am doing I give them the sound like on Monday I am going to introduce the sound using all types of methods. Maybe give them on Monday and during the week you do revision with them and on Friday you give them a spelling or dictation and you can see these children are struggling and then maybe come next week another sound for these children you group them and then you tell yourself that no I am going to repeat the sound again because it seems as if they don't know the sound and they got zero again that is how I identify these children.

GR3CT2 : There are about three levels of learners. I have got the emergent reader, the emergent readers usually struggle a lot but as they go on they improve when they are given support they know that this is our time, I usually do occupational task because I know that those who are able to whereas when you have taught them discipline they will be able to work as the group and I will concentrate on these struggling learners so when you give them support they improve but not so much. I have got also the advanced readers these learners can take any book and read irrespective of the level even at the library they don't go for single sentences they go for serious paragraphs with the small font. They are advanced they are not afraid to read, they are not afraid to try new things. Then the other ones are the middle one, the middle ones are usually lazy they know how to read but they don't want to improve they know that they can read, they know that they are not at risk but sometimes they don't want to compete with the other group they just say no we are able to read, we don't fall in the other group or that other group so why do we improve so they are just lazy.

GR3CT3: Some can read fast, some can read fluently and fast, some can read fluently but slow. Some can read but they need time like you say "Tshwaragana" he will read like "tshwa" then stop and then you will say read the she will say "ra", read "ga" read "na". If you don't know this learner you will think that this learner cannot read whereas this learner take his time, I don't know what he is thinking. You know this is my challenge I thought he don't know how to read but I realise that this learner can read but slowly in his pace as I have said just listen to that learner don't disturb that learner.

GR3CT4 :Mmmm! Some of them neeh! They can grasp some of the phonics but some they cannot like I have got this learner he is not even trying to build a single word a Grade 1 word like "umama" he cannot build it; he cannot remember the Grade 1 sounds remember in Grade 1 they are doing single sounds but when time goes by they introduce other sounds. Again I have got these learners who can read fluently they can read any book, then I have

got those learners who can read sentences but they cannot read the whole book he can read and read but doesn't understand what he is reading and I have got those who are struggling who cannot even join the sounds.
GR3CT5: Learners have different levels because others are already matured or they are ready, they are in a ready stage to read, others are still far behind even if they are in Grade 3 it seems as if they were not taught reading in Grade 1 but they were taught but because of their reading disabilities I think that is why they have reading problems.
GR3CT6: There are those when you support them they will understand but there are those that will still do not understand. There are some that you will be able to show that this alphabet is this and this one is this and when we combine them together "can you give me a word; can you form a word?" Then after that let go to the book maybe in the text that we will be reading they will be able to see "ooh! Ma'am this is the word that we were saying and underline that word but there are those that will not see anything at all. You can try thing but they will not still do not understand even if you try any methods. So I can say I have got those that are excellent readers, there are those who are good there are those who are average, those that are fair and those that are poor. When I talk about the excellent reader they are confident and attention to details read loud they now what they are reading about and understand what is going on in the story, they put themselves in the story they can act like those people that they are talking about in the story, and are able to summarise the story. The good readers- the put attention into details as well but not all of them like the alphabets, punctuation marks they still suffer a bit there like there is a comma there they will concentrate and just go straight to the full stops. They can read loud and act but not as the excellent readers. Average they can read but not put details to the punctuation marks and not read loud they still lack that confidence they don't believe in themselves. The fair ones they don't put attention at all but they can read this word and that word not all of the words and the poor are those that cannot read at all.
GR3CT7 : There are those who can improve faster and those who are slow they both need remedial and those who can pick up I usually ask them to assist the other one. And usually in the class we've got three level in our class. Those who cant , those who struggle those who need remedial fortunately we are a full-service school we take them to the remedial centre this learners cant even make up a word, they write bkt , and what is that? And other teachers say they write "number plates" but is not right but they don't tell the learners is only when we just talk you understand every workplace has their own language is not that we teasing these learners but we want to express how they are writing. The second level is the moderate one these learners can read but they need help and sometimes it depends on the background of the family sometimes is hereditary you find I teach this learner this year and after four years the sibling comes and she experience the same problem and that is very difficult because we don't find the method of teaching them we tried with the first one and the little one is also struggling and because of the age cohort the department say that they must go to the next grade. Again the second group they can read a sentence today but tomorrow they can't but if you sit down properly with them they can know how to read. The third one you don't even teach them how to read because they know it they just know I don't know how. And you know to identify this learners is so simple(laugh) in January or February you just give them the books and ask them to write their names you will see if the learner can or cannot. It is obvious if the learner can't write she can't read. Sometimes you find that this once have left "p or a or k" in his name and the other one is just a mess. Then the next time you give them the DBE books and read as the whole class and you go around and listen and then you can see that this one is not reading.
GR3CT8 : They are not at same level because they are not reading at the same level sometimes you find that the other one can even read a newspaper or an article just found anywhere and other one you have to read with him or her so that he can start reading. Like in my class neeh! I have three levels. The first level is the one that they cannot read at all, the second one is the one that they can read some of the words and other words they can't and the third

level they can read everything they can even write those, they can even read without the help of the educator without telling them that we go and practice or do what.
GR3CT9: You find others hence I have said when I started at the beginning. You find that others they just realizing that when in Grade 2 when they we saying read hereit seems is the time that when the learner is opening up and others you find that they don't know nothing and others or maybe they just flow with the group you see somebody will say . Like during my independent reading is where I manage to identify the learner because if I give the learner a book and say read for me and the learner can't say anything you say read one by one letter, the learner doesn't say anything that is where you can see that there is a problem.
GR3CT10: I can say three groups: those who are average and those who cannot read at all we take books from Grade 1.
GR3CT11 : With reading. I have nine groups, three groups for each level. I have those who cannot read but those who can reading. Those who need support serious this one they can blend but they are not perfect, but they are those cannot at all. Those that can read at all, those that are struggling but not much.

Table 12-Question 12: **When you support these learners, which errors do they usually make?**

LST 1: Most of them omits words they are not sure about the words, that is why pair reading is so important with these learners you must always read with the learners when the learner stuck you immediately tell the learner what the word is all about for example if the learner is stuck with the letter "p" in the word "pitsa"(pot) or "pitsi" (Zebra) you tell the learner that the letter is "p" and the word is "pitsa"or "pitsi". Maybe when you read the learner come across those words again and is unable again to read the word you read it again for the learner the learner is able to read it and for the word that you want the learner to know you read it may time so that the learner can recognise the word. They also like self-correcting, not pausing, not respecting the punctuation like full stops and commas. Self-correcting is when the learner is not sure about the words say "pitsi" (Zebra) for the word "pitsa" (pot) or "bona", "bana"(children) the learner will repeat the words many times until she can read the word correctly.
LST 2: Omitting letters and then some cannot pronounce the letters at all and they are not trying. Again, after I have read the passage for them and I asked them questions they cannot even answer the questions you are asking.
LST 3: Of pronunciation, of jumping sounds sometimes, of having low self-esteem knowing the word but does not want to say it she is doubtful.
LST 4: Most of those learners are reading or pronouncing the words wrongly and again they confuses letters for example they can read: "pen" as ""ben", they sometimes think "p" and "b" are the same. And if they come across the word that they cannot read, they jump the words. I always notice this when they read because normally in our class we start by giving them a small paragraph to read and then if the learner is not able to read we write simple words on the chalk board and ask them to read.
LST 5: Usually they stops at the word that they do not know and repeat the sentence many times until you tell them how to say the word. Some they just leave the word and continue with the sentence without reading the word.
LST 6: Wrong punctuation, fluency in reading, slow reading speed. eeh! Sometimes omissions and insertions others read the word "sometimes" and the learner say "sometime" and leave the letter "s" and again they read without looking at the punctuation.

GRD3T 1 : When they read they reverse the sound like the child want to say the sound and letters “p” and they say “d” they don’t know the sound maybe she want to say “m” they say “n” . They don’t know the full stops and they don’t know the commas when they read they just read or punctuation used when they read.
GR3CT2 : Yaaah! (taking a big breath) the biggest mistake is forgetting the vowels are very very very crucial in reading they read but they don’t recognise they guess in most cases they like to guess that is a serious thing because they will recognise the sound like when we do the “hl” sound they expect that all words that you did with them to have a “hl” “hl” everything is “hl” even if is not a longer “hl” is “tl” and they call it “hl” that is a serious thing because they expect everything to be :hl”, “hl” which is not normal in reading we cannot expect words to have the same sound. The other mistake is that they don’t want to read it aloud if they don’t know and the other thing they decode a lot like even the simple word like “hlapa” (bath) they will read as hl+a+p+a so the minute they decode they loss track and the meaning of what they are reading about and the minute also they finish reading they cannot tell what they read about.
GR3CT3: Punctuations is a problem then ya! Pronunciations.
GR3CT4 : Some of them they skip the consonants, some of them they skip the vowels, even when they write they don’t understands the sounds.
GR3CT5 : Ya! When they read learners do many mistakes, sometimes the learner skip word or a full word or they skip the sentences or the lines from the first line they may jump or skip two lines and go to the forth line eeeh...! you won’t be able to know whether that learner does not see those lines she or he has skipped or is it because of he or she doesn’t know how to read that sentences or words. Again sometimes they just keep quiet and don’t say anything meaning that they don’t know those letters.
GR3CT6 : The most common errors that they normally do when they don’t put details into punctuations, unable to pronounce words properly and reading very low as if they don’t believe in themselves.
GR3CT7 : Some of them skip words, some of them don’t pronounce the words correctly, some of them just keep quite they move their legs without saying anything and sometimes some of them they just listen to the class as they read and they capture , cram work they can read but when you ask them to point where they are reading they can’t you even find the learner has even hold the book upside down but she reads correct words of the passage and again sometime they read what comes out from their mind but the eyes and the words don’t correlate.
GR3CT8: Jumping words, repeating just what the other one has just said even if it is wrong, other one is pronunciation of word and read words for words.
GR3 T9: Most of these learners they don’t want to read so it is difficult to say what types of errors will they make. They just look at you .
GR3CT10:They skip words and pronounce them wrongly.
GR3CT11 : Most of them the don’t read the words correctly, the jump words that they don’t know and the just read straight without the commas, full stops or question marks.

Table 13-Question 13: **In your opinion, how can teachers’ structure reading support in their classes in order to accommodate diverse needs of Grade 3 learners in a full-service school?**

LST 1: The teachers should use the language that the learners understand and if they are not teaching using the mother tongue of the learners they must code switch during their support so that the learners can be able to understand what they are reading. It is also important for the teacher to know and understand the learners in her
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<p>class. The teacher must draft the lesson based on the learners' abilities. For example, if you know that in your class you have learners who cannot read, read through pictures and you can start with those ones that attempt to read so that they can read for the class see if there is one who can imitate him and even encourage those that cannot read that there is something good about them. But I think most importantly reading can be done from two letter words, four letter words to six letter words so that the learners can move from one step to another.</p>
<p>LST 2: I think LST's need to structure the reading support in a step-by-step manner for example; Step 1: I think the teacher may use a flash card and a picture and for the learner to read he or she must read the picture first and after reading that picture maybe she can read the words. So it is going to be a picture and a word association. Then for a learner to maybe read a sentence, maybe the teacher can have a sentence-strip" Ga a bala lefoko, lefoko leo ko le kgaola ka mantswe" (When reading the sentence I will break the sentence into syllables)such as " katse e ntsho" (the black cat). I will cut the sentence strips into individual words like "katse"/ "e"/ "ntsho" then I will mix the words and then request the learner to use those words to make a sentence.</p>
<p>LST 3: She can structure that by doing curriculum differentiation because it can't be one size fits all we have to plan, as their potentialities are not the same, they don't grasp at the same level. Curriculum differentiation allow us to plan according to the learners abilities, for example the slow learners you avoid giving them more activities because their concentration span is short and it will frustrates them, then you go to the second group the little that you have done with the first group you add a little amount to them until they are the same with the last group, the last group are familiar with the some of the text and they are ready to go their class.</p>
<p>LST 4: I think if there can be extra period for learning to reading and then maybe there be competitions so that learners can compete maybe every Friday they compete in reading and I think it will make it better. Also the teacher must try to call parents to school to explain how they can assist the learners at home. That is the teacher must try to involve everyone when structuring the reading support.</p>
<p>LST 5: I think the best thing is for these learners to be assisted with computers may because they are unable to read on paper maybe in a computer we have those software and hearing devices where the computer talk to them, read to them and then gives them instructions maybe It will be easy for them to be able to take those instructions even and if they are unable to write the computer will write for them and maybe they can improve. And if we use other resource like eeh... CD players maybe they listen to the story and you also record them responding to the story maybe if they hear their own voices they will realise that at least there is something that I can do.</p>
<p>LST 6: In class, the teachers can structure their reading support from simple to complex. Simple means starting with word with pictures and where is possible they can have concrete objects with words on them and then again we can use simple reading text and also freedom of choice also for those who want to choice for themselves and also by involving parents.</p>
<p>GR3CT1 : When the Grade 3 educator do a lesson she must do one lesson plan because the children are not the same. She must do two lesson plan whereby you tell yourself that I am going to teach the learners about this but if they don't understand I will use this one. You must have two types of lesson plan.</p>
<p>GR3CT2 : For me whatever material that we get from workshops as teachers we must not shelve it we must make use of those things like know the things that I have been asked now if I have read them before I think I should have excelled a lot why because we like to shelve things then we need to empower others like the method that is working like practical method like I like to share like whatever that is working for me I show others maybe it will work for them and then we must also have room for improvement we cannot use the same method that we use twenty years ago so we need to research a lot become lifelong learners and reach out to these learners. This means that when we</p>

need to come together as a phase when we plan not to plan individually because sometime what I think is working for me is not working and the other time is working for you , so we need to have weekly plans not term plans because we normally don't follow those things , if we do weekly plans I think we know that as Grade ones we are in this sound and Grade twos this sounds and Grade threes that sound and need to structure in such a way that we've got speller thorns whereby we make a spelling test for the whole phase but the emphasise must be not on Grade 3 because that is the mistake that is usually done the emphasise is on grade 3 and the other grades are suffering. So I think we follow up we will be able to know the progression because if we know that the Grade ones are progression in this sound and the Grade twos are doing this sound because sometimes we are doing the very same sound and there is no progression. Like in our school, we have this book of story short very very story nice pictures and as I have said that it has sound, syllables, and our HOD usually photocopy it and we use to support these learners. These book has all Sepedi sound and we choose simple sounds we cannot go to the diagraphs whereas the learners are struggling with the single letters so we photocopy and we know that this are the things for the first term and this are for the second term. Because we are talking about the learners who are struggling we cannot do what the curriculum expect us because it doesn't even down grade the lesson for us so we have to do something practical so we start by doing with big letters after we add vowels because that is the problem with the learners who cannot read they completely forget about the vowels they are not even aware of the vowels, there after you emphasise on finding out pictures which supports the very same sounds, thereafter we try to write small sentences using the same words then I paste them in a separate book not the classwork book the one that I use for remedial in my class, I paste and paste then I have a remark board where I remark as whether the learner is doing any progress or not. Let me give an example let's take I want to introduce "b" sound, I use a big font size of "b" and I flash it using a flash card then I paste it on the board and I say to them find the same sound in the magazine or a book then they must paste it in their books.

GR3CT3: I think in as a Grade 3 teacher you must have three lessons or four according to the diverse barriers in your class. You must have lesson 1, lesson 2, lesson 3 and lesson 4 .You don't have to have one lesson plan. Lesson 1 it will cater for all give them a work, then lesson 2 will cater for some and like in lesson 3 and lesson 4. For reading steps, you start them with alphabets, before you go to the word. Then you do the sound first they know how to say the sound and then they can build a word.

GR3CT4: I think if we sit down and plan as a group normally is what we do and like we plan for the week as individual teachers do , we start with the phonics, then phonic cards then , we build words with the phonic cards, and then use make pictures so that the learner understand like in our classroom we've got words on the wall like if this week we deal with the sound we teach the sound, explain difficult words and they write it in their classwork or homework books they are going to read that sounds and words at home for the whole week and even in class we read it like maybe three times a week and then after introducing the sounds and the words and the sentence we put the sounds and the words on the wall and it stay there for the whole quarter and then next week we introduce another sound we put the words and pictures on the wall then the learner will know that okay this is the sound we did for the whole week, this is the one we did the previous week this helps learners to remember.

GR3CT5 : We usually fill the GDE support forms and we identify learners by using those forms and the district or the subject advisers usually assist us in identifying those letters even the LSEN educators assist us. According to my opinion I think learners with reading disabilities should be taught alone in their in time in their own pace or maybe they can be assisted by the LSEN educators but even myself I should be given a period to attend them only but I

don't know how that is going to happen because the others will be missing lessons but I think those learners with reading problems they need their own time, own space , own pace of reading I think they can catch up.
GR3CT6 : I think what we can do is first identify the learners who can read properly and put them aside and this learners who cannot read if maybe we can have enough time we teachers to attend this learners by teaching them the different types of alphabets, by showing how to build the words and build the sentences . Making sure that they practice these alphabets every day and build their own words in their homework books and we check if they have done it. When we assist these learners we make sure that we start with four alphabets like in Setswana we can start with "a,b,d,e" because if you teach them all the alphabets they are going to be confused.
GR3CT7: Usually we go to the workshops to the other full-service school and they give us pamphlets. Change from the strategies that you use, the other strategy that can help is the learners can help each the those one that they know how to read they can assist those who can't. Use different types of books
GR3CT8: sharing ideas, planning together as we normally do most of the time we help each other like maybe I have got a learner who can't read and I cannot help him, I will take him to another teacher for about two to three days so that she can apply his or her own techniques and then she will come up with a report or I saw that Rebecca (pseudo name) can't read because of this challenge. And in a class the teachers can plan by doing the group guided reading, shared reading and independent reading.
GR3CT9: Reading support should be structured in such a way that it accommodate all the learners I talked about because if for now let us say I am having a group guided book, a DBE also those sounds like fun. The sounds like fun I will give them to those I have realized that this one they can't read totally they are still learning the sounds, and if I have realized that this one is now knowing how to read even though she does not understand what she is reading she is now moving to the DBE but those who can just read and flow nicely they read their group guided book.It should be provided in such a way that it accommodates all learners and when you plan for it it should accommodate level 1,2 and 3.
GR3CT10 : Structured in such a way that all learners are accommodated in a reading process. I think what we have to do as Grade 3's the problem is time we only do reading for only 15 minutes we don't have like for 30 minutes and after that 15 minutes we have to move to another activity . Time is not enough to do reading and the other thing is we need to have support from other teachers we give learners home work to do they don't read they just come in class and in class we don't have enough time to go back and do the read the reading again we just have 15 minutes and according to my opinion we must have more time and also do debates so that they get used to talking and it will help them to learn to read don't have we don't have 30 minutes (disabling factors to reading support)
GR3CT11 :Okay, I think everyday the Grade 3 teachers may organise that they must assembly may be each and every class they select three and read for everyone and also at the assembly we choose other learners so that they can motivate those who cannot read.I will select the learners who cannot read maybe during English period I choose Thato (pseudo name) to read a story to them they can be motivated they will want to be like Thato or the following day I choose the other learner and so on.

Table 14- Question 14: **Early on, you highlighted that you were trained/not trained on how to support learners who experience reading problems? Is there any support or training you need in order to enable you to provide support to learners with reading problems ?**

LST 1: Yes, I need reading materials like those flip boards like maybe you are having a learner who cannot read but can blink.
LST 2: The support that I need, in reading we have shared reading, group guided reading and individual reading. So for me I need the facilitators should come to school and show or demonstrate to use how and when to do group guided reading in the classroom because I am not clear about it. At least I have knowledge for shared and individual reading.
LST 3: Maybe I need that support of parental involvement so that parents can accept that their children has barriers so that they may understand what is all about in inclusion. They need to be workshop and attend all those programme. So what I need a training about parental involvement, how can I make them not to hide those learners.
LST 4: I think the district facilitators for foundation phase should organize more training for us to show us how we can support these learners in class especially when they come to us.
LST 5: We need more training on how to support these learners because every year teachers refers learners with different reading barriers and sometimes we are confused of what to do. The district office must supply us with more workshops on continuous basis.
LST 6: I wish that the parents can work together with us, help learners with their homework and if they do not understand they must come to school and asks us how to do it. Another thing the district must provide us with more workshops and organise with the schools especially the white schools (the ex-model C school) which have more resource to visit them and learn from them.
GR3CT1: I think maybe in the full-service school presently we are more enlightened the main thing that I want to ask from our department as a full-service school is to have at least 30 learners or less learners in the class. But now our classes are full like for now in Grade 1 we are having 50 learners and in remedial education they say if you are having 5 children who are cognitively challenged they are maybe like 10 learners because they count 1 child times two. So in our school the problem is I don't know how to put it I think the classes are overcrowded. In my class I have 32 learners because I was acting in the deputy position so the previous principal Mr X (pseudo name) decided to reduce the number of learners in my class so that I can have few learners because I have got more work but in the other classes they have 40 and 46 learners. Another thing that we want is assistance educators in our classes like for example maybe the educator has 50, 55 or fifty something learners so you can reach them all because they are many and if you have got so many learners in your class which are cognitively challenge you can't reach them. I think the training if they can teach us more on how to deal with these cognitively challenged learners
GR3CT2: Yes, I think we really need support, practically methods are changing , strategies are being improve so you cannot let yourself to be left behind. The authorities should come and make things practical not giving us manual they must come even if is for four weeks they must come and do this methods step by step.
GR3CT3: The same thing that you said planning for learners with reading barriers. I do not know that kind of training but if it is there the training for learners that cannot read. I need in service training for learners who cannot read.
GR3CT4: Yes, I think we always need support because there are always those learners who experience different problems every year that is why we are writing support forms. I need support on how to deal with these learners with severe difficulties like I have this learner from another school he came this year like wasn't writing anything like his writing is everything meaningless. With reading I have tried so many methods so I need training through workshops on how to make these learners understands phonics because now in our workshops they only tell us the things that we now not something new they need to tell us strategies something new.

GR3CT5 : I think if all of us we can attend the LSEN programmes and be trained and not for us to have only the LSEN educators trained aside if we can all be trained on how to deal with reading problems. Maybe this can be done also through a lengthy workshop, maybe for a week or so.
GR3CT6: You know as I said to you earlier on , I learn as I go . I am not scared to go to another teacher to see how he does things, that's why I can do things on my own. I was lucky because I started teaching in North West in Grade 1 and I had this mother because she was my mentor. We sometimes go to reading workshops but if I can have more of that.
GR3CT7: Workshops from NGO or department.
GR3CT8: Reading Workshop or in-service training from the department
GR3CT9 : Workshops from the district.
GR3CT10 : More workshop and training from the department
GR3CT11: We teachers especially the Funda Lushaka's we don't have the experience I was thinking that maybe they must conduct a workshop to help us because some of the things we are experiencing in class we don't know how we can tackle them and is a problem.

Table 15a - Question 15a: **What is your role as a Learner Support Teacher (LST)?**

LST 1: My role as a Learner Support Teacher is to make sure that I make the learners lesson simple so that he can understand like maybe is a comprehension so I adapt that comprehension to a lower level so that it will suite the level of the learner.
LST 2: My role as a learner support teacher I am helping learners who struggle with reading, writing, phonics and comprehension, that is those who have barriers.
LST 3: My role is to support the learners to know how to read and write, even to intervene with the DBST (District Based Support Team) to help me to support the learner who are cognitively impaired. To minimise the barriers.
LST 4: My role as a Learner Support Teacher I have to support learners with difficulty and also to give advice to the teachers who are having learners who are experience learning barriers and who does not understand in their class and so we give them support and motivate them on how to deal with those learners.
LST 5: My role is to assist to alleviate barriers to those learners that are experiencing learning difficulties and also to do research some research for those barriers that I have realise that I don't know so as to assist teachers with strategies to support those learners. For teachers with learners having barriers in class they refer them to me and I also do developmental workshops for those educators to show them how to deal with different learning barriers in class to assist those learners.
LST 6: My role as a learner support teacher is to assist teachers in identifying learners with barriers and then to draw the programme that will assist them to outgrow their barriers.

Table 15b -Question 15b: **When, by who and how are Grade 3 learners experiencing reading problems referred to you for support?**

LST 1: If the learner has repeated grade 3 or who has repeated Grade 2 and coming to Grade 3 because they need support. These Grade 3's are coming to our class every day but for reading are coming for three days that is Monday, Wednesday and Friday. Then when they come to our class we degrade the learner to Grade 2 work because we thought that maybe they didn't understand something from the Grade 2 work so we adapt the Grade 3 work to Grade 2 so that it must feet the learner. Firstly, the identified learners the teacher refer the learners to the Grade educator,

then to the Head of Department (HOD) then from HOD to SBST then the SBST comes together with the teacher and they complete the form for the learner to come to us.
LST 2: Eeeh! After the teacher in a class, experience the problem with that learner the teacher eeeh! Before she can refer the learner to my class she assess the learner and after assessing she can find something about that learner and write a report about the learner, for example "when the learner X when reading he or she cannot pronounce the word correctly or when reading she omits some letters", and then she writes a report about that learner and then after that she refer the learner to other Grade 3 teachers or HOD so that they can assess that learner again and after that, if the learner is still having such problem they refer the learner to the SBST and the SBST they work together with the teacher and the parent and then after that the parent is going to interviewed about the learner so that they can find maybe there is a problem about that learner and they will write a programme so that they can help that learner then after that they send the learner to the LST . Those learners are coming to my class every day for 1 hour.
LST 3: Early as second week of January when they are to the next class, and the previous grade teacher should give a report maybe the learner passed that grade with additional help to Grade 3 she must hand everything to the next teacher for example this is Lerato (pseudo name) she has passed with additional help meaning she still need support then that teacher , she should give evidence of everything that has been done and then at the second week of the reopening of January the learner should come to my class to receive support why on the second or the third week because the classroom is still new for the learner he has to adjust and the teacher also must pick up out those barriers that that previous teacher has said she mustn't assume that they said she has the barrier she has to test her first. The SBST send the learner to me for support, we do everything via the School Based Support Team. This is how is done the class teacher send the learner to the SBST to be tested what the present teacher is seeing is that true, so the committee has to sit down and call us meaning I am part of them by then and then we pick out that the barrier is temporarily but let me go and prove and the SBST send to me via the class teacher. Therefore, when they reach my class I normally give them books and ask them to read this help me to identify and group the learners. Sometimes I also give the them some words to write this help me to see the mistake that they do when they write. Then these learners will come three days in a week for 1 hour 30 for support.
LST 4: If the learners are new at our school the teacher support those learners during the first term and during the second term, the learners who are identified as having a problem are starting to coming to our classroom for support. The class teachers with the help of the SBST committee refer the learners to us. When they refer these learners to us they firstly fill the GDE support form and use also the observation book where they will write everything they have observed with the learners while in the classroom and even outside the classroom. Then after completing these forms they follow the referral procedure where it starts with the class teacher, grade teacher, the phase and then referred to the SBST and the SBST do the intervention with the learners and if the learner is not progressing well they refer the learner to the learning support class. Then in my class I have a timetable when these learners are supposed to come to my class but they come every day for thirty minutes.
LST 5: Learners are referred to our classes during their English period every day , we do a pull-out system whereby during English period the learners comes to us for support for two period and after two period they go back to their classes. In our school English is our home language because the principal and the school governing body realised that we have learners who come from other country in Africa and they could speak North Sotho and Zulu so they decided that the best thing is for all learners to be have English as a home language so that they can perform better.The school based support teacher refers the learners to us. It starts with the class educator. The class

educator refers those learners to the grade educator for assistance and if they realise that the learner is still experiencing problem they involve the phase educators and also if the phase educators realise that the learner is not improving the class educator will refer the learner to the SBST committee coordinator and the SBST will also try to assist the learner and if they realise that the learner is still struggling they then refer the learner to the learner support class. Referral of these learners to us follow a process.
LST 6: Those who are experiencing reading problem in their mother tongue are not being catered here in our class because our medium of instruction is English and it is regarded as their home language so we are concentrating more on English as a medium of instruction of the school because English is language that carry most of our learning subject so we do mostly English and the phonetics, mother tongue we just do basics such as reading words only. So for our class teachers only refer those learners who have problem in English. We have a programme that we follow for referring these learners we communicate with their teachers, there is a time when they are referred when they are doing English in their class the teachers refer those learners who require assistance to us. The school based support team refers the learners to the LSE class, which is the support class or remedial class. When they refer them they refer them through their support forms, teachers in the class they identify the learners and fill in the 450 support forms for them and then they follow all the steps that is working with the other grade teachers, then working with the phase teachers, then working with the SBST and then after that those learners who must be in this LSE class are then referred here by the SBST.

Table 16-Question 16: **Is there anything that was not asked about reading support but you think I as the researcher should know about?**

LST 1: I think the researcher when she comes to our class she must not be surprise when you find us doing baseline assessment because we want to know what the learner knows and what he is supposed to now you are going to be surprise to find a Grade 3 learner whom you expect them to know how to read but he does not know that and we start from Grade 1 work we degrade the learner and you are also going to find that some of those learners are in Grade 3 but they cannot write their own names.
LST 2: The researcher should do more research on how to teach comprehension because these learners need to learn to read with understanding so that they able to answer questions.
LST 3: No, I think everything was fine.
LST 4: I think you have asked everything.
LST 5: No, there is nothing.
LST 6: No. I don't think so maybe some other time not know.
GR3CT1: No, everything was asked.
GR3CT2 : Ya! I think you didn't touch the thing that how do we teach reading aloud or reading for the community something of that. How does the community play a role in making sure that learners are reading every day to improve reading? I think the SGB must come with strategies like practical methods whereby we have reading days for parents, people coming to read for learners and learners reading for parents, parents reading for gardeners, gardeners read for everyone, we need to drop everything and read for that particular hour or something like that. We need to give us chance whereby you let eeeh! we've got talented learners let them write books, short story books if they can get exposure I think they can write nice kids' books, read for you educated people they like reading for educated people they don't like to read for learners like themselves they like to feel important give them that chance. So reading support should involve everybody invite different all stake holders because they will say this is a doctor from our community so we can read for him which means he can listen this will make them feel important and try to

improve even the doctor from the surgery is having time for them for one hour. Again as I have indicated that in class we have to do shared reading, group guided reading and independent reading, but I like shared reading because that is where I go with them to the library take a big book and before reading I emphasise on the out cover of the book who is the illustrator, writer what do you see outside what do you think is going to happen, why, no the picture and the picture helps them then you open why does the first page has the same picture as the front cover then after before reading you take few difficult words in Sepedi you put there what do you think the meaning of this words and they try to explain before reading the story while reading you also ask them what do you think will happen to arose their interest in case they become playful because you do it practically they like it. Group guided we don't do it so much truly speaking and independent is where they sit in the reading corner and read for enjoyment.
GR3CT3 : What can you do with this learner who cannot say a word in class Yes I have planned for my lesson A,B,C and D it will not cater for that learner who cannot open the mouth but when you say it is break he open the mouth but when I say read that learner cannot. How can I as a teacher before referring this learner how can I assist this learner? I have tried to involve the parents by writing letters and giving learners homework.
GR3CT4: No, you have asked everything.
GR3CT5 : I don't know whether you know about the different types of reading that learners read in groups, the group guided reading, shared reading, independent reading , reading aloud and silent reading, they differ. Group guided reading is when the learners read with the educator, the educator read and the learners read after her and after that the learners read in groups and is where the educator can identify the learners with reading problems because he or she will identify the learner who is mum or whatever. Then independent reading a learner can read independently where at home or at school then after that he or she can come to the educator and tell her what she has read about. Then the reading aloud is when the learners read an article or a book they read aloud while the educator is listening and silent reading they read is like independent reading but they read without making any sound.
GR3CT6: No, I think you have covered everything.
GR3CT7: Nothing
GR3CT8: No, everything was asked.
GR3CT9 : Eeeh! Even the rhymes in poems, singing they do help even though they are not reading they get familiar to the words when the child see sometimes the words that has been sang in the classroom and he finds it on the book and it sometime motivates or excite the learner so okay when the teacher was saying 1,2,3 now I can see that word is here and now it forms something. I am so glad that the previous workshop that we went on there were emphasising to use on those kind of devices and they enjoy that and I could see that it works because if the words they keep on hearing the word "the, the, the" and when you talk about the word there on the chalk board they have seen it and now is here as a letter now is no longer a song then they could.
GR3CT10 : I think you have asked everything but what I will like to add is that we have to put more time what I can say or make reading a priority in our schools like what we use to do we choose at least three learners when we have assembly they come and read that is where we encourage reading so the learners are becoming used to reading, teachers also need to come up with activity more activities to encourage or motivate them.
GR3CT11 :No I was thinking we should write down the names of learners who cannot read maybe in my class is 15 and the other class is 15 then ask other teachers maybe their experience it might help in helping these learners. Maybe put them in one class as Grade 3 is the exist Grade maybe they can check because we are the only ones who experiencing this problems and the LSE . I was thinking how about other teachers visit our class during after school to check .

APPENDIX K: CLASSROOM OBSERVATION SCHEDULE

SECTION A: CLASSROOM LAYOUT

1. How is the classroom organised (arrangement of tables and chairs, is the classroom print rich? class timetable displayed on the wall?)? and does the classroom encourage independent reading for learners? (is there a reading corner?)
2. Does the classroom accommodate diverse needs of learners?

SECTION B: LEARNER TEACHER SUPPORT MATERIAL

1. What type of reading material and support materials does the teacher use during his or her reading lesson?
2. Does each learner have a reading material?

SECTION C: CLASSROOM PRACTICE

1. Does the teacher have the knowledge of teaching reading in Home Language?
2. Are the learners participating during the reading lesson?
3. Is the teacher able to accommodate diverse learners in his or her reading lesson?
4. Did the teacher manage to identify learners who experience reading problems during his or her lesson?
5. How are learners who experience reading problems supported by the teacher? Specify the different strategies and methods used.
6. How are the learners responding to the teacher's strategy and techniques used during support?

APPENDIX L: SUMMARY OF CLASSROOM OBSERVATION FIELD NOTES

	SECTION A: CLASSROOM LAYOUT (How is the classroom organised (arrangement of tables and chairs, is the classroom print riched?, class Timetable indicating the different types of learning areas and time allocated for each learning area is displayed on the wall?)? and does the classroom encourage independent reading for learners? (is there a reading corner?) 2. Does the classroom accommodate diverse needs of learners?
SCHOOL A	<p>LST 1: Number of learners: 36 learners – 3 groups of learners each group has 12 learners</p> <ul style="list-style-type: none"> –LoLT (HL): Sepedi –Classroom organised: Learners seating in groups–3 groups formed– 4 learners in each group –4 tables arranged closely to each other in rows facing each together to form a group –The classroom is spacious enough to allow free movement for both teachers and learners –Timetable indicating the different types of learning areas and time allocated for each learning area is displayed on the wall –Classroom print reached with alphabets charts, phonic charts and number charts –Reading corner available with different books
	<p>LST 2: Number of learners: 36 learners – 3 groups of learners supported each group has 12 learners</p> <ul style="list-style-type: none"> –LoLT (HL): Sepedi –Classroom well organised – Learners seating in groups–3 groups formed– 4 learners in each group –4 tables arranged closely to each other in rows facing each together to form a group and 4 learners seated around the table –The classroom is spacious enough to allow free movement for both teachers and learners –Timetable indicating the different types of learning areas and time allocated for each learning area is displayed on the wall –Classroom print reached with alphabets charts, phonic charts and number charts –Reading corner available with different books
	<p>GR3CT1: Number of learners: 32 learners</p> <ul style="list-style-type: none"> –LoLT (HL): Sepedi Classroom organised: learners seated in groups –4 tables arranged closely facing each other in rows to form a group and 4 learners seated around the table (There were three rows) – The classroom is spacious enough to allow free movement for both teachers and learners –Timetable indicating the different types of learning areas and time allocated for each learning area is displayed on the wall –Classroom print reached with alphabets charts, phonic charts and number charts –Mobile library–used as a reading corner
	<p>GR3CT2: Number of learners: 41 learners</p> <ul style="list-style-type: none"> –LoLT (HL): Sepedi –Classroom organised: learners seated in groups –4 tables arranged closely to each other in rows facing each together to form a group and 4 learners seated around the table – The classroom is not spacious enough to allow free movement for both teachers and learners –Timetable indicating the different types of learning areas and time allocated for each learning area is displayed on the wall –Classroom print reached with alphabets charts, phonic charts and number charts –Mobile library–used as a reading corner
	<p>GR3CT3: Number of learners: 44 learners</p> <ul style="list-style-type: none"> –LoLT (HL): Sepedi Classroom organised: learners seated in groups –6 tables arranged closely to each other in rows facing each together to form a group with a minimum of 5 learners in each group –The classroom is not spacious enough to allow free movement for both teachers and learners –Timetable indicating the different types of learning areas and time allocated for each learning area is displayed on the wall –Classroom print reached with alphabets charts, phonic charts and number charts –Mobile library–used as a reading corner
	<p>GR3CT4: Number of learners: 55 learners</p> <ul style="list-style-type: none"> –LoLT (HL): IsiZulu –Classroom organised: learners seated in rows. Two learners sharing a table – The classroom is cramped and both the teacher and the learners are unable to move freely

	<ul style="list-style-type: none"> –Timetable indicating the different types of learning areas and time allocated for each learning area is displayed on the wall –Classroom print reached with alphabets charts, phonic charts and number charts –Mobile library–used as a reading corner
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SCHOOL B	<p>LST3: Number of learners: 36 learners – 3 groups of learners each group has 12 learners</p> <ul style="list-style-type: none"> –LoLT (HL): Setswana –Classroom organised: Learners seated in rows –The classroom is spacious enough to allow free movement for both teachers and learners <p>Timetable indicating the different types of learning areas and time allocated for each learning area is displayed on the wall</p> <ul style="list-style-type: none"> –Classroom print reached with alphabets charts, phonic charts and number charts –Reading corner available with different reading books
	<p>GR3CT5: Number of learners: 45 learners</p> <ul style="list-style-type: none"> –LoLT (HL): Setswana –Classroom organised: learners seated in groups with two tables arranged in rows facing on another –4 tables arranged closely to each other in rows facing each together to form a group and 4 learners seated around the table –The classroom is not spacious enough to allow free movement for both teachers and learners –Timetable indicating the different types of learning areas and time allocated for each learning area is displayed on the wall –Classroom print reached with alphabets charts, phonic charts and number charts –Mobile library–used as a reading corner
	<p>GR3CT6: Number of learners: 39 learners</p> <ul style="list-style-type: none"> –LoLT (HL): Setswana –Classroom organised: learners seated in groups –4 tables arranged closely to each other in rows facing each together to form a group with a maximum of 4 learners –The classroom is spacious enough to allow free movement for both teachers and learners –Timetable indicating the different types of learning areas and time allocated for each learning area is displayed on the wall –Classroom print reached with alphabets charts, phonic charts and number charts –Mobile library–used as a reading corner
	<p>GR3CT7: Number of learners: 47 learners</p> <ul style="list-style-type: none"> –LoLT (HL): Setswana –Classroom organised: learners seated in groups –4 tables arranged closely to each other in rows facing each together to form a group and 6 learners seated around the table –The classroom is not spacious enough to allow free movement for both teachers and learners –Timetable indicating the different types of learning areas and time allocated for each learning area is displayed on the wall –Classroom print reached with alphabets charts, phonic charts and number charts –Mobile library–used as a reading corner
	<p>GR3CT8: Number of learners: 40 learners</p> <ul style="list-style-type: none"> –LoLT (HL): Setswana –Classroom organised: learners seated in groups –5 tables arranged closely to each other in rows facing each together to form a group and 4 learners seated around the table –The classroom is not spacious enough to allow free movement for both teachers and learners –Timetable indicating the different types of learning areas and time allocated for each learning area is displayed on the wall –Classroom print reached with alphabets charts, phonic charts and number charts –Mobile library–used as a reading corner

SCHOOL C	<p>LST4: Number of learners: 36 learners – 4 groups of learners each group has 12 learners</p> <ul style="list-style-type: none"> –LoLT (HL): English –Classroom organised: 4 learners in each group –5 tables arranged closely to each other in rows facing each together to form a group and 4 learners seated around the table – The classroom is spacious enough to allow free movement for both teachers and learners –Timetable indicating the different types of learning areas and time allocated for each learning area is displayed on the wall –Classroom print reached with alphabets charts, phonic charts, number charts, animal charts and fruits charts –Reading corner available with different books
	<p>LST5: Number of learners: 36 learners – 4 groups of learners each group has 12 learners</p> <ul style="list-style-type: none"> –LoLT (HL): English –Classroom organised: 4 learners in each group – The classroom is spacious enough to allow free movement for both teachers and learners –Timetable indicating the different types of learning areas and time allocated for each learning area is displayed on the wall –Classroom print reached with alphabets charts, phonic charts and number charts –Reading corner available with different books
	<p>LST6: Number of learners: 36 learners – 4 groups of learners each group has 12 learners</p> <ul style="list-style-type: none"> –LoLT (HL): English –Classroom organised: 4 learners in each group –5 tables arranged closely to each other in rows facing each together to form a group and 5 learners seated around the table – The classroom is spacious enough to allow free movement for both teachers and learners –Timetable indicating the different types of learning areas and time allocated for each learning area is displayed on the wall –Classroom print reached with alphabets charts, phonic charts and number charts –Reading corner available with different books
	<p>GR3CT9: Number of learners: 49 learners</p> <ul style="list-style-type: none"> – LoLT (HL): English <p>Classroom organised: learners seated in groups</p> <ul style="list-style-type: none"> –4 tables arranged closely to each other in rows facing each together to form a group and 4 learners seated around the table – The classroom is cramped and both the teacher and the learners are unable to move freely –Timetable indicating the different types of learning areas and time allocated for each learning area is displayed on the wall –Classroom print reached with alphabets charts, phonic charts and number charts –Mobile library–used as a reading corner
	<p>GR3CT10: Number of learners: 43 learners</p> <ul style="list-style-type: none"> –LoLT (HL): English –Classroom organised: learners seated in groups –5 tables arranged closely to each other in rows facing each together to form a group and 4 learners seated around the table –The classroom is not spacious enough to allow free movement for both teachers and learners –Timetable indicating the different types of learning areas and time allocated for each learning area is displayed on the wall –Classroom print reached with alphabets charts, phonic charts and number charts –Mobile library–used as a reading corner
	<p>GR3CT11: Number of learners: 47 learners</p> <ul style="list-style-type: none"> –LoLT (HL): English –Classroom organised: learners seated in groups with two tables arranged in rows facing on another –5 tables arranged closely to each other in rows facing each together to form a group and 5 learners seated around the table – The classroom is not spacious enough to allow free movement for both teachers and learners –Timetable indicating the different types of learning areas and time allocated for each learning area is displayed on the wall –Classroom print reached with alphabets charts, phonic charts and number charts –Mobile library–used as a reading corner

	SECTION B: LEARNER TEACHER SUPPORT MATERIAL (LTSM) 1. What type of reading material and support materials does the teacher use during his or her reading lesson? 2. Does each learner has a reading material?
SCHOOL A	LST 1: Teachers used the big book, readers Each learner had a reader and the readers were graded to cover different learners' abilities Flash cards, sound of the week and different pictures displayed on the wall
	LST 2 :Teachers used the big book, readers Each learner had a reader and the readers were graded to cover different learners' abilities Flash cards, sound of the week and pictures displayed on the chalk board
	GR3CT1: Teachers used the big book The teacher had few set of readers for learners, which doesn't cover all the learners and she photocopied stories for learners when in use Flash cards, sound of the week and pictures displayed on the chalk board
	GR3CT2: Teachers used the big book The teacher had few set of readers which doesn't cover all the learners and she photocopied stories for learners when in use Flash cards, sound of the week and pictures displayed on the chalk board
	GR3CT3: Teachers used the big book The teacher had few set of readers which doesn't cover all the learners and she photocopied stories for learners when in use Flash cards, sound of the week and pictures displayed on the chalk board
	GR3CT4: Teachers used the big book –All learners had the same readerFlash cards, sound of the week and pictures displayed on the chalk board
SCHOOL B	LST3: Teachers used the big book, readers Each learner had a reader and the readers were graded to cover different learners' abilities Flash cards, sound of the week and pictures displayed on the chalk board
	GR3CT5: Teachers used the big book The teacher had few set of readers which doesn't cover all the learners and she photocopied stories for learners when in use Flash cards, sound of the week and pictures displayed on the chalk board
	GR3CT6: Teachers used the big book The teacher had few set of readers which doesn't cover all the learners and she photocopied stories for learners when in use Flash cards, sound of the week and pictures displayed on the chalk board
	GR3CT7: Teachers used the big book The teacher had few set of readers which doesn't cover all the learners and she photocopied stories for learners when in use Flash cards, sound of the week and pictures displayed on the chalk board
	GR3CT8: Teachers used the big book The teacher had few set of readers which doesn't cover all the learners and she photocopied stories for learners when in use Flash cards, sound of the week and pictures displayed on the chalk board
SCHOOL C	LST4: Teachers used the big book, readers Each learner had a reader and the readers were graded to cover different learners' abilities and the reader were graded to cover different learners abilities Flash cards, sound of the week and pictures displayed on the chalk board
	LST5: Teachers used the big book, readers Each learner had a reader and the readers were graded to cover different learners' abilities Flash cards, sound of the week and pictures displayed on the chalk board
	LST6: Teachers used the big book, readers Each learner had a reader and the readers were graded to cover different learners' abilities Flash cards, sound of the week and pictures displayed on the chalk board
	GR3CT9: Teachers used the DBE book
	GR3CT10: Teachers used the DBE book
	GR3CT11: Teachers used the DBE book

	SECTION C: CLASSROOM PRACTICE 1.Does the teacher have the knowledge of teaching reading in Home Language? 2. Are the learners participating during the reading lesson? 3. Is the teacher able to accommodate diverse learners in his or her reading lesson? 4. Did the teacher managed to identify learners who experience reading problems during his or her lesson? 5. How are learners who experience reading problems supported by the teacher? Specify the different strategies and techniques used. 6. How are the learners responding to the teachers strategy and techniques used during support?		
SCHOOL A	LST 1: The relationship between the teacher and the learners seemed positive Learners were free to take part in the class during the lessons in their groups Teacher has three files a working file, assessment file and a resource file. Inside the working file, there was a CAPS document for Grade 3 Home Language teaching(Sepedi), HL lesson plans, work schedule for HL teaching, Curriculum circulars from the Department of Education and district office. An assessment file consists of different assessment activities for the learners and recording sheets for learners' marks, and a resource files has samples of intervention strategies and workshop materials. Each lesson was 35 minutes		
	FIRST LESSON OBSERVED	SECOND LESSON OBSERVED	THIRD LESSON OBSERVED
	<ul style="list-style-type: none">–The teacher started her lesson with a song related to the theme.– She then showed the learners the sound Kw and asked the learners to give he words that starts with the sound. The following examples of words were given: kwakwa, kwera,–Then the teacher read the following sight works: kwesisa, kwena, kwela, kwagala and kwela to the learners–Explained the meaning of the words–The learners were instructed to come in front a sit on the carpet– The teacher used a big book, she first showed the learners the pictures and asked them what they thought the pictures were all about– The teacher start reading for the learners from the big book– The teacher had pictures relating to the story and asked one learner to put the pictures in sequence and then the other learner to retell in their own words the story	<ul style="list-style-type: none">–The teacher used the text read during the first lesson observed; she started by asking the learners if they remembered what the passage was all about.The learners were sat in their groups–The teacher started by reading the story for the learners again– Learners were asked to read the stories in their group.–Each learner had a reading book to read from– During the reading lesson if the learners could not read the word the teacher stops the learners and asked to read the word again and if they struggle she asked the learners to break the words into syllables	<ul style="list-style-type: none">–During the third lesson observed the teacher start by reading the story again to the learners and asked them questions related to the text read.–She then gave learners different activity to do related to the story read.–The first group – learners were given picture cards and expected to put them in sequence according–The second group- Use sound" kw" to write their own words and sentences– Third group– Learners were asked to answer question relating to the passage they have read
	Support: The teacher assisted the learners that were struggling to read individually while others were give different task to do. During the lesson if the word was read incorrectly, the participants stopped the learners immediately and provided the learner with the correct word.		
	LST 2: The relationship between the teacher and the learners seemed positive Learners were free to take part in the class during the lessons in their groups Teacher has three files a working file, assessment file and a resource file. Inside the working file, there was a CAPS document for Grade 3 Home Language teaching (Sepedi), HL lesson plans, work schedule for HL teaching, Curriculum circulars from the Department of Education and district office. An assessment file consists of different assessment activities for the learners and recording sheets for learners' marks, and a resource files has samples of intervention strategies and workshop materials. Each lesson was 35 minutes		
	FIRST LESSON OBSERVED	SECOND LESSON OBSERVED	THIRD LESSON OBSERVED
	<ul style="list-style-type: none">–The teacher started by showing the learners the sound kw and asked the learners to give her words that starts with the sound. The following examples of words were given: kwakwa, kwera,–Then the teacher showed and read the following sight works: kwesisa, kwena, kwela, kwagala and kwela–Explained the meaning of the words–The learners were instructed to sit at the carpet– The teacher used a big book titled "E kgantshe ka segageno"–Firstly the teacher show the learners the pictures and asked them what they think the pictures were all about	<ul style="list-style-type: none">–The teacher used the text read during the first lesson observed; she started by asking the learners if they remembered the story they have read during the previous reading.–Learners were sat in their groups–The teacher started by reading the story for the learners again– Learners were asked to read in their groups the story from their reading book–Each group were given chance to read	<ul style="list-style-type: none">–During the third lesson observed the teacher start by reading the story again to the learners and asked them questions related to the text read.–She then gave learners different activity to do related to the story read.–The first group– cut words and picture from the magazine related to "kw" sound

<ul style="list-style-type: none"> –The learners predicted what the story was all about – The teacher used the big book and started reading from the big book 	<ul style="list-style-type: none"> – During the reading lesson if the learners could not read the word the teacher reads the word for the learners and the learners follow. 	<ul style="list-style-type: none"> –The second group– choose words with “kw” sound and write sentences about it – Third group– Answer questions from the reader
<p>Support: The teacher assisted the learners that were struggling to read individually while others were give different task to do. During the lesson if the word was read incorrectly, the participants stopped the learners immediately and provided the learner with the correct word.</p>		
<p>GR3CT1: The relationship between the teacher and the learners seemed positive</p> <ul style="list-style-type: none"> –Learners were free to take part in the class during the lessons in their groups –Teacher had two files, a working file and assessment file. Inside the working file, there was a CAPS document for Grade 3 Home Language teaching (Sepedi), HL lesson plans, work schedule for HL teaching, Curriculum circulars from the Department of Education and district office. An assessment file consists of different assessment activities for the learners and recording sheets for learners' marks –Three reading lessons were observed for three weeks. One lesson per week. Each lesson was 35 minutes – In all the lessons observed the teacher used one lesson plan with the same activities and one same assessment tasks for the whole class –Reading lessons were planned according to the sound to be treated for the week – During the lesson the teacher code switch and used some English words such as short story (kanegelo kopana), why? (ka lebaka lang?) meaning (e rela goreng?), before (pele) 		
<p>FIRST LESSON OBSERVED</p> <ul style="list-style-type: none"> –The teacher introduced the sound psh to the learners –Teacher's explanation: sound psh– it is a three letter sound:p+s+h=psh – Asked learners to give examples of words with the same sound and explain the meaning of the word –Examples of words given by learners: pshatlega, pshatla, mpshe, pshapshatha – The teacher asked the learners to close their eyes and write the sound on the air –The teacher also had flash cards with the following words taken from the text: pshatla, pshatlega, pshapshatha, pshatlaganya, pshapsha, – The teacher showed and read the word one at the time and asked the learners to read after her. The she put the word on the chalkboard. – Learners were also asked to write the words on the air – The teacher gave each learner photocopied short story (TITLE: Lesedi) and read with them the read words written in bold –The words had a similar sound introduced – To emphasise the meaning of the words were asked to write sentences using the words read– learners were expected to do this activity at home. 	<p>SECOND LESSON OBSERVED</p> <ul style="list-style-type: none"> — The teacher had a big book titled “E kgantshe ka segageno”– the book has different short stories emphasising different sounds. –The teacher introduced her lesson by asking the learners to identify the title(Hlogo) and the author (Mogwadi) of the book she had – She then asked the learners to predict what the book was all about –Learners gave different answers, e.g. the book is about an old man, is about children playing with their parents. – The teacher opened page 18 of the big book – the short story emphasised the sound she was treating (psh) and the text had three paragraphs – The page had a picture of the girl washing the dishes – The teacher asked the learners to look at the picture and say what they see from the picture – She further asked prompting questions like: What do you think the text will talk about? Why do you say that? –The teacher then asked the learners to take out the photocopied text she gave them last week She explained to them that the photocopied text is the same as the one she is reading from the big book. 	<p>THIRD LESSON OBSERVED</p> <ul style="list-style-type: none"> –The teacher continued with the text read – she first started by reading the text alone and asked the learners to read after her. – Then she asked each group to read the paragraph. – During the lesson the researcher observed that some of the learners especially from the third row skipped words such as pshapshatha, pshatlaganya, pshatloganya. –Then the teacher asked the learners to read the whole paragraph again and when they approach those word she read the words for them and asked them to read after her and then asked them to proceed reading the whole paragraph. –The teacher also identified two learners from each row to read . The following errors were identified during the process: some learners repeat the sentence twice before they proceed to the next sentence, some learners read the word wrong and immediately the teacher stopped them and provide them with the correct word, some learners also managed to rectify themselves without the teacher's assistance and some learners were

		<p>–The teacher start by reading the whole text alone for the learners while the learners are just listening</p> <p>– She then asked the learners to read after her. She reads the first sentence then the learners reads after her. The same process was done until the whole text was read.</p> <p>–After she asked all learners in the first row to read the first paragraph, then the second row to read the second paragraph and lastly the third row to read the third paragraph</p> <p>– From the observation the researcher noticed that the third row experienced a lot of challenged when asked to read the paragraph and the teacher kept on assisting them to read. The learners needed the teacher to read first and they follow her but they struggled to read on their own.</p>	really struggling to read and needed the full assistance of the teacher.
Support: The teacher assisted the learners who struggle as they were reading. No specific time allocated for individual support in order to support learners who struggles with reading.			
<p>GR3CT2: The relationship between the teacher and the learners seemed positive</p> <p>Learners were free to take part in the class during the lessons in their groups</p> <p>–Teacher has two files a working file and assessment file. Inside the working file, there was a CAPS document for Grade 3 Home Language teaching (Sepedi), HL lesson plans, work schedule for HL teaching, Curriculum circulars from the Department of Education and district office. An assessment file consists of different assessment activities for the learners and recording sheets for learners' marks</p> <p>–The teacher used one lesson plan with different activities to cater for different learners' abilities and same assessment tasks for the whole class</p> <p>–Reading lessons were planned according to the sound to be treated. Each lesson was 35 minutes</p> <p>– During the lesson the teacher code switch and used some English words such as page (letlakala), picture (seswantsho), Why? (Ka lebaka la eng?)</p>			
FIRST LESSON OBSERVED		SECOND LESSON OBSERVED	THIRD LESSON OBSERVED
<p>–The teacher had a big book titled “E kgantshe ka segageno”– the book has different short stories emphasising different sounds.</p> <p>– The teacher opened page 15 of the book.</p> <p>She showed the learners the picture from the book.</p> <p>–She then asked the learners questions based on the picture e.g What do you see on the picture? What do you think the text will be all about? Why are you saying that? what do you think will happen in the text?</p> <p>–After the discussion, she wrote the sound ntl on the chalkboard and asked the learners to read the sound.</p> <p>– The learners managed to read the sound.</p> <p>–Then she wrote the sound ntlh and explained that when ntl+h =ntlh</p> <p>–She gave a word using sound ntlh= ntlhaba. Then she asked learners to give words that has the same sound</p> <p>– The learners provided the following examples of words: ntlha, ntlhakisa, ntlhapisa, ntlhokomela</p> <p>– The teacher also had flash cards with the following words taken from the text to be read: Ntlhoreng, Ntlhotlhoretsego, ntlhotlhorela, ntlhora, ntlhonogela, ntlhorisa</p>		<p>–the teacher asked each learner to take out the photocopied text</p> <p>– She then asked the whole class to read for her as the learners are busy reading she was going around listening how they are reading.</p> <p>–Then the teacher asked three groups to read the passage(The groups identified were as follows: Group 1 represented learners who knows how to read, Group 2 represented learners who knows how to read but still need some assistance from the teachers and Group 3 represented learners who struggles to read.</p> <p>– Group 1 learners managed to read the whole text without the teacher's assistance, the learners were reading with confidence and observed the punctuation marks</p> <p>–Group 2 read some of the words correctly but struggled to read long words such as</p>	<p>–The teacher read again the text from her big book</p> <p>– She started with Group 3 to read after her. Then asked them to read alone.</p> <p>Then she went to Group 2 and then Group1.</p> <p>–For Group 2 the teacher asked learners to choose a partner to read with. But for Group 3 learners the teacher paired these learners with learners from Group 1.</p> <p>– Then the learners read in pairs.</p> <p>– For those learners who managed to read the text the teacher asked them to choose any book from the mobile library and continue reading for enjoyment. In the mean time, she</p>

<ul style="list-style-type: none"> – The teacher showed and read the word, one at the time and asked the learners to read after her. The she put the word on the chalkboard. –As the teacher was reading the words to the learners she also demonstrated what the meaning of the word and asked the learners to explain in their own words what they think the meaning of the words are. –The learners were given readers to share while the teacher is reading – The teacher read the sound written on top first before reading the whole text. – The proceeded to reading the first paragraph to the whole class. – After reading the paragraph she asked the learners questions based on what she has read– this was done in order to check as whether the learners are listening –She followed the same procedure with the other paragraph. –Then after she read the text again and ask the learners to read after her. – All learners were proved with a photocopied text to practice reading at home 	<p>ntlhotlhorela, ntlhanogela. The teacher allowed the learners to read the whole text without being interrupted. Then after the teacher will indicate to the learners Which words were read incorrectly. She then read the word correctly for them. She also asked learners to break the words into syllables like the word long words such as ntlhotlhorela, ntlhanogela= ntlho+tlho+re+la Again, these learners ignored some of the punctuation marks such as the comma and full stops.</p> <ul style="list-style-type: none"> – Group 3 learners struggled a lot they seemed not knowing how to read at all. The teacher kept on reading each sentence for them before they can read. – The learners were asked to read the text again at home and encouraged to ask their parents or other siblings to help them if there cannot read certain words 	<p>assisted those that were still struggling to read. Furthermore, those learners who struggled to read the given text the teacher photocopied texts from Grade 2 and Grade 1 readers.</p> <ul style="list-style-type: none"> – Before the end of the period the teacher asked three learners to give a summary of the text in their own words.
<p>Support: The teacher assisted the learners who struggle as she is teaching. Learners were also provided with stories that were taken from the lower grade. Even though she did not have enough time to provide individual support, teachers planned for the learners. During their reading lesson, the learners were allowed to read the whole text without being interrupted even though some of the words were read incorrectly as long as the meaning of the sentence has not changed. Then after the teacher highlighted those words that were read incorrectly and provide the learners with the correct word after they have done reading.</p>		
<p>GR3CT3: The relationship between the teacher and the learners seemed positive Learners were free to take part in the class during the lessons in their groups Teacher has two files a working file and assessment file. Inside the working file, there was a CAPS document for Grade 3 Home Language teaching (Sepedi), HL lesson plans, work schedule for HL teaching, Curriculum circulars from the Department of Education and district office. An assessment file consists of different assessment activities for the learners and recording sheets for learners' marks. Each lesson was 35 minutes The teacher used one lesson plan with the same activities and one same assessment tasks for the whole class. The following sounds were treated during the observation: "psh"</p>		
<p>FIRST LESSON OBSERVED</p> <ul style="list-style-type: none"> –The teacher started by putting the words written on the flash on the chalkboard ("psh") – The teacher read the words and asked the learners to read after her. – The teacher also explained the meaning of the words to the learners she also used English words to make sure that the learners understand e.g. – The teacher asked the learners to take out the photocopied text she gave them – The teacher first read the whole text and the learners listening. –Then she asked learners to read row by row until the whole text is read. –When the learners read the word incorrectly the teacher stopped the learners immediately and provided the learner with the correct word. – If the learner is unable to read the word the teacher encourage the learners to break the word into syllable e.g. pshapshathega= psha+psha+ the+ga 	<p>SECOND LESSON OBSERVED</p> <ul style="list-style-type: none"> –The teacher used the text read during the first lesson observed; she started by asking the learners if they remembered what the story was all about. – Learners were asked to read the stories in rows and then the teacher grouped the learners in pairs to read for her. – The teacher grouped the learner who can read with the learner who struggles to read. – In most cases the learner who knows how to read lead the reading process – The teacher stops the learner if the word was read incorrectly and provide the correct word 	<p>THIRD LESSON OBSERVED</p> <ul style="list-style-type: none"> –During the third lesson observed the teacher asked the learners to summarise the whole story using their own words. –She further asked the learners to indicate what they have learned from the story. Then the teacher asked learners to do two activities from the book. –Firstly, the learners were asked to answer questions orally. – Secondly, the learners were expected to arrange activities from the story in sequence

<ul style="list-style-type: none"> – After the learners had read a paragraph, the teacher asked learners questions based on the paragraph read. – The teacher further tried to demonstrate when the learners were reading. – Then the teacher asked the learners to read the story again as the whole class. 		
<p>Support: The teacher assisted the learners who struggle as she is teaching . No individual support was provided for learners who struggles with reading. During the lesson if the word was read incorrectly, the participants stopped the learners immediately and provided the learner with the correct word.</p>		
<p>GR3CT4: The relationship between the teacher and the learners seemed positive Learners were free to take part in the class during the lessons in their groups Teacher has two files a working file and assessment file. Inside the working file, there was a CAPS document for Grade 3 Home Language teaching (IsiZulu), HL lesson plans, work schedule for HL teaching, Curriculum circulars from the Department of Education and district office. An assessment file consists of different assessment activities for the learners and recording sheets for learners' marks The teacher used one lesson plan with the same activities and one same assessment tasks for the whole class –Reading lessons were planned according to the sound to be treated. Each lesson was 35 minutes – During the lesson the teacher code switch and used some English words such as complain (Khononda),</p>		
<p>FIRST LESSON OBSERVED</p> <ul style="list-style-type: none"> –The teacher started by telling the learners that they are going to read a story but before they can start they must first read the words that are unfamiliar to the. – She then place the words written on the flash on the chalkboard with the “qh” sound. E.g. eqhanda, qhaqhazela (shivering), ngokuhophelela, iqhatha, qhophelela – The teacher read the words and asked the learners to read after her. – The teacher also explained the meaning of the words to the learners she also used English words to make sure that the learners understand e.g. – The teacher asked the learners to open text 1 from their reader and she asked the learner what do they think is happening – The teacher first read the whole text and the learners listening. –The learners were asked to point where the teacher was reading –Then she asked learners to read row by row until the whole text is read. –When the learners read the word incorrectly the teacher stopped the learners immediately and provided the learner with the correct word. – If the learner is unable to read the word the teacher encourage the learners to break the word into syllable e.g. ngokucophelela=ngo+ku+co+phe+le+la – After the learners had read a paragraph, the teacher asked learners questions based on the paragraph read. – The teacher further tried to demonstrate when the learners were reading. – Then the teacher asked the learners to read the story again as the whole class. 	<p>SECOND LESSON OBSERVED</p> <ul style="list-style-type: none"> –The teacher used the text read during the first lesson observed; she started by asking the learners if they remembered what the story was all about. – Learners were asked to read the stories in rows and then the teacher grouped the learners in pairs to read for her. – The teacher grouped the learner who can read with the learner who struggles to read. – In most cases the learner who knows how to read lead the reading process – The teacher stops the learner if the word was read incorrectly and provide the correct word 	<p>THIRD LESSON OBSERVED</p> <ul style="list-style-type: none"> –During the third lesson observed the teacher asked the learners to summarise the whole story using their own words. –She further asked the learners to indicate what they have learned from the story. Then the teacher asked learners to do two activities from the book. –Firstly, the learners were asked to answer questions orally. – Secondly, the learners were expected to arrange activities from the story in sequence
<p>Support: The teacher assisted the learners who struggle as they are reading, unfortunately no time was kept aside for the teacher to concentrate only on supporting learners who struggle with reading. During their reading lessons observed, the learners were allowed to read the whole text without being interrupted even though some of the words were read incorrectly as long as the meaning of the sentence has not changed. Then after the participants highlighted those words that were read incorrectly and provide the learners with the correct word after they have done reading.</p>		

SCHOOL B	<p>LST3: The relationship between the teacher and the learners seemed positive Learners were free to take part in the class during the lessons in their groups Teacher has three files a working file, assessment file and a resource file. Inside the working file, there was a CAPS document for Grade 3 Home Language teaching (Setswana), HL lesson plans, work schedule for HL teaching, Curriculum circulars from the Department of Education and district office. An assessment file consists of different assessment activities for the learners and recording sheets for learners' marks, and a resource files has samples of intervention strategies and workshop materials. Each lesson was 35 minutes</p>		
	FIRST LESSON OBSERVED	SECOND LESSON OBSERVED	THIRD LESSON OBSERVED
	<ul style="list-style-type: none"> – She then showed the learners the sound “tsh” and asked the learners to give words that have the sound. The following examples of words were given: tshameka, tsheko, Tshepiso, –Then the teacher read the following sight words: tshepe, ditshedi, tshameka to the learners –Explained the meaning of the words –The learners were instructed to come in front a sit on the carpet – The teacher used a big book (title: Aforika Borwa ya rona), she first showed the learners the pictures and asked them what they thought the pictures were all about – The teacher start reading for the learners from the big book – The teacher had pictures relating to the story and asked one learner to put the pictures in sequence and then the other learner to retell in their own words the story 	<ul style="list-style-type: none"> –The teacher used the text read during the first lesson observed; she started by asking the learners if they remembered what the story was all about. The learners were sat in their groups –The teacher started by reading the story for the learners again – Learners were asked to read the stories in their group. –Each learner had a reading book to read from – During the reading lesson if the learners could not read the word the teacher stops the learners and asked to read the word again and if they struggle she asked the learners to break the words into syllables 	<ul style="list-style-type: none"> –During the third lesson observed the teacher start by reading the story again to the learners and asked them questions related to the text read. –She then gave learners different activity to do related to the story read. –The first group– copy the sight words in their activity books –The second group– the learners were given pictures related to the text they have read and were expected to arrange the story in sequence – Third group– write a paragraph about what they have read
	<p>Support: The teacher assisted the learners who struggle as she is teaching . No individual support was provided for learners who struggles with reading. During the lesson if the word was read incorrectly, the participants stopped the learners immediately and provided the learner with the correct word.</p>		
	<p>GR3CT5: The relationship between the teacher and the learners seemed positive Learners were free to take part in the class during the lessons in their groups Teacher has two files a working file and assessment file. Inside the working file, there was a CAPS document for Grade 3 Home Language teaching (Setswana), HL lesson plans, work schedule for HL teaching, Curriculum circulars from the Department of Education and district office. An assessment file consists of different assessment activities for the learners and recording sheets for learners' marks The teacher used one lesson plan with the same activities and one same assessment tasks for the whole class</p>		
	FIRST LESSON OBSERVED	SECOND LESSON OBSERVED	THIRD LESSON OBSERVED
	<ul style="list-style-type: none"> –The teacher started her lesson by showing the learners the sound “tlh” and asked the learners to give her words that have the same sound. The following examples of words were given: nthloka, tlhorisa, tlhapa –Then the teacher read the following sight words: sentlhaga , tlhoka, yona, mmele, fofa , lwala and to the learners and asked the learners to read after her –Explained the meaning of the words – The teacher used a big book (title: Sala sentle), she first showed the learners the pictures and asked them what they thought the pictures were all about – The teacher start reading for the learners from the big book – The teacher had pictures relating to the story and asked one learner to put the pictures in sequence and then the other learner to retell in their own words the story 	<ul style="list-style-type: none"> –The teacher used the text read during the first lesson observed; she started by asking the learners if they remembered what the story was all about. The learners were sat in their groups –The teacher started by reading the story for the learners again – Learners were asked to read the stories in their group. –Each learner had a reading book to read from – During the reading lesson if the learners could not read the word the teacher stops the learners and asked to read the word again 	<ul style="list-style-type: none"> –During the third lesson observed the teacher start by reading the story again to the learners and asked them questions related to the text read. –She then gave learners different activity to do related to the story read. –The first group–read independently –The second group–write words with “ntlh” sound in their books and form sentences with those word – Third group– Cut picture and write the words next to the pictures related to the “ntlh” sound

		and if they struggle she asked the learners to break the words into syllables	
<p>Support: The teacher assisted the learners who struggle as she is teaching . No individual support was provided for learners who struggles with reading. During the lesson if the word was read incorrectly, the participants stopped the learners immediately and provided the learner with the correct word. The teacher encouraged the learners to clap hands when they read the word to count the number of syllables formed</p>			
<p>GR3CT6: The relationship between the teacher and the learners seemed positive Learners were free to take part in the class during the lessons in their groups Teacher has two files a working file and assessment file. Inside the working file, there was a CAPS document for Grade 3 Home Language teaching (Setswana), HL lesson plans, work schedule for HL teaching, Curriculum circulars from the Department of Education and district office. An assessment file consists of different assessment activities for the learners and recording sheets for learners' marks The teacher used one lesson plan with the same activities and one same assessment tasks for the whole class. Each lesson was 35 minutes</p>			
FIRST LESSON OBSERVED		SECOND LESSON OBSERVED	THIRD LESSON OBSERVED
<p>–The teacher started by putting the picture and words written on the flash on the chalkboard eg Botsiditsana, Jeresi, Sephiri, hemepe, mokwatleng – The teacher read the words and asked the learners to read after her. –Then the teacher ask the learners questions based on what they were reading – She then read the story (title: Siphiri sa Nomsa) and then ask one learner to demonstrate as she is reading – The other learners then explain the meaning of the words – Before the teacher allow the learners to read the text, she gave them the following words to read and if the learners struggle to read the words she encourage them to break the words into syllables as in: botsiditsana=bo+tsi+di+tsa+na tabogataboga= ta+bo+ga+ta+bo+ga Maiphithlwaphithlwane= ma+i+phi+tlhwa+ phi+tlhwa+ne – The teacher asked the learners to open text 1 from their reader – The teacher first read the whole text and the learners listening. –Then she asked learners to read row by row until the whole text is read.</p>		<p>–The teacher used the text read during the first lesson observed; she started by asking the learners if they remembered what the story was all about. – Learners were asked to read the stories in rows and then the teacher grouped the learners in pairs to read for her. – The teacher grouped the learner who can read with the learner who struggles to read. – In most cases the learner who knows how to read lead the reading process – The teacher stops the learner if the word was read incorrectly and provide the correct word</p>	<p>–During the third lesson observed the teacher asked the learners to summarise the whole story using their own words. –She further asked the learners to indicate what they have learned from the story. Then the teacher asked learners to do two activities from the book. –Firstly, the learners were asked to answer questions orally. – Secondly, the learners were expected to arrange activities from the story in sequence</p>
<p>Support: The teacher assisted the learners who struggle as she is teaching . No individual support was provided for learners who struggles with reading. The teacher encouraged the learners to break the words into syllables, sound the letter and even ask them the ryming words when they struggle to read the words when they struggle to read the words During the lesson if the word was read incorrectly, the participants stopped the learners immediately and provided the learner with the correct word.</p>			
<p>GR3CT7: The relationship between the teacher and the learners seemed positive Learners were free to take part in the class during the lessons in their groups Teacher has two files a working file and assessment file. Inside the working file, there was a CAPS document for Grade 3 Home Language teaching (Setswana), HL lesson plans, work schedule for HL teaching, Curriculum circulars from the Department of Education and district office. An assessment file consists of different assessment activities for the learners and recording sheets for learners' marks The teacher used one lesson plan with the same activities and one same assessment tasks for the whole class. Each lesson was 35 minutes</p>			
FIRST LESSON OBSERVED–		SECOND LESSON OBSERVED	THIRD LESSON OBSERVED
<p>–The teacher started by putting the words written on the flash on the chalkboard (“tlh”) – The teacher read the words and asked the learners to read after her. E.g. sentlhaga , tlhoka, tlhapi, tlhoka, and to the learners and asked the learners to read after her –Explained the meaning of the words</p>		<p>–The teacher used the text read during the first lesson observed; she started by asking the learners if they remembered what the story was all about. – Learners were asked to read the stories in rows and then the teacher grouped the learners in pairs to read for her.</p>	<p>–During the third lesson observed the teacher asked the learners to summarise the whole story using their own words. –She further asked the learners to indicate what they have learned from the story. Then the teacher asked learners to do two activities from the book.</p>

<ul style="list-style-type: none"> – The teacher used a big book (title: Sala sentle), she first showed the learners the pictures and asked them what they thought the pictures were all about – The teacher start reading for the learners from the big book – The teacher had pictures relating to the story and asked one learner to put the pictures in sequence and then the other learner to retell in their own words the story 	<ul style="list-style-type: none"> – The teacher grouped the learner who can read with the learner who struggles to read. – In most cases the learner who knows how to read lead the reading process – The teacher stops the learner if the word was read incorrectly and provide the correct word 	<ul style="list-style-type: none"> –Firstly, the learners were asked to answer questions orally. – Secondly, the learners were expected to arrange activities from the story in sequence
<p>Support: The teacher assisted the learners who struggle as she is teaching . No individual support was provided for learners who struggles with reading. During their reading lesson the learners were allowed to read the whole text without being interrupted even though some of the words were read incorrectly as long as the meaning of the sentence has not changed. Then after the participants highlighted those words that were read incorrectly and provide the learners with the correct word after they have done reading.</p>		
<p>GR3CT8: The relationship between the teacher and the learners seemed positive Learners were free to take part in the class during the lessons in their groups Teacher has two files a working file and assessment file. Inside the working file, there was a CAPS document for Grade 3 Home Language teaching (Setswana), HL lesson plans, work schedule for HL teaching, Curriculum circulars from the Department of Education and district office. An assessment file consists of different assessment activities for the learners and recording sheets for learners' marks The teacher used one lesson plan with the same activities and one same assessment tasks for the whole class Each lesson was 35 minutes.</p>		
<p>FIRST LESSON OBSERVED</p> <ul style="list-style-type: none"> –The teacher started by putting the words written on the flash on the chalkboard eg. Aforika, Borwa, ntsha, bosetshaba, thutlwa, disaka – The teacher read the words and asked the learners to read after her. –The teacher used a big book (title: Aforika Borwa wa rona) – The teacher asked the learners to open text 1 from their reader – The teacher first read the whole text and the learners listening. –Then she asked learners to read row by row until the whole text is read. –When the learners read the word incorrectly the teacher stopped the learners immediately and provided the learner with the correct word. – If the learner is unable to read the word the teacher encourage the learners to break the word into syllable e.g. bosetshaba=bo+se+tsha+ba Borwa=bo+rwa – After the learners had read a paragraph, the teacher asked learners questions based on the paragraph read. – The teacher further tried to demonstrate when the learners were reading. – Then the teacher asked the learners to read the story again as the whole class. 	<p>SECOND LESSON OBSERVED</p> <ul style="list-style-type: none"> –The teacher used the text read during the first lesson observed; she started by asking the learners if they remembered what the story was all about. – Learners were asked to read the stories in rows and then the teacher grouped the learners in pairs to read for her. – The teacher grouped the learner who can read with the learner who struggles to read. – In most cases the learner who knows how to read lead the reading process – The teacher stops the learner if the word was read incorrectly and provide the correct word 	<p>THIRD LESSON OBSERVED</p> <ul style="list-style-type: none"> –During the third lesson observed the teacher asked the learners to summarise the whole story using their own words. –She further asked the learners to indicate what they have learned from the story. Then the teacher asked learners to do two activities from the book. –Firstly, the learners were asked to answer questions orally. – Secondly, the learners were expected to arrange activities from the story in sequence
<p>During the lesson if the word was read incorrectly, the participants stopped the learners immediately and provided the learner with the correct word. She also encourage learners to cut the words into syllables</p>		

SCHOOL C	<p>LST4: The relationship between the teacher and the learners seemed positive Not all learners were free to take part in the class during the lessons in their groups Most learners struggled to communicate in English Teacher has three files a working file, assessment file and a resource file. Inside the working file, there was a CAPS document for Grade 3 Home Language teaching, HL lesson plans, work schedule for HL teaching, Curriculum circulars from the Department of Education and district office. An assessment file consists of different assessment activities for the learners and recording sheets for learners' marks, and a resource files has samples of intervention strategies and workshop materials</p>		
	<p>FIRST LESSON OBSERVED</p> <ul style="list-style-type: none"> –The teacher start by reading the title of the book Little Bunny and the Thunderstorm and asked the learners to read after her. – She then asked the learners to look at the picture of the book and asked them to tell what they see –Learners response were: sun, grass, water, rain, umbrella, bunny –Each learner had a reader–asked the learners to page to the next page, look at the picture, and ask the learner to say what the picture was all about. –The teacher placed the sight words on the board eg sunny, beautiful, thunderstorm, outside, little, And she read each word three time and asked the learners to read after her. –She then asked learners to read by themselves as the whole group –if the learners can't read the word she read the word for them and then followed –Learners were asked to read the sight word as a group 	<p>SECOND LESSON OBSERVED</p> <ul style="list-style-type: none"> –The teacher read the story then the learners finger point as the teacher is reading– she was moving around the class as she is reading –Learners were asked to read in groups –(The teacher kept the learners awake by letting the learners stand up and by jumping) 	<p>THIRD LESSON OBSERVED</p> <ul style="list-style-type: none"> –The teacher read the story then the learners finger point as the teacher is reading– she was moving around the class as she is reading –Learners were asked to read in groups –(The teacher kept the learners awake by letting the learners stand up and by jumping)
	<p>Support: The teacher assisted the learners that were struggling to read individually while others were give different task to do. During the lesson if the word was read incorrectly, the participants stopped the learners immediately and provided the learner with the correct word. During the lesson the teacher code switched eg "Ankere" for isn't , "Wa tlwa" for "Do you hear"</p>		
SCHOOL C	<p>LST5: The relationship between the teacher and the learners seemed positive Not all learners were free to take part in the class during the lessons in their groups Most learners struggled to communicate in English Teacher has three files a working file, assessment file and a resource file. Inside the working file, there was a CAPS document for Grade 3 Home Language teaching, HL lesson plans, work schedule for HL teaching, Curriculum circulars from the Department of Education and district office. An assessment file consists of different assessment activities for the learners and recording sheets for learners' marks, and a resource files has samples of intervention strategies and workshop materials</p>		
	<p>FIRST LESSON OBSERVED</p> <ul style="list-style-type: none"> – The teacher start by placed the sight words on the board e.g. sky, sunny, beautiful, thunderstorm, outside, little, rain And she read each word three time and asked the learners to read after her. –She then read the title of the book: Little Bunny and the Thunderstorm and asked the learners to read after her. – She then asked the learners to look at the picture of the book and asked them to tell what they see –Learners response was: sun, grass, water, rain, umbrella, bunny –Each learner had a reader–asked the learners to page to the next page, look at the picture, and ask the learner to say what the picture was all about. – –She then asked learners to read by themselves as the whole group –if the learners can't read the word she read the word for them and then followed –Learners were asked to read the sight word as a group 	<p>SECOND LESSON OBSERVED</p> <ul style="list-style-type: none"> –The teacher read the story then the learners finger point as the teacher is reading– she was moving around the class as she is reading –Learners were asked to read in groups –(The teacher kept the learners awake by letting the learners stand up and by jumping) 	<p>THIRD LESSON OBSERVED</p> <ul style="list-style-type: none"> –The teacher read the story then the learners finger point as the teacher is reading– she was moving around the class as she is reading –Learners were asked to read in groups –(The teacher kept the learners awake by letting the learners stand up and by jumping)

<p>Support: The teacher assisted the learners that were struggling to read individually while others were give different task to do. During the lesson if the word was read incorrectly, the participants stopped the learners immediately and provided the learner with the correct word.</p>		
<p>LST6: The relationship between the teacher and the learners seemed positive Not all learners were free to take part in the class during the lessons in their groups Most learners struggled to communicate in English Teacher has three files a working file, assessment file and a resource file. Inside the working file, there was a CAPS document for Grade 3 Home Language teaching, HL lesson plans, work schedule for HL teaching, Curriculum circulars from the Department of Education and district office. An assessment file consists of different assessment activities for the learners and recording sheets for learners' marks, and a resource files has samples of intervention strategies and workshop materials</p>		
FIRST LESSON OBSERVED	SECOND LESSON OBSERVED	THIRD LESSON OBSERVED
<ul style="list-style-type: none"> – The teacher telling the learners that they are going to read – She then show the learners the words written on the flash card and asked them to read and sound the words eg fat = f+a+t, cat+c+a+t, rat= r+a+t, –The teacher starts by reading the title of the book: The black fat cat and asked the learners to read after her. – She then asked the learners to look at the cover of the book and asked them to tell what they see –Learners response was: cat, fat, black cat, hat, bat –Each learner had a reader–asked the learners to page to the next page, look at the picture, and ask the learner to say what the picture was all about. –She then asked learners to read by themselves as the whole group –if the learners can't read the word she read the word for them and then followed 	<ul style="list-style-type: none"> –The teacher read the story then the learners finger point as the teacher is reading– she was moving around the class as she is reading –Learners were asked to read in groups –(The teacher kept the learners awake by letting the learners stand up and by jumping) 	<ul style="list-style-type: none"> –The teacher read the story then the learners finger point as the teacher is reading– she was moving around the class as she is reading –Learners were asked to read in groups –(The teacher kept the learners awake by letting the learners stand up and by jumping)
<p>Support: The teacher assisted the learners that were struggling to read individually while others were give different task to do. (some were cutting the pictures from the magazine related to the text and the other group were cutting pictures and writing sentences about the pictures During the lesson if the word was read incorrectly, the participants stopped the learners immediately and provided the learner with the correct word</p>		
<p>GR3CT9: The relationship between the teacher and the learners seemed positive Not all learners were free to take part in the class during the lessons in their groups Most learners struggled to communicate in English Teacher has two files a working file and assessment file. Inside the working file, there was a CAPS document for Grade 3 Home Language teaching, HL lesson plans, work schedule for HL teaching, Curriculum circulars from the Department of Education and district office. An assessment file consists of different assessment activities for the learners and recording sheets for learners' marks The teacher used one lesson plan with the same activities and one same assessment tasks for the whole class</p>		
FIRST LESSON OBSERVED	SECOND LESSON OBSERVED	THIRD LESSON OBSERVED
<ul style="list-style-type: none"> –The teacher stated her lesson with an activity (learners were asked to put hand on the head, shoulder, forward and back) – The teacher asked the learners to open page 18 and they must look at the unfamiliar words –She told them that the comprehension for the week will be their reading exercise – She asked the learners to read the title of the comprehension passage (title: A letter to a friend) –She instructed the learners to point where she was reading –She started by reading the address and asked the learners to read after her –When she read the text she highlighted the words that she thinks are difficult and explain the meaning such as: champion, competition, practice 	<ul style="list-style-type: none"> –The teacher used the text read during the first lesson observed; she started by asking the learners if they remembered what the story was all about. – Learners were asked to read the comprehension in rows. – The teacher asked the learners in their groups. – The teacher stops the learner if the word was read incorrectly and provide the correct word 	<ul style="list-style-type: none"> –During the third lesson observed the teacher asked the learners to summarise the whole story using their own words. –She further asked the learners to indicate what they have learned from the story. Then the teacher asked learners to do the same activities from the book. They answer questions orally.

<p>Support: The teacher assisted the learners who struggle as she is teaching. No individual support was provided for learners who struggles with reading. During their reading lesson the learners were asked to read and if they are unable to read the word the teacher read the word for the learners.</p>		
<p>GR3CT10: The relationship between the teacher and the learners seemed positive Not all learners were free to take part in the class during the lessons in their groups Teacher has two files a working file and assessment file. Inside the working file, there was a CAPS document for Grade 3 Home Language teaching, HL lesson plans, work schedule for HL teaching, Curriculum circulars from the Department of Education and district office. An assessment file consists of different assessment activities for the learners and recording sheets for learners' marks The teacher used one lesson plan with the same activities and one same assessment tasks for the whole class</p>		
<p>FIRST LESSON OBSERVED</p> <ul style="list-style-type: none"> – The teacher asked the learners to open page 67 and they must look at the unfamiliar words –She told them that the comprehension for the week will be their reading exercise – She asked the learners to read the title of the comprehension passage (title: Nomsa's secret) –She instructed the learners to point where she was reading –She started by reading the address and asked the learners to read after her –When she read the text she highlighted the words that she thinks are key to the comprehension and explain the meaning such as: burned, shout, playtime, promised 	<p>SECOND LESSON OBSERVED</p> <ul style="list-style-type: none"> –The teacher used the text read during the first lesson observed; she started by asking the learners if they remembered what the story was all about. – Learners were asked to read the comprehension in rows. – The teacher asked the learners in their groups. – The teacher stops the learner if the word was read incorrectly and read the word for the learners 	<p>THIRD LESSON OBSERVED</p> <ul style="list-style-type: none"> –During the third lesson observed the teacher asked the learners to summarise the whole story using their own words. –She further asked the learners to indicate what they have learned from the story. Then the teacher asked learners to do the same activities from the book. They answer questions orally.
<p>Support: The teacher assisted the learners who struggle as she is teaching. No individual support was provided for learners who struggles with reading. During their reading lesson the learners were asked to read and if they are unable to read the word the teacher read the word for the learners.</p>		
<p>GR3CT11: The relationship between the teacher and the learners seemed positive Not all learners were free to take part in the class during the lessons in their groups Most learners struggled to communicate in English Teacher has two files a working file and assessment file. Inside the working file, there was a CAPS document for Grade 3 Home Language teaching, HL lesson plans, work schedule for HL teaching, Curriculum circulars from the Department of Education and district office. An assessment file consists of different assessment activities for the learners and recording sheets for learners' marks The teacher used one lesson plan with the same activities and one same assessment tasks for the whole class</p>		
<p>FIRST LESSON OBSERVED</p> <ul style="list-style-type: none"> – The teacher asked the learners to open page 77 and they must look at the unfamiliar words –She told them that the comprehension for the week will be their reading exercise – She asked the learners to read the title of the comprehension passage (title: Our trip to the circus) –She instructed the learners to point where she was reading –She started by reading the address and asked the learners to read after her –When she read the text she highlighted the words that she thinks are difficult and explain the meaning such as: circus, stilts, quilty, loudly 	<p>SECOND LESSON OBSERVED</p> <ul style="list-style-type: none"> –The teacher used the text read during the first lesson observed; she started by asking the learners if they remembered what the story was all about. – Learners were asked to read the comprehension in rows. – The teacher asked the learners in their groups. – The teacher stops the learner if the word was read incorrectly and provide the correct word 	<p>THIRD LESSON OBSERVED</p> <ul style="list-style-type: none"> –During the third lesson observed the teacher asked the learners to summarise the whole story using their own words. –She further asked the learners to indicate what they have learned from the story. Then the teacher asked learners to do the same activities from the book. They were expected to answer the questions in their workbook
<p>Support: The teacher assisted the learners who struggle as she is teaching. No individual support was provided for learners who struggles with reading. During the lesson if the word was read incorrectly, the participants stopped the learners immediately and provided the learner with the correct word.</p>		

APPENDIX M: ANALYSIS OF TRANSCRIPTS

APPENDIX M

PATTERNS, CATEGORIES AND THEMES RELATED TO READING SUPPORT FOR GRADE 3 LEARNERS IN FULL- SERVICE SCHOOLS , GAUTENG

THEME 1: TEACHERS' UNDERSTANDING A FULL- SERVICE SCHOOL		
PATTERNS	CATEGORIES	SUBTHEMES
LST 1: "A full-service school accepts every learner irrespective of his or her disability."	-accept every learner irrespective of his or her disability	Teachers' perceptions about FSS, and the role FSSs learning difficulties and barriers
LST 2: "According to my knowledge a full-service school is where we cater for learners with learning barriers and those who are not struggling, we cater for all learners."	-cater for learners with learning barriers and those who are not struggling - cater for all learners .	
LST 3: "A full service school is a school which accommodates all the learners irrespective of their disabilities and their barriers."	- accommodates all the learners irrespective of their disabilities and their barriers	
LST 4: "A full-service school is where we admit all learners who experience barriers and we give them support."	admit all learners who experience barriers	
LST 5: "My understanding is that a full-service school is supposed to accommodate every learner with a kind of disabilities. All learners are accommodated in a full-service school."	-accommodate every learner with a kind of disabilities -all learners are accommodated	
LST 6: "A full-service school is a school whereby all learners are being enrolled in a particular school irrespective of their learning and their knowledge everybody is included."	-all learners are being enrolled irrespective of their learning and their knowledge	
GR3CT1: "A full-service school is a school whereby we take all types of learners. take all types of learners because there are some of the learners that are gifted and some are slow learners so the full-service school caters for a cognitively challenge learners"	- take all types of learners	
GR3CT2: "My understanding of a full service school is that is the type of school that caters for different learning styles including learners who has serious barriers who need to be referred to other schools and my other understanding is that is not an ordinary school which mean that it has to have some specialties like eeeh! educators who has proper knowledge in SBST on how to refer learners and who to involve, other stakeholders to involve in order to help these learners."	-caters for different learning styles including learners who has serious barriers - not an ordinary school which mean that it has to have some specialties	
GR3CT3: "A full-service school is a school whereby we teach all no let me not say all, learners with many barriers we cater for many barriers like learners eeem! Like those learners we say they cannot achieve fast , slow learners they learn but slowly."	-learners with many barriers -those learners we say they cannot achieve fast , slow learners they learn but slowly.	

GR3CT4: "Okay, at a full service school we cater for all learner like we include learners with special needs, learners with educational barriers and also includes learners with wheel chairs but we don't have them know learners with wheel chairs but we are ready for those learners because our shool have ramps in our classes. We cater for all learners."	-we cater for all learner e.g. learners with special needs, learners with educational barriers and also includes learners with wheel chairs	
GR3CT5: "A full service school is school whereby learners with different difficulties or different barriers are enrolled or accepted."	- learners with different difficulties or different barriers are enrolled or accepted.	
GR3CT6: "A full-service school what can I say about it. It is a school whereby every learner is entitled to attend to the school it doesn't matter what type of a learner, learners who are able to do things and learners who are unable to do things like things in which or in connection with the things that we are doing at school, the writing, the reading everything they are entitled to come to this school so even learners from other schools who are problematic that is who have problem in reading or writing they send them to this school so that the school can attend to those type learners. So a full-service school takes all types of learners it doesn't matter how the learner is disabled on a wheel chair, blind or whatever they are entitled to come to the full-service school."	- every learner is entitled to attend to the school - takes all types of learners it doesn't matter how the learner is disabled on a wheel chair, blind or whatever	
GRDT 7: "A full -service school is a school where it accommodates all learners who can read and write and those who cannot that is those who need remedial and also those who has difficulties maybe they can't walk they use wheelchairs so at the school there must be ramps so that those learners with wheelchair can have access to go to the classes. Those who have slight disabilities but not with intellectual disabilities."	- accommodates all learners - Those who have slight disabilities but not with intellectual disabilities.	
GR3CT8: "A full-service school is a school where learners with problems or barriers to their learning are learning at that school and it also caters also learners who don't barriers it caters for both learners with barriers and without barriers"	- learners with problems or barriers to their learning are learning at that school - caters for both learners with barriers and without barriers	
GR3CT9: "A full-service school is a school whereby we cater leaners with learning problems and the school is also trying to have things that can accommodate all those kind of learners who are having difficulties in learning."	- we cater leaners with learning - accommodate all those kind of learners who are having difficulties in learning.	
GRD3 T10: "Full-service school is a school which accommodates all the learners those who have barriers and those who do not have barriers. That is those who experience difficulties in reading they are also accommodated those who cannot write those who maybe they are visual sight and audio they are affected everyone is accommodated in a full-service school."	-accommodates all the learners -those who experience difficulties in reading they are also accommodated those who cannot write those who maybe they are visual sight and audio t	
GR3CT11: "A full-service school accommodates learners from different backgrounds with different barriers."	accommodates learners from different backgrounds with different barriers	

LST 1: "My role as a Learner Support Teacher is to make sure that I make the learners lesson simple so that he can understand like maybe is a comprehension so I adapt that comprehension to a lower level so that it will suite the level of the learner."	-Adapting the lesson- make the learners lesson simple	The role of the LSTs in a full service schools to supply support to learners with barriers
LST 2: "My role as a learner support teacher I am helping learners who struggle with reading, writing, phonics and comprehension, that is those who have barriers."	-helping struggling learners	
LST 3: "My role is to support the learners to know how to read and write , even to intervene with the DBST (District Based Support Team) to help me to support the learner who are cognitively impaired. To minimise the barriers."	-support the learners to know how to read and write -intervene with DBST - To minimise the barriers	
LST 4: "My role as a Learner Support Teacher I have to support learners with difficulty and also to give advice to the teachers who are having learners who are experience learning barriers and who does not understand in their class and so we give them support and motivate them on how to deal with those leaners."	- support learners with difficulty - to give advice to the teachers -support and motivate teachers	
LST 5: "My role is to assist to alleviate barriers to those learners that are experiencing learning difficulties and also to do research some for those barriers that I have realise that I don't know so as to assist teachers with strategies to support those learners. For teachers with learners having barriers in class they refer them to me and I also do developmental workshops for those educators to show them how to deal with different learning barriers in class to assist those learners."	- to alleviate barriers - to do research - to assist teachers with strategies to support those learners -Support learners with barriers Conduct developmental workshop for teachers	
LST 6: "My role as a learner support teacher is to assist teachers in identifying learners with barriers and then to draw the programme that will assist them to outgrow their barriers."	- to assist teachers in identifying learners with barriers - to draw the programme for learners with barriers	
LST 1: "If the learner has repeated grade 3 or who has repeated Grade 2 and coming to Grade 3 because they need support." "Firstly, the identified learners the teacher refer the learners to the Grade educator, then to the Head of Department (HOD) then from HOD to SBST then the SBST comes together with the teacher and they complete the form for the learner to come to us."	Referred learners-- learner has repeated grade 3 or who has repeated Grade 2 Referral procedure- Teacher identifies learners- teacher refer the learners to the Grade educator- Head of Department (HOD) -HOD to SBST- SBST together with the teacher complete the form =LSE	Referring learners experiencing reading barriers for support in FSSs
LST 2: "Eeeh! After the teacher in a class, experience the problem with that learner"	Referred learners-Learners experiencing barriers	

<p>"Before she can refer the learner to my class she assess the learner and after assessing she can find something about that learner and write a report about the learner, for example "when the learner X when reading he or she cannot pronounce the word correctly or when reading she omits some letters", and then she writes a report about that learner and then after that she refer the learner to other Grade 3 teachers or HOD so that they can assess that learner again and after that, if the learner is still having such problem they refer the learner to the SBST and the SBST they work together with the teacher and the parent and then after that the parent is going to interviewed about the learner so that they can find maybe there is a problem about that learner and they will write a programme so that they can help that learner then after that they send the learner to the LST"</p>	<p>Referral procedure -Class teacher assess the learner write a report-Refer to Grade educator-HOD-SBST-involve parent-LST</p>	
<p>LST 3:" Early as second week of January when they are to the next class, and the previous grade teacher should give a report maybe the learner passed that grade with additional help to Grade 3 she must hand everything to the next teacher for example this is Lerato (pseudo name) she has passed with additional help meaning she still need support then that teacher, she should give evidence of everything that has been done and then at the second week of the reopening of January the learner should come to my class to receive support why on the second or the third week because the classroom is still new for the learner he has to adjust and the teacher also must pick up out those barriers that that previous teacher has said she mustn't assume that they said she has the barrier she has to test her first. The SBST send the learner to me for support, we do everything via the School Based Support Team. This is how is done the class teacher send the learner to the SBST to be tested what the present teacher is seeing is that true, so the committee has to sit down and call us meaning I am part of them by then and then we pick out that the barrier is temporarily but let me go and prove and the SBST send to me via the class teacher. Therefore, when they reach my class I normally give them books and ask them to read this help me to identify and group the learners. Sometimes I also give the them some words to write this help me to see the mistake that they do when they write."</p>	<p>Referred learners-Learners needing additional support</p> <p>Referral procedure --Class teacher asses the learner-SBST-LST-</p>	
<p>LST 4: "If the learners are new at our school the teacher support those learners during the first term and during the second term, the learners who are identified as having a problem are starting to coming to our classroom for support. The class teachers with the help of the SBST committee refer the learners to us. When they refer these learners to us they firstly fill the GDE support form and use also the observation book where they will write everything they have observed with the learners while in the classroom and even outside the classroom. Then after completing these forms they follow the referral procedure where it starts with the class teacher, grade teacher, the phase and then referred to the SBST and the SBST do the intervention with the learners and if the learner is not progressing well they refer the learner to the learning support class."</p>	<p>Referred learners-New learners, learners with learning problem</p> <p>Referral procedure-Class teacher – grade teacher- phase- SBST –LST</p>	

<p>LST 5: "Learners are referred to our classes during their English period every day , we do a pull-out system whereby during English period the learners comes to us for support for two period and after two period they go back to their classes."</p> <p>"The school based support teacher refers the learners to us. It starts with the class educator. The class educator refers those learners to the grade educator for assistance and if they realise that the learner is still experiencing problem they involve the phase educators and also if the phase educators realise that the learner is not improving the class educator will refer the learner to the SBST committee coordinator and the SBST will also try to assist the learner and if they realise that the learner is still struggling they then refer the learner to the learner support class. Referral of these learners to us follow a process."</p>	<p>Pull out system</p> <p>Referral procedure - Class educator-grade educator- phase educator- SBST-LST</p>	
<p>LST 6: "Those who are experiencing reading problem in their mother tongue are not being catered here in our class because our medium of instruction is English and it is regarded as their home language so we are concentrating more on English as a medium of instruction of the school because English is language that carry most of our learning subject so we do mostly English and the phonetics, mother tongue we just do basics such as reading words only. So for our class teachers only refer those learners who have problem in English. We have a programme that we follow for referring these learners we communicate with their teachers, there is a time when they are referred when they are doing English in their class the teachers refer those learners who require assistance to us. The school based support team refers the learners to the LSE class, which is the support class or remedial class. When they refer them they refer them through their support forms, teachers in the class they identify the learners and fill in the 450 support forms for them and then they follow all the steps that is working with the other grade teachers, then working with the phase teachers, then working with the SBST and then after that those learners who must be in this LSE class are then referred here by the SBST."</p>	<p>Referred learners-Learners experience problem with home language (English)</p> <p>-Class teacher identifies-grade teacher-phase teachers-SBST-LST</p>	

THEME 2: KNOWING AND UNDERSTANDING A GRADE 3 LEARNER		
PATTERNS	CATEGORIES	SUBTHEMES
<p>LST 1:" I can say there are three types of learners actually; there are those who knows everything before you even finish the question they have already raised up their hands to answer the question, there are also the average ones who are trying to compete with the first level and then there are those learners who are really struggling."</p> <p>"That is, they like helping each other and also to compete among themselves.They also like to play"</p>	<p>three types of learners actually (personal opinion)</p> <p>Help each other</p>	<p>Perceptions about a Grade 3 learner (Not developed enough)</p>
<p>LST 2:" According to my knowledge, the Grade 3 learners are helping each other and then those that are not struggling they help those ones that are struggling with barriers and in my class..."</p>	<p>Helping each other (personal knowledge)</p>	

LST 4: "These learners are still small and they like playing a lot. They forgot easily what they are supposed to do so as a teacher you keep on repeating instructions many times but what I like about them is that they have trust on us as teachers they and do anything that we say they must do without questioning us."	Small and like to play forgot easily they have trust on us as teachers	(More developed)
LST 6: "Eeh! (laughed) I can say they are still very small, they need a lot of assistance from the teachers and most of them they need pictures to see when you teach. They also like playing with their friends during break and also in class when the teacher is not there. Eeeh! Also they like to report everything like ma'am Peter (Pseudonyms) is taking my book or my pen but they are lovely children. And most of them when given long activities they become tired easily they don't finish so you have to give them small activities."	still very small, they need a lot of assistance from the teachers and most of them they need pictures to see when you teach. They also like playing like to report everything become tired easily they don't finish so you have to give them small activities.	
GR3CT 1: "A Grade 3 learner is a learner who has acquired some little knowledge from previous educators this learner is now more knowledgeable than Grade 2 and Grade 1."	learner who has acquired some little knowledge	
GR3CT2: "A Grade 3 learner according to my experience is someone who still needs a lot of help but they think they claim to know, most of them they claim to know because they know that they are not the first graders they actually they are actually aware that this is their last class in the phase so they usually think they know all..."	-is someone who still needs a lot of help (personal experience) -not the first graders -last class in the phase	
GR3CT3: "My Grade 3 learners are very interesting, number one they ask and they will ask and ask they really want to know. Number two they easily forget even if they are hurt two minutes they forget. They are so precious..."	very interesting, they ask, want to know easily forget, precious	
GR3CT7: "Because they are little bit matured, they are not like the lower ages like the Grade R, 1 and 2. We expect them to can read properly even though not so much if they can be able to read because they have been taught how to read in Grade 1 and 2. They are able to interact with other learners, they are the seniors in the Foundation Phase, they are the brothers and sisters of this Grade 1 and 2."	little bit matured, like the lower ages like the Grade R, 1 and 2 they are the seniors in the Foundation Phase, brothers and sisters of this Grade 1	
GR3CT9: "A Grade 3 learner is a learner who comes with many things in mind some are... in our situation"	who comes with many things in mind	
GR3CT10 : "A Grade 3 learner like what I can say they still need to be taught everything they are almost the same as the Grade 1or Grade 2. You still have to teach them everything like holistically. Like how to behave, speak, respect and to come to teaching and learning we have to teach them everything, they are still young, they don't know what is wrong or right what they are supposed to do or not to do."	still need to be taught everything they are almost the same as the Grade 1or Grade 2 (personal knowledge) like holistically they are still young, don't know what is wrong or right	
GR3CT1: "With behaviour, they behave well but it also depends from one to one learner because some are not behaving well but it also depends from the previous educator if the educator was just soft and was	behaviour: behave well but it also depends from one to one learner	

not taking care of those learners like maybe looking into the discipline itself the learners can sometimes behave not well. Socially they socialize well with other learners unless if the learner has a learning barrier or something wrong or she is cognitively challenged sometimes the cognitively challenged learners they seem to be lonely and they associate with their peers because they have a challenge but those who are well they socialize well"	Socially : socialize well with other learners unless if the learner has a learning barrier or something wrong or she is cognitively challenged	Social development of a Grade 3 learner
GR3CT2: "Socially they are more confident than the first graders and the other grades they know their background they know where they come from and they think they know where they are going so in most cases socially they can socialise with others well with their teachers with the outsiders and they actually know what they want."	Socially - more confident than the first graders -socialise with others well with their teachers with the outsiders know what they want	
GR3CT3: " Socially they are so sweet..." "... this learners are active they are active learners so you will be able to pick up a problem if the learner is quite or somehow not happy because otherwise they are active."	Socially: sweet Physically: active	
GR3CT4: "Socially my learners like socializing they are free like when I am teaching and I make a mistake they will immediately stop me "no ma'am you have made a mistake" or maybe I have written wrong spelling they will come to me "no ma'am you made a mistake. They are free to talk and to ask question any time, they challenge me sometimes."	Socially : like socializing, Communication : they are free to talk and answer questions	
GR3CT5: "Grade 3 learners differs from Grade 1 and 2 learners...." "I think because their age is from eight to ten years they have matured a little bit they relate easily with their classroom mates and their teachers they are free to say anything."	Not the same as Grade 1 and Grade 2 -Age from 8ears to 10years -Matured a bit communication : free to say anything	
GR3CT6: "Again with my learners it easy for them to interact with other learners because I have taught them discipline, I taught my learners that they must share with everybody,..."	Socially: easily interact , share with one another	
GR3CT8: "With forming relationships is different and maybe is caused by their background and most of the kids are bullying each other, they are fighting are always talkative, they have so many thing in themselves but it is because of their background where they come from and in class we teach them to be one to listen to each other, respect each other"	Relationships: different- caused by their background	
GR3CT9: "Socially because of our community here some you will see that they are having problems in their family. Others you will see the background is not the family background is just the learner sometimes you see that he doesn't cope well"	Socially: family problems he doesn't cope	
LST1: "In grade 3 especially in my class they like to learn from their peers because when I teach I use peer learning where I group the learners according to their abilities and from the best group I assign them I give a chance to be group leaders because sometimes the learners cannot understand our language but	- they like to learn from their peers (how they learn)	Teachers' view on how a Grade3 learner learns

sometimes with peers explaining to themselves what the teacher has been explaining they understand better" "... when I teach I usually use play in my teaching I will for example ask them to demonstrate or imitate."	-Play method	
LST2: "...They are also not learning at the same level..."	Not learning at the same time	
LST3: "Another thing this learner take time to understand one concept so you have to drill it with them so that they can grasp they are very slow and don't concentrate for a long time."	Take time to understand concepts, grasp slow, low concentration	
GR3CT1: "In class when introduce something they need teaching aids maybe you can use flash cards so that they can learn easily you know the small learners even in the intermediate phase you cannot come to the class and introduce a lesson without using teaching aids"	Need teaching aids (how they learn)	
GR3CT2: "With learning they usually like to use different types of learning like the tactile way where they like how to touch things they also like to be given different ways of learning like giving them the text and they will say you "no we know how to do these things you don't have to explain to us" forgetting that they are not the only one that they know the answers so they always like to learn in the same kinds of style and different kinds of styles"	Learning: use different types of learning like the tactile way (how they learn) -given different ways of learning - same kinds of style and different kinds of styles	
GR3CT3: "In terms of learning they learn by pictures it is easily so, show them a word and a picture every time you show them a word it must be accompanied by a picture and an action"	Learning: pictures, word and picture and action (how they learn)	
GR3CT4: "...those learners that are struggling you have to use like eeh!... phonic charts with pictures to make them understand the sounds they are different"	Learning: phonic charts with pictures (how they learn)	
GR3CT6: "When teaching this learners, Grade 3 learners also use concrete things,..."	Learning: they need concrete things (how they learn)	
GR3CT7: "They must be able to have discipline and they are the ones to help us discipline in the Foundation Phase. Intellectually they must be okay which means they must be a little bit matured, they must able to read and write to reason not like Grade1 and 2. They must be in a competitive level of a Grade 3, they must be able to be higher than the Grade 1 and 2, they must be able to think logically and solve problems logically and reasonably like the Grade 4 because we are preparing for Grade 4 so they must match the level of a Grade 4, they must be matured but not forgetting that they are still little children."	must be able to have discipline Cognitively: must able to read and write to reason think logically and solve problems logically and reasonably like the Grade 4 competitive level of a Grade 3 still little children	
GR3CT8: "They need concrete things to learn. "	Learning: Concrete things(how they learn)	

LST2: "Again, for me according to my experience I want learners to be able to read fluently, with comprehension and read aloud."	Learner be able to read fluently, with comprehension and read aloud (personal experience)	Teachers expectations with regard to reading and writing of Grade 3 learners
LST 5: "According to my knowledge a Grade 3 learner is a learner who can read simple sentences and the can follow instructions when you speak to them"	learner who can read simple sentences and the can follow instructions when you speak to them (capable of doing)-personal knowledge	
GR3CT1: "Eeeh! A Grade 3 learner can write his or her name very well and even the sounds he or she knows the sounds like in Sepedi language she knows most of the sounds and then she also knows even how to comprehend simple sentences. That's a Grade 3 learner." "Like in language we've got reading, writing listening and speaking, and comprehension and when the learner comes to Grade 3 from Grade2 you know that he or she can read maybe five sentences very short and even write in five sentences. In Grade 3 the level is high she must be able to write a paragraph"	can write his or her name, she knows the sounds, knows even how to comprehend (capable of doing) Able to read (five sentences) then paragraph	
GR3CT2: "And another thing is that when these learners comes to Grade 3 I expect the learner to be able to read a sentence, longer sentences and also a small paragraph of six to eight lines in the first term and after he or she must be able to read at least two paragraph in two minutes but because our school is a full-service school we experience a lot of problems."	First term: able to read a sentence, longer sentences and also a small paragraph of six to eight lines	
GR3CT4: "A Grade 3 learner, eeh!... when a learner comes to Grade 3 he or she know like sounds,he or she must be able to read not fluently but she must be able to know single sounds and double sounds because in Grade 3 we start with triple sounds like in Zulu we have sounds like four to five letters"	Knows sounds, read fluently, able to know single sounds, double sound(capable of doing)	
GR3CT5: "Grade 3 learners differs from Grade 1 and 2 learners they differ because I think they have experience with letters they know how to write their own news those who do not have difficulties with reading they know how to write their own stories, they are always writing their own stories they have their scribbles or homework books whereby they write their own stories they create whatever they want to create and we usually check them"	differs from Grade 1 and 2 learners they know how to write their own stories Capable of doing)	
GR3CT6: Grade 3 learner is a learner who supposed to know most of the things, most of the things like reading and writing." "Grade 3 learners when you teach them they must also with everything that you are doing they must interact you must give them a chance to do what you are doing so that they understand better what you are teaching about, these are the learners that are supposed to interact the most, they must concentrate make sure that they concentrate and understand everything that you are teaching about everything that they learn they must understand. Grade 3 learners must be able to ask questions; Grade 3	supposed to know most of the things e.g. reading and writing.(capable of doing) Interact the most Able to ask questions, understand the type of question ,able to answer questions	

learners must be able to understand the type of question even if you are not reading for them but they must understand the question that you are asking. Grade 3 learners must be able to answer"		
GR3CT8: "A Grade 3 learner is a learner by right know he is able to read, able to write, maybe able to write plus minus three to four paragraph with a specific topic given, is able to read many many books that learner is able to do thing for himself in a learning situation"	he is able to read, to write,(what they capable of)	
GR3CT11 : "Academically I expect a Grade 3 learner to be fluent in English, to know how to write and to know how to read. But in my case is different (I think I am allowed to say this) because most of my learners are struggling in reading and constructing proper sentences so is a challenge to me so I have to go down maybe teaching Grade 2's work so I was expecting that a grade 3 learner must know how to write, and how to read and number recognition but so far it is not good."	fluent in English, know to read ,write and number recognition	

THEME 3: UNDERSTANDING THE TERM READING		
LST 1: "Reading is where the learner can put words together and maybe make a sentence or put letters together to make a word so that he can read that word."	put words together -make a sentence or put letters together to make a word so that he can read that word	Teachers' explaining the concept reading
LST2: "Reading according to me is to read for fun and to know some words in order to be able to read those words."	read for fun	
LST 3: "Reading is to read sometimes for fun but with comprehension so that you can answer the question after. Reading to comprehend what you have read about, to can tell the story, to can retell what you have read."	reading for fun with comprehension then answer questions	
LST 4: "Reading is about eeh! Being able to read anything for example when you go outside you are able to read anything that you see before you can understand what it is."	reading everything	
LST 5: "Reading is when the learner is able to read anything, to feed you mind, and to have knowledge and to explore. Every learner learners are supposed to know how read and comprehend what he or she has read."	able to read anything -feed your mind -Have knowledge & to explore	

LST 6: "Reading is the knowledge of a person on how to read it can be some reading material that is something that someone can use to read it can be in English, Afrikaans or mother tongue or any other language."	Knowledge of how to read	
GR3CT 1: "Reading is something whereby a learner can put words together and impart some knowledge"	put words together & impart knowledge	
GR3CT2: "Reading according to me is whereby you are able to recognise the letters and then you recognise that those letters can form syllables and syllables can form words and the words can form sentences and by recognising that you know how to spell out the things that the things that you read as a text"	able to recognise letters Form syllables, form words	
GR3CT3: Reading is saying what you see, saying verbally what you see. You see a word written and you say it verbally is reading	saying verbally what you see	
GR3CT4: "I think reading first; they must know their sounds because if they don't know their sounds they will be unable to read" "Reading is like talking or telling a story understanding, they must be able to read with understanding and enjoy it."	Knowing sounds -talking or telling a story, reading with understanding	
GR3CT5: Reading is when you read anything any article, a magazine, a newspaper or reading from a television or whatever news that you saw on the television or whatever is written on the newspaper is reading whether you read a novel or comic is reading	reading any printed material	
GR3CT6: "Reading as far as I understand is teaching learners how.... first you have to start with the alphabets you have to start with the phonics if the learners knows the different types, knows all alphabets..... there are types of reading according to me. There is a pre-reading, first reading, second reading ad post reading..."	teaching learners alphabet, phonics types of reading: pre reading, first-reading, second reading and post reading.	
GR3CT7: "Reading is putting words in a sentence form that can make meaning and the end and you must be comprehend to grasp using those words that you have learn at the beginning and use those words to form a sentence out of that and then read and understand and read with comprehension be able to answer the questions after reading"	put words together sentences-form meaning	
GR3CT8: "Reading is when you read you acquire more knowledge, you acquire more information and it is a window that opens for learning and thinking."	acquiring more knowledge, information, window that opens for learning & thinking	
GR3CT9: "Reading is whereby a learner can be able to put letter into sounds and also to understand what he is reading."	put letters into sounds & understand what is read	
GR3CT10: "Reading is when you know what to reading"	knowing what to read	

GR3CT11: "Reading eeh! How can I put it... reading is reading. Reading in class the learner who can read being able to read everything."	-is reading -Able to read everything	Time allocation for teaching Grade 3 learners to reading
GR3CT2: "...for example in Grade 3 we make sure that we teach reading every day and it is divided we start with the phonics for 10 minutes ,then we go to group guided reading for 15 minutes, then go to shared reading 15 minutes, then we go to comprehension and also the independent reading or reading for enjoyment and we must make sure that we do all those components every day"	-Reading taught every day _Phonics (10min), group guided (10min)shared(15min), independent, reading for enjoyment	
GR3CT3: "In grade three we do reading every day we have three periods of reading we do reading in phonics, we do reading in shared reading and we do reading in group guided reading. For phonics is 15 minutes when you teach them the sound, for shared is thirty minutes and for group guided is thirty minutes."	Taught reading everyday: three periods _phonics(15min) , shared (30min), group guided (30min)	
GR3CT4: "Like in Grade 3, I take thirty to forty-five minutes for reading only. In some days, I take thirty minutes and some days I take forty-five minutes; it depends as whether I am doing a shared reading, group reading or individual reading for that day."	- thirty to forty-five minutes for reading	
GR3CT5: "In Grade 3, we have two hours per week for teaching reading..."	-2hrs –teaching reading	
GR3CT10: "So group we teach them in groups and individual you call them to your table and they come one by one maybe per day you can take five and groups per day I usually do only three groups and is 15 minutes. According to our timetable, we should do teach reading every day for 15 minutes each. "	-Reading is taught everyday - 15min	

THEME 4: EXPLORING THE CONCEPT READING PROBLEMS		
PATTERNS	CATEGORIES	SUBTHEMES
LST 1: "Reading problems is maybe the learner use self-correcting strategy sometimes the learner read fluently the problem arises when the learner does not understand what he is reading about where he cannot pause, where there is a full stop or comma or exclamation mark."	self-correcting strategy(learner) -don't understand what is being read -lack of punctuation skills(no pausing, full stop, comma, or exclamation mark	Teachers' explanation about the concept reading problems
LST2: "Reading problems is when a learner cannot or does not know the phonics cannot spell or he cannot maybe name the objects is where the problem comes."	problem with phonics, spelling, naming of object(learner)	

LST 3: "Reading problem is when you are stacked when you read, you don't know how to pronounce the words clearly, you don't see the difference between the sounds where the sounds fit in, and reading without understanding."	-stacked when reading , no difference with sound, reading without understanding (learner)	
LST 4: "Reading problems is when the learner is experiencing problem when reading. They cannot sound words; they cannot spell a word or they cannot read even a small sentences."	learner experience problem -Unable to sound the words, spelling& read small sentences	
LST 5: "Reading problems is when learners are having problems with reading. Like in our case there are those learners who experience difficulties in reading and they need support from educators."	- problem with reading (learner)	
LST 6: "Reading problem is the barrier that the learner experiences to read properly for example the learner who has a reading barrier cannot be able to read the words that he sees in the reader, reading pamphlet or maybe a book or when the learner does not have the knowledge of reading."	- barrier experienced experiences to read properly (learner)	
GR3CT1: "Reading problem is whereby a learner he or she is unable to distinguish some sound or she doesn't have the knowledge of the phonics"	-unable to distinguish sound, lack knowledge of sound(learner)	
GR3CT2: "Reading problems is when you are not so sure about the letters when you are not so sure about how to form syllables and you don't have any phonemic awareness, you are not even sure whether what you are reading is real and in most cases with reading problem you are decoding a lot, decoding in a way that you read without understanding and you are not even aware of the sight words."	- not sure of the letters, syllables, lack phonemic awareness, decoding problem, unaware of sight words.	
GR3CT3: "Reading problems is the same as reading barriers is when a learner is not or any person cannot say what is written there is a problem. Something is written there then you just say or you just look at that word she cannot say this is....for example a cat."	- same as reading barriers -cannot say written words(learners/ anybody)	
GR3CT4: "Reading problems is like when the child does not understand doesn't know his or her phonics and the child is going to have reading problems because she cannot connect the sounds so the child definitely will have reading problems."	-unable to understand phonics(learner) - cannot connect the sounds	
GR3CT5: "Reading problems is whereby a person or a learner experience difficulty in reading maybe he or she is unable to read independently or unable to read in groups or whenever she is sharing reading with people or learners she or he is experiencing problems in reading. That is what I call problems in reading."	- experiencing difficulty in reading(learner/person)	
GR3CT6: "Reading problems is where the learners can be like as I have said to you some will understand the alphabet and the phonics but if they don't understand that, that is where the problems will come in	-unable to understand alphabets, phonics, punctuations, pronunciations(learner)	

learners will not be able to take care of the punctuation marks, they will not be able to pronounce, they will not be able to put their feelings in that story or whatever thing they are reading that is what I understand about reading problems."		
GR3CT7: "Reading problems is eeeh! learners are not the same. There are those who grasp easily and those who are a little bit slower. The problems that we have in reading. Learner who cannot read they have phonics problems because in phonics you must be able to read a word and if the learner cannot read a word he will be unable to write a sentence or even that word or he or she doesn't read the sentence she wot be able to read a paragraph or a book. It starts at phonics if the learner doesn't have phonic knowledge she will not be in a position to read."	-unable to read, lack of phonic knowledge (learners)	
GR3CT8: "Reading problems is like example in school we find that that the learner must read in Setswana but at home the learner they are speak Tshivenda and it becomes difficult for the learner to read in the classroom and you must by teaching them each and every sound, each and every phonics."	- LOLT v/s mother tongue	
GR3CT9: "Reading problems is when the learner has a problem in reading. The problem in reading it maybe the learner can see the letter but cannot say the letter and the learner cannot associate the letter with something because for understanding sometimes the learner needs to have a picture to understand what the word is saying sometimes is seems the learner doesn't understand what is being said and that's where the problem comes because if he doesn't know what the word is saying is not going to be able to understand what is said to him and another problem that we encounter is that children sometimes they don't know how to take the letters and joint them together to form a words."	-problem in reading - unable to say the letters, associate letters, unable to join letters to form a word.	
GR3CT10: "Reading problems I think is maybe when a learner cannot read, read like even read simple sounds like words I think that is the reading problem."	- cannot read(learner)	
GR3CT11: "Reading problem is the learner who cannot read at all cannot even identify the sound so is a serious problem and the support is the support that the teacher is giving to the child. "	-cannot read at all(learner)	
LST 1: "We know in our school we have different learners with different languages and parent like for the example the father is a Tsonga and the mother is the Pedi or Zulu and at school they they force the learner to do the language that they don't speak at home and that cause a lot of problem. So this is a language problem. The other problem is that most of our learners are staying with their grannies and the granny didn't go to school or go so far and they are unable to help these learners that is why we experience a lot of problem."	Language problem: spoken languages v/s LoLt -Lack of support from home	Causes for reading problems of Grade 3 leaners
LST 2: "To my knowledge, what causes the problem is the learners are not exposed to reading books or like magazine or any printing material they are always using the phone or watching television and when using the phones, they always play games not reading and their parents are not reading with them at home."	Lack of exposure to printed material	

	-Lack of parental support from home	
<p>LST 3: "According to my experience is the foundation that was not laid clearly at Grade 1 or failing to do early identification at the earlier stage. When I say foundation I mean the concrete or the firm foundation of the sound and the phonics where not laid clearly and early identification of those problems that deprives the learner to make reading effective wasn't pick up."</p> <p>"For example sometimes you find that the learner is struggling in reading the answer you are going to get, yes she is struggling in reading but is not that she cannot read, sometimes she is having a socio economic problem, the home background is poor that affects her learning capability, sometimes you find that she is having a visual impairment you have to adapt enlarge the alphabet, enlarge the word so that she may be able to cope and then if that is the case she is having an impairment that deprive her from learning"</p>	<p>Lack of sound and phonic foundation</p> <p>-Not identified earlier</p> <p>Socio economic problems, poor background, visual impairment</p>	
<p>LST 4: "When she or he does not have good foundation from Grade 1, the learner or maybe school ready or what so ever or when the learner is not given enough support in Grade 1 the learner cannot be a good reader in Grade 3. So the support in Grade 1 and I also think the age count because I think the appropriate age for the learner to be at school is seven years because we got the experience of learners who started school earlier, they became sleepy in class and some of them they become tired before the lesson can start and you can see that the learner is not concentrating in class and that is the start of difficulty in learning because if you don't concentrate you cannot understand what is happening in the classroom. Again for our school the problem started with learners who comes from other schools like in other school learners are taught in Sepedi, IsiZulu or Tsonga and when they come to our school the HL is English, so it becomes a problem for other learners to understand English because they are used to that home language, their mother tongue that is Sepedi, IsiZulu or Tsonga so it becomes a problem to start again emphasizing for example, they are used to the vowels such as a, e, i, o u and when they come to our school, English is their first language they have to sound those vowels as aeh"</p>	<p>-Lack of phonic foundation</p> <p>-Lack of support from Grade 1</p> <p>- Age admission</p> <p>Language problem: spoken language v/s LOLT LoLt</p>	
<p>LST 5: "According to me, what causes reading problems for Grade 3 learners is that educators from grade 1 and Grade 2 they did not teach the learners the letter sounds. They taught them the alphabet so the learners they only know the alphabet and not the letter sound, and when they come to Grade 3 it becomes a problem because you have to start with the letter sound and not the letter so learners becomes confused they are starting to be confused because they cannot differentiate between letter sound and the alphabet."</p>	-Lack of knowledge of sounds	
<p>LST 6: "I think the main problem is the language of teaching and learning in this school where I am because learners here are doing English which is not their mother tongue so these learners they don't know how to read because this language is not the language that they are using at home they don't have the basis in this language."</p>	<p>Language problem: LOLT v/s mother tongue (Home language) LoLT</p>	

<p>GR3CT 1: "Okay, maybe the children at home they speak Zulu, Shangan (Tshonga) or they speak another language but at school the mother or usually their parents force it that the children must do Sepedi in school whereby at home they don't speak Sepedi so this gives us a big problem because when the learner you talk to him she doesn't understand you because she doesn't speak the language. The big problem is the parents force their children to do Sepedi Home Language but at home they speak another language. The other problem is that they didn't get the foundation maybe from the previous educators they didn't get the good foundation of reading and phonics. In Grade 1 and 2 the learner did not do well and they push the learner to Grade 3 that learner is going to have a problem."</p>	<p>Language problem: spoken language at home differs from LoLt</p> <p>Lack of reading and phonic foundation from previous teacher</p> <p>-Learner's achievement: Progression v/s competence Progressed to next grade without competence in reading</p>	
<p>GR3CT2 : "In the home language is the lack of phonemic awareness, learners don't know sounds, learners guess, they like to guess and learners in most cases they are lazy to read and learners don't have support from their families and also teachers don't want to know the background of their learners. I think is always best for us as teachers to find out the background of the learners sometimes things are hampering their progress but we don't even want to know and find out. Cognitively, yes, you are not supposed to say, I know that this learner cannot read because you are not a professional in that field but I think eehh! eehh! if we know the background as I have said the background is really very very important that is the way we can be able to support those learners and also lack of encouragement from the parents today's learners are from young parents and some of them even attended school here they don't see us as professionals."</p>	<p>-Lack of phonemic awareness</p> <p>-Lazy to read</p> <p>-Lack of support from home</p> <p>-Teachers lack background of the learners</p>	
<p>GR3CT3: "The problem is that at school they do the language that they don't speak at home they only do it in class whereas everything except English is done in Sepedi like Sepedi, Mabokgoni (Life skills), Dipalo (Maths) whereas at home most of them is not Sepedi that they are speaking, most of them are not Sepedi speaking. This is a major cause like for example in English they can read it fluently unlike Sepedi whereas they are not speaking English at home but every time they watch videos in English and even go to watch English movies but not with Sepedi they are not interested in watching Sepedi movies."</p>	<p>Language problem: spoken language at home differs from v/s LoLt</p>	
<p>GR3CT4 : "I think from the Isizulu side the sounds are difficult unlike in English and Sepedi. The Zulu sounds are difficult because the clicks like they have five letters that form one sounds, sounds like indwa like if the learners has difficulty with two letter sounds like "hl, sh, ng" when you add three letters on top of the two letter sound it becomes difficult. Another thing this children they understand English better than their mother tongue, they enjoy reading in English than in their mother tongue. I have got a child in my classroom she doesn't like to write in her mother tongue because sometimes in her mother tongue, in her isiZulu book she writes in English even in Maths we do Maths in Isizulu but she doesn't she told me she doesn't like to</p>	<p>LoLt Sound system of isiZulu very different from English</p>	

that sound the sound of “ph” she can’t read the word and this is the foundation from Grade R. Another thing if the school doesn’t have enough resources especially books in Setswana the books that are prescribed for Foundation Phase.”		
GR3 T9 : “As I have already said that most of the learners they have already repeated somewhere in Grade 1 or Grade 2 and this learners came to Grade 3 without the knowledge of this phonics sounds, when they reach Grade 3 they got difficulty in reading because they just don’t understand or they even, even when you say you will see this when we are writing spelling especially when you say write “grape” say write “gr” the learner doesn’t know you will find the learner looking around the classroom , looking for the the word “gr” and as the teacher you will see that this learner doesn’t know and if you call the learner during independent reading and you give a learner a book and you say start to read for us and that is where you are going to realise that this child doesn’t know anything about the letters of alphabet , the sound of it then I go back to the chart and let the learner say the letter one by one , associating with the picture if possible” “sometimes in the afternoon I gave them simple words like a and listen to what I am saying because you find that others you will find that the learner is sometimes having a problem with hearing that is why they do mistake he could grab the knowledge from earlier on.”	-Progression policy: Retained in a grade -Lack of phonic foundation Hearing problem	
GR3CT10 : “The problem or the cause for them to not be able to read I think is because they don’t have knowledge for the sounds like the letters they cannot spell like “a” “b”, “kh”. Yes some they don’t have that background for the sound so that is the problem or maybe the problem was in their Grade R or Grade 1 I don’t know but the problem is the sound if they don’t know the sound or to call or name the sound they cannot read.”	-Lack of sound foundation from lower grades	
GR3CT11: “I think the learner didn’t get the foundation because there is no way that a learner can be in Grade 3 without knowing the sounds the problems comes down from Grade 1 and Grade 2.”	-Lack of sound foundation	
LST 1: “Some can read simple words, can make simple sentences, some can mix the words and cannot understand what he is reading, some of them can understand what they are doing but in a very slow pace and they forget easily. I support 12 learners at a time in my class and in each group there are three levels that is: the one group can read and can be able to recognise the sight words, and the other group they can write and the other group they cannot even start to read.”	Different levels- three levels- Group 1: can read and can be able to recognise the sight words Group 2: they can write Group 3: they cannot even start to read	Reading levels of Grade 3 learners with reading problems
LST 2: “When I am supporting these learners there are some who are in a high level, some in a moderate level and some in a low level. Those in a low level they find it difficult maybe you have written something on the board that learner cannot even read what you have written on the chalk board. The other ones are moderate they are trying, I think if I can push each and every day maybe try to make use different strategies like for reading maybe I can find a peer to read together maybe it can be better but for the lower level even if	Different level-high, moderate and low level	

you can find a peer for him or her they cannot do anything . The high level they are now starting to read on their own but some they read without understanding what they are reading.”		
LST 3: “There are three level. The first level is for those who are struggling so I have to use just one word, the second level for one sentence learners they can construct the sentence with understanding and the third level is those one that they can see a picture and write everything about the picture and be able to tell you what the picture is all about.”	Different levels- three level (First level: struggling learners, second level & third level)	
LST 4: “The levels differ. Let me talk about the three levels. The first level is those one who can read without any support from the teacher, they slightly understand what the reading is all about, they can even if you are not in the class they stand in front and they give others some reading lesson. Then number two, the second level are those who can read but they are not sure of what they are reading and the last level is those one that they cannot read at all.”	Different levels- three level (Level1: read without support, Level 2:can read but not sure & level 3: cannot read)	
LST 5: “You will find one or two of them improving after you have been assisting them but most of them you find that is a group that is why most of the time we use a group support programme because they are always having the same barrier. However from the group you can realise that according to you that they have skipped Grade 2 not necessary they skipped but it seems as if they haven't done it because they are lacking foundation so we have realise that we have to do Grade 1 work, Grade 2 work to be able to make them to do Grade 3 work. And those you find that they are improving they go back to their class and never comes to the learner support class and you are going to be left with those one that you think you can take a whole year and even the following year to support them.”	Different levels	
LST 6: “Yes, the different level I can say the first level is the level whereby the learner who do not have any knowledge about reading do not have the vocab in English reading. Yaaa! I say there are those learners who cannot read totally and there are those who can read some words but not all of the words and there are those who reads but their fluency in reading is very weak.”	different levels-three levels Level 1: cannot read totally Level 2:read some words Level 3:Read but weak in fluency	
GR3CT 1 : “There are three level like for example in my class I had this learner she was not okay but the other day I said to myself I am not doing justice to these children so I took two of them and take them one by one from that day those learners gain confidence because I gave them a very simple paragraph from Grade 1 book we then read together, read together, read together for may times and after that I said to them we are going to do dictation usually I have got books where those learners use to write on but on that day I decided to give them pages to write on and then I gave them dictation, you know those children got ten out of ten and it came to my attention that maybe something was not well in the previous classes so they improve but they improve very little they didn't just come up like “xha” (show with the click of the finger) so there was little improvement. There is these once I can call them slow learner, when you attend to them individually they improve very little and sometimes our time is limited like now is in the middle of the year the learner didn't	different levels-three levels	

pick up in the beginning of the year like in February or in the first term they pick up in the third or the fourth term so it is already late but you know.”		
GR3CT2 : “There are about three levels of learners. I have got the emergent reader , the emergent readers usually struggle a lot but as they go on they improve when they are given support they know that this is our time, I usually do occupational task because I know that those who are able to whereas when you have taught them discipline they will be able to work as the group and I will concentrate on these struggling learners so when you give them support they improve but not so much. I have got also the advanced readers these learners can take any book and read irrespective of the level even at the library they don’t go for single sentences they go for serious paragraphs with the small font. They are advanced they are not afraid to read, they are not afraid to try new things. Then the other ones are the middle one , the middle ones are usually lazy they know how to read but they don’t want to improve they know that they can read, they know that they are not at risk but sometimes they don’t want to compete with the other group they just say no we are able to read, we don’t fall in the other group or that other group so why do we improve so they are just lazy.”	different levels-three levels-emergent reader middle one Advance readers	
GR3CT3 : “Some can read fast, some can read fluently and fast, some can read fluently but slow. Some can read but they need time like you say “Tshwaragana” he will read like “tshwa” then stop and then you will say read the she will say “ra”, read “ga” read “na”. If you don’t know this learner you will think that this learner cannot read whereas this learner take his time, I don’t know what he is thinking. You know this is my challenge I thought he don’t know how to read but I realise that this learner can read but slowly in his pace as I have said just listen to that learner don’t disturb that learner.”	different levels-three levels (Some can read fast, some can read fluently and fast, some can read fluently but slow)	
GR3CT4 : “Mmmm! Some of them neeh! They can grasp some of the phonics but some they cannot like I have got this learner he is not even trying to build a single word a Grade 1 word like “umama” he cannot build it; he cannot remember the Grade 1 sounds remember in Grade 1 they are doing single sounds but when time goes by they introduce other sounds. Again I have got these learners who can read fluently they can read any book, then I have got those learners who can read sentences but they cannot read the whole book he can read and read but doesn’t understand what he is reading and I have got those who are struggling who cannot even join the sounds.”	different levels Level 1: read fluently Level 2: read sentences but not the whole book Level 3: struggling learners	
GR3CT5 : “Learners have different levels because others are already matured or they are ready, they are in a ready stage to read, others are still far behind even if they are in Grade 3 it seems as if they were not taught reading in Grade 1 but they were taught but because of their reading disabilities I think that is why they have reading problems.”	different levels- those ready and not ready to read	
GR3CT6 : “There are those when you support them they will understand but there are those that will still do not understand. There are some that you will be able to show that this alphabet is this and this one is this	different levels	

<p>and when we combine them together “can you give me a word; can you form a word?” Then after that let go to the book maybe in the text that we will be reading they will be able to see “oooh! Ma'am this is the word that we were saying and underline that word but there are those that will not see anything at all. You can try thing but they will not still do not understand even if you try any methods. So I can say I have got those that are excellent readers, there are those who are good there are those who are average, those that are fair and those that are poor. When I talk about the excellent reader they are confident and attention to details read loud they now what they are reading about and understand what is going on in the story, they put themselves in the story they can act like those people that they are talking about in the story, and are able to summarise the story. The good readers- the put attention into details as well but not all of them like the alphabets, punctuation marks they still suffer a bit there like there is a comma there they will concentrate and just go straight to the full stops. They can read loud and act but not as the excellent readers. Average they can read but not put details to the punctuation marks and not read loud they still lack that confidence they don't believe in themselves. The fair ones they don't put attention at all but they can read this word and that word not all of the words and the poor are those that cannot read at all.”</p>	<p>excellent readers, good readers average readers, Fair readers and poor readers Five levels</p>	
<p>GR3CT7: “There are those who can improve faster and those who are slow they both need remedial and those who can pick up I usually ask them to assist the other one. And usually in the class we've got three level in our class. Those who cant , those who struggle those who need remedial fortunately we are a full-service school we take them to the remedial centre this learners cant even make up a word, they write bkt , and what is that? And other teachers say they write “number plates” but is not right but they don't tell the learners is only when we just talk you understand every workplace has their own language is not that we teasing these learners but we want to express how they are writing. The second level is the moderate one these learners can read but they need help”</p> <p>“Again the second group they can read a sentence today but tomorrow they can't but if you sit down properly with them they can know how to read. The third one you don't even teach them how to read because they know it they just know I don't know how. “</p>	<p>different levels-three level Level 1: Struggle readers Level 2: Moderate level Level 3: know how to read</p>	
<p>GR3CT8 : “They are not at same level because they are not the same level sometimes you find that the other one can even read a newspaper or an article just found anywhere and other one you have to read with him or her so that he can start reading. Like in my class neeh! I have three levels. The first level is the one that they cannot read at all, the second one is the one that they can read some of the words and other words they can't and the third level they can read everything they can even write those, they can even read without the help of the educator without telling them that we go and practice or do what.”</p>	<p>different levels-three levels Level 1: cannot read Level 2: read some of the words Level 3: can read everything</p>	
<p>GR3 T9: “You find others hence I have said when I started at the beginning. You find that others they just realizing that when in Grade 2 when they we saying read hereit seems is the time that when the learner</p>	<p>different levels</p>	

is opening up and others you find that they don't know nothing and others or maybe they just flow with the group you see somebody will say . Like during my independent reading is where I manage to identify the learner because if I give the learner a book and say read for me and the learner can't say anything you say read one by one letter, the learner doesn't say anything that is where you can see that there is a problem."		
GR3CT10: "I can say three groups: those who are who can read, those who are average and those who cannot read at all we take books from Grade 1."	different levels- three groups Able to read, average & cannot read	
GR3CT11: "With reading. I have nine groups, three groups for each level. I have those who cannot read but those who can reading. Those who need support serious this one they can blend but they are not perfect, but they are those cannot at all. Those that can read at all, those that are struggling but not much."	Different level-three groups Able to read, not able to read and those who need serious support	

THEME 5: STRATEGIES AND METHODS FOR SUPPORTING GRADE 3 LEARNERS WHO EXPERIENCE READING PROBLEMS		
PATTERNS	CATEGORIES	SUBTHEMES
LST1: "Again in class when we also read we start by reading as a class , then as a group and I will also pair them where I pair the learner who is average with the one who is struggling and also asked them to read individually so I will see which learners are still struggling and I have to change the method, in that case I will give the learner one sentence to read and in that sentence there is an action word to read you can add with a picture as the following sentence " Mosimane o a kitima"(Sepedi) "(The boy is running). The teacher will put the picture of a boy running next to sentence and ask the learner will read the sentence. Even if the learner didn't know how to read the word "Kitima" ("running") but because she sees the boy running he will be able to the word."	Whole class reading, group guided reading, paired reading & individual reading	Reading strategies for supporting Grade 3 learners
LST 5: "In our classroom we use group support programme because we group those learners according to the problem that they experience and after that we identify if there are those learners who are not at the same: who don't have the same problems as these learners and we do individual programme for individual learners but for other learners with similar problems we use group support."	Group support- group guided, individual support	
LST6: "I sometimes do group reading, maybe I took a lead as a teacher, sometimes I do individual reading, sometimes I do paired reading and sometimes after we have been read for a while I use the strong reader to help me to assist those who cannot read"	Group reading, individual reading, paired reading, peer reading	
GR3CT1: "For me strategies are the same with the methods." "... like in reading we've got like in Sepedi in our class in reading we have three components group guided reading, shared reading and independent or individual reading so in reading as an educator you start with a group reading, group reading is whereby you are going to introduce something like a sound	Strategies & methods are the same Group guided, shared reading, individual reading	

or a phonics so when you introduce it you introduce it in the groups after introducing that in a group maybe the children may learn and they read together is shared reading and maybe sometimes if that group can read you take them individually."		
GR3CT2: ..." That's paired reading and peer reading."	Paired & peer reading	
GR3CT3: "Again I do shared reading like you show them something written on a paper, you show group by group and you read for them then they will read after you then you do it in group by group, then after that they will read one by one they will not read all of them in the same day, the others will read the next day that is how you pick up the problems. Immediately they read one by one is like learning is taking place everyone wants to read. Ya especially when others are listening to them they become so like I can read. The other way to address is by group reading they all read in a group , you show them the card."	Shared reading, group guided reading, individual reading	
GR3CT4 : "The strategies as I have mentioned I use group guided reading, shared reading and independent reading"	Group guided reading, shared reading and independent reading	
GR3CT5 : "I usually use the phonics, vowels and independent reading sometimes I tell them to read in groups so that the learner can have faith in himself or herself."	Independent reading	
GR3CT9: "...and even during the shared reading also I also help them because during that time they are reading their DBE books ..."	Shared reading	Reading methods for supporting Grade 3 learners
LST 1: "So I start teaching them the sound the word or maybe show them the picture to interpret the picture like this picture represent this and after that we maybe shift the picture and try see if the learners can remember or recall the word we can use the fading method where you draw the picture and delete the picture little by little until the whole picture is faded and the whole word is remains there. The strategy that I use; I use picture"	-Sound method (Phonic method) -picture method -Fading method	
LST3: "But with reading the method that I am using and happy with is to lay the foundation of the sounds and then to name them the way they are for, the phonics method. So I use the sound and phonic programme."	Sound and phonic programme	
LST 4: "... drilling them, giving them phonic words..." "With methods there are different kind of methods that we use like the phonics where the learner sound of words, then form the word, spell the word and write it down. Again, we use pictures where the learner will look at the picture so that he or she can read the word."	Drilling & phonic method Phonic method, picture method	
GR3CT1: "... if the learner doesn't understand the sound "mph" together you must take it one by one and take the flash card and show the learner." "Let's take you do individual reading you use your experience and give learners more flash cards and use look and say method and you want a learner to read but she can't so you can use many methods like look and say method, you can even use tactile method like you tell the learner that this sound is "s" by	flash cards Flash cards(pictures), look and say method, tactile method	

tactile you are going to use the teaching aid whereby you put maybe sand and draw “s” on the sand and the learner must touch the sand a feel it and follow the drawing and say the sound “s” for several times. I can also use the picture and word method like you can draw the sun and tell the learners that this is a sun or maybe you can show the learner the picture of the sun and ask the learner what is this?”	picture & word method	
GR3CT3: “That is I use the alphabet method, the pictures method like in English “a” is for “apple”, b for “banana”. Show them a picture of “a” with an “apple” and in Sepedi “a” for “akanya (think), “b” for “bana” (children)you show them a picture for those words.”	Alphabet method, picture method	
GR3CT4: “...we start with phonic sound and drill them you use pictures, you use phonic charts, you build the words, you cut the words into syllables so that the learner can understand you must also include the picture so that the learner does not forget.” “I am using sounds, phonic cards and pictures. Joining of sounds together so that they make up the words and we include pictures so that the learner can understand better , we also cut words into syllables even a sentence sometimes we give themwhen the learner doesn’t understand we give the learner a word or a sentence and we say cut it into syllables she gonna say like “ ugogo ushanela ibala” she is going to say u+go+go space u+sha+ne+la the i+ba+la then she knows that this are sounds then lets join the sounds like in u+go+go makes ugogo then u+sha+ne+la = ushanela then i+ba+la = ibala.”	drill, pictures, phonic charts, build words into syllables Sound, phonic picture method Syllabification	
GR3CT5: “ I usually use the phonics, vowels ...”	Phonic, vowel	
GR3CT6: “With the methods I use the alphabets, the phonics, the flash cards...”	alphabets, phonics, flash cards	
GR3CT7: “Yaah! The flash cards, then we down grade to the lower grades, the pictures, the actions the actions are very important because if the learner can’t understand the word but if you do the action she can understand and say oooh! that word means this action. They understand more when they use actions and pictures and lower grades books.”	Flash cards, pictures, picture& action	
GR3CT8: “...you help them most of the time you read with them, by show them a picture and a word like for example the word boy (mosimane in Setswana) sometimes if a learner saw a picture of a boy it is easy for him or her to read that this is a boy.” “I also use phonics and pictures.”	phonics, pictures,	
GR3CT9: “...maybe with the support of a picture for the learner to have a clear understanding of what that letter is all about for example when I say “a”, I will say “a” for apple and I will put a picture of an apple next to “a” so that she will be able to identify that this is “a” letter and “a”can be associate with apple because the word apple start with the letter “a”. “That is I am using the chart which is for alphabets, then phonics,...	Pictures reading Alphabet , phonic method	

"Another method is a word and a picture- because every week we introduce a phonic sound is good when you put the word and give it a picture if you don't have it you can make a picture out of it, some words you cant make a picture of it but there are some words that you can make a picture of it so that the learner can be able to identify the word, read the word and also understand what the meaning of this word through that picture and it also help them to make sentences because they now what this word is saying."	Word & picture method	
GR3CT10 : "Yes. We have charts of the sounds..."	phonics	
GR3CT11: "With regards to the methods I use the flash cards then I allow the learner to spell and to blend when reading."	Flash cards-spell-blend	

THEME 6: ADDRESSING READING SUPPORT FOR GRADE 3 LEARNERS		
PATTERNS	CATEGORIES	SUBTHEMES
LST1: "Reading support where the teacher supports the learner starting with the phonics and then we try to tell the learner to point at the word when he reads and if the learner does not understand the word he will try to use self-strategies where educator said the word so that the learner can say the word"	Teacher supports the learner with the phonics	Explaining the term reading support
LST 2:" Reading support is where we support maybe a learner who cannot read a word" But how??	Teacher supports the learner	
LST 3: "Reading support when my learner is reading and I am giving support to help meaning, I show her where is the full stop, how to pronounce those words clearly with understanding. I also stresses the new words we drill them."	Teacher support the learner (teach punctuation to have meaning)	
LST 4: "Reading support is when you giving support the learner who cannot read by drilling them, giving them phonic words and then the other one is by giving them extra reading activities and give books to read at home."	Teacher giving support to learners Drilling, phonic words, extra activities	
LST 5: "Reading support is for those learners, you have identified that they have problems in reading we have to assist them; you have to go a step forward and look for those documents or let me say activities that can help those learners to be at the same level with other learners."	Teacher support identified learners	
LST 6: "Reading support is the programme whereby learners are being assisted to know how to read. And normally I dress fluency in reading, punctuations, reading speed, eeel!"	-It is a programme -Teacher supports the learner -address punctuation, reading speed, fluency	
GR3CTCT1: "Reading support is whereby you give the learner support you are going to do what we call "degrading"	-Teacher supports the learner -Degrading	
GR3CT2: "Reading support is whereby I recognise, let say I realise that some learner has some difficulty even those who don't have difficulties you can give support"	Teacher giving support to learners with and without difficulties	

GR3CT3: "Reading support is when immediately I intervene as a teacher and tell a learner that this is an alphabet we call it "c" say that "c",..."	Teacher intervenes/ support the learner	
GR3CT4: "Reading support is when you take those children with difficulties put them aside and try to help them aside"	Teacher helps aside learners with reading difficulties	
GR3CT5: "Reading support is whereby an elderly person or a teacher helps or assist someone or even the learners with reading school lessons or even after school eeeh! an elderly person can even form reading groups aftercare reading groups."	Elderly person / teacher help or support the learner Elder form reading groups	
GR3CT6: "Reading support is whereby then I have to support those ones who cannot read, how am I going to give them support by going through first the alphabets, the phonics teaching the learners how to build the words"	Teachers supporting learners who cannot read	
GR3CT7: "Reading support is to support those learners who cannot read by using books that are lower than in Grade 3 like the Grade 1 and 2 so that that learner can be able to read..."	support learners who cannot read	
GR3CT8: "Reading support is when you support learners through giving them books, through giving them phonics, you support, you help them most of the time you read with them, by show them a picture and a word like for example the word boy (mosimane in Setswana) sometimes if a learner saw a picture of a boy it is easy for him or her to read that this is a boy."	Teacher support by giving books, phonics, pictures, read with them	
GR3CT9: "Reading support is when I support the learner to read..."	Teacher supports the learner to read	
GR3CT10: "Reading support that we have to support them where they lack in order for them to be able to read."	Teachers support learners to read	
GR3CT11 : "Reading support I can say is when you are supporting the learner who cannot reading"	Teacher supporting learners who cannot read	
LST 1: "Most of them omits words they are not sure about the words..."	Omit words	Errors presented by Grade 3 learners during reading support
LST 2: "Omitting letters and then some cannot pronounce the letters at all and they are not trying."	Omitting letters Unable to pronounce letters	
LST 3: "Of pronunciation, of jumping sounds sometimes, of having low self-esteem knowing the word but does not want to say it she is doubtful." "...some they are dyslexic, some they can say "b" is "d" those problems..."	pronunciation, jumping sounds low self-esteem, knowing the word but does not want to say it she is doubtful. Confuse b and d	
LST 4: "Most of those learners are reading or pronouncing the words wrongly and again they confuses letters for example they can read: "pen" as "ben", they sometimes think "p" and "b" are the same. And if they come across the word that they cannot read, they jump the words."	pronouncing the words wrongly confuses letters("p" and "b") jump the words	

LST 5: "Usually they stops at the word that they do not know and repeat the sentence many times until you tell them how to say the word. Some they just leave the word and continue with the sentence without reading the word."	stops at the word that they do not know repeat the sentence many times leave the unknown word	
LST 6: "Wrong punctuation, fluency in reading, slow reading speed. eeh! Sometimes omissions and insertions others read the word "sometimes" and the learner say "sometime" and leave the letter "s" and again they read without looking at the punctuation."	Wrong punctuation, fluency in reading, slow reading speed. omissions and insertions of words leave letters	
GRD3T 1 : "When they read they reverse the sound like the child want to say the sound and letters "p" and they say "d" they don't know the sound maybe she want to say "m" they say "n" . They don't know the full stops and they don't know the commas when they read they just read or punctuation used when they read."	reverse the sound(p &d, m&n) punctuations- don't know the full stops, commas	
GR3CT2 : "Yaaah! (taking a big breath) the biggest mistake is forgetting the vowels..." ' ... they decode they loss track and the meaning of what they are reading about ..."	forgetting the vowels lot of decoding	
GR3CT3: "Punctuations is a problem then ya! Pronunciations. "	Pronunciations.	
GR3CT4 : "Some of them they skip the consonants, some of them they skip the vowels, even when they write they don't understands the sounds."	skip the consonants, vowels lack of understanding the sounds	
GR3CT5 : "Ya! When they read learners do many mistakes, sometimes the learner skip word or a full word or they skip the sentences or the lines from the first line they may jump or skip two lines and go to the forth line eeeh...! you won't be able to know whether that learner does not see those lines she or he has skipped or is it because of he or she doesn't know how to read that sentences or words. Again sometimes they just keep quiet and don't say anything meaning that they don't know those letters."	-Skipping of words, sentences -Unable to recognise the letters	
GR3CT6 : "The most common errors that they normally do when they don't put details into punctuations..."	-Punctuations	
GR3CT7 : "Some of them skip words, some of them don't pronounce the words correctly..."	-skip words, -lack of correct pronounce	
GR3CT8: "Jumping words, repeating just what the other one has just said even if it is wrong, other one is pronunciation of word and read words for words."	-Jumping words, -repeating just what the other one has just said even if it is wrong, -pronunciation of word	
GR3CT10: "They skip words and pronounce them wrongly."	skip words pronounce words wrongly	

GR3CT11 : "Most of them the don't read the words correctly, the jump words that they don't know and the just read straight without the commas, full stops or question marks."	-read the words correctly -jump words -Punctuations- read straight without the commas, full stops or question marks.	
LST 1: "Some of them we don't have a proper background of them and sometimes when you call the parents they don't come and the learner must suffer on our behalf because if the parent doesn't come how are you going to help that learner because she is the one that knows the child better. Again some of those learners cannot express themselves, some cannot read, they cannot differentiate from the sound they confuse the sounds."	Insufficient knowledge of the learners' background Unable to read, to express themselves, unable to differentiate sounds	Challenges experienced by teachers when supporting Grade 3 learners who experience reading problems
LST 2: "The challenge that I have is that , the learners who are struggling and they cannot even pronounce or spell the letters..."	Unable to pronounce or spell letters	
LST 3 : "Some are having short concentration span, some get frustrated , they don't want to focus, some are playful"	short concentration span not focused playful	
LST 4: "Some of the learners cannot read at all, that is the first challenge"	Unable to read	
LST 5: "The challenges that I experience is that these Grade 3 learners we are supporting they have been retained in Grade 1 or Grade 2 so is a challenge because we already now that they cannot be retained in Grade 3 they are supposed to go to Grade 4 even though they don't know how to read or recognise sounds or phonics"	Assessment policy-Repeated a Grade Unable to read , unable to recognise sounds or phonics	
LST 6: "My challenge is that parents are not involved when we give learners reading material to go and read at home they are not helping their children so that is the biggest challenge because if the learner can read here at school and even at home I think things will be a bit different."	Lack of parental involvement	
GRD3T 1 : "The challenges are that, as our school is a full-service our parents they don't understand what a full- service school"	Lack of parent understanding of FSS	
GR3CT2 : "Yaah ! challenges we have got serious problems firstly the parents, denial they don't accept that their children need support, secondly eeem! in terms of management they treat these learners as one size fit all , thirdly teachers we also assume that no I did my part and the other one must do his or her part and so we are failing learners because is difficult for we teachers to down grade we usually focused on those one who are able who've got a learning ability and these ones is a serious problem , this is a serious challenge because we do what is needed and when the district officials coming ooh this learners are supposed to be pushed and is a lot of work just to have prove. From the learners' side they belittle themselves they feel somehow like we don't know anything here at school and then they feel like we are	-Parents denial -Management- one size fits all Teachers not playing their role- unable to support learners District-Implementation of the progression policy- learners progress without meeting the required standards	

giving this teacher a problem then is okay if we can just repeat why do we have to try because we are not able to do what it is supposed to be done."	Learners- belittle themselves- lack of motivation	
GR3CT3 : "There are those learners that will never read, that will read no matter how, he or she will never say a word and again some when they read they spell , say word for word."	Refuse to read- unable to read, spell	
GR3CT4 : "Some learners with reading problems they forgets the sounds..."	Forgets the sounds- cannot read	
GR3CT5 : Sometimes you have realise that a learner has a reading problem but it seems as if he or she doesn't want to be assisted, he or she can sometimes keep quiet and not be interested in the lesson and usually when they read they encounter problems with phonic problems you may found that they don't even recognise the phonics even though you taught them and you repeated them now and then but you found that maybe they were not interested or whatever or maybe they are having hearing problems or whatever ."	Lack of interest in reading- Unable to read, recognise phonics Hearing problem	
GR3CT6 : The challenges is those learners who cannot differentiate "b"and "d" and be thinking that it is the same thing because they confuse the alphabets and those learners who cannot say "a" how to pronounce	Unable to differentiate letters of the alphabet- b&d Difficulty with pronunciation	
GR3CT7 : "Most of them they can't read because they don't know the alphabets..." "We have also those who cannot read they cannot combine the letters to make a word, some learners can't see that this is a "b" they see it as "p". I also think the learners who doesn't understand the phonics."	Unable to read Don't know alphabets Unable to understand phonics Reverse b & p	
GR3CT8 : "Most of the learners they can't read, they can't pronounce words, some of them they confuse words, some of them they skip some letters, they skip words like for example she is supposed to spell the word "pula" (rain) sometime the learner spell as "pla"	Lack of parental support Unable to read	
GR3CT10: "The problem is the learner themselves. The learners are different, they are not the same and you can see that some are willing to try , and some you don't understand and as whether they are having a problem or they don't want to because some they just keep quite. They don't even what to try to say the words."	learner themselves- Lack of commitment to learn to read	
GR3CT11 : "The challenge that I am experiencing is learners when they are being given a book to go and read at home they when they come back they didn't read it at all- parents are not involved at all. In class I have problems with the sound, learners don't understand them. I have to go down to do Grade 1 work."	Lack of parental involvement Unable to understand the sounds	
LST 1: "If the learner has repeated grade 3 or who has repeated Grade 2 and coming to Grade 3 because they need support. These Grade 3's are coming to our class every day but for reading are coming for three days that is Monday, Wednesday and Friday."	Support –three days a week	Time allocated for support
LST 2: "Those learners are coming to my class every day for 1 hour."	Daily support- 1 hour	
LST 3: "...then at the second week of the reopening of January the learner should come to my class to receive support why on the second or the third week because the classroom is still new for the learner he		

has to adjust and the teacher also must pick up out those barriers that that previous teacher has said she mustn't assume that they said she has the barrier she has to test her first"		
"Then these learners will come three days in a week for 1hour 30 for support."	-Support- three times per week for 1 hour 30min	
LST4: "Then in my class I have a timetable when these learners are supposed to come to my class. They come every day for thirty minutes."	-Support- every day for thirty minutes	
LST5: "we do a pull-out system whereby during English period the learners comes to us for support for two period and after two period they go back to their classes."	Pull out system -English -Support- two period daily	

THEME 7: ENABLING AND DISABLING FACTORS CONTRIBUTING TO THE IMPLEMENTATION OF READING SUPPORT FOR GRADE 3 LEARNERS EXPERIECING READING PROBLEMS		
PATTERNS	CATEGORIES	SUBTHEMES
LST 1: "The programmes that the district has trained us with helped us a lot like on the 27 th we attended a workshop with the Solution in Inclusive classroom where they taught us about the flip board it is something very interesting that you can use because the alphabet book has alphabet from a to z and if you want to write the word you just flip it and the learner can form word there and read and before you can read the text the learner must know the word so it is important for the teacher to make those word cards and must be able to encourage the learners to read those words and if the learner cannot read the learner cannot form a sentences on those flip board. Therefore, I think if the district can supply us with different reading material, we can be able to implement reading support for diverse learners."	District support- training/ workshops A lack of resources- reading materials	(Enabling factors)
LST 2: "The resources that I use in class, most of the time I use the flash cards and then the flash cards help them to read. I also use simple storybooks so that they can understand."	Resources-flash cards, storybooks	
LST 3: "Resources, at least the department is trying to provide us with some resources to use in our class and support from the DBST, the district official call use many time for meetings and updates."	Resources- classroom resources District support-meetings	
LST 4: "I think mmmmm.....working together with the class teacher"	Team-work	
LST 5: "What allows or helps me to implement reading support is that I make sure that I have enough resources..."	Resources	
LST 6: "The materials that I am using, I am using flash cards, sometimes I am using the radios and then the pictures and then communicating with the learners and also extrinsic motivation"	Resources-flash cards, radios , pictures	

GR3CT2: "I think the passion of teaching, researching a lot and finding different types of methods, practical teaching methods..."	Passion for teaching Practical teaching methods –eg. scaffolding	
GR3CT3: "The card, they like pictures the Grade 3 learners. You write the word without a picture they will just look at you like this (show sad face) but draw a picture there, colour it they like colours or maybe you show something that is not bright there won't be learning, they learn through colours."	Resource-cards, pictures (reading support materials)	
GR3CT4 : "When I take them like eeeh! in a group of two or three I use the phonics, the phonic cards , phonic cards helps a lot the breaking down of words helps a lot because they know that if you join three sounds it can make a word so the phonic cards are the best for me."	Strategy- group work Resources- phonic cards	
GR3CT5: "Eeeh! I get assistance from my colleagues then even from other learners there are learners who do not have reading problems then they help one another"	Team work- assistance from colleagues Peer assistance- learners helping one another	
GR3CT6 : "Learners supporting each other, reading with the learners, reading after me using the flash cards, writing words that are difficult on the board explaining what they mean, acting putting myself in the story. You know that is exactly what helps me to implement the reading support."	Peer assistance- learners helping one another Strategy-reading with learners, Resources-flash cards	
GR3CT7: "The love for teaching learners how to read so that they can be readers at the end. Also the books, the picture, flash cards, sentence strips , the resources."	Love for teaching Resources- books, pictures, flash cards, sentence strips	
GR3CT8: "Oooh! most of the time I engage with my colleagues and also the LSE class those educators they help us most of the time If we come across those challenges."	Team work- engage with other colleagues	(Disabling factors)
GR3CT10: Teaching reading in small groups.	Class size- small groups	
LST3: "...even though we still lack enough classrooms as you can see I am sharing this class with my colleague"	Insufficient classrooms (physical resources)	
LTS5: "...then we make photocopy for stories and then we start reading to the learners and then latter the learners will read after us until we realise whether the learner is still struggling or is improving."	Insufficient reading support material	
GR3CT 1: "But now our classes are full like for now in Grade 1 we are having 50 learners and in remedial education they say if you are having 5 children who are cognitively challenged they are maybe like 10 learners because they count 1 child times two."	Overcrowding	
GR3CT2: "Eeeh! eeeh! strategies and methods. I usually use eeeh! like this week I photocopy small letters those small letters eeeh! small alphabets" "we are experiencing serious problems overcrowding, age cohort our learners are not supposed to be in that particular class they are also supposed to be in the next class and also risky learners whereby they are not ready they don't seem to be ready but because of age they have to be in that class"	Photocopying reading material- Insufficient reading support material Overcrowding, age cohort, risk learners	
GR3CT9 : "I think time but for now adherence to the time it always make not in a conducive way. Because you find that learners are not able to complete tasks on time and it is not easy to control this learners"	Lack of enough time for supporting learners	

“...A learner may come from Grade 1 maybe failed Grade 1 and then progress to Grade 2 because of age cohort and when that learner arrives at Grade 2 he is having a difficulty and maybe through all the year the learner doesn't understand what is happening”	Age cohort	
GR3CT11: “Yoo! (taking deep breath). I can say when learners are given the question papers to write so I have to make reading possible because most of the time the learners are don't understand what the questions are saying so I had to do reading. So in Grade 3 learners are expected to read the questions on their own and answer questions so if I do not do reading it becomes a problem. When you are doing assessment.”	-Assessment – learners not enabling to read	
GR3CT5: “I usually take them during after school for thirty to an hour and then I read with them and I attend to them one to one session and then I usually borrow them books from the reading corner , I borrow them books so that they can teach them at home”	Extra time for support -lack of enough time for supporting learners	
GR3CT6: “The strategy that I use is most of the time I stay behind with this learners to teach them the alphabets,…”	Extra time for support -lack of enough time for supporting learners	
GR3CT9: “...when others are cleaning I will stay with those children and and point to the chart to them and say “a” for apple, “c” for cat, “d” for dog”	Extra time for support -lack of enough time for supporting learners	

THEME 8: PRINCIPLES AND FACTORS TO CONSIDER WHEN PLANNING A READING LESSON		
PATTERNS	CATEGORIES	SUBTHEMES
LST1: “You know most of our learners are visual learners they cannot read without pictures”	Learning style: Visual learners	
LST 2: “To accommodate the learners in my class for reading I plan according to their level of needs...”	-plan according to the learners' level of needs	
LST 3: “I plan them according to the learners' capability and potentiality”	-plan according to the learners' capability and potentiality	
LST 4: “Firstly, what I normally do is I plan my support according to what the learners are struggling...” “Another thing is that when I plan I also take into account the levels of my learners and try to plan the support in a way that it will accommodate them all. Then I give those learners extra books so that they can go with them at home for their parents to assist them”	Plan according to the learners' challenge -take into account the levels of my learners Use different books	
LST 5 : “Okay before we do the planning we go to the classroom to check the programme they have been doing before they send the learner to our class then we start from there, , and if you realise that the learner can maybe identify certain phonics and you know that we are going to start with blends and then from there we take a reading programme concentrating on blends”	-Check programme used in their classroom -Plan according to the learner's challenge experienced	

LST 6: "I plan my reading support through pictures and simple storybooks then I give them an opportunity to choose what they want to read because they differ, I provide variety and the learner may choose what suite him or her the best. Then firstly, I consider the learners' reading barrier then I plan the support from that."	Pictures & simple story books Consider the learners' reading barrier	
GR3CT2: "Practically I like to emphasise on print rich, print rich whereby I use big font and bright colours usually I use big books, big books they also have their small books that how I emphasise my reading. When I plan I first check out at the library what types of books I am going to teach"	Print material-big book relevancy of the book -Enough resources from the library	
GR3CT3: "You know when I plan reading, I plan reading as I plan for other things like in this place learners are not the same, this is a full-service school as I have said. So even if we do planning we still remember that by the way my learners are not the same so my lesson plan differ sometimes..."	Plan according to the learners needs	
GR3CT4: "Like when I know that tomorrow I am going reading in class or group guided reading I start by preparing a story, then I do flash cards then I do pictures to make the learners understand"	Prepare flash cards, pictures (resources)	
GRDT 7: "When I plan firstly I must have the resources that I am going to use. Is either that day I am going to use a DBE book or a reading book. I must have enough if I am going to let each and every one to read or I can have the shared reading it depends on what I am going to do."	-Check relevant resources	

THEME9: CURRENT PRACTICES USED IN FULL SERVICE SCHOOLS TO SUPPORT LEARNERS EXPERIENCE PROBLEMS IN READING		
PATTERN	CATEGORIES	SUBTHEME
LST 1: "Then when they come to our class we degrade the learner to Grade 2 work because we thought that maybe they didn't understand something from the Grade 2 work so we adapt the Grade 3 work to Grade 2 so that it must feet the learner."	degrade the learner to Grade 2 work	Down grading the lesson (straddled learning)
GR3CT1: "...you will identify that some learners is having a challenge in reading then you will identify and then you are going to do degrading."	Degrading the lesson	
GR3CT2: "...we down grade the lesson I like to down grade why because the is no use for me as a teacher to go forward whereas the very same learners are still struggling with one letter like "b" they are still struggling so I have to down grade lesson, down size it, differentiate lesson to the extent that I even drop it to the grade 1 level so that the particular learner can be able to read not emphasising on capital letters and punctuation just be able to write and read something."	Down grade the lesson	
GR3CT3: "When I realise that the learner is struggling with the Grade 3 work give him a Grade 2 work."	Use lower grade work	
GR3CT7: "The strategies as I have highlighted is that we down grade we use Grade 1 and 2 books because they are can't read the Grade 3 books."	Use lower grade reading book	

GR3CT9 : "Eeeh! I normally use a lower book for those learners who can't , I go down and use books like "sounds like fun" level 1 term 1 level A because is having words that are based mostly build with three letter words eg "c-a-t", "b-a-t"	Use lower reading book (Books from lower graded)	
LST1: "When I plan my reading support lesson I usually use one lesson for the whole group but what I do.... I differentiate the activities. As I said I support 12 learners at a time so I firstly group them in four's peer group and I will have three groups. Before I support each group I usually use word cards with pictures where one side of the card is the word and the other side is the picture. I take out the words and read them at least three times and the learner read after me, if the learner doesn't know or remember the word that I have read I turn up the card and show the learner the picture. For example, the Sepedi word "ngwanenyana" (girl in English) the teacher will turn the card and show the learner the picture and ask the learner to say what the name of the picture. You know most of our learners are visual learners they cannot read without pictures that is why I use picture reading. Then after I explain the difficult words then I present the cover of the book to the learner so that they can predict what the story can talk about or end up with. So I will continue paging the book and the learner explain what they see and then after we have done explaining the picture I will read the book to the learners and keep on reminding them about what they have said about the pictures. Then to make sure that the learners are able to read the book I will then support those learners in groups, I will support one group per day and if I am busy with that group I will give the other groups activities to do based on the story that will be reading for example I will give one group picture about the story and asked them to arranged the story in sequence and the other group I will give the words and asked them to write sentences using those words found in the story."	<p>Use one lesson plan with differentiated activities</p> <p>Whole class support-use word carts with pictures-explain difficult words-predict</p> <p>Group support-different activities- group 1: arrange the story in sequence</p> <p>Group 2 : write sentences using words from the story</p> <p>Group 3: Receive teacher's support</p>	Differentiating instructions
LST2: "I am using curriculum differentiation when planning because in each group the learners are not at the same level so for me those who cannot read totally maybe we are going to read a paragraph and most of the words have an "a" sound : so for those learners who cannot read I can I write the words with "a" as in "apeya" (cook), "apolo"(apple) and also have the picture to explain those words. And for those who can read I will give them a paragraph to read because they understand what I am saying when I say you can point for me the word "akanya: (think), they can point but for those who cannot read I write the words on the sheet like "apeya, akanya, apolo" and those learners are only going to circle the letter "a" from the words."	<p>Planning for a group with different activities</p> <p>Group 1:read words with picture</p> <p>Group 2: read a paragraph</p> <p>Group 3: circle the sound</p>	
<p>LST3:" I therefore do differentiation in my lesson.'</p> <p>"As their capability is not the same for example I know that this group they struggle here, then I my teach those learner to sound out the name or some names for a week, to build with the sound they struggle and after two weeks is then that they know how to construct a word. Then later I will miss out</p>	<p>Differentiated lesson</p> <p>Group 1: teach sound out the name-</p> <p>Group 2 construct a word</p> <p>Group 3: construct three or four sentence</p>	

the sound for example they struggle to build “katse”, some they are dyslexic, some they can say “b” is “d” those problems, then I will leave the vowel sound like in “K_tse”, I want to check if they can realise that something is missing and the word is not a “katse” anymore without the “a” sound. And to other who are capable of catching then I construct a sentence for them and to group that they are now ready to go to the class they may construct three or four sentences and their rubrics are not the same.”		
LST4: “I start by teaching them all the words that are going to be found in the passage and after I will give one-group pictures of that story and asked them to arrange them according to how the story follow each other, while the others group will write for me the summary of that story. Again when I use different books to cater for different learners. Then I give those learners extra books so that they can go with them at home for their parents to assist them and in class we sometime make a competition where learners have to read with the fellow learner and if that learner is not doing well the peer will also advice and read in front of that learner so that the learner can be motivated or sometimes they help them to read together and then that is how I do my support in class.”	-Teach words Group 1- pictures of that story -arrange sequentially Group 2: write the summary of the story	
LTS6: “After knowing the learners reading barrier I then look at the reading material that will suite her needs so that I can be able to draw an individual programme for him or her. But if I found that, most learners have the same barrier I do not do an individual plan I do a plan that will cater for all those learners. Then I normally start with the pictures I ask the learners to say anything that they think the pictures is all about then I read then I put the words next to the pictures and read the words and then the learners read after me. Then after we are done, I then work with those learners in groups and then finally let the learners read individually for the whole class.”	-Draw ISP Picture reading-word & picture-read the word-read after the teacher-in groups-individually	
GR3CT3: “So when I plan my lesson I plan one lesson but with different part that is I plan one lesson that will cater for different learners. “Like ge redira diphonics redira “thw”and re dira sound “thwa” . Re baruta “thwa” ka moka gabona then when you support bale ba bangwe ba ngwala”thwa” and the other group the faster one ba ngwala disences that accompanied the sound “thwa” but we cannot give those slow one the sentence so this group they will write the letter “t” as an alphabet then the other group will be writing the sentences they will not disturb you as they will be busy concentrating on forming sentences.”	One lesson with different activities -teach the whole class first Group 1: write the sound Group 2 : write sentences Group 3: Busy with the teacher	
GRD3CT4: “Then first I am going to show the learners the book “what do you see” the cover page they are going to look at the cover page and they are going to tell me what do they see “what do you think this book is all about” and everybody is going to say whatever and then after that I introduce the un known words and after that the title of the story like maybe“ ibubezi nezilwane” “what do you think is going to happen in the story” then I read for them and then after that they all read”	Show the book to the learner-explain the cover page-introduce unknown words-give the title of the book-read with them- read with me.	

<p>GR3CT6: "I think I am going to tell you about shared reading because it accommodates everybody at the same time. I have a mat in my classroom so I make sure that we all move away from the desks and I put my chair in front of the learners and they all sit on the mat nicely. Then if I am doing shared reading I am going to take a book, I show the learners the picture you know when you show them the picture they all concentrate and asked them to give me the title (setlhogo in Setswana) what they think this is all about and then everyone will say " ma'am I think this is...." They are going to give me different titles it doesn't mean that when they give me different title some are wrong but you know they see things differently and then after I will ask them what do you think is going to happen inside the book by looking at the picture and they are going to say" ma'am I think this is.....is going to happen". And everybody will explain what they think is going to happen. And after they have done that I will give them the title of what the author has put there and say this is the title of the book, the title might be this but through the interaction of the learners it might be the same they can put it this way but you may find that is the same like what the author has put there and then after I will give them the summary then I will do the pre-reading and the pre-reading is like summarising, first I will show them the picture in the pre-reading and they give me the prediction of what they think the story is all about and then I give them the summary of what the story is about and I will give them the title. I will do the first reading , I will read for them slowly with my feelings there if there is anybody who is going to be hurt I will show them what that person is like I will act as if I am hurt as well put myself in the shoes of that person . I am gonna read the story twice for the learners I will read the whole story , read and read and during the reading I will ask questions so that the learners understand what is going on there so that they mustn't forget what we are reading about and thereafter I will read and read twice and then I will be having flash cards there of the words and the pictures like I said and if there is a word like bear or tree , I will show them the word tree on the flash card and I will also take out the picture and show them how the tree look like because not everybody know some of the things that we are talking about in the book and then after I will read and the learner will read after me, and they will also use the finger so that they catch up and know exactly where we are they use their finger to follow me and thereafter that is the second reading whereby the learners will be reading after me and then there will be the post-reading the questions will be asked "what do you think is happening here, what do you think is going to take place?" eeeh! the Bloom taxonomy I will ask when, what do you think, like when I am reading and after doing that the learners will read themselves and after reading I will ask one of them in the classroom I will just say anyone who wants to go to there and explain to us what was going on in the picture give the summary of what they think because the summary might be different from mine they will go and tell us what the summary of the book they will summarise everything. Then after I will ask question, I will start by asking question so that the learners don't forget what was been taught.</p>	<p>Select a book-picture reading- predict the title</p> <p>Pre-reading (summary)-picture reading-prediction</p> <p>First reading(reading slowly with feelings)- read twice- ask questions- use flash cards & pictures</p> <p>Second reading: teacher reads- learners read after the teacher</p> <p>Post- reading: ask question about the story- summarise the story</p>	
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That is in connection with the shared read, when you start with the shared reading, you know shared reading for me is very much important because that is where you teach all the learners even those who does not understand they will follow and then when you act you know they love laughing and through that the learners just understand everything that is being taught and if the learners knows all these steps how to carry a book, how to go to the next page, all this reading steps and shared reading the learner will be able to read individually and will be able to read in twos and the learner will be able to read in groups and in groups they will read different types of books but in shared reading we use only one book because in shared reading we want them to understand, when we go to group reading then you can give them different types of books maybe this group we give them this one and the others you give them the other books."		
GR3CT7: Before we start I write the words from the story on the flash cards then I put them nicely on my table and we start reading I am going to ask them look at the picture from the story then I ask them "what do you see form the story?" " I see a grandmother maybe knitting or anything" after that I just ask "what do you think the story is all about?" e.g "Ma'am I think the story is about the grandmother knitting sitting under the tree, the children are playing" they tell me anything that they see before we start reading then I take those flash cards then I read the first flash card maybe "grandma, the I flash it to the learners and then they read after me, then I put it on the side on the chalkboard then proceed with other words. The I start reading I read the sentence and the learners read after me, they have already known the meaning of the words then when we read I read the whole story we don't read it once maybe twice or thrice then after we come to the questions then I guide them how to answer the question some can answer and some those learners they can't cannot. The independent reading is only when the learner is reading on its own and group guided I read the for the whole class not the DBE we are going to read the story from the readers all about we had also paired reading where two learners read together usually we group the week one with the strong one they read together the same story.	Ask to explain the picture-learners read the flash cards-explain the meaning of the difficult words- teacher reads the sentence – learners read after the teacher-	

THEME 10: TEACHER TRAINING WITH REGARD TO SUPPORTING GRADE 3 LEARNERS EXPERIENCING READING PROBLEMS		
PATTERN	CATEGORIES	SUBTHEME
LST 1: "Yes"	Trained	
LST 2: "No."	Not trained	
LST 3: "Yes"	Trained	
LST 4: "Yes."	Trained	
LST 5: "No, I was never being trained, I taught myself."	Not trained	

LST 6: "Yes, I have been trained for that because where I was started training I was using my mother tongue."	Trained	
GR3CT 1: "No, they didn't train us on how to deal with these learners but on the way because I wanted to upgrade myself."	Not trained	
GR3CT2: "During my training ? No (laughed). During my training we were concerned with the not the how part in most cases but they emphasise mostly on writing, reading but not how to give support. How to give support is when I as a teacher registered in order to find out in order how can I support these learners."	Not trained	
GR3CT3: "No."	Not trained	
GR3CT4 : "Ya, we did that in college and I was doing that over the years but in the past we used breakthrough method and I think is the same"	Trained	
GR3CT5: "No, at college we were not taught"	Not trained	
GR3CT6: "Eeeeh! You know what I am not from the college, I am from the University of the North and I wanted to work with high schools to be honest with you and I was never taught that is just that it is in my blood."	Not trained	
GR3CT7: "No we were not trained we were just taught the methods of teaching and it was long."	Not trained	
GR3CT8: "No even especially I am a high school teacher I didn't do primary."	Not trained	
GR3 T9: "Yes"	Trained	
GR3CT10: "NO."	Not trained	
GR3CT11: "No."	Not trained	

THEME 11: PROFESSIONAL DEVELOPMENT FOR TEACHERS IN SUPPORTING LEARNERS EXPERIENCING READING PROBLEMS IN FULL SERVICE-SCHOOLS		
PATTERNS	CATEGORIES	SUBTHEMES
LST 2: "The support that I need, in reading we have shared reading, group guided reading and individual reading. So for me I need the facilitators should come to school and show or demonstrate to use how and when to do group guided reading in the classroom because I am not clear about it. At least I have knowledge for shared and individual reading."	Demonstration of reading lesson	(District support)
LST 3: "The district need to be workshop and attend all those programme. So what I need a training about parental involvement, how can I make them not to hide those learners."	-Training on how to involve parents	
LST 4: "I think the district facilitators for foundation phase should organize more training for us to show us how we can support these learners in class especially when they come to us."	Training- on how to support learners with reading problems	
LST 5: "We need more training on how to support these learners because every year teachers refers learners with different reading barriers and sometimes we are confused of what to do. The district office must supply us with more workshops on continuous basis."	- Training on how to support these learners -District Workshops	

LST 6: "Another thing the district must provide us with more workshops and organise with the schools especially the white schools (the ex-model C school) which have more resource to visit them and learn from them."	-Twinning of schools	
GR3CT1: "I think the if the district can teach us more on how to deal with these cognitively challenged learners"	Training- dealing with cognitively challenged learners	
GR3CT2: "Yes, I think we really need support, from the district practically methods are changing , strategies are being improve so you cannot let yourself to be left behind." "The authorities should come and make things practical not giving us manual they must come even if is for four weeks they must come and do this methods step by step."	-District support- practical methods are changing , strategies Demonstration lessons	
GR3CT3: "The same thing that you said planning for learners with reading barriers. I do not know that kind of training but if it is there I need training for learners that cannot read from the district."	-Training- planning for learners with reading barriers	
GR3CT4: "Yes, I think we always need support because there are always those learners who experience different problems every year that is why we are writing support forms. I need support from the district on how to deal with these learners with severe difficulties like I have this learner from another school he came this year like wasn't writing anything like his writing is everything meaningless. With reading I have tried so many methods so I need training through workshops on how to make these learners understands phonics because now in our workshops they only tell us the things that we now not something new they need to tell us strategies something new."	support on how to deal with these learners with severe difficulties -Training through workshops on how to make these learners understand phonics	
GR3CT5 : "I think if all of us we can attend the LSEN programmes and be trained and not for us to have only the LSEN educators trained aside if we can all be trained on how to deal with reading problems. Maybe our facilitators can do this can be done also through a lengthy workshop, maybe for a week or so."	-Training on LSEN programmes - lengthy workshop,	
GRCT6: "We sometimes go to reading workshops at the district but if I can have more of that."	-Reading workshops	
GR3CT9: "Workshops from the district."	-Workshop	
GR3CT11: "We teachers especially the Funda Lushaka's we don't have the experience I was thinking that maybe the district must conduct a workshop to help us because some of the things we are experiencing in class we don't know how we can tackle them and is a problem.'	-Developmental Workshop	

GR3CT 1: "I think maybe in the full-service school presently we are more enlightened the main thing that I want to ask from our department as a full-service school is to have at least 30 learners or less learners in the class" "Another thing that we want is assistance educators in our classes like for example maybe the educator has 50, 55 or fifty something learners so you can reach them all because they are many and if you have got so many learners in your class which are cognitively challenge you can't reach them."	-Teacher-pupil ratio (less than 30 learners) Assistant teachers (Human resources)	(Departmental support)
GR3CT3: "I also need in service training from the department for learners who cannot read."	In service training for learners who cannot read	
GR3CT7: "Workshops from NGO or department."	Workshops from NGO or department	
GR3CT8: "Reading workshop or in-service training from the department"	-Reading Workshop -in-service training	
GR3CT10 : "More workshop and training from the department"	Workshop and training	

THEME 12: TEACHERS' INPUT ABOUT STRUCTURING READING SUPPORT FOR GRADE 3 LEARNERS WITH DIVERSE READING NEEDS		
PATTERNS	CATEGORIES	SUBTHEMES
LST 1: "The teachers should use the language that the learners understand and if they are not teaching using the mother tongue of the learners they must code switch during their support so that the learners can be able to understand what they are reading. It is also important for the teacher to know and understand the learners in her class. The teacher must draft the lesson based on the learners' abilities. For example, if you know that in your class you have learners who cannot read, read through pictures and you can start with those ones that attempt to read so that they can read for the class see if there is one who can imitate him and even encourage those that cannot read that there is something good about them. But I think most importantly reading can be done from two letter words, four letter words to six letter words so that the learners can move from one step to another."	-use the language that the learners understand - code switch during support -understand the learners in your class. - draft the lesson based on the learners' abilities Structured process-move from one step to another	
LST 2: "I think LSTs need to structure the reading support in a step-by-step manner for example; Step 1: I think the teacher may use a flash card and a picture and for the learner to read he or she must read the picture first and after reading that picture maybe she can read the words. So it is going to be a picture and a word association. Then for a learner to maybe read a sentence, maybe the teacher can have a sentence-strip" Ga a bala lefoko, lefoko leo ko le kgaola ka mantswe" (When reading the sentence I will break the sentence into syllables)such as " katse e ntsho" (the black cat). I will cut the sentence strips into	Structured process--step-by-step manner flash card, a picture-read and sentence strips. Break words into syllables	

individual words like “katse”/ “e”/ “ntsho” then I will mix the words and then request the learner to use those words to make a sentence.”		
LST 3: “She can structure that by doing curriculum differentiation because it can’t be one size fits all we have to plan, as their potentialities are not the same, they don’t grasp at the same level. Curriculum differentiation allow us to plan according to the learners abilities, for example the slow learners you avoid giving them more activities because their concentration span is short and it will frustrates them, then you go to the second group the little that you have done with the first group you add a little amount to them until they are the same with the last group, the last group are familiar with the some of the text and they are ready to go their class.”	curriculum differentiation	
LST 4: “I think if there can be extra period for learning to reading and then maybe there be competitions so that learners can compete maybe every Friday they compete in reading and I think it will make it better. Also the teacher must try to call parents to school to explain how they can assist the learners at home. That is the teacher must try to involve everyone when structuring the reading support.”	extra period assigned for reading & reading competitions parental engagement involve everyone	
LST 5: “I think the best thing is for these learners to be assisted with computers may because they are unable to read on paper maybe in a computer we have those software and hearing devices where the computer talk to them, read to them and then gives them instructions maybe It will be easy for them to be able to take those instructions even and if they are unable to write the computer will write for them and maybe they can improve. And if we use other resource like eeh... CD players maybe they listen to the story and you also record them responding to the story maybe if they hear their own voices they will realise that at least there is something that I can do.”	Use alternative devices- computers (technology)	
LST 6: “In class, the teachers can structure their reading support from simple to complex. Simple means starting with word with pictures and where is possible they can have concrete objects with words on them and then again we can use simple reading text and also freedom of choice also for those who want to choice for themselves and also by involving parents.”	from simple to complex. Word(s) with pictures-use concrete object-simple reading text. involving parents	
GR3CT2 : “For me whatever material that we get from workshops as teachers we must not shelve it we must make use.” “...This means that when we need to come together as a phase when we plan not to plan individually because sometime what I think is working for me is not working and the	Use different material Plan as a phase	

other time is working for you , so we need to have weekly plans not term plans because we normally don't follow those things ..."		
GR3CT4: "I think if we sit down and plan as a group normally is what we do and like we plan for the week as individual teachers do , ..."	plan as a group	
GR3CT7: "Usually we go to the workshops to the other full-service school and they give us pamphlets. Change from the strategies that you use, the other strategy that can help is the learners can help each the those one that they know how to read they can assist those who can't. Use different types of books"	Use different strategies and types of books	
GR3CT8: "Sharing ideas, planning together as we normally do most of the time we help each other like maybe I have got a learner who can't read and I cannot help him, I will take him to another teacher for about two to three days so that she can apply his or her own techniques and then she will come up with a report or I saw that Rebecca (pseudo name) can't read because of this challenge."	planning together Team teaching	
GR3CT11 : "Okay, I think everyday the Grade 3 teachers may organise that they must assembly may be each and every class they select three and read for everyone and also at the assembly we choose other learners so that they can motivate those who cannot read.I will select the learners who cannot read maybe during English period I choose Thato (pseudo name) to read a story to them they can be motivated they will want to be like Thato or the following day I choose the other learner and so on."	Motivation	

APPENDIX N: EXAMPLE OF A READING ERROR IDENTIFICATION

Text	Learner's behaviour	Response
✓ ✓ ✓ ✓ ✓ Can you see my face?	Read words accurately. Teacher ticks each word.	Correct
✓ ✓ ✓ the ✓ Can you see my face?	Misreads word, Write incorrect word above the word	Misreads (miscue)
✓ ✓ ✓ ✓ big ✓ Can you see my ^ face?	Child inserts a word while reading. Teacher marks inserted word with a ^	Insertion
✓ ✓ ✓ _ ✓ Can you see my face?	Child leaves out a word while reading. Teacher places a line above the word left out.	Omission
✓ ✓ ✓ R ✓ Can you see my face?	Child repeats word(s). Teacher underlines repeated words and writes R,	Repetition
✓ ✓ ✓ ✓ f-a-c Can you see my face?	Child attempts to sound out word. Teacher writes attempt above word.	Attempt
✓ ✓ ✓ ✓ sc ✓ Can you see my fat-face?	Child misreads but then self-corrects. Teacher marks self-correction sc	Self-correction

Source: adapted from Hill (2006, as cited in Nel, Nel & Hugo, 2016:236)

APPENDIX O: EXAMPLE OF HOW TO CALCULATE THE READING LEVEL

Select a learner who seems to be experiencing challenges in reading and administer the assessment procedure outlined below:

Let the learner read out loud from a page of text estimated to be at the appropriate level or one level below,

Note words that are misread or omitted and also those that cause marked hesitation but are eventually read correctly.

Let the reader read the text again, silently this time, stating beforehand that he/she will afterwards be expected to answer some questions orally.

Ask eight to ten open questions (what, where, who – so, no questions requiring a Yes/No answer, of which slightly more than half should be direct questions that focus on the information in the text.

Indicate the learner's correct responses with ✓ but write down the incorrect responses.

Calculate the percentage for word recognition using the following formula:

$$\frac{\text{Words read correctly}}{\text{Total number of words in the text}} \times 100$$

Calculate the percentage for comprehension using the following formula:

$$\frac{\text{Questions answered correctly}}{\text{Total number of questions}} \times 100$$

Source: Adapted from Bouwer and Dednam (2016: 179–180)

APPENDIX P: DOLCH SIGHT WORD LIST AND FRY'S INSTANT WORDS

All 220 Dolch words by grade in alphabetical order

Pre-Primer		Primer		First Grade		Second Grade		Third Grade	
a	look	all	out	after	let	always	or	about	laugh
and	make	am	please	again	live	around	pull	better	light
away	me	are	pretty	an	may	because	read	bring	long
big	my	at	ran	any	of	been	right	carry	much
blue	not	ate	ride	as	old	before	sing	clean	myself
can	one	be	saw	ask	once	best	sit	cut	never
come	play	black	say	by	open	both	sleep	done	only
down	red	brown	she	could	over	buy	tell	draw	own
find	run	but	so	every	put	call	their	drink	pick
for	said	came	soon	fly	round	cold	these	eight	seven
funny	see	did	that	from	some	does	those	fall	shall
go	the	do	there	give	stop	don't	upon	far	show
help	three	eat	they	going	take	fast	us	full	six
here	to	four	this	had	thank	first	use	got	small
I	two	get	too	has	them	five	very	grow	start
in	up	good	under	her	then	found	wash	hold	ten
is	we	have	want	him	think	gave	which	hot	today
it	where	he	was	his	walk	goes	why	hurt	together
jump	yellow	into	well	how	were	green	wish	if	try
little	you	like	went	just	when	its	work	keep	warm
		must	what	know		made	would	kind	
		new	white			many	write		
		no	who			off	your		
		now	will						
		on	with						
		our	yes						

Fry's First 100 Words

1. the	21. at	41. there	61. some	81. my
2. of	22. be	42. use	62. her	82. than
3. and	23. this	43. an	63. would	83. first
4. a	24. have	44. each	64. make	84. water
5. to	25. from	45. which	65. like	85. been
6. in	26. or	46. she	66. him	86. called
7. is	27. one	47. do	67. into	87. who
8. you	28. had	48. how	68. time	88. am
9. that	29. by	49. their	69. has	89. its
10. it	30. words	50. if	70. look	90. now
11. he	31. but	51. will	71. two	91. find
12. was	32. not	52. up	72. more	92. long
13. for	33. what	53. other	73. write	93. down
14. on	34. all	54. about	74. go	94. day
15. are	35. were	55. out	75. see	95. did
16. as	36. we	56. many	76. number	96. get
17. with	37. when	57. then	77. no	97. come
18. his	38. your	58. them	78. way	98. made
19. they	39. can	59. these	79. could	99. may
20. I	40. said	60. so	80. people	100. part

APPENDIX Q: EXAMPLES OF CLASSROOM TIMETABLE

GRADE: 3A

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
07:45 - 08:00	ASSEMBLY & REGISTER		ASSEMBLY & REGISTER		ASSEMBLY & REGISTER
08:00 - 08:35	HL Phonics = 15 min shared Reading = 20min	HL Phonics = 15min Shared reading = 20min	HL Phonics = 15min shared reading = 20min	HL Listening/Speaking = 15min	HL Phonics = 15min
08:35 - 09:05	HL Group Guided = 30 min	HL phonics Group Guided = 30min	HL guided = 30min Writing = 20min	HL Guided = 30min	HL Guided = 30 min
09:05 - 09:30	HL Handwriting = 15 min Listening/Speaking = 15 min	HL Listeng/Speaking = 15min	HL Handwriting = 15min	HL Writing = 20min	HL Handwriting = 15min Writing = 20min
09:30 - 09:40	Maths Counting = 10 min	Maths Counting = 5min	Maths Counting = 5min	Maths Counting = 10min	Maths Counting = 10min
09:40 - 09:50	Maths Mental = 10min	Maths Mental = 10min	Maths mental = 10min	Maths Mental = 10min	Maths Mental = 10min
09:50 - 09:55	SHORT BREAK		SHORT BREAK		SHORT BREAK
09:55 - 10:05	Maths Revision = 10min	Maths Revision = 10min	Maths Revision = 10min	Maths Revision = 10min	Maths revision = 10min
10:05 - 10:55	Maths Concept level = 50min Problem Solving = 5min	Maths Concept Devel = 50min Problem Solving = 10min	Maths concept devel = 50min Problem Solving = 10min	Maths Concept devel = 50min Problem Solving = 10min	Maths Concept Devel = 50min Problem Solving = 5min
10:55 - 11:20	LONG BREAK		LONG BREAK		LONG BREAK
11:20 - 11:50	EFAL Listening/Speaking = 30min	EFAL Phonics = 30 min	EFAL Group guided = 30min	EFAL Writing = 30min	EFAL Spelling Ass = 30min
11:50 - 12:20	Life Skills Beg-Knowledge = 30min	Life Skills Beg- knowledge = 30min	EFAL Speaking 30min	EFAL Group guided = 30min	EFAL Group guided = 30min
12:20 - 12:50	Life Skills C.Arts = 30min	Life Skills C.Arts = 30min	Life Skills Beg-Knowledge = 30min	Life Skills Beg-Knowledge = 30min	Life Skills C.Arts = 30min

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Grade 3

	07:45	08:00	08:20	08:40	09:00	09:20	09:40	10:00	10:20	10:40	11:00	11:20	11:40	12:00	12:20	12:40	13:00	13:20
07:45	08:00	08:20	08:40	09:00	09:20	09:40	10:00	10:20	10:40	11:00	11:20	11:40	12:00	12:20	12:40	13:00	13:20	
08:00	08:20	08:40	09:00	09:20	09:40	10:00	10:20	10:40	11:00	11:20	11:40	12:00	12:20	12:40	13:00	13:20		
08:20	08:40	09:00	09:20	09:40	10:00	10:20	10:40	11:00	11:20	11:40	12:00	12:20	12:40	13:00	13:20			
08:40	09:00	09:20	09:40	10:00	10:20	10:40	11:00	11:20	11:40	12:00	12:20	12:40	13:00	13:20				
09:00	09:20	09:40	10:00	10:20	10:40	11:00	11:20	11:40	12:00	12:20	12:40	13:00	13:20					
09:20	09:40	10:00	10:20	10:40	11:00	11:20	11:40	12:00	12:20	12:40	13:00	13:20						
09:40	10:00	10:20	10:40	11:00	11:20	11:40	12:00	12:20	12:40	13:00	13:20							
10:00	10:20	10:40	11:00	11:20	11:40	12:00	12:20	12:40	13:00	13:20								
10:20	10:40	11:00	11:20	11:40	12:00	12:20	12:40	13:00	13:20									
10:40	11:00	11:20	11:40	12:00	12:20	12:40	13:00	13:20										
11:00	11:20	11:40	12:00	12:20	12:40	13:00	13:20											
11:20	11:40	12:00	12:20	12:40	13:00	13:20												
11:40	12:00	12:20	12:40	13:00	13:20													
12:00	12:20	12:40	13:00	13:20														
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12:40	13:00	13:20																
13:00	13:20																	
13:20																		

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APPENDIX R: EDITORS' LETTER



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24 January 2019

Declaration of professional edit

READING SUPPORT FOR GRADE 3 LEARNERS IN FULL-SERVICE SCHOOLS, GAUTENG

by

THEMBI ANASTACIA LUCKY PHALA

I declare that I have edited and proofread this thesis. My involvement was restricted to language usage and spelling, completeness and consistency, referencing style and formatting of headings, captions and Tables of Contents. I did no structural re-writing of the content.

I am qualified to have done such editing, being in possession of a Bachelor's degree with a major in English, having taught English to matriculation, and having a Certificate in Copy Editing from the University of Cape Town. I have edited more than 100 Masters and Doctoral theses, as well as articles, books and reports.

As the copy editor, I am not responsible for detecting, or removing, passages in the document that closely resemble other texts and could thus be viewed as plagiarism. I am not accountable for any changes made to this document by the author or any other party subsequent to my edit.

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