

**ON-GOING PROFESSIONAL TEACHER DEVELOPMENT PROGRAMME ON
READING IN THE FOUNDATION PHASE: TOWARDS AN INTERVENTION
STRATEGY**

by

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DECLARATION

I, Maite Elias Maebana, declare that A Formative Assessment of on-going professional teacher development on reading in the foundation phase of Dikgale area, Limpopo province is my own work and that all the sources used and quoted have been acknowledged and referenced and this work has not been submitted for any Examination committee or degree of any institution of higher learning.

MAITE ELIAS MAEBANA

DATE

Dedication

I would like to dedicate my study to my wife Kanyane Precious Maebana, my three beloved children namely, Mogau, Magedigedi and Pheladi for been there for me during the period of conducting this study. To my late parents, Lethopatshwane Frans and Mpokwane Elizabeth Maebana, I would love to say thank you for providing me with the necessary foundation for learning, despite going through ups and down. Lastly, I would like to thank God for the kind of protection provided to me and my family during the whole period of my study.

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ABSTRACT

Ongoing professional teacher development programmes have been found to be the most important strategy to empower the in-service teachers in the public and private i schools in South Africa. The purpose of this study was to investigate the effect of on-going professional teacher development programmes on reading in the Foundation Phase, and to design an intervention strategy on reading on the teaching of reading in the Foundation Phase. The study followed a qualitative research approach, where, a case study design was adopted. For the purpose of this study, eight Foundation Phase teachers were purposively selected to take part and two Curriculum Advisers from curriculum section in the Department of Education, Limpopo Province. Data was collected through the use of semi-structured interviews, observations and document analysis. Data was analysed through a thematic content analysis strategy, where five findings emerged. Foundation Phase teachers showed a clear understanding of a series of on-going professional development programmes on reading which were cries-crossing throughout the entire Province; Foundation Phase teachers were not satisfied with the amount of time allocated for the ongoing professional development programmes on reading; In addition, the teachers expressed their feeling on the content that was covered by this development programmes, and lastly, the availability of resources has been found have serious challenges for the programmes. The findings revealed the following implications, (a) The ongoing professional teacher development programmes on reading conducted are insufficient, as foundation phase teachers cannot find a leeway to remedy the problem. (b) The model of equipping foundation phase teachers with the relevant skills and knowledge required for the teaching of reading was not sufficient, therefore, new strategies need to be developed to empower the foundation phase teachers in a better way.

Keywords: Reading, ongoing professional development, foundation phase, assessment, Literacy

List of abbreviations

ANA	Annual National Assessment
CAPS	Curriculum, Assessment and Policy Statement
CCK	Common Content Knowledge
DBE	Department of Basic Education
DoE	Department of Education
EFAL	English First Additional Language
EEOS	Extended Educational Opportunity Schools
FP	Foundation phase teachers
INSET	In-Service Training
NCCTQ	National Comprehensive Centre for Teacher Quality
NDE	National Department of Education
NRP	National Reading Plan
NRS	National Reading Strategy
PCK	Pedagogical Content Knowledge
PIRLS	Progress of International Literacy Studies
SPARC	State Programme for Accountability Responsiveness and Capacity
TDMS	Teacher Development and Management Strategy
ToT	Training of Trainer
TRC	Teacher Resource Centre
UDL	Universal Design Learning

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CHAPTER ONE

BACKGROUND AND MOTIVATION TO THE STUDY

1.1 INTRODUCTION

Some studies have reported that most teachers have challenges in teaching reading in the Foundation phase in South African primary schools. Teachers tend to teach reading in an ad-hoc and unsystematic manner (Pretorius, Jackson, McKay, Murray & Spaul, 2016; Cekiso, 2017; and National Reading Strategy, 2008). This is despite the development programmes that are put in place to address the problem, of which one of the programmes is the on-going professional teacher development, there seems to be of no help. This problem, however, seems to be experienced even in international countries. Countries such as Columbia, India, the Netherlands, Greece and Australia have also had to deal with concerns on reading issues. In trying to address the problem, ongoing professional development programs were introduced in Limpopo Province. The programs were in the form of NECT, EGRA, Drop everything and Read Campaign, Workshops on reading and In-service training organized by the Department of Education, Limpopo Province. (Aghazadeh, 2010; Berry & Little, 2007; Cornish, 2010; Joubert; 2010; Padmanabha Rao & Rama, 2010; Tsolakidis; 2010; Vithanapathirana, 2010).

To provide Foundation Phase teachers with appropriate support, in South Africa, on-going professional teacher development programmes have been initiated (Nkambule, Balfour, Pillay & Moletsane, 2011). Despite the provision of the on-going professional teacher development programmes, most teachers in the Foundation Phase still struggle to teach reading in the classroom. Therefore, the purpose of this study was to investigate the effect of ongoing professional teacher development on reading, and to design an intervention strategy on the teaching of reading in the Foundation Phase. enhancing the teaching of reading in the Foundation Phase. However, although the introduction of the on-going professional teacher development programmes in Limpopo Province, from the researcher's experience,

Foundation Phase teachers still finds it difficult to teach reading in a manner hoped for.

The researcher argues that the investigating the effectiveness of the on-going professional development on reading may be enhanced if greater attention were given to the identification of the experiences of the Foundation phase teachers. Prior 1994, teachers were encouraged to become reflective practitioners by working collegially in professional learning communities (Dufour, Dufour & Eaker, 2008) to develop creative responses to their various teaching challenges (Christie et.al., 2004) Ongoing professional teacher development activities were of strategic importance by being continuous, collaborative and based on shared and reflective practices. In-service training programmes played a more crucial role in the professional teacher development sphere (Christie et al., 2004). The teacher training programmes offered, prepared the Foundation Phase teachers with the skills relevant to teach reading in their classrooms, since the introduction of the National Curriculum Statement and Curriculum, Assessment and Policy Statement in 2012, Foundation phase teachers have had to assume new roles of teaching reading in their classrooms.

For these Foundation Phase teachers to perform to the best of their ability, a higher level of professional support is essential, therefore, ongoing professional development programmes were initiated, in order to assist the struggling Foundation Phase teachers who, teach reading in the primary schools of Limpopo Province. These on-going professional teacher developments on reading in the form of workshops, in-service training and seminar, were introduced to assist Foundation Phase teachers, however, the researcher's observations indicate that most teachers experience difficulties in teaching reading in their classrooms and do not seem to be receiving any benefits from the on-going professional development programmes arranged by the Department of Education.

The Department of Basic Education (DBE) has implemented several policies to address some of the root causes of underperformance, with regard to the teaching of reading in the primary schools. In addition, ongoing professional teacher development initiatives were introduced, hence, the Department of Higher Education

and Training (DHET) has introduced the National Policy Framework for Teacher Education and Development of 1996, for teachers. The main aim of the policy is to strengthen teachers' knowledge in the teaching of reading in the Foundation Phase classrooms. Ongoing professional teacher development programmes, therefore, were introduced to improve the skills and knowledge regarding the teaching of reading, thereby, changing the way in which Foundation Phase teachers have been teaching reading in the classroom.

As the education systems worldwide become more advanced, professional teacher development initiatives in the form of seminars, workshops and others on reading have become essential. Workshops on reading, Advanced Certificate in Teaching (ACT) programme (2014/2015), XENEX Foundation Project, Early Childhood Development Teacher Education Programme, and the Continuous Professional Development Programme have been established with a common purpose of capacity development. For example, workshops on reading were conducted by Barongwa, Project on reading which was a Non Profit Concern, working in collaboration with the University of Limpopo on the teaching of reading. These workshops were recommended by the Department of Education, Limpopo Province, as the most appropriate way of improving and capacitating teachers at schools. During such sessions, innovations on the teaching of reading in education were introduced, for example, workshops are organized in which Foundation Phase teachers are trained to use new approaches in the teaching and learning processes in Limpopo Province.

These on-going professional teacher-development initiatives on reading in the form of workshops are conducted in Limpopo Province, to capacitate Foundation Phase teachers to teach reading in an advanced manner than before, although, learners in the Foundation Phase still find it difficult to read in their mother tongue or in English as First Additional Language (Cekiso, 2017) whether the problem is with the teachers' inability to teach reading or not is unclear (Spaull & Hoadley, 2017).

Evidence from local research shows that the role of on-going professional teacher development programmes opportunities in effecting change is questionable (Genrick- & Janks, 2013). In particular, the effectiveness of in-service education and training (INSET) and other Continuous Professional Development forms that are

offered to Foundation Phase teachers in South Africa. For instance, Al- Balushi (2012) and Al-Hakamani (2011) investigated the impact of an in-service course on TESOL (Teaching English to Speakers of other Languages) teachers' perceptions and their classroom practices regarding the teaching of stories to Foundation Phase learners. Findings revealed that there were little change in participants' perceptions and no noticeable change in their classroom practices upon completion of the training.

From international perspectives, Darling-Hammond, Hylar and Gardner (2017) note that many professional-development initiatives appear ineffective in supporting changes in teachers' practices and student learning. In addition, Komba and Kombi (2008), conducted a study titled - *Professional teacher development in Tanzania: perceptions and practices*; the findings revealed that the kind of ongoing professional teacher development programme that had been initiated was inadequately supported and motivated, hence, teachers continue to struggle in the teaching of reading in the primary schools. The researcher concurs with the findings of Komba and Kombi (2008), since South African teachers in the Foundation Phase struggle to teach reading in their classroom.

The focus of this study was to investigate the effect of on-going professional teacher development programmes on reading in the Foundation Phase, and to design an intervention strategy on teaching reading in the Foundation Phase. This area for the study was chosen because Foundation Phase teachers in this area, participated in a series of on-going professional teacher development in 2018/2019. It is widely accepted that Foundation Phase teachers play a critical role in achieving quality education, and that South African teachers' content and pedagogical knowledge needs strengthening if the quality of learning is to be improved (Taylor & Taylor, 2013).

According to some researchers, Pretorius, Jackson, Mckay, Murray and Spaul (2016) the domain of reading is a wide phenomenon and can be approached from different perspectives, with some approaches been less empirically grounded than others. This made reading pedagogy vulnerable to fads and fashions, and often created confusions amongst Foundation Phase teachers, as to how best to teach it.

For example, pedagogy has three basic components - (a) curriculum, or the content to be taught, (b) methodology, or the way in which teaching is done, and (c) techniques for socializing children in the repertoire of cognitive and affective skills required for functioning in society.

In order to ensure uniformity, workshops, seminars and in-service training programmes on reading are initiated in order to alleviate the struggle of teaching reading among teachers. Lack of success in this endeavour has resulted in the belief that, some teachers are interested in teaching reading in the Foundation Phase, whereas, some are just not interested. Spaul (2016) and Cekiso (2017) report that there is an outcry that too many South African Foundation Phase (Grade 1-3) teachers do not know how to teach reading and are teaching it in a haphazard way. They maintain that a climate of on-going learning can improve Foundation Phase teachers' knowledge and skills as they are regarded as essential in quality education everywhere, such as schools in Limpopo Province. They are expected to assist learners about reading issues, however, some of the Foundation Phase teachers lack the skills and the know-how to help learners in the classrooms. For the purpose of this study, the focus is on Foundation Phase teachers, because the researcher had an opportunity to interact with them.

Given this challenge, Foundation Phase classes require well-trained personnel who are qualified and professionally-trained to teach reading in the phase. According to Mudzielwana, (2014) Foundation Phase teachers need support, so that they could gain experience in teaching reading in their classrooms. In addition, Maswanganye (2010) conducted a study in the teaching of First Additional Language reading in South African schools and discovered the lack of teaching skills. He recommended approaches that Foundation Phase teachers could apply in order to teach reading in an effective way. The researcher has similar opinions to those of Maswanganye (2010) and Mudzielwana (2014), as from observations, Foundation Phase teachers require skills, knowledge and experience in laying foundation in the lower classes, and that on-going professional teacher development programmes might serve that purpose. As a result of their lack of commitment and necessary qualifications to teach in the foundation phase, these teachers need to under-go intensive training in order to address the problem of teaching reading in an effective manner.

The researcher has observed that most learners in the Dikgale area experience reading difficulties and this may have been contributing to them, finally, dropping – out of school. The observation was possible because the researcher was born and bred in the area. In some schools, the learners must attend extra classes on Saturdays in order to close-up the gap in their reading skills and in South Africa, the problem is often raised in teachers' forums, Union meetings, and in the media. Teachers in the primary schools have begun to put the blame on one another, for the learners' lack of basic reading skills. The researcher argues that a considerable large number of Grade 3 learners are unable to read as they exit the Foundation Phase and move to the Intermediate Phase in the primary schools in the Dikgale area, Limpopo Province. This motivated the researcher to conduct the study in this area.

Several countries have attempted to address the problem of the teaching of reading in the Foundation Phase classes using workshops, seminars and on-going professional teacher-development programmes. Reading in Botswana, is also regarded as one of the essential skills in the education systems, hence, the poor reading performance is a serious concern for all stakeholders in this country. Learners in the foundation phase continue to experience reading difficulties; this is attributed to inexperienced teachers, inadequate teaching and learning resources and inflexible education processes (Makwinja, 2017). Furthermore, all primary schools' teachers are generalists and therefore, barely receive any form of professional teacher- development programmes in the teaching of reading in EFAL (Mokotedi, 2013).

In Tanzania, Foundation Phase teachers are provided with an in-service education and training, which is referred as a "continuous teacher development programme". The programme is regarded as a pre-requisite for effective teaching and learning in any education system in the country (Commonwealth Secretariat, 2015). The Commonwealth Secretariat, further added by indicating that the opportunities foundation phase teachers have for continuous teacher development, extends their well-being and motivation towards solving the problem of teaching reading in their classrooms. In addition, in trying to measure the pedagogical knowledge in Tanzania, teachers were asked to prepare a lesson plan by reading and extracting information from the factual text. The teachers had to state what they would expect

their learners to learn from the lesson. 35% of the teachers struggled to read and understand the text correctly, and could not formulate what they wanted their learners to learn from the lesson based on reading. The results suggest that most Tanzanian teachers lack basic pedagogical skills.

In Botswana, there has been a high rate of failure and dropout, especially in the rural areas and small settlement resulting from poor supply of education facilities, a hostile attitude by teachers to learners from typical rural areas (Presidential Task Force,1997). In addition, Standard 4 attainments tests were used to measure the level of literacy in the primary schools. The results showed that learning is not effective at the early primary school level. In 2001, only 39.6% were literate in Setswana, 21,9% had reached a desired competency in English, while 21.2% had done so in numeracy (Republic of Botswana/ United Nations, 2004:32).

In the United States of America (USA), 40% of learner's experience reading problems in the Foundation Phase, and 40% of fourth-grade learners, fail to read at the level considered to be their grade-level schoolwork (Hugo, Le Roux, Muller & Nel, 2005). In Finland 8% of learners, at or below the benchmark are unable to read in accordance with their standard. This is below the EU-24 average of 20%, indicating that there are relatively few low achievers in Finland compared to EU-24 countries, on the average.

Given the above background, this study focus on investigating the effect of on-going professional teacher development programmes on reading in the Foundation Phase, Limpopo Province. The study further aims to recommend valuable and viable guidelines and intervention strategy on the teaching of reading to the policymakers and the curriculum planners to develop and improve the teaching of reading; the results would also contribute to the knowledge base on available literature on the effectiveness of on-going professional teacher development programmes, on reading, in South African schools.

1.2 PROBLEM STATEMENT

Most Foundation Phase teachers struggle to teach reading in Grades R - 3 classes in South African primary schools. This claim is supported by the National Reading

Strategy (2008) and Cekiso (2017), where they indicate that teachers in South African schools do not know how to teach reading, and that they teach reading in an *ad hoc* or an unsystematic manner. This is despite the introduction of the National Policy Framework on teacher Education. Foundation Phase teachers still struggle to teach reading in their classrooms. Progress in International Reading Literacy Study (PIRLS) 2016 [tests](#). PIRLS' purpose is to assess reading comprehension and to monitor trends in literacy at five-year intervals. The tests revealed that 78% of grade 4 pupils in South Africa fell below the lowest level on the PIRLS (2016) scale: meaning, in effect, that they cannot understand what they're reading. Therefore, ongoing professional teacher development programmes in the form of workshops were introduced by the Department of Education, in collaboration with other stakeholders in education and non-governmental organizations to improve the quality of teaching and learning, and the teaching of reading in particular. No studies have been conducted on whether these teacher development programmes have been successfully implemented or not. This study aimed at evaluating the implementation of professional teacher-development programmes, in their attempts to address the problem of reading in primary schools.

Cekiso (2017) conducted a study on teachers' perceptions of reading instruction in selected primary schools in the Eastern Cape. The findings revealed that the majority of teachers were not adequately prepared to teach reading and to deal with learners who experience problems in reading. It was recommended that an appropriate instruction on reading strategies be introduced for in-service programmes for the Foundation Phase teachers.

With the same focus, Phajane and Mokhele (2013) conducted a study on teaching reading skills in home languages and found that Foundation Phase teachers were not given proper training during their initial teacher-training processes, and therefore required some form of intensive training on how to teach reading. The purpose of this study is to evaluate the current professional development programmes on reading as a number of them have been introduced including workshops, amongst others, but these efforts have yielded little results.

Therefore, this study sought to investigate the effect of the on-going professional teacher development on reading for Foundation Phase, Limpopo Province, and to design an intervention strategy in the teaching of reading in the Foundation Phase.

1.3. THE ROLE OF THEORY

A theoretical framework is important because no study can be designed without the use of a theory. Gabriels (2013) states that a theoretical framework is the structure that can hold or support a study. In addition, Landsberg, Kruger and Nel (2005) define a theory as a set of ideas, assumptions and concepts ordered in such a way that they tell us about the world, ourselves or aspects of reality. According to theory, teachers as adults learn in a different manner to children. Teachers as the conveyor-belt of learning, tends to be more self-directed, internally motivated and ready to learn. Therefore, Foundation Phase teachers can draw on concepts of andragogy to increase the effectiveness of professional development. For the Foundation Phase teachers to strengthen and to give a better understanding of the important role played by ongoing professional teacher development, the researcher found it worthwhile to use both theories as indicated to support this study.

Shulman defines the Pedagogic Content Knowledge as the knowledge of how to teach a learning area. This theory makes it possible for teachers to simplify the learning process by applying clear explanations, appropriate analogies, motivate and even entertaining practices. He further identifies seven categories to provide a framework for teacher knowledge which are classified as follows: (a) content knowledge (b) General Pedagogical Knowledge (c) Pedagogical Content Knowledge (d) Curriculum Knowledge (e) Knowledge of learners and their characteristics (f) knowledge of educational context and knowledge of educational outcomes and values. The two theories complements one another and explains the differences in the individual teacher's knowledge, reading skills and abilities and the role of support brought on-going professional teacher development programmes.

For the purpose of this study, Lee Shulman's Theory of Pedagogical Content Knowledge (PCK) and Malcolm Knowels' theory of Andragody (1989) were adopted. The two theories affirm the vision of ongoing professional teacher development. The theory focuses on knowledge of how to teach a learning area.

1.4. PURPOSE OF THE STUDY AND RESEARCH QUESTIONS

The purpose of the study was to investigate the effect of the on-going professional teacher development on reading in the Foundation Phase, and to design an intervention strategy on teaching reading in the Foundation Phase

1.4.1 Main Research Question

The main question formulated to answer the research problem is:

What are the effects of the on-going professional teacher development programmes on reading in the Foundation Phase of Dikgale area, Limpopo Province?

The following sub-questions were used to explore the problem further:

- What are the factors affecting on-going professional teacher development programmes on reading in the Foundation Phase of Dikgale area, Limpopo Province?
- What is your understanding of on-going professional-teacher development on reading in Limpopo Province?
- How has the on-going professional teacher development programme being implemented in schools, Limpopo Province?
- How has the implemented on-going professional teacher development programme impacted on the practice in teaching reading in Limpopo Province?
- Which strategies could be used to enhance ongoing professional teacher development programme on reading in Limpopo Province?
- Why are intervention programmes on reading not successful in Limpopo Province?

The answers to the above research question and the sub-questions were obtained through the semi-structured interviews and used in the development of an intervention strategy for the teaching of reading in the Foundation Phase classes of Dikgale area, Limpopo Province.

1.5 RESEARCH METHODOLOGY

This study followed a qualitative research approach. Qualitative researchers rely on the collection of non-numerical data, such as words and pictures (Johnson & Christensen, 2000). The researcher attempted to provide an in-depth description of teachers' understanding and attitude towards the teaching of reading in primary schools (Denzin & Lincoln, 2005; Henning, 2004). For the purpose of this study, a case study design, was applied as the teachers were selected on the basis of their experience in teaching English as First Additional Language in their primary schools, and the researcher wishes to evaluate the impact of on-going professional teacher development programmes on reading in the primary schools of Dikgale area.

1.5.1. Research design

Meriam (1998), Stake (1995) and Yin (2003) define a case study design as an examination of one setting, a programme, a single subject, an institution or a particular even, that varies in complexity. Therefore, a multiple case study is required if a study is required contains more than one single case. For the purpose of the current study, ten participants were requested to take part in the study. As Stake (1995) uses different terminologies to describe a variety of case studies, in the names of intrinsic, instrumental or collective case studies. In a situation that is unique in nature, one may decide to use an intrinsic case study, and the researcher could not be aware that the results may have limited transferability. In case the intention is to gain understanding of a particular situation, then one may use instrumental case study, as applied in this study to accomplish something other than understanding of a particular phenomenon.

The study followed a case study design; the main reason for using this design is that the researcher had had contact with the participants and is an inexpensive approach to implement (Bryman, 2004). In addition, the cross-sectional case study design is widely used, and the participants can offer their insights and experiences that might not be obtained when using other qualitative approaches. For the purpose of this study, a cross-sectional case study design, therefore, was employed.

1.5.2. Population and Sampling

The Dikgale, Mamabolo and Molepo (Dimamo) circuits consist of 20 primary schools including one LSEN school. The Dikgale area consists of villages sharing their boundaries with three communities under - Chief Mamabolo of Bjatladi Tribal Authority, Chief Mothiba and Chief Makgoba. The primary schools in the areas consist of 199 teachers - 71 are male teachers and 128 are female teachers - and the researcher used a purposive sampling strategy. In purposive sampling, the aim is to select the cases that are likely to have rich information that is relevant to the study (Gall, Gall & Borg, 2010). A purposive sampling is a typical approach chosen when the aim is to generate insight and obtain an in-depth understanding of a topic of interest (Clarke & Braun, 2013).

For the purpose of this study, eight Foundation Phase teachers from four mainstream primary schools and two Departmental Directorate from the Curriculum Section of the Department of Education in Limpopo Province were requested to participate in the study. The reason for involving eight (8) participants is that the researcher used the grounded theory, and wanted to obtain an in-depth understanding of the phenomenon under investigation until a saturation point is reached. According to Marshall et al. (2013) and Guest et al. (2006) the concept of saturation in a qualitative study is often invoked, but rarely defined as the point in time when the collection of new qualitative data no longer changes or change little. In addition, homogeneous in the sense that they belong to the same class, therefore, for the purpose of this study, 08 Foundation Phase teachers can be classified as homogeneous and relevant for this purpose, as a result of their experience of teaching in the Foundation Phase.

The criteria that was used in selecting the eight (08) teachers were based on the fact that these participants were allocated Foundation Phase classes and were teaching English First Additional Language and Home Language in the Foundation Phase and Intermediate Phase levels and had attended some of the on-going professional-development programmes on reading, in the area where the study was conducted. The issue of their experience in teaching Foundation Phase was also considered and taken into account. And two officials from the Departmental directorate were as well sampled to take part in the study as they were responsible for facilitating the on-

going professional development programmes in the area. This makes the total of 10 participants who took part in the study.

1.5.3. Data Collection Instruments

Data was collected through the following four methods, namely, semi-structured interviews, observations, document analysis and video recording.

1.5.3.1 Semi-Structured Interviews

The first method of data collection was semi-structured interviews which was regarded as the primary source of data collection and is a very effective, since they are an efficient source for obtaining rich information of a qualitative nature. A semi-structured interview provides an opportunity for a two-way communication (McMillan & Schumacher, 2010). In addition, Zorn (2005) indicates that the semi-structured interviews offer topics and questions to the interviewee but are carefully designed to elicit the interviewee's ideas and opinions on the topic of interest, as opposed to leading the interviewee toward preconceived choices.

The reason for using interviewing as one of the data collection instrument was that the researcher wanted to obtain the participants' in-depth experience about the effects of the on-going professional teacher development programmes on reading, that are available throughout the entire Limpopo Province.

1.5.3.2 Observations

Observations as well were chosen as one of the research instruments for collecting data, because the researcher wished to collect information from the natural setting, that is, the settings of the Foundation and Intermediate Phase teachers who had attended the on-going development programmes. De Walt and De Walt (2002) describe observations as a process enabling researchers to learn about the activities of the people under study in their natural setting through observing and participating in those activities. Non-participant observations take place when the researcher is in the schools' natural setting and observes every activity taking place, and in this case, between the teachers and the learners in the process of reading. Participant observation takes place when the researcher fully participates in the activities he or

she wishes to observe in their natural settings. For the purpose of this study, the researcher opted to use an observation schedule to record activities regarding the reading practices of learners, strategies the teachers apply when learners are reading, the kind of books the learners read, and the environment in which the process of learning is undertaken.

1.5.3.3 Document Analysis

Document analysis refers to the documents that are readily made available as sources of data to be accessed by readers and researchers. Henning, Van Rensburg and Smith (2004) define documents analysis as a collection of documents and other sources, which are relevant and valuable for information. Documents analysis includes programmes such as articles, public documents, media reports journals and other recognised publications. The advantage of this method is that the research obtained language and direct wordings from participants. Creswell (2003) indicates that the limitation might force the researcher to search more information in hard to find places, and some of these documents might be incomplete and might not be enough. For the purpose of this study, the following documents from the schools were collected and looked into, the National Reading Strategy issued by the Department of Education (2008), the work books as used in the Foundation Phase for Sepedi, Life skills, Mathematics and English. The second documents were the policy documents on the Framework for teacher Education policy (1996).

The aim of employing a documents analysis was to provide a formal framework to support and relate to the reality of the phenomenon being studied (McMillan & Schumacher, 2010: 361). In addition, the researcher opted to use the national and international sources which are in the form of primary and secondary material such as books, journals, theses and dissertations, as well as relevant documents in order to provide a relevant theoretical framework for the topic under study.

1.5.3.4 Video Recording

The researcher used a video recording device as a means of recording data from different natural settings within the schools. Tochon (2009) asserts that video-recording are based on reflections, particularly, reconstructing past-thinking, post-activity narratives, or the construction of reflections on present and future actions. An

assistant researcher was requested to operate the video-recorder so that every action during the process of interviews and observations could be well captured.

For the purpose of this study, the researcher tried to understand the behaviour of the participants in one-on-one situations. Through the use of consent forms, the participants were fully made aware of the recording process by using a video and their concern was highly appreciated and valued. Participants were recorded through video recording which later were transcribed verbatim without adding or reducing what the participants had said. The use of a video recorder is appropriate because it was used to back up the data collected through interviews. Without this visual information, the researcher may not fully have understood what transpired during the interview sessions. In addition, capturing the details of the participants' behaviour in field- notes may be difficult, thus, the data collected through a video recorder, was thereafter transcribed for analysis purposes.

1.6. DATA ANALYSIS

The collected data was analyzed using Thematic Content Analysis (Fereday & Muir-Cochrane, 2006) which involves identifying common themes that emerged when applying interviews, observations and video recording in a qualitative study. In order to check and give identify to the units of meaning that are related to the experiences of the Foundation Phase teachers regarding the effect of ongoing professional teacher development programmes, the researcher used Creswell's (2014) model of data analysis. For the purpose of this study, the researcher proceeded hand-in-hand with other sections in order to develop fully this qualitative study. Data was collected and later transcribed then grouped into different categories, such as themes and sub-themes. During the process of interviews, the researcher began to analyze the volume of data collected which finally led to the final report and recommendations.

1.7 QUALITY CRITERIA

The main aim of using a cross-sectional case study design for a study is to make meaning and to explore individual's in-depth experience and understanding of the fundamental truth about a phenomenon under investigation (Creswell, 2009). The researcher was concerned about the trustworthiness of the findings, rather than using accurate measurement and justification through the generalization process;

the term "quality criteria", is used to describe the reliability of a study. To make certain that this study provided a valuable and fundamental truth, the following concepts were used in connection with quality, and in relationship to ethical rules and measures.

For the purpose of this study, the researcher transcribed the data collected, arranged the transcriptions accordingly, and after that used coding as well as themes for analysis. The researcher also used field notes gathered during observations and recordings in order to get a better picture of the phenomenon under investigation. Furthermore, the researcher analysed documents, including record sheets, ongoing reading assessments tools, intervention forms and quarterly analysis of results for the Foundation Phase classes.

1.7.1 Transferability

Transferability refers to the degree to which the results of a qualitative research can be generalised or made available to other contexts or natural settings. From a qualitative approach, transferability is linked primarily to the person doing the generalising activities. In this regard, the researcher will enhance transferability by extensively, describing the research context and highlighting the assumptions that are related to this study. It was therefore, believed that some experiences of the Foundation Phase teachers who were interviewed and who represents the other teachers in the phase, with two or three years in the system, could be transferred to a wider population through cascading model. In addition, Transferability depends on descriptive data, to allow for comparison by other researchers (Strydom, in De Vos *et al.*, 2005). Mertens (2005) explains that transferability may be linked with external validity, where the researcher must provide a detailed description of the study, so that a reader can be well-informed about its application.

1.7.2 Dependability

Dependability is concerned with whether or not the same results are obtained when one observes the same thing twice (double observation) or multiple times. The main aim of dependability is to put much emphasis on the provision of a detailed account

for the continuous variations in the context within which research occurs. The researcher is held accountable for describing the variations that occur in the settings and how these variations had influenced the way the research approach (Mqulwana, 2010). In order to ensure dependability, the researcher made use of different strategies, such as observations as a technique to make certain that the information was not repeated. In order to address dependability issues, the researcher reported all the processes within the study in details; this would allow future researchers to repeat the same study.

1.7.3 Confirmability

Confirmability is the degree to which the research findings can be confirmed or corroborated by others. Mouton (2001) argues that auditing could also be used to establish confirmability by which the researcher makes provision for a methodological self-critical account of how the research was done. In order to establish trustworthiness, a team of two experienced researchers in qualitative research were employed to confirm the results that were obtained from the data. For the purpose of this study the researcher, therefore, use confirmability to verify that the findings are based more on the participants' experiences rather than the researcher's ideas. Techniques such as audit trail and reflexivity were used to ensure confirmability. An audit trail refers to the process whereby a researcher records the topics which were unique and interesting during the data collection process and allocated codes to such. Reflexivity is used when a researcher has to relook at the background of the study and reflect on how the following aspects influence the study - the selection of topic, choosing methodology, analysing collected data, interpreting the data, finally, arriving at a conclusion.

1.7.4 Credibility

Credibility in qualitative research is the extent to which data analysis considers the social and cultural contexts in which it is gathered (Creswell, 2003). Since, the purpose of qualitative research is to describe or understand the phenomena of interest from the participant's viewpoint; participants are the only ones who can

legitimately judge the credibility of the results. In order to ensure credibility, the researcher verified the findings with the participants on a continuous basis. As Cope (2014) explained that the researcher's enhances credibility, ability to describe his/her experiences as a researcher and verifying the findings with the participants.

1.8 SIGNIFICANCE OF THE STUDY

Upon completion, the study could add value to the existing volume of data and also assist policymakers, in terms of organizing the on-going professional teacher-development programmes that are effective and would have a positive impact on the teaching of reading in primary schools. The study could enhance and stimulated the performance of learners to a higher level through the interventions of the Department of Education through its reading campaigns and reading strategies. The study may further enhance teachers' reading skills or habits through the development of intervention strategies. In addition, the study could influence the entire nation to become life-long readers.

1.9 DELIMITATION OF THE STUDY

Ongoing professional teacher development programmes on reading in the Foundation Phase and to design an intervention strategy on reading in the Foundation Phase, are placed as a focal point of departure as a strategy for professional teacher development in the Capricorn District of Limpopo province of South Africa. For the purpose of this study, emphasis is on the assessment of ongoing professional teacher development programmes that Foundation Phase teachers had on reading. The thesis is restricted to the Foundation Phase teachers who attended the ongoing professional teacher development programmes on reading, and who are permanently employed in the participating schools.

1.10 ETHICAL CONSIDERATIONS

In conducting a study, it is critical for researchers to bear certain ethical considerations in mind (Creswell, 2003, 2007, 2009; Best & Kahn, 2006; Flick, 2011). Creswell (2007) argues that a right of entry into any field of research should be authorised by the management office. To add on that, Walliman (2005) cautions

that social research and other forms of research which study people and their relationships to each other and to the world, should be guided by strict ethical principles.

The following ethical principles were taken into consideration during the entire process of conducting the study.

1.10.1 Permission

Permission to conduct the study was requested from the Research Ethics Committee of the University of Limpopo. In addition, permission was also requested from the Department of Education, and was granted. (Refer to Appendix A) .

1.10.2 Informed consent and Voluntary participation

In order to receive informed consent from the participants, the researcher comprehensively explained the aim of the study to the participants. The participants were requested to complete a consent form after the researcher had informed the participants that their participation in the study is on voluntary basis, and no stipend should be expected (Refer to Appendix G).

1.10.3 Research Integrity

The researcher-maintained the integrity of this study by refraining from any form of misconduct during the process of the study. The researcher made the right choice of the participants and by so doing, maintained the integrity of this study. During the process, the researcher abided with all the rules that are pertinent to research and adhered to the code of ethics. In order to ensure integrity, the researcher remained honest and loyal in performing and reporting the findings. In addition, the researcher was accurate in presenting the contributions to the research findings. Lastly, the researcher ensured research integrity through communication and sharing of necessary information when interacting with the participants.

1.10.4 Confidentiality and Anonymity

The code of ethics in research requires that measures to protect the identities of participants against exposure should be put in place (Denzin & Lincoln, 2000). The

researcher explained to the participants that their identity, the information they provided and details of their schools would be treated with strict confidentiality to protect them (Denzin & Lincoln, 2000). To assure anonymity and confidentiality of the participants, the researcher ensured that no identifiable information about them would be disclosed. The researcher used pseudonyms instead of real names when reporting the results of the interviews, to conceal the identity of the participants.

1.11 DEFINITION OF KEY TERMS IN THE STUDY

The following section clarifies the concepts and terminologies that are central to the understanding the purpose of the study.

1.11.1 Ongoing Professional Development

According to Diamond, Maerten- Rivera and Lee (2014), on-going professional development is defined as training that improves teacher's knowledge practices and learners' outcomes to improve teacher content and the theory of instruction. For the Organisation for Economic Co-operation and Development (OECD), (2009), adopted a broad definition of ongoing professional teacher development as activities that develop an individual skill. knowledge, expertise and other characteristics as a teacher. In addition, Guskey (2000), defined ongoing professional teacher development programme as the key to meeting today's educational demands. He further indicated that one constant finding in research literature is that notable improvements in education cannot take place without professional development. On the other hand Mizell,(2010) defined ongoing professional teacher development programmes as the most suitable and fruitful strategy employed by the schools and districts to ensure that teachers continue to strengthen their practice throughout their career. For example, the most effective ongoing professional teacher development programme engage the teachers to focus on the needs of the learners in the Foundation and intermediate phases of the primary schools. On the same breath, Lawless and Pellegrino (2007) define ongoing professional development as the programme that involves an initial training period with follow-up training.

1.11.2 Reading

Many writers and researcher define the concept 'Reading' differently. According to Goodman (1997), as cited in Carrel et al (1998), reading is defined as a

psycholinguistic process, because it involves the usage of language and thoughts. In addition, the National Reading Panel (NRP) (1997) defines reading as the process of constructing meaning from written texts. The NRP (1997), further defined reading as a complex skill requiring the co-ordination of several interrelated sources of information. On the other hand). In addition, Vacca and Vacca (2002) defined reading as a complex cognitive process of decoding symbols to derive meaning. Briefly, reading is a means of language acquisition, communication, sharing of information and ideas in a meaningful manner.

In addition, Day and Bamford (1998) defined the term reading as the construction of meaning from a printed or written message, whereas. For the purpose of this study, primary schools' teachers have a crucial role to lay the foundation of learning on how to read and to write. Teachers' role and levels of reading could be identified within their children's performance and academic progress. Therefore, this study adopted Goodman (1988) and the National Reading Plan (1997) view of reading.

From the other perspective, Alderson (2000) defined the concept of reading as a process of involving ones' thought. He further claims that when an individual read, the reader is thinking about what he is reading, what it means to him, how it relates to other things he had read, how it relates to things he knows and also how it relates to what he expects to come next in texts. Sengupta (2002) took the definition of reading further by indicating that it is an interactive process, which includes a complex inter-connectedness between local level bottom-up strategies and more global levels of top-down, higher order mental process and background knowledge.

Bharuthram (2012) adds her bit to the importance of reading by stating that reading is one of the most important academic tasks encountered by students. Reading, as such, can be viewed as "the essence of all formal education as "literacy in academic settings exists within the context of a massive amount of print information". It is only through reading that learners can access this massive information. Through the involvement of teachers in the process or teaching and learning, and the acquisition and possession of reading competencies is thus important to learners especially those in the primary schools.

1.11.3 Foundation Phase

The term "Foundation Phase "refers to Grades R-3, and includes learners from six to nine years of age. This is a four-year phase, beginning with the beginners year. The learning programmes which are of utmost importance in this phase are Numeracy, Literacy and Life Skills. The study will concentrate on the Foundation Phase teachers who are teaching reading in this phase.

1.11.4 Workshops

Workshops are used to build human resources or teachers in the field of Education, where training needs to be conducted on regular basis. Training can be done in two forms, that is (a) pre-training, usually conducted before the individual becomes a qualified teacher. This form of training is often done at universities and colleges of Education. (b) in- service training, forms a large volume of work on teachers, because concentration is on those teachers who are already in the field, and they are in real essence the implementers of Inclusive Education in the process.

The idea is to equip teachers with fundamental skills and knowledge on Inclusive Education issues, such as the need to understand learners with learning barriers, the ability to identify learners who have a need for Special Education, and the ability to implement instructional strategies, which will accommodate all learners. Developed countries like United States of America and Australia have adopted and implemented the policy on Inclusive Education a long time ago, whereas South Africa and other African countries still struggle to implement this policy. By training the teachers through the Workshops for professional development programmes, this move will add value to the increased quality for Education. As teachers struggle to accommodate learners with diverse needs in their classrooms, workshops will assist a great deal in providing teachers with an opportunity to upgrade their professional skills.

Workshops, therefore plays an important role because, they provide teachers with an opportunity to improve quality teaching and enable them to accommodate learners with disabilities in their schools. If the workshops are conducted effectively, they will have a positive effect on all teachers and learner participating schools.

1.11.5 Literacy

There is a general agreement that literacy is a human right, but there is no general agreement about the definition of literacy. Scholars continue to disagree on the best way to acquire literacy, with some advocating the 'phonetic' approach and others 'reading for meaning', resulting in what has sometimes been called the 'reading wars' (Adams, 1993; Goodman, 1996). The current views on literacy is defined by Coiro, Knobel, Lankshear, and Leu (2008) as a process that depends on emerging technological tools, which requires different ways and strategies of communicating and conveying meaning as presented in multiple media and modality forms as a part of literacy. However, the concept 'literacy' or 'being literate' is defined differently by different authors and in many ways, and these definitions are continually evolving. The term 'literacy', for example, sometimes refers not only to reading, but sometimes to reading and writing and sometimes, more rarely, to reading, writing and speaking and listening. Many definitions of literacy focus on the ability to read and write in an appropriate manner, for example. Blake and Hanley (1995) and UNESCO (2008) defined literacy as a person who can be able with understanding both read and write a short simple statement on his or her everyday life.

In addition, Lawton and Gordon (1996) defined literacy as the level of skill of reading and writing that any individual needs in order to cope with adult life. This does not necessarily bring the solution to the problem of reading levels, as it is clearly very difficult to arrive at a satisfactory definition of literacy. One of the incidences in the USA indicates that parents once prosecuted a school or school system for failing to provide their children at school-leaving age with 'literacy. The action was premised on the view that literacy is a right of all learners and the duty of schools and parents to provide.

1.12 OUTLINE OF THE STUDY

The whole study is outlined as follows:

Chapter One serves to introduce the topic, problem statement, aims and objective as well as the general procedures in conducting the study.

Chapter Two discusses the theoretical frameworks underpinning the study.

Chapter Three the literature review

Chapter Four outlines the research design and methodology, in addition to the research method used in the various sections of the study

Chapter Five shows the analyses of the data collected, presents the findings, draws conclusions

Chapter Six is a summary of the findings and draws conclusions to the study, making recommendations for further research.

1.13. CONCLUSION

Chapter one has provided a general introduction and overview of the study. In the process, there were discussions on-background and motivation to the study, the research problem, research questions and the purpose of the study, the theoretical framework and its application in the literature review, data collection and method of analysis and clarification of key concepts. The next chapter provides a literature exposition that informed the theoretical guidelines of the study.

CHAPTER TWO

THEORETICAL FRAMEWORK

2.1 INTRODUCTION

A theoretical framework plays an important role in any study to position the research in the right discipline in which the researcher is operating within (Henning, Van Rensburg & Smith 2004: 25). The use of theories enable the researcher to theories more about the research and make assumptions of the researcher explicit about the interrelatedness of the way things are in the world.

There are many theories for on-going professional teacher development that can be applied in reading in Home Languages and EFAL texts, however, Shulmans' theory was found to be the relevant to support this study. Therefore, the following section focusses on Shulman's Pedagogic Content Knowledge Theory (1986).

2.2 Shulman's Theory of Pedagogic Content Knowledge

The theory is relevant to this study because it emphasises the knowledge that is required between the facilitator of the learning programme and the programme to be learned. Shulman's theory refers to the overlapping sphere of information about subject knowledge of a learning area and the knowledge of how the learning area is to be taught (Shulman,1986) The PCK theory is a special combination of content and pedagogy that is differently built by the Foundation Phase teachers, thus, is a special form of teachers' professional knowing and understanding of the craft of knowledge. Shulman (1986) defines the PCK as a special knowledge possessed by experienced teachers that constitutes a fusion of subject matter knowledge and the pedagogy appropriate for teaching particular topics. Shulman (1986) continues that PCK theory dwells on knowledge about learners and how to present the knowledge in a form which will be understood by learners.

According to this theory, knowledge distinguishes the subject matter pedagogue from the subject specialists, therefore, the former understands the subject in a different way from the latter. For example, Foundation Phase teachers are taken on board by experts on how to teach reading in the classrooms. The theory is grounded

in the beliefs of teachers in the didactic situation. The process of teaching includes conceptual and knowledge of various strategies of teaching and providing assessment. The theory further refers to the class of knowledge that revolves around teachers' work that cannot be undertaken outside the classroom situation by non-teaching staff or by teachers with little or no know-how in the learning area.

The researcher found this theory to be suitable and relevant since professional learning of teachers is an on-going process of knowledge building and skills development in effective teaching practices. For the purpose of this study, it is acknowledged that the foundation phase teachers in the mainstream as well as those in the special schools continuously receive on-going professional development on reading in order to provide them with the opportunity to master the content. In pursuits of equity in education, the Inter-Cultural Development Research Association (2009) continually provides many professional learning opportunities to teachers.

Shulman (1986) further proposed several key elements of pedagogical content knowledge which are as follows (a) knowledge of representations of subject matter (content knowledge), (b) understanding of students' conceptions of a subject and the learning and teaching implications that were associated with the specific subject matter and (c) general pedagogical knowledge (or teaching strategies). To complete what he calls *the knowledge base for teaching*, he includes other elements: (d) curriculum knowledge, (e) knowledge of educational contexts, and (f) knowledge of the purposes of education (Shulman, 1987). To this conception of pedagogical content knowledge, others have contributed valuable insights on the necessity and relevance of the linguistic and cultural characteristics of teachers.

2.2.1 Content knowledge

In trying to have a clear understanding of content knowledge, it is fundamental truth to see it as an essential aspect in teaching; this implies that it should be applied with the main aim of assisting learners to learn the content; and the teachers have to know the content, especially when they seek to foster conceptual understanding (Feinman-Nemser & Parker, 1990). Shulman (1986) explains content knowledge as the amount of organization of knowledge *per se* in teachers' minds about a discipline. Shulman (1986) indicates that content knowledge goes beyond

knowledge of facts and concepts in the discipline, as it also involves understanding of the structure of the subject being studied.

2.2.2 Curricular knowledge

This knowledge includes knowing the depth at which it is appropriate to teach the topic for grade levels (Shulman, 1986). This includes the teachers' knowledge about the different teaching programmes that are available to teach a particular topic; the variety of available alternative instructional materials (such as textbooks, visual aids, laboratory demonstrations, computer software); knowledge about how the topic links to previous topics taught and topics still to be taught, as well as, how the topic integrates with other subjects (Shulman, 1986). It is necessary to take into consideration that such integrations are one of the nine requirements for the new South African curriculum..

2.2.3 Pedagogical content knowledge (PCK)

Shulman (1987:9) explains PCK as representing “the blending of content and pedagogy into an understanding of how particular topics, problems, or issues are organized, represented, and adapted to the diverse interests and abilities of learners, and presented for instruction”. Shulman also indicates that pedagogical content knowledge applies to “the most regularly taught topics in one’s subject” (Shulman, 1986:9). It is the kind of knowledge especially associated with the teaching of specific topics and it goes beyond knowledge of subject matter *per se* (Shulman, 1986). Pedagogical content knowledge differentiates a teacher from a content specialist (Shulman, 1987) in the way it is organized and used as it (PCK) allows teachers to transform content in a way that makes it easier for learners to understand.

In addition, PCK is an essential component in understanding and assessing 'quality teaching' (Rahman & Scaife, 2005). Shulman (1986) claims “that having knowledge of subject matter and general pedagogical strategies, though necessary, was not sufficient for creating good teachers”. For teachers “to be successful they need to

address both content and pedagogy simultaneously” (Mishra & Koehler, 2006 pp 1021). PCK focuses on how best to transform content for teaching for the theory insists on provision of help to both pre-service and in-service teachers. Shulman (1986), therefore, suggests that in order to teach a subject, a teacher not only requires an understanding of subject matter but also an understanding of learners: their abilities, interests and learning styles” (Rahman & Scaife, 2005).

Taking into consideration the PCK theory as discussed above, it may be possible to effectively evaluate the effects of Formative Assessment Programmes on on-going professional teacher development on reading; this should benefit all learners in South African schools. The country, however, has in place policies which appear to be very credible on paper but which are actually dysfunctional in nature. The researcher, therefore, argues that if enough programmes are proportionately spread across all Foundation Phase classes in the country, and teachers have equal opportunities for training and re-training, all learners could be given a genuine and strong foundation for reading when they exit all primary phases and move to secondary and tertiary levels.

Moats, Carreker, Davis, Meisel, Spear-Sweling and Wilson (2010) assert that the on-going professional teacher development can assist teachers to address learners’ reading problems, as knowledgeable teachers can provide quality instructions that are indispensable in assisting learners to become future successful readers. The continuous practice of on-going professional teacher development offers teachers’ opportunities to learn to deal with learning challenges by regularly checking on the learners experiencing reading problems in the Foundation Phase and making provision for remedial activities.

The concept of on-going professional teacher development provides support systems to the teachers, so that they should in turn acknowledge the potential of each learner and encourage each to grow at their own pace and become independent readers.

Beginning with the assumption that professional practice originates from specialised knowledge, what informs that specialised knowledge of foundation phase teachers?
A considerable large pool of authors decided to narrow down the knowledge base for

the foundation phase teachers to a few key components, therefore, Taylor and Taylor (2013) describe professional knowledge for teaching as consisting of three elements, namely, (a) disciplinary knowledge, (b) subject knowledge for teaching and (c) classroom competence. When focusing on Shulman's work, Ball, Thames and Phelps (2008) argue that teachers need an intensive kind of disciplinary knowledge-base and proposed subcategories of subject knowledge for teaching, such as, common content knowledge, specialised content knowledge and horizon content knowledge

2.2.4 Common content knowledge (CCK)

Ball *et al.* (2008) describe CCK as subject-specific knowledge needed to solve reading problems. For this reason, the problem of reading can be seen or classified as generic, hence, even non-teachers can have it and use it. If teachers themselves are unable to read, it is likely to be difficult for them to teach reading in the Foundation Phase.

2.2.5 Specialized content knowledge (SCK)

Ball *et al.* (2008) explain the knowledge and skill that is unique to teaching as Specialized Content Knowledge. The knowledge is not only needed by teachers in the Foundation Phase for teaching purposes, but also useful for other purposes as well. For example, language teachers need to understand correctly how to teach the basics of reading in the foundation phase; that is, *a, e, i, o,* and *u*. If errors are made at this stage and not promptly corrected, learners may struggle throughout their entire life because of the irreparable damage caused through lack of knowledge and skills. Teacher training avenues, therefore, are important in order to lay a good foundation for learners, in terms of reading.

2.3. The importance of the theory

To highlight the importance of the Pedagogic Content Knowledge, a large pool of scholars using differentiated sources have contributed towards the development of the theory. Grossman (1990), who studied PCK in the context of language, added two other components to Shulman's original PCK components, - knowledge of

curriculum and knowledge of purposes for teaching. Ball, Thames and Phelps (2008); Van Driel and Verloop (1998) in their studies show that PCK is effective and can be realized in the early months of one's teaching career.

2.4 Criticisms of the theory

The knowledge elements that are classified as pedagogical content-based, often vary from one researcher to another (Abell, 2008). Many components of the PCK are relatively narrow, therefore, Grossman (1990) maintain that the construct of PCK includes four central components which are as follows - (a) concepts of teaching purpose, (b) knowledge of students, (c) curricular knowledge, and (d) knowledge of instructional strategies and representations for teaching particular topics. In addition, Andrews (2001) insists that PCK as defined by other researchers is too generic to demonstrate the uniqueness of language teaching.

2.5 APPLICATION OF SHULMAN'S THEORY

Shulman' theory of Pedagogic Content Knowledge theory (1986), put much emphasis on the types of Knowledge that are needed in the ongoing professional teacher development programmes. For the purpose of this study, the Foundation Phase teachers who are teaching reading in this phase should go through a support programme in the form of professional teacher development programme. According to Shulman (1986), the process of Pedagogical reasoning and action plays an integral part in this regard. The model of reasoning and action was successfully advocated by Shulman (1986) which has six stages. The stages are as follows: (a) Comprehension, (b) Transformation. (c) Instruction (d) Evaluation, (e) Reflection and (f) Understanding.

The purpose of this study was to assess the ongoing professional teacher development programmes on reading in the Foundation Phase of Dikgale area, Limpopo Province, and to design an intervention strategy on the teaching of reading in the Foundation Phase. Therefore, the researcher finds this theory relevant to this study because, Foundation Phase teachers requires understanding of the subject

area they are teaching, for example literacy. In addition, Shulman (1986) suggests that in order for the Foundation Phase teachers to teach literacy in the Foundation Phase, they should change their understanding of the subject content.

The transformation process can be realised through ongoing professional teacher development programmes in the form of workshops and In-service training sessions are suitable for the transformation process. The transformation process further prepares the teachers to prepare their subject material such as flash cards, posters and other relevant teaching aids in advance, before attempting to teach the learners.

The researcher's opinion is that through ongoing professional teacher development programmes on reading, the foundation phase teachers needs to understand and critically interpret the subject specifications. Therefore, it is crucial to understand what strategies to use when teaching for example Phonics in the Foundation Phase classroom. The understanding might display important features in the pedagogical sense and application of different methods of teaching are important in the Foundation phase.

Another Pedagogical process of Shulman' theory relates to instruction. This process need important teaching acts such as organizing and managing the entire class in a professional manner. This process has to do with the provision of appropriate explanations, by giving different forms of assessment tasks, interacting with the learners through questions and answers and lastly rewarding them for hard-work and criticising them for wrong doings. Evaluation process, where understanding or not understanding from the learners' side should be taken into account. The area can be monitored through the use of summative and formative forms of assessment. The process can be used to reflect to the Foundation Phase teachers how well the lesson has gone in relation to the achievements of the set aims and objectives.

2.6 TEACHER DEVELOPMENT MODELS

Darling-Hammond, Hyler and Gardner (2017) explain professional teacher development models as structured professional learning programmes that result in changes in teacher practices and improvements in learners' learning outcomes. The purpose of using these models is to provide the Foundation Phase teachers with a

clear vision of what best practices look like, therefore, the following teacher development models were found to be relevant for the purpose of this study.

2.6.1 Standardized-based professional teacher development model

This model represents a centralized approach, which involves workshops, training sessions and in many cases the cascading model of scaled delivery. This approach focuses on the exploration of new concepts and terminologies that are commonly used with demonstration as a method of teaching and modelling of skills. In order to expose the Foundation Phase teachers to new ideas, new ways of doing things in the didactic situation have to be initiated and crafted. New knowledge needs to be disseminated down to the teachers as the conveyor-belts of teaching and learning throughout the country (Hooker, 2017). To bring change in the Foundation Phase classrooms, teachers need to exchange information from a top-down centralized model for professional development programmes (Butler & Leaby, 2003). A study was conducted and the findings revealed that informal contact and communication between teachers is the most prevalent form of transferring knowledge.

Before considering the characteristics of the standards-based model of on-going professional teacher development, it is worth giving some consideration to the terminologies used. 'Standards' as opposed to 'competences' are now *de rigueur* in Scotland, with their most vigorous proponents extolling the relative virtues of "standards" as opposed to their predecessors "competences", however, while the language has changed, in analysing the difference between the two, it is difficult to discern any real difference in either practical or philosophical terms. While the language may have shifted to hint at issues of values and commitment, among others, the real test is in the implementation of standards.

Within the Scottish chartered teacher programmes, for example, the emphasis is firmly on 'professional actions', which are the ways of demonstrating that a standard has been met. The emphasis on evidence-based, demonstrable practice surely renders the SCT competence-based, despite claims to the contrary. Indeed, Kirk *et al.*, (2003), in writing about their experiences as members of the Chartered Teacher Project Team, state that the team was committed to the proposition that 'the assessment of potential Chartered Teachers has centrally to focus on competence in

professional performance'. It is, therefore, contested that, in real terms and in contrast to popular academic discourse, there is very little substantive difference between *competences* and *standards*, other than in linguistic terms.

The standards-based model of Continuous Professional Teacher Development (CPD) belittles the notion of teaching as a complex, context-specific, political and moral endeavour; rather it "represents a desire to create a system of teaching, and teacher education, that can generate and empirically validate connections between teacher effectiveness and student learning" (Beyer, 2002). This 'scientific' basis on which the standard's movement relies, limits the opportunities for alternative forms of CPD to be considered. It also relies heavily on a behaviourist perspective of learning, focusing on the competence of individual teachers and resultant rewards at the expense of collaborative and collegiate learning. Smyth (1991) argues that externally imposed forms of accountability and inspection, such as standards, indicate a lack of respect for teachers' own capacities for reflective, and critical inquiry. This argument can be taken further to suggest that not only does the notion of standards show a lack of respect, but it sets clear expectations regarding the extent to which teachers should take responsibility for their own professional learning and encourages them to be reliant on central direction, even in assessing their own capacity to teach.

There are many critics of the standards-based model of on-going professional teacher development. For example, Beyer (2002) criticises the lack of attention given to central and contentious questions regarding the purpose of teaching, claiming that teacher education must be infused with a kind of critical scrutiny about social purposes, future possibilities, economic realities and moral directions. He views the move towards increasing standardization in the USA as narrowing the range of potential conceptions of teaching to focus on quality assurance and accountability. This narrowing of view is in direct contrast to the above expressed notion of critical scrutiny. Beyer (2002), among others, suggests that the move towards increasing standardization in teacher education at both initial and continuing stages, is in part a response to growing concerns about nation states' abilities to compete in the global economy.

In this context, standardization can thus be equated to the pursuit of improved economic status. Despite the existence of extensive literature which is critical of the

standards-based approach to teacher education, policies that adopt this approach do present a justification for its use. For example, within the context of the chartered teacher programme in Scotland, members of the development teams have argued that the participative approach to the development of the Standard for Chartered Teachers will result in teachers being more willing to engage with it (Kirk *et al.*, 2003).

There is clearly a capacity for standards to be used to scaffold professional development and to provide a common language, thereby enabling greater dialogue between teachers, but these advantages must be tempered by an acknowledgement of the potential for standards to narrow conceptions of teaching, or, to render it unnecessary for teachers to consider alternative conceptions to those promoted by the standards.

2.6.2 Transformative model on professional teacher development

The Transformative model of on-going professional teacher development involves the combination of several processes, conditions and aspects which are drawn from other models. The central characteristic is the combination of practices and conditions that support a transformative agenda. In this sense, it could be argued that the transformative model is not a clearly definable model in itself; rather it recognizes the range of different conditions required for transformative practice. Hoban (2002) provides an interesting perspective on this notion of on-going professional teacher development, by seeing it as a means of supporting educational change.

In addition, Hoban (2002) draws comparisons between the knowledge-focused and contextually-void model of training approach with the context-specific approach of communities-of-practice model that does not necessarily embrace new forms of formal knowledge. He suggests that what is really needed is not a wholesale move towards the teacher-centred, context-specific models of on-going professional teacher development, but a better balance between these types of models and the transmission-focused models. Hoban's description of the two ends of the spectrum do not, however, include communities-of-enquiry, which might be based on partnerships between teachers, academics and other organizations, and which can

involve both the context, and the knowledge required for real and sustainable educational change (Hoban, 2002). Such communities take 'enquiry' as opposed to mere 'practice' as their uniting characteristic, thereby, asserting a much more proactive and conscious approach than is necessarily the case in communities-of-practice. It could be argued, then, that the key characteristic of the transformative model is its effective integration of the range of models, together with a real sense of awareness of issues of power, that is, whose agenda is being addressed through the process.

development is relevant for the transformation of teaching and learning in the classroom.

2.7. Conclusion

This chapter focussed on the theoretical frameworks which supported the study in detail. It also highlighted the the elements, the importance and the criticism of the Pedagogy Content Knowledge and literature on models the models on ongoing professional teacher development programmes and the application of the theory. In the next chapter the issue of conceptualisation will be defined and discussed in detail.

CHAPTER THREE

LITERATURE REVIEW

3.1 INTRODUCTION

The previous chapter presented the theoretical frameworks which supported the study in detail. It also highlighted the elements, the importance and the criticism of the Pedagogy Content Knowledge and literature on the models of on ongoing professional teacher development programmes. This chapter presents the literature review has provided clearly defined orientations to the concepts of on-going professional teacher development and the categories of ongoing professional development programmes, the nature of ongoing professional development programmes prior 1994, the types of teacher development programmes in Limpopo Province, the phases of implementation of reading programmes and the national and international strategies on reading.

3.2 DEFINITIONS OF ONGOING PROFESSIONAL TEACHER DEVELOPMENT

3.2.1 On-going professional teacher development

There are many diverse definitions of the concept of on-going professional-teacher development (Bolam & Macmahon, 2004). On-going professional teacher development involves a considerable number of short courses and workshops in which teachers receive new information on individual aspects of their work, such as the ways of teaching reading in the Foundation Phase classrooms.

According to Diamond, Maerten-Rivera and Lee (2014), On-going professional teacher development is defined as training that improves teachers' knowledge, practice and learners' outcomes to improve teacher content and improve the theory of instruction. In addition, The Organization of Economic Co-operation and Development, (OECD) (2009), adopted a broad definition of on-going professional teacher development as activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher. Therefore, the researcher found the two definitions relevant to the study because the focus of the study was to assess the on-going professional teacher development programmes in the Foundation Phase of Dikgale area, Limpopo Province. The researcher further endeavoured to

provide guidelines that will be used to teach reading in the Foundation Phase through the intervention strategy.

According to Djoub (2021), on-going professional teacher development incorporates training, but emphasizes more teacher awareness of their teaching context, and how to apply practical skills in their classroom. This is because teaching is a challenging job that needs more teacher flexibility and creativity to deal successfully with the unexpected and cater for the needs of all learners in the didactic situation. Therefore this study is relevant because its aim is to assess the effects of ongoing professional teacher development programmes on reading in the Foundation Phase to learn to adjust their teaching to their learners' learning needs. It is evident that Foundation Phase teachers will need different types of support, therefore, ongoing professional teacher development programme has been found to be mostly relevant to fill up the gap that exist in many schools.

On the same breath, on-going professional teacher development programme is further defined as the cornerstone for the provision of quality teaching and learning. Several studies affirm that effective on-going professional teacher development programmes stand at the centre of making proposals for improving the quality of teaching and learning. (Guskey, 2002; Tsotetsi & Mahlomaholo, 2013) Defines on-going professional teacher development programme as " those processes and activities designed to enhance the professional knowledge, skills and activities of teachers so that they might in turn improve learners' learning. The researcher finds this definition relevant and suitable for this study, because as Foundation phase teachers struggle to teach reading, if effective professional programmes are in place and functional, the practice could improve reading difficulties as experienced by learners.

Recently, authors explain on-going professional teacher development as the inclusion of many new models which are characterised by the following:

- (i) Long term process - where teachers learn over a long period of time (Junaid & Maka, 2015).
- (ii) Based on constructivism - where teachers are regarded as active participants and as learners at the same time, and
- (iii) Teachers are seen as reflective practitioners (Bolton, 2010).

In this context, commitment to on-going professional teacher development can be viewed under three categories, which are: (a) standardised professional teacher development, (b) purposeful professional teacher development and c) personal development (Mitkovska, 2010). These categories will be elaborated upon, hereunder.

3.2.1.1 Standardized professional teacher development

This is a centralised approach that involves participants sharing skills and knowledge with a larger group of teachers, for example, Foundation Phase teachers (Mitkovska, 2010). The standardized approach is often applied so as to cascade the results and skills gained from curriculum workshops. Standardized models of professional teacher development depend on training-based approaches, whereby presenters share their skills and knowledge with large groups of teachers (for example, Foundation Phase teachers) through face-to-face interaction or by using online facilities. For the purpose of this thesis, Foundation Phase teachers need to be provided with a standardised ongoing professional opportunity to implement new instructional practices (Hashweh, 2004); Luning (2015) concurs that standardised training-based approach should focus on the exploration of an idea, as well as the demonstration and modelling of skills.

When Foundation Phase teachers are taken into employment, in accordance with best practices, the standardised approaches can be used to expose these teachers to new information, new strategies and new experienced colleagues from different schools. The approach is appropriate because it can assist in the spreading of knowledge and teaching strategies throughout a district or province. Lastly, during this approach, teachers tend to demonstrate their commitment to the profession and the nation.

On-going professional teacher development programmes, however, are conducted within a short space of time, in one area, without monitoring and follow-up exercises. These once-off sessions can help to introduce and build awareness about reading, and new strategies of teaching reading in the Foundation Phase, however, conducting on-going professional teacher development on reading without

monitoring, support and follow-up initiatives, results in ineffective teaching and learning. With this approach, the techniques of teaching reading might show some form of weaknesses, although, a considerable large number of strengths are also introduced and they form a common knowledge base for the Foundation Phase teachers. For the current study, a considerable large number of initiatives such as Early Grade Reading Agencies, National Education Collaborative Trust, Nalibali, Drop Everything and Read Campaigns and many more were introduced, teachers had to attend the workshops on reading, but most learners still find it difficult to read. However, Progress in International Reading Literacy Studies (PIRLS) 2016 studies which tested reading comprehension of learners in their fourth year of primary schooling. The study revealed that 78% of South African learners in the Foundation Phase could not read meaningfully. It is still unknown whether the problem is with the teachers or the learners, hence the current study sought to investigate the effect of the ongoing professional teacher development on reading in the Foundation Phase and to design an intervention strategy on reading in the Foundation Phase.

3.2.1.2 Purposeful on-going professional teacher development

Purposeful on-going professional teacher-development programmes involve learning over an extensive period of time by teachers in the schools or region, aiming at long-term changes in instructive approaches, relevant to the teaching of reading in the Foundation Phase (Mitkovska, 2010). In some instances, such processes of learning might be compulsory as a result of the curriculum needs of the school. For example, the skills and knowledge the development programmes wish to convey are found to be of utmost importance for a teacher quality, therefore, the programmes are implemented in schools, resource centres, or other training institutions. Foundation Phase teachers work with facilitators or master teachers with the intension of acquiring a higher level in their skills.

(a) Personal Growth Professional development

Personal Growth Professional-teacher development involves independent learning that is initiated by individuals who make use of it through the available resource

centres, equipped with computers and internet (Mitkovska, 2010). The programme may involve, for example, seeing teaching and learning in different classrooms, reading professional literature, case studies, visiting online courses, or classes for public observing of colleagues. Many Foundation Phase teachers have exploited this approach for their on-going professional teacher-development programmes on reading, from relevant experts and Non- Governmental Organizations.

The literature presents numerous numbers of conceptualisations about the definition of on-going professional teacher development programmes. This means that there is no clearly defined agreement on how what is on-going professional teacher development. However, many writers like Rabichund (2011), argue that on-going professional teacher development is all about in-service training of teachers who can be regarded as professionals. Niemi (2015) adds that on-going professional teacher development is part of a journey that teachers undertake throughout the period of their engagement in their career. In the light of the categories discussed above, the following section gives a brief overview of how different researcher define on-going professional teacher development based on the categories.

Postholm (2012) argues that on-going professional teacher development is teacher learning - how teachers learn to teach and how they apply their knowledge in practice to support the process of teaching and learning. He sees on-going professional teacher development as a process, not as an event. This is because it involves change over time and it is achieved in stages. The stages are related to teachers' experiences gained in instructional and management practices during their careers. The stages are also related to the degree of services and support a country's level of economic and political development allows it to provide. Postholm (2012), therefore, falls within the first category in his definition of on-going professional teacher development programmes. The researcher fully agrees with Postholm (2012) views of on-going professional teacher development, because through on-going professional-development programmes, teachers might gain a lot of information which was unknown to them and further acquire various skills and approaches in teaching reading in their classrooms.

On-going professional teacher development on reading is vital for improving schools, in the sense that it affords teachers an opportunity to learn new knowledge,

skills, practices and attitudes in order to educate learners effectively. In line with Postholm (2012)'s view of on-going professional teacher development programmes, the Cambridge Professional Development Qualifications (2014) recognizes the crucial nature of teacher training and professional development by stating that “the most important factor in the quality of learning is the quality of teaching and school leadership”. In a dynamic society, the researcher argues that Foundation Phase teachers need to continually update their knowledge, skills and competencies through professional development.

A lot of effort has been put into facilitating on-going professional development programmes by the Department of Basic Education, None-Governmental Organizations and other recognized projects, despite all these, teachers in South African still struggle to teach reading in the Foundation Phase. In some of the areas, various workshops on reading are conducted on regular basis, providing the practitioners with quality products that are genuine and relevant to the Foundation Phase curriculum, whereas in other areas, Foundation Phase teachers hardly have any workshops on reading. This disparity in terms of teacher development was primarily created by Bantu Education system that did not make quality education accessible to black communities. Keevy (2006) maintains that some teachers received pre- and in-service training at well-resourced urban universities, whereas most black teachers started teaching without even completing their own secondary schooling. He adds that increased pressure from the international community for transformation, forced the South African Education and Training System to under-go significant changes in the early 1990s.

These developments set in motion significant systematic transformations that were formalised with the advent of the New Political Dispensation in 1994, when the African National Congress (ANC) Government decided that several large-scale transformations and interventions would be necessary to systematically redress the inequalities that apartheid had created. It is against this background that on-going professional teacher development programmes on reading were introduced in the country in order to improve teaching and learning.

In the light of this background, the researcher feels that this study is aligned to Diamond, Maerten-Rivera and Lee (2014)'s definition of on-going professional

teacher development, therefore, the researcher concurs with their definition and it serves as the concept underlining this study. The three categories are usually used to differentiate between the Foundation Phase teachers who required intensive training for teaching their learners and those who needed capacity development for teaching reading in the phase. Little, however, is known about the impact the on-going professional development programmes have had on the teaching of reading by the Foundation Phase teachers. For the purpose of this thesis, the three categories of on-going professional teacher development programmes were combined in order to put all the teachers on the same benchmark required for the teaching of reading in the Foundation Phase.

Millican (2013) categorised expert-band teachers' comments using PCK theory in different subject areas to understand, for example, how music teachers use certain skills. The author found that effective instrumental music teachers used PCK to identify student performance problems and interact with students in such a way that it will help improve their performance skills. Additionally, Millican (2017) studied how specific elements of PCK are used when teaching specific concepts to beginning band students. From the results, Millican asserts that a teacher's PCK reflects core teaching practices that may be useful for music teacher educators to understand and develop. In the light of the above examples, the researcher concurs with Millican (2013)'s approach of categorizing Foundation Phase teachers as following Shulman's theory of Pedagogic Content Knowledge, to support this thesis.

3.3 Advocates of categories of on-going professional development

This section focuses on the proponents of the three categories of on-going professional teacher development programmes on reading, in South Africa.

3.3.1 Standardised Professional Development

After South Africa gained democracy in 1994, there has been a need to move towards transformation and the education sector has been the first to be given much attention in this regard. The curriculum had to be changed from Bantu Education to an internationally recognised form of - Curriculum 2005, Revised Curriculum Statement, Outcomes Based Education and National Curriculum Statement Curriculum Assessment and Policy Statement. Teachers in all South African schools

faced confusion from these different curricula, and had to undergo a series of on-going professional teacher-development programmes in order to grasp the focus of these curricula and improve the quality of teaching and learning.

For Thrupp (2006), the constant appeal for professional standards may be politically exploited, and may serve as a way of manipulating teachers. In a similar line, Sachs (2003) is doubtful whether the introduction of these professional standards in the teaching profession can influence the public's perception of teaching; this is because many people have their own opinions of what really constitutes a good Foundation Phase teacher, based on their personal experience of the education system.

Foundation Phase teachers are supposed to work hand-in-hand with one another in order to develop the child's potential on reading. Through the standardised professional development programmes, Foundation Phase teachers can be offered opportunities to learn and deal effectively with the challenges facing the teaching of reading in their classrooms. In addition, the researcher is of the idea that standardised teacher-professional programmes might provide a framework which Foundation Phase teachers can use as a measure of their achievements and a way of providing evidence to stakeholders for accreditation (Sachs, 2003).

3.3.2 Purposeful on-going professional teacher development

Purposeful professional teacher development is designed to meet specific needs identified within an annual process of a systematic comprehensive needs assessment. This type of development is an example of instructional integration of on-going professional development and has been studied over decades. As Mize and Gibbons (2000) argue, the purpose of supporting teachers through suitable and relevant professional programmes is to allow them sufficient time for peer networking and planning for instructional strategies.

According to Hew and Brush (2007), purposeful professional development should focus on building the teachers' knowledge and skill, as well as providing them with active learning opportunities for practicing these skills to address immediate classroom needs and concerns. Mize and Gibbons (2006) conducted an instructional use of index and individual teacher interviews which revealed that regular scheduled purposeful professional-development programmes made teachers aware of their

need to improve their classroom practices, helped them keep up with what was new, and increased their productivity in the classroom.

From another angle, Schuler (2003), maintains that teachers lack the necessary skills and do not have confidence to change without been effectively trained. Moving, therefore, from broad to specific purposeful professional form of development includes, large, overall settings where reasons and plans for the proposed change can be presented. Earle (2002) advocates that teachers should be able to make choices about sharing resources and sustained training practices. In support of the above argument, Norris, Smolka and Soloway (2000) indicated that teacher preparations for purposeful professional development was one of the critical conditions which requires teachers to be trained through on-going professional-development programmes.

3.3.43 Personal Growth Professional teacher development

One of the strategies for on-going professional teacher development in the 21st century is life-long learning through capacity development, as learning is a process that urgently requires skills development, therefore, professional development assists teachers to develop and train their skills. According to Anon (2012), personal professional growth sets out the goals, strategies and outcomes of learning and training. For the purpose of this thesis, Foundation Phase teachers are not offered this form of training for personal aggrandisement, but to improve the process of teaching and learning in the classroom.

On-going research conducted in many countries has shown that personal growth activities within and beyond the school, affect teachers, positively (Hirsh, 2001; Carver & Katz, 2004). Hirsh (2001), however, consistently found that personal growth activities are the best way to improve the quality of teaching and learning in the classroom. Similarly, Birman, Desimore, Porter and Garet (2000) show that personal professional teacher development programmes play the most important role in teacher preparation and improvement in schools.

This study aimed at assessing the on-going professional teacher development on reading in the Foundation Phase of Dikgale area, Limpopo Province. Therefore, ongoing professional teacher development serves to develop teachers and

contribute towards quality teaching. In addition, ongoing professional teacher development refers to the means activities and processes by means of which teachers enhance their professional knowledge, skills and attitudes so that they might in turn improve the learning curve of their learners (Guskey, 2000: 17). On the same breath, Moletsane, (2004), argues that professional development should be seen as more than the mere learning of knowledge and skills, rather, it should include the personal development, thereby, enabling teachers to grow in character and maturity.

According to Rathogwa (2006:33), the Department of Education notes that without the support of teachers, fundamental policies can never be put into successful practice. Therefore, the successful transformation of the Department of Education and Training is eventually dependant on the ongoing professional teacher development, hence this study aim to assess the ongoing professional teacher development programmes on reading in the Foundation Phase of Dikgale area.

3.4 THE NATURE OF TEACHER TRAINING PRIOR 1994 IN SOUTH AFRICA

Prior 1994, the training of teachers was unjust, the practice of international brain drain was appreciated. Some teachers were imported from Europe and Netherlands to come and offer education in South Africa in the eighteenth century. As the need for education began to rise, the need for trained teachers became a necessity. According to Wolhuter (2006), teachers' colleges of education took the responsibility for the training of teachers from 1910-1994. The training of teachers was organised in a different manner, where, there were five teacher-training colleges in the Western Cape, which accommodates the needs of the white communities, Five in Transvaal, one in the Orange Free State, and three in Natal. On the other hand, the Universities gradually began to emerge and offer training of the secondary schools' teachers. Towards the end of this phase, the training of secondary schools teachers was phased out (Wolhuter, 2006).

In 1948, Wolhuter (2006) indicated that teacher training colleges began to mushroom in the homelands. Pupil -teacher training was phased out in all communities and replaced by colleges of education which offered training to both the primary and secondary school teachers. The universities on the other hand served the needs of the communities and trained secondary schools teachers.

3.5 TYPES OF TEACHER DEVELOPMENT PROGRAMMES IN LIMPOPO PROVINCE

On-going professional teacher development programmes continues to be the pose serious challenges where the improvement of South African schooling is concerned. The purpose of the study was to assess on-going professional teacher development programmes on reading in the Foundation Phase of Dikgale area, Limpopo Province. The following types of teacher development programmes adopted in Limpopo Province.

3.4.1 Non- School Based Departmental Teacher Development Programmes

Provincial Education departments implemented a National in-service programme to cascade the new curriculum knowledge to districts and schools (Phiri, 2011). Chisholm (2000) found that provinces and teachers were frustrated by the short time frame, planning and execution of in-service programmes. On the other hand cascading approach was adopted to teach as many teachers as possible within a short space of time, however serious problems were encountered in and the entire process did not work as hoped. In Limpopo Province, most teacher development programmes took a form of workshop, which were organised by the district to provide a generic information for orientation purposes. The kinds of professional development were poorly contextualised, of short duration and without demonstration modelling or follow-up at schools. In addition, trainers, are of poor quality and unable to act as agents of change in facilitating the new policies which they not understand themselves (Narsee, 2006). Therefore, the Non- school based teacher development programmes are unable to make teachers change paradigm and improve their classroom practices. As Guskey (2002) argues that teachers need to experience changes positively in real time situations.

3.5.2 School-based Teacher Development Programmes

School based teacher development programmes became a priority in 2004 when the Department of Education introduced the posts of Master and Senior teachers, whose roles were to assist and support the less experienced colleagues. The Non-Governmental Organization (NGO) and other service providers used a Common Assessment Task to build teacher capacity. They worked with groups of schools and

experts or consultants guiding the development of workshops. The researcher agrees that if teachers are given common assessment task to submit at a later date, the practice may be effective, nor effective, as some may submit and some may not submit.

3.6 PHASES OF IMPLEMENTATION OF THE READING PROGRAMMES

The purpose of the study was to assess the ongoing professional teacher development programmes in the Foundation Phase of Dikgale area, Limpopo Province, and to design an intervention strategy. Therefore, the term 'Foundation Phase' refers to Grade R-3, and includes learners from six to nine years of age (DoE White Paper 5, Document Grades R-3, 1997:9). The learning programmes that are important in this phase are Numeracy, Literacy and Life Skills. This is the phase in which the foundation of learning is laid effectively and is a critical time when interest in education is promoted and positive attitudes towards schooling and self-concepts are developed. The following phases of implementation of the reading programmes are discussed hereunder:

3.6.1 Phonemic Awareness

Phonemic awareness and letter knowledge have been identified in several research studies as the two key indicators of how well children will master beginning reading skills during the first two years in school (Anderson, Hiebert, Scott & Wilkerson, 1985; Adams, 1990; Snow, Burns, & Griffin, 1998). Phonemic Awareness plays such a pivotal role in forming the foundation of reading development, and it is the first thread in the foundation of reading. According to Tankerley (2003), phonemic awareness is the ability to hear and manipulate phonemes, which are the smallest part of a spoken language. Phonemes are the element of language that allows discrimination and make a difference in the meaning of a specific word.

In the English language, it is generally accepted that there are anywhere from 41 to 51 phonemes in spoken speech. While there are words with only one phoneme such as / or a, most words have more than one phoneme. More than one letter (such as in the phonemes “bl” or “ch”) can also represent phonemes. Phonemes with more than one letter are usually referred to as blends, diphthongs, or digraphs depending on their composition. Therefore, through the ongoing professional teacher development

programmes, Foundation Phase teachers might grasp this new knowledge and put it into practice in their classrooms. The second phase to be discussed is the phonics

3.6.2 Phonics

According to Joseph and Macarachran (2003), the roles of the teachers in the Foundation Phase is teach learners how to read, and it has been argued that in some cases, learners with intellectual barriers to learning could learn more faster when learning from phonic instructions (DoE, 2008a). Therefore, through the on-going professional teacher development programmes on reading, Foundation Phase teachers could learn more about such development and increase the quality of teaching and learning pedagogy. When teaching phonics, learners can be taught the letters of the alphabet, starting with (a,e,i,o,u) and when the teachers realises that the learners have understood the foundation of learning, the consonants, such as (b,c,d,f,g,h,j,k etc can be introduced. That is the point where the teacher begins from the simple to the complex knowledge giving strategy. The researcher is agrees that this process is in line with the theory of Pedagogical Content Knowledge, which indicates that mastery of the Content taught is the key to quality teaching and learning (Shulman, 1986).

3.6.3 Comprehension

The third phase to be taken into account when teaching reading in the Foundation Phase is comprehension. Comprehension is the ability to process, understand and make sense of a text and integrate the text's meaning with what the reader already knows. In addition, comprehension is the ultimate goal of reading - whatever we read, we need to understand. According to Sweet and Snow (2003), comprehension provides the foundation for the learning in schools and it is determined to a great extent by the ability to read with understanding. Therefore, there are many different processes and skills that contribute to comprehension, such as language proficiency, vocabulary, general background knowledge, knowledge of different written genres and the way they are structured, and critical thinking skills and strategies. It is important to stress that although decoding is necessary for comprehension, it is not sufficient. In other words, being able to decode words on a page does not necessarily mean that you understand what you read. Many teachers think

comprehension is about choosing a text or passage and giving it to children to read and answer questions set on it.

3.6.4 Reading Aloud

In reading aloud, Foundation Phase teachers can organise the class or learners into small manageable groups. This process might assist to develop the love of prose and further develop the habit of reading on their own. In reading aloud, the whole class will learn to listen to the teacher reading aloud and in tend begin to imitate the teacher reading. The practice, gives the learners an opportunity to learn new terminologies, and eventually get exposure to a variety of literature and add to their language development. According to the Early Grade Reading Strategy Ministry of Education (2003), Reading Aloud should occur on daily basis in the early stage of reading. Therefore. Foundation Phase teachers who do good model reading are inspirational to learners with love of reading. Fredrick and Cline (2002) echo that the same sentiments by elucidating that when the teachers read aloud to the learners, they are provided with the procedure of how the process of reading should be done.

3.5.5 Shared Reading

In shared reading, Foundation Phase teachers should monitor the whole class in reading enlarged text that all learners can see, for example, overhead projector or posters. The teacher should read the text several times before engaging the learners. According to Zama (2014), the teacher may find it suitable and convenient to model a range of strategies for learners. In addition, the Ministry of Education (2003), informs that shared reading helps the teacher to guide the whole class in reading. The Ministry further indicates that shared reading provides the foundation phase teachers with the opportunity to model effective reading. On the other side, Teaching Reading in the Early Grades, DoE (2008), indicates that shared reading can be used for the following reasons:

- for any age or ability or grade levels
- it allows for but does not demand active participation
- it extends learners' sight and listening vocabulary
- it allows for teaching many interesting things, such as rhymes, rhythm and alliteration.

3.7 BENEFITS OF ONGOING PROFESSIONAL TEACHER DEVELOPMENT

Mizell (2010) indicates that good teaching is not an accident. On the other hand, some teachers are more naturally gifted than others. Therefore, all effective teaching is the results of study, reflection, practice and hard work. For the, purpose of this study, Foundation Phase teachers cannot know enough about how their learners learn, what impedes the learners' learning and how the teachers' instructions can increase the learners' learning. The researcher argues that ongoing professional teacher development programmes serves as the way through which all teachers including Foundation Phase teachers could gain knowledge.

3.7 CHALLENGES OF ONGOING PROFESSIONAL TEACHER DEVELOPMENT

The ongoing professional teacher development challenges are many, as teachers in general need different forms of professional development to move from where they were to where they had to be (Phiri, 2011). In addition, the scholarship in teacher education grew faster to investigate inter alia, teachers as facilitators, problems and possibilities of cooperative learning. One of the most serious challenge was to identify Foundation Phase teachers' developmental needs and mobilise the human and financial resources to provide the necessary and relevant support in the form of on-going professional teacher development.

3.8 INTRODUCTION OF STRATEGIES FOR READING

The previous section looked at the theory and the models that are used in ongoing professional teacher development programmes; in this section I turn my attention to strategies for reading. The section is designed as follows: firstly, I will look at different strategies that have been developed to promote reading internationally and finish with the South African strategies.

3.8.1 International Reading Association

The International Literacy Association (ILA) (2012) is an organization that focuses on encouraging reading and literacy. The organization includes teachers from many countries of the world and carries out literacy mission through the provision of

assistance, such as deciding the reading standards, offering grants and awards, supporting international literacy and providing literacy instruction.

The main aim of the organisation, therefore, revolves around reading at all levels from school readiness stage through to the college and adult learning. The five aims of the organization include, (a) programmes to enhance and improve professional development of reading by teachers worldwide, (b) advocacy to provide leadership in support of research, policy and practice that will improve reading instruction and support the best interests of learners and reading professionals, (c) establishment of partnerships and the strengthening of national and international alliances with a wide range of organizations, (d) conducting research to encourage and support evidence-based policy and practice at all levels of reading and (e) supporting global literacy to identify, focus and provide leadership in significant literacy issues.

3.8.2 The International Progress on Reading and Literacy Studies

Nearly a quarter of a century into democracy, four presidents and several curricular revisions later, South Africa has made little headway in its reading crisis; calling it a crisis is no overstatement. South Africa ranked last out of 50 countries in the Progress in International Reading Literacy Studies (PIRLS) 2016 studies which tested reading comprehension of learners in their fourth year of primary schooling. The study revealed that 78% of South African learners in the Foundation Phase could not read meaningfully.

South Africa's reading crisis is a topic of ongoing debate and several strategies for improvement have been proposed - promoting a culture of reading, encouraging parents to read to their children, making books accessible in schools and improving initial teacher education. Addressing the problem by increasing access to books and developing a reading culture has been found to be helpful but only to a limited extent.

As of 2015, South Africa's total literacy rate was around 94.37 percent, which means almost 95 percent of all South Africans could read and write. The literacy rate measures the percentage of people aged 15 and above who can read and write.

In the United States of America, on-going professional teacher development was found to be crucial in two ways - firstly, it was found to enhance initial effectiveness and increase the likelihood to stay in a job for a longer period and become more experienced and effective (Boyd, Lokford, Loeb, Rockoff & Wyckoff, 2007). It was revealed that 30% of public-school teachers leave the profession after the first five years of teaching, and this practice was linked to lack of in-service training and teacher-education programmes (Henke, Chen & Geis, 2000). In addition, a Schools and Staffing Surveys showed that new teachers who lacked student-teaching strategies and on-going professional teaching programs, left teaching in their first years. Darling-Hammond, (2010) contends that if people want to go on teaching, there is no way to do it without training.

It was similarly found that the highly-differential on-going professional teacher development programs also had some huge challenges for the nature of professional development needed for teaching as a career. Darling-Hammond (2010) adds that as the demands for the knowledge-based society requires more sophisticated teaching of much more complex skills, it is better to return to the factory model of the 19th century.

The process of on-going professional development in learning was found to be an important component of continuous improvement for teachers, especially, those in the Foundation Phase (Barber & Mourshed, 2007). This is despite the ever-growing demand for teachers in the USA; this should be accompanied by a need for teachers to learn to approach their daily practices in different ways (Hill, Stumbo, Paliokas, Hansen, & McWalters, 2010). An increasingly diverse learner in the Foundation Phase in the USA primary schools, for example, will require teachers to be well trained and well established for the teaching of reading.

Teachers in this country are not satisfied with the kind of professional development available. The results of a survey conducted for the Teaching Commission in 2004 indicated that 42 percent of Foundation Phase teachers reported that the form of professional development programmes provided for them were just a waste of time. They revealed that only 18 percent are satisfied with the on-going professional development programme offered by the districts or schools in helping them to become more competent teachers (Peter, Hart & Harris Interactive, 2004).

3.8.3 Belgium

On-going professional teacher development in Belgium was found to be a necessity like in any European country. In this country, there is a need for fundamental reorganization of on-going professional teacher development, although, the process would require money and time (Clotfelter, Ladd & Vigdor, 2007; Muller, 2012; Headden, 2014). In addition, it was established that on-going professional teacher development was found to be limited and to ensure a professional background and status, the universities had to intervene and provide the teachers with these programmes. On-going professional teacher development was found to be an essential programme which is compulsory for every teacher and should be conducted once per quarter (OECD, 2014).

Initially, a debate about on-going professional teacher development was conducted, whereby teacher trainers had to present their own professional agenda, which contained the details of theory and practice. In their presentations, it was established that the Belgian society was undergoing a period of profound political, economic and social reconstruction, therefore, education and on-going professional teacher development were expected to play a pivotal role in bringing about changes in the climate of the time. In order to give teachers professional status, a re-thinking process of the profession became necessary.

In- service training programmes were established with the idea that they should build up the experiences and the needs of teachers (Clotfelter, Ladd & Vigdor, 2007; Muller, 2012; Headden, 2014). These responsibilities were entrusted to the teacher training institutions to promote the programmes which were aligned in such a manner that they had to deal with subject studies, with special reference to the theory and practice of teaching.

3.8.4 China

On-going professional teacher development in this country was established 100 years ago, since the introduction of teacher education. The main aim of introducing the programme was to improve the ideological and professional competence of teachers therefore, this programme has become one of the focal points in developing Chinese education (Yang & Wu, 1999). The Chinese Government has realized that

people with higher learning and professional skills are needed in the ever-increasing competitive world, thus, the importance of teaching reading in the Foundation Phase should not be undermined. It was found necessary to harness the energy and will of the people and adapt the educational system to the demands of international benchmark. In order to improve the education of this country, China has had to invest in teacher development programs, such as in-service training and workshops, so that the teachers can be motivated and develop new skills that can be applied in the teaching of reading in the primary schools. As a result of the constraints and challenges caused by Cultural Revolution in the country, it had been impossible for all primary school teachers to have received proper training during their pre-service period.

3.8.5 Thailand

Teaching in Thailand has been found to be predominantly teacher-centered and exam oriented (Kaur, 2016). Learners in the Foundation, Intermediate, Senior and Secondary schools are given minimal and limited time for real life learning; teachers as well, are not given enough opportunities for development. A similar situation was discovered in India, whereby outdated strategies of teaching failed to engage learners for intensive learning because teachers only focused on reading and writing exercises rather than focusing on listening and speaking (Kaur, 2016). This implies that Thai teachers remain subject to traditional cultural values and norms, similar to the situation experienced in India (Kannan, 2013).

Researchers revealed that a lack of interactive media, relevant material needed for reading did not support the promotion for teacher development purposes hence, a lack of teacher proficiency can be attributed to Thai learners' low performance level (Punthumasen, 2007; Snae & Brueckner, 2007; Baker, 2012). In line with this, the University of Cambridge (2006) conducted a survey which revealed that 60% of teachers did not receive any form of professional development training and they have less knowledge in terms of teaching reading in the Foundation Phase (Kaewmala, 2012).

One of the contributing factors towards low- learner performance has been found to be lack of teacher motivation and low moral that exists among learners, in terms of language - learning processing. Kaewmala (2012) adds that learners in Thailand see

English as a “fearsome subject” and this prevailing attitude finally led to the Thai government relying on a surge in English programs, running across the country and recruiting foreign teachers to join their schools, rather than introducing an on-going professional teacher development programmes that might be fruitful in the country.

3.9 INTRODUCTION OF READING STRATEGIES IN DEVELOPING COUNTRIES

Promoting Reading in developing countries suggests the state of first language literacy in developing countries, focusing on the need for sufficient quality reading materials to raise and sustain literacy levels, through ongoing professional development programmes. For the purpose of this study, the National Reading Plan and the Early Gde Reading Campaign will be discussed here under.

3.9.1 The National Reading Plan

The National Reading Plan launched in 2006, was a Government initiative, and a responsibility of the Ministry of Education, to improve the level of reading. This was a response to the concern on the literacy levels of the population in general, especially, of young people, who are significantly found in the Foundation Phase levels. The main objective of the National Reading Plan is to raise the level of literacy of the South African people and to place the country on par with international standards. It is aimed at creating conditions for the South African people to achieve reading levels at which they feel that they are fully capable of dealing with the written words, under any circumstances of life, and can interpret the information made available by the media, access scientific knowledge and enjoy the great novels of literature (National Reading Plan, 2006).

The National Reading Plan recognizes reading as an important instrument for accumulation of skills, knowledge and learning required to strengthen human development. By taking into account the contributions introduced by the National Reading Plan, in cognitive and affective process, Foundation Phase teachers had to be taken on board through the ongoing professional development programmes. The National Reading Plan sees reading as an enabling factor that requires an active participation of different communities, such as Foundation Phase teachers who might go through on-going professional development interventions impact positively

on the educational progress of the young children in the Foundation Phase classes (UNESCO, 2005).

3.9.2 The Early Grade Reading Studies

The Early Grade Reading Studies are a related series of large-scale evaluations led by the South African Department of Basic Education in collaboration with academics at various universities and international donor organisations. The project aims to build evidence about what works to improve the learning and teaching of early grade reading in South African schools. The project uses formal impact evaluation methodologies (randomised experiments) and makes extensive use of mixed methods (classroom observation and detailed case studies) so as to provide both a quantitative and qualitative estimate of what the impact of each intervention is on home language, English as First Additional Language, as well as understand where, how and why different elements of the interventions are working.

Learning to read is foundational to all subsequent learning, yet the majority of South African children are being left behind in this regard. There are various initiatives that are underway to support early grade reading, and there have been many others in the past, yet, there is little or no sense of what is working or not. The core of these projects has been found to be the comparisons between the cost-effectiveness of the three promising intervention models to improve reading outcomes in the learners' home language (Setswana).

The three interventions were implemented in Grade 1 class of 2015 and the Grade 2 level in 2016, thus, following the same cohort of learners. In 2017, the two pedagogic interventions continued in the Grade 3 level, thus ensuring that these same cohorts of learners are exposed to the interventions for the entire group in the Foundation Phase. The three intervention models which have been evaluated, showed a substantial impact after two years of implementation. These intervention strategies included lesson plans, reading materials and on-site coaching by experts.

On-going professional teacher development on reading was found to be inequitably accessed and uncoordinated in many countries (MoEVT, 2014). This lack of

professional training programmes caused major obstacles that retarded progress for professional advancement of teachers in countries. The approach of In-Service Training (INSET) was mainly found to be in existence through donor sponsored projects, which by design are not sustainable. Such projects grind to a halt at the end of each project. The main approach of the Government-driven initiative has been the cascading mode through Training of Trainer (ToTs). For a long time this approach has been found to be ineffective because of insufficient funding both at the central and local government levels.

3.9.3 Botswana

Teachers are generalists and hardly receive any form of on-going professional development about the teaching of reading in the Foundation Phase (Mokotedi, 2013). Foundation Phase teachers who teach reading in the lower grades, therefore, find it difficult to do so, and this attitude negatively affect learners' performance regarding reading. Nkosana, (2010) contend that there is a shortage of trained Foundation Phase teachers needed for the teaching of reading in the primary schools of this country.

3.9.4 Morocco

Research on Morocco revealed same sentiments as those voiced in Botswana. Several studies have shown that Moroccan Foundation Phase teachers received little or no form of specialized training required for the teaching of reading in the early grades (OECD, 2019). Teacher education programmes in Morocco often seek to provide prospective teachers with a balanced proportion of theory and practice. This has been seen for decades as an ideal way to prepare trainees for teaching and enable them to teach their classes effectively. However, there are a few aspects of teaching that can be of paramount importance, but which are often overlooked in the country's approach to teacher education. For one thing, it is quite important for teachers to carry on learning, even after obtaining their official certification. Lifelong learning is critical to teachers' effectiveness, and reflective practice is one way to keep learning.

Lifelong learning, in general terms, is all about the pursuit of knowledge throughout one's life (Merriam & Caffarella, 2007; Aspin & Chapman, 2007; Tovkanets, 2018). It

is a kind of learning that is not bound by age or type of knowledge. Lifelong learning implies an eagerness to acquire knowledge beyond traditional schooling, and throughout one's life. In the field of education, lifelong learning is perceived as the lifestyle of effective teachers. It is a mind-set that considerably expands one's thinking, instils creativity, and renders one proactive in every aspect of life. Its benefits are immeasurable, and often transcend the notion of abstract knowledge to more applicable forms of knowing

3.9.5 South Africa

has followed the international trend in improving the quality of teaching and learning through the on-going professional teacher programmes. Moats, Carreker, Davis, Meisel, Spear-Swerling and Wilson (2010) are of the view that the majority of teachers in the Foundation Phase have not been prepared enough to prevent reading problems in South African schools. In addition, Zimmerman, Howie and Smit (2011) maintain that the situation does warrant fundamental literacy skills and support for learners with literate language development difficulties in South Africa. As the initial teacher training programmes which teachers are exposed to in a variety of teachers training institutions may largely determine their literacy rate and reading instruction strategies, it is necessary that an exploration into what are considered as effective literacy teaching strategies for learners from diverse background, be taken into consideration. According to Moats *et al.*, EFL and ESL teacher may successfully fulfil their roles if they are required to possess a number of qualities that includes interaction strategies.

With regard to in-service training mechanisms, the common "workshop" form of professional development of Foundation Phase teachers was seen to be unproductive to knowledge acquisition and may negatively impact teachers' perception that these workshops are at not in line with government efforts , as explicated in the Minimum Requirements For Teacher Education Qualifications (DHET, 2011; 2015), to develop a "reflective, committed, critical practioners with sound educational transformation" (Dixon, Excell & Linington, 2014).

The need for on-going professional teacher development in the Foundation Phase is highlighted by the National Department of Education (2008). The NDE (2008), views teachers as key contributors to transformation in South Africa and their effectiveness

revolves around a collaboration between the various components of the education system. It was observed that learners who received two years of this intervention were approximately 40% of a year of learning ahead of the learners who received no intervention. In essence, the evaluation found small to moderate positive impact of both parental involvement and training interventions and the largest gains were seen in schools where both interventions were implemented. The evaluation further found that the intervention is helping boys to catch –up with girls.

This study, therefore, sought to investigate the effect of on-going professional teacher development programmes on readings that were undertaken with the Foundation Phase teachers in Limpopo Province on reading matters, as their effect is still unknown. The concept, Foundation Phase, means Grades R-3 and takes into consideration learners aged between six and nine (DoE White Paper 5, 1997). This phase extends for a four-year period, commencing with the reception year and the learning programmes revolves around Numeracy, Literacy and Life skills.

Mahlo (2011) explains that during the Foundation Phase level, learners develop, that is, as physical human beings who develop physical control and as cognitive beings who are able to understand their surrounding world. This is the phase in which the foundation of learning is laid and is a critical time when interest in education is promoted.

Joshua (2006) maintains that if a child fails at this stage, he or she will be adversely affected and may even drop-out of school before having an opportunity to explore his or her learning potential. The professional life of teachers is dynamic and changing at a fast rate as more knowledge is added, however, the process of teaching is not as simple as A, B and C, nor something straight forward. It is programmed in a way that is very complex to comprehend and that makes it a demanding profession to master. One of the strategies, as discussed so far, that could be put in place to develop teachers on how to teach reading is on-going professional teacher development.

Foundation Phase teachers' perceptions regarding their initial training programme indicated that they were not prepared enough to teach reading in the lower grades and results of studies conducted confirm this. The results of a study conducted by

Moats *et al.*, (2010), for example, reveal that even though teaching reading, especially, to learners whose mother tongue is not English, requires considerable knowledge and skill. The study, however, regrettably revealed that most practitioners at all levels have not been prepared in enough depth to prevent reading problems, and to recognize early signs of risk or to teach learners with learning disabilities successfully.

The above concern was echoed by Zimmerman *et al.*, (2011) who indicated that this situation does beg fundamental questions for the development of teacher training curricular in the area of foundational literacy skills and support for learners with literate language development difficulties in South Africa. They continue that the initial teacher training programmes should expose teachers to effective literacy teaching strategies for learners from diverse backgrounds.

The Reading Horizons (n.d.) is of the view that when teachers are initially trained prior to their professional career, they are given little instruction on how to teach basic literacy skills to beginning and struggling readers. The teachers complain that this leaves a lot of students without the basic skills they need to succeed in education, especially students with processing issues, special needs and English second-language learners. The findings from these studies link well with the findings of this study as some teachers indicated that they were not trained to teach reading or deal with reading problems during their initial training. The reading Horizons (n.d.) further report that some teachers doubt if their classroom practice would yield positive results as far as reading is concerned. This is supported by the fact that among the teachers, there was no evidence of a firm grasp of teaching strategies relevant to reading instruction except strategies suggested by Department of Education, like allowing learners to read for 30 minutes every day. Unfortunately, this only pertains to time allocated for reading but does not specify how reading should be taught.

Similar findings were also observed by Van der Merwe and Nel (2012), who conducted a study in identifying which reading literacies were included in the programme. The results revealed that the reading literacy components were included haphazardly within the teacher preparation programme, and there was no evidence-based research included in the curriculum for pre-service teachers. The responses

also point to the teachers' failure to design relevant teaching aids, like wall charts that would allow learners to read independently. The use of teaching aids to facilitate reading is important in the Foundation Phase.

In-service teachers maintain that they were unable to design their own teaching aids, thus, were able to teach a limited number of reading strategies in the Foundation Phase. They only mentioned pair reading, group reading and whole class reading, and in many cases, the focus was only on oral reading. It was clear that reading comprehension was not taken care of. This is a cause for concern as teachers' awareness and application of a wide range of reading strategies is important. This finding is supported by Pressley (2001) in Klapwijk (2012), who argues that the case is very strong in showing that teaching students to use a repertoire of reading comprehension strategies increases their comprehension of text. Klapwijk and Van der Walt (2011) note that despite evidence of the benefits of reading instruction, it seems that teachers seldom teach reading strategies explicitly in South African schools, thereby depriving learners of the strategies they need. Concerns about the need for on-going professional teacher development to teach reading is also expressed by Sailors (2008) in Klapwijk (2012) when he points out that teachers continue to focus on general reading instruction.

Foundation phase teachers are the people who make learning possible, so their contribution to the process is essential in the teaching of reading. South African teachers are currently expected to make major changes, since they have been taken on-board in terms of preparing them on how to teach reading in the Foundation Phase. Teachers may need support in order to focus on the positive side than on the negative side on the aspects of change for learner improvement (Engelbrecht, 1999).

3.10 FOUNDATION PHASE TEACHERS' PRECEPTION ON ONGOING PROFESSIONAL TEACHER DEVELOPMENT PROGRAMMES

The purpose of the study was to assess the ongoing professional teacher development programmes on reading in the foundation phase of Dikgale area, Limpopo Province, and to design an intervention strategy on the teaching of reading in the foundation phase. Teachers, are the people who hold the baton and make the

whole process of learning possible. The Foundation Phase teachers' feelings, attitudes and beliefs with the to the ongoing professional teacher development programmes offered are crucial. The foundation Phase teachers in the Dikgale area of Limpopo Province are expected to make major changes after attending a series of workshops on reading. The foundation Phase teachers might need some form of support in order to be able to focus on the positive side rather than the negative aspects of change in the teaching of reading.

In a number of studies in South Africa, the attitudes of teachers towards ongoing professional teachers' development programmes revealed that teacher's weak content and pedagogical content knowledge need strengthening, if the quality of teaching and learning is to be improved (Taylor & Taylor, 2013). The teachers in the study attended a series of ongoing professional teacher development programmes in the form of workshops on reading, which were organised by the districts and the Non- Governmental Organisation, such as National Education Collaborative Trust, Stop all and Read Campaigns, Nalibali projects etc. The programmes were successfully completed, hence, this study sought to assess the effect of ongoing professional teacher development programmes on reading in the Foundation Phase of Dikgale area, Limpopo Province, and to design an intervention strategy on reading in the foundation phase.

3.11 CONCLUSION

The literature review has provided clearly defined orientations to the concepts of ongoing professional teacher development and the categories of ongoing professional development programmes, the nature of ongoing professional development programmes prior 1994, the types of teacher development programmes in Limpopo Province, the phases of implementation of reading programmes and the national and international strategies on reading. The next chapter addresses the research methodology used in the study.

CHAPTER FOUR

RESEARCH DESIGN AND METHODOLOGY

4.1 Introduction

The previous chapter focused on what reading is, that is, the conceptualisation of the teaching of reading. In addition, the chapter dwelt on theories used to support the study, and the definition of on-going professional teacher development programmes. The chapter dealt with the literature review part of the study, therefore, the international and the national perspectives on ongoing professional development were included, followed by models of reading. This chapter focusses on the research methodology, research design, research paradigm and sampling, a detailed description of data collection, data analysis, quality criteria and ethical consideration.

4.2 QUALITATIVE APPROACH

A qualitative research can be defined as an approach that enables researchers to obtain first-hand information about the social world that is under investigation by means of participation in that world through focusing on the participants' views and opinions (Crossman, 2019). For the purpose of this study, the researcher sought to investigate the effect of ongoing professional development programmes on reading in primary schools of Dikgale area, Limpopo Province, therefore, a qualitative approach was chosen. Tesch (1990) indicates that qualitative research approach involves a methodological and a systematic study of a socially-organised setting in order to formulate and solve a research problem, making sense of narrative data through a process of analysis.

In addition, Meriam (2009) indicates that the qualitative approach is interested in how people interpret their competences, how they construct their world and what meaning they attribute to their experiences. White (2000) points out that qualitative research may involve fieldwork and the researcher must physically go to the people (Foundation Phase teachers), site or institutions in order to collect data and observe the behaviour of the participants in their natural setting.

A qualitative research is carried out in a real-life environment to understand the phenomenon in context (Maree, 2007). Through the application of a qualitative

approach, the researcher attempted to have a clear understanding of the effect of on-going professional teacher development programmes on reading. This was necessary in the context of this study where the NRS was implemented in South African schools, which was relatively new to the Foundation Phase teachers. Mason (1996) suggests that qualitative research should be strategically sound as well as sensitive to the changing context, meaning that the approach requires flexibility, therefore, qualitative approach and its data collection processes need to be sensitive to the social context in which the study is conducted (Mason, 1996).

Qualitative researchers recognise and acknowledge that they are part of the world they study, and resulting from their understanding, they are systematically monitoring their influence, their biasness, as emotional response is part of their research responsibility (Mahlo, 2011).

Based on the problem statement and the aim of the study, the researcher opted for the qualitative approach. Several reading programmes and projects have been initiated throughout the province and the researcher chose to assess their effectiveness.

4.3 RESEARCH PARADIGM

A research paradigm is a model that is shared by scientific communities; it provides guidance on how a community of researchers should act about an enquiry (Mouton & Marais, 1996). The researcher wished to know more about the effect of a formative assessment on on-going professional teacher development on Reading in the Foundation Phase of Dikgale area. The researcher wanted to hear the voices of the participants and see how they interpreted their competence in addressing the problems associated with reading in their schools, therefore, the purpose of the research project, and how it was conducted was influenced by the researcher's paradigmatic beliefs. A constructivist paradigm was chosen (Creswell, 2003). The constructive approach is defined as an approach to learning that holds that people actively construct or make their own knowledge and that reality is determined by their experiences.

In this study, the participants were Foundation Phase teachers from ten primary schools in the Dikgale area, and two officials from the Curriculum section of the

Department of Education, Limpopo Province. The researcher looked for a variety of meanings and complexities of their views (Creswell, 2003). On that note, a constructivist paradigm allowed the researcher to learn more on how the participants constructed their competence gained from the projects and workshops they attended on Reading, and how they apply the knowledge gained in the foundation phase, through the process of their feelings, actions, beliefs and intentions. Henning *et al.*, (2004); Smith, Harre and Van Langenhove (2005) state that experiences are interpreted within a specific context based on the historical and natural settings of the participants. The researcher wanted to uncover a deep understanding of the participants' competence on the effect of on-going professional teacher development on reading in the classrooms, based on detailed contextual data (Mason, 1996; Meriam, 1998).

The constructivist paradigm was relevant to the study, since the assumptions identified in this work hold that individuals seek to understand the world in which they live and work. As this inquiry was grounded in their lived experiences, participants were given freedom to express and describe their full understanding about the on-going professional teacher development on reading in the primary schools.

Researchers applying this form of epistemology usually ask what kind of things people do, methodology followed, what are the aims of doing the activities, and what they mean to them. Bailey (2007) indicates that researchers, thus, become interested in the meanings, symbols, beliefs and feelings attached to objects, activities and others, by participants, in their natural settings.

In the next section, the sampling technique is used in this study and the reasons for using the strategy were given.

4.3.1 Constructivist Paradigm

Constructivist paradigm is a theory of knowledge, which was established by Piaget (1972), and argues that human beings generate knowledge and meaning from an interaction between their experiences and their ideas. Constructivist learning is based on the learner's active participation in problem-solving and critical thinking regarding a learning activity that they find relevant and engaging. In addition, Jonassen (1994) explains constructive paradigm as a learning theory that compels

learners to re-invent the wheels. He proposed that there are eight characteristics that differentiate constructive learning environment which are explained as follows: (a) Provision of multiple representations of reality; (b) multiple representations that avoid oversimplification and represent the complexity of the real world; (c) emphasize of knowledge construction instead of reproduction;(d) emphasize authentic tasks in a meaningful context rather than an abstract instruction of out of context; provision of learning environments such as real world settings or case based learning instead of pre-determined sequences of instruction; (f) encouraging thoughtful reflections on experience;(g) enabling context and content-dependant knowledge construction, and (h) support collaborative construction of knowledge through social negotiation, not competition among learners for recognition.

This means that constructivism triggers the student's innate curiosity about the world and how things works, while Drisscoll (2000) explains that constructivist theory asserts that knowledge can only exist within the human mind, and that it does not match any world reality. Learners will be constantly trying to derive their own personal mental model of the real world from the perception of the world. The purpose of using Constructivist paradigm in this study is to improve the quality of teaching and learning, not to provide evidence for evaluating or grading learners. Participants tend to develop subjective meanings of their experiences towards their objects or things around them. This is further confirmed by the ecological theory that state that individuals form a relationship with the environment in which they find themselves (Bronfenbrenner, 1997). The purpose of this study was to investigate the effect of on-going professional teacher development on reading in the foundation phase, Limpopo Province. The questions asked during the interviews were broad and general, so that the participants could construct the meaning of the situations they find themselves in, regarding the teaching of reading in their respective primary schools.

The constructivist researchers often address the processes of interaction among individuals. Focus was on the specific context, in which people live and work, in order to understand the historical and cultural settings of the participants. The role of the researcher in this study was to be interpretive, because the researcher had to interpret what the participants said about the topic under study. The emphasis was on on-going professional teacher development on reading in the Foundation Phase,

and to design an intervention strategy in the teaching of reading in the Foundation Phase. Since the researcher had to interpret what the participants said, the inductive theory was suitable for the findings.

4.4 CASE STUDY DESIGN

Meriam (1998); Stake (1995) and Yin (2003) define a case study as an examination of one setting, a programme, a single subject, an institution or one event, that varies in complexity. A multiple case study is required if a study contains more than one case. (Yin, 2003). Stake (1995) uses different terminologies to describe the variety of case studies - intrinsic, instrumental or collective case studies. In a situation that is unique, one may prefer to use an intrinsic case study, and the researcher should be aware that the results may have limited transferability. In case the intention is to gain understanding of a particular situation, then one may use an instrumental case study, as applied in this study to accomplish something other than understanding of a particular phenomenon.

Meriam (2009) defines a qualitative research design as the strategy that focuses on the understanding and interpretation of people involved in a study and their experiences; the way they view the world and attach meaning to the experiences they discovered. She further indicates that a case study design is a strategy used by a researcher to obtain an in-depth understanding of a phenomenon. Therefore, this study was guided and directed by using a qualitative methodology and case study design. However, a person following a quantitative approach might criticise this approach as it does not generalise the findings to the whole population. Therefore, for the purpose of this study, the main idea is not to generalise the findings to individual teachers, sites, or places outside those study (Creswell, 2009), but rather to gain in-depth understanding of how teachers perceive the ongoing professional development on reading in the Foundation Phase, with special reference to Limpopo Province.

4.5 SAMPLING

The Dikgale, Mamabolo and Molepo (Dimamo) circuit of Dikgale area consists of 20 primary schools including one LSEN school. Dikgale area consists of villages sharing the boundaries with communities ruled by three chiefs, namely, Chief Mamabolo of

Bjatladi Tribal Authority, Chief Mothiba and Chief Makgoba. The primary schools have 199 teachers - 71 are male teachers and 128 are female teachers. This study used a purposive sampling strategy where the aim was to select cases that are likely to have rich information that is relevant to the study (Gall, Gall & Borg, 2010). A purposive sampling was chosen with the aim of generating insight and obtaining an in-depth understanding of the topic of interest (Clarke & Braun, 2013). Eight teachers from four mainstream primary schools and two Departmental directorates from the Curriculum Section of the Department of Education in Limpopo Province were requested to participate in the study.

One criterion that was used for selecting the eight teachers was that they must be teaching English First Additional Language and Home Language in the Foundation Phase. In addition, the selected teachers had to have attended on-going professional development on reading in the area where the study was conducted. In addition, the selected participants should have more experience in the teaching of reading in the Foundation Phase the Departmental officials were purposively sampled as they were responsible for facilitating ongoing professional development workshops in the area where the study was conducted.

4.6 RESEARCH QUESTIONS

The study was conducted seeking answers for the following research questions:

4.6.1 Main Research Question

- *What are the effects of ongoing professional teacher development on reading in the Foundation Phase of Dikgale area, Limpopo Province?*

4.6.2 Sub-Questions

- *What are the factors affecting on-going professional teacher development programmes on reading in the Foundation Phase, Dikgale area?*
- *What is your understanding of ongoing professional teacher development on reading?*

- *How has the implemented on-going professional teacher development on reading impacted on the practice in teaching reading in the Foundation Phase?*
- *Which strategies could be used to enhance ongoing professional teacher development programme on reading?*
- *Why are intervention programmes on reading not successful in Limpopo Province?*

The above research questions worked better and the participants were able to provide the researcher with the required answers. The same methods of data collection were used in the main research.

4.7 DATA COLLECTION

Data collection can be defined as a method that has been employed by researchers to collect data in order to respond to the research questions and finally draw conclusions and recommendations based on the findings from the research project (Mertens in Mahlo, 2006). The following methods were used in collecting data: interviews, observations and documents analysis.

4.7.1 Interviews

Individuals' interview was the core method of data collection and the study followed a semi-structured pattern. The participants were provided with an ample opportunity to reflect on their experiences in relation to the effect of on-going professional teacher development on reading in the Foundation Phase, Limpopo Province. Creswell (2012), notes interviews as face-to-face conversation between a researcher and a participant involving a transfer of information to the interviewer. In addition, Cohen (2013) and O'Leary (2014) explain interviews as a *primary data collection strategy*; such data would not otherwise exist if it were not for the research process.

In-depth interviews use open response questions to obtain data from participants' meanings; it is how individuals conceive their world and how they explain or make sense of the important events in their life (McMillan & Schumacher, 2010). For the purpose of this study, the researcher opted to use semi-structured interviews as the primary source of data collection.

Face-to-face interviews were conducted with the teachers and the duration of the interviews was 10 minutes and extended depending on how the participants responded to the questions under investigation. The interviews were conducted between 12H30 and 2h00 PM as at that time the Foundation Phase learners are released, although, teachers had to remain at schools until closing time of 2H30. A video camera was used as a backup to the recorded interviews conducted and transcribed with the permission of the participants. Their competence gained from the workshops on reading were seen to be of assistance to the teachers on how to teach reading in their classrooms and respond to the diverse needs of learners with and without reading difficulties.

4.7.2 Observations

Observations were taken as part of the research technique for collecting data, because the researcher wished to collect information from the natural setting, that is, the school. Gray (2009) states an observation as a type of qualitative research method, which not only included participants' observation, but also covered ethnography and research work in the field. Participant observation takes place when the researcher sits down in the schools' natural settings and codes every activity taking place between Foundation Phase teachers and the learners, whereas participant observation takes place when the researcher fully participates in the activities he or she wishes to observe in the natural settings. The researcher observed a number of activities, such as reading-aloud, paired-reading and shared-reading as a reading strategies in the Foundation Phase. Such activities formed the scope of what is learned and taught in the professional development programmes.

The researcher had to spend enough time, for example, three to four hours in one school, while the participants carried out their daily routine. Field notes were taken on the behaviour and activities of the individuals at the research site. A brief overview of what the researcher observed relates to how learners where taught phonemic awareness, group-guided reading and team-teaching in the Foundation Phase. The advantage of this type of observation is that the researcher had an opportunity to obtain first- hand information from the participants and from the research site. Creswell (2003) indicates that the limitations of observation are that it

might affect the data collection because some participants may present problems in establishing a rapport with the researcher.

4.7.3 Document Analysis

Document analysis refers to reviewing documents that are readily made available as sources of data to be accessed by readers and researchers. Henning, Van Rensburg and Smith (2004) explain the process as examining a collection of documents and other sources, which are relevant and valuable for information. Document analysis includes programmes such as articles, public documents, media reports, journals and other recognized publications. The advantage of this data collection is that the researcher had the opportunity to scrutinize the language and direct wordings of these documents. Creswell (2003) cautions that some of these documents might be incomplete and might not provide enough information. The documents used in this study were the National Reading Strategy, issued by the Department of Basic Education and Training, and the school policy documents on Reading, the National Reading Plan, the National Reading Campaign and the Progress on International Reading and Literacy Skills. For the purpose of this study the grounded theory was used to analyse the documents. The researcher was looking at the relevance and similarity of the content that was used for the ongoing professional teacher development programmes.

The most important thing about this exercise was to ascertain these documents' compliance with the CAPS document, as prescribed by the Department of Education. A National Curriculum and Assessment Policy Statement is a single, comprehensive, and concise policy document, which has replaced the Subject and Learning Area Statements, Learning Programme Guidelines and Subject Assessment Guidelines for all the subjects listed in the National Curriculum Statement Grades R - 12. Department of Basic Education (2014). Curriculum and Assessment Policy Statement, is a revision of the previous NCS (National Curriculum Statement). CAPS gives teachers detailed guidelines of what to teach and assessed on a grade –by- grade and subject-by-subject basis. The Main aim of CAPS is to lessen the administrative burden on teachers and ensure consistency and guidance for teachers when teaching. The teaching and learning of the subjects have specific aims, skills, focus of content areas and weighting of content area.

4.8 DATA ANALYSIS

In the application of a qualitative approach, data is collected and interpreted with the aim of drawing conclusions that finally reflects the interests, theories and ideas that initiated the enquiry. The researcher collected and organised data from ten primary schools in the Dimamo Circuit of Limpopo Province. The data was obtained from three different sources, namely, documents, observations and interviews.

Once the data was collected, the researcher had to begin with getting to know the data by listening to the tapes on regular basis, transcribing the interviews from the tapes to the paper, and reading over the written transcripts. After that the researcher started to have a general feeling about what the participants said and what the results may be. In line with a qualitative approach, the researcher had to develop a formal system in order to get the meaning of the collected data made more simple and clear. The process involved coding techniques for the findings and marking the underlying ideas in the data. In addition, the researcher had to group similar types of data together in categories, relating different ideas and themes to one another.

Data analysis took the form of content-based analysis. The transcriptions were of great assistance in analysing the volume of data collected. Creswell (2003) adds that there are strategies that are used to check the relevance and the accuracy of the findings from qualitative data. For the purpose of this study, data collected was analysed through thematic content analysis and followed Creswell's model of data analysis. Braun and Clarke (2006) argued that thematic analysis should be a foundational method for qualitative analysis, as it provides core skills for conducting many other forms of qualitative analysis. Several authors have maintained that because thematic analysis is a process used by many qualitative methods, it is not a separate method, rather something to be used to assist researchers in analysis (Boyatzis, 1998; Holloway & Todres, 2003; Ryan & Bernard, 2000). Following Creswell's model of data analysis means the process of qualitative data which can best be represented as a spiral image, in which the researcher moves in analytic circle than using a fixed linear approach.

According to Coffey and Atkinson (1996), qualitative data analysis, as a set of systematic procedure used to identify essential features or relationships within data.

The data analysis procedures for this study tried to capture, preserve and report on the nature of the competence of Foundation Phase teachers regarding the on-going professional development training they attended. Hancock (1998) defines content analysis as a technique used for gathering and analysing text in order to classify, summarise and tabulate it. The contents can be words, sentences, pictures, symbols and ideas.

4.9 QUALITY CRITERIA

The researcher made a great effort to comply with the principles of trustworthiness throughout the study. The quality criterion is used to prevent mistakes and is part of management activities. Corbett, Sibbald, Stockt and Wilson (2015) note trustworthiness of data as addressing issues in connection with dependability, transferability and conformability. Quality criterion, thus, is a way of being extremely thorough and careful in qualitative research without sacrificing relevance.

4.9.1 Dependability

Dependability is related to trustworthiness because it establishes the research study's findings as consistent and repeatable. The researcher's aim is to verify that the findings are consistent with the raw data collected. For the purpose of this thesis, the researcher ensured that if some other researchers were to look over the data collected, they would arrive at similar findings, interpretations, and conclusions. To ensure dependability, the researcher made sure that nothing was missed out in the research study. According to Bistch (2000a), dependability refers to whether or not a person can get the same answer by using the same instruments to measure something more than once.

4.9.2 Transferability

Transferability refers to the degree to which research results can be applied to a context apart from where they were gained or within different subjects. Transferability, therefore, can be used in determining the extent to which findings can be applied in other contexts or with other participants (Bistch, 2000a). It was believed that some Foundation Phase teachers who were interviewed have experience in the teaching of reading in the Foundation phase and has been in the system for more than three years, and could be transferred to a wider population of

Foundation Phase teachers teaching reading in the Foundation Phase. Conrad and Serlin (2006) claim that the findings are reliable when other researchers reveal the same results under the same methodology. Babbie and Mouton (2001) similarly add that it is a question of whether a technique when applied repeatedly will yield the same results on the same project; in other words, transferability relates to whether a potential user given a thick description of the data and similar purposeful sampling will yield the same results. The results and the findings of a research is internally valid when the researcher can draw a meaningful inference that measures exactly what they are intended to measure. Findings, then, are internally valid in this context.

4.9.3 Conformability

Conformability deals with the issues of biasness and prejudice of the researcher. Data, interpretations and findings are anchored in individuals and the context. Guba (1991) stipulates that a researcher can maximize neutrality by using a team of researchers who have experience in qualitative research methods, rather than a single researcher. In order to establish trustworthiness, a team of two experienced researchers in qualitative research were employed to confirm the results that were reflected on the data.

4.9.4 Credibility

According to Guba and Lincoln (1994), credibility in qualitative research can be defined as the ability to demonstrate a prolonged period of engagement with participants in order to provide evidence of persistent observation and to triangulate through the use of different methods. Credibility relates to the internal validity, where the aim of the study was demonstrated to ensure that the study was conducted in a way that is accurate and correctly described, In order to ensure credibility of the study, peer reviewing was found to be relevant and significant, hence, was used to establish whether the findings are credible or trustworthy from the participants' perspective.

4.10 ETHICAL CONSIDERATIONS

When conducting a study in a school context, professional ethical practices are of great importance, in line with the rights of individual (De Vos, 2002). The following ethical considerations were adhered to in this study:

4.10.1 Informed Consent

An informed consent is defined as a legal act that involves human participation in the study (Gregory, 2003). In addition, British Educational Research Association (BERA, 2011) indicated that informed consent, holds a key place in research ethics and concerns the voluntary consent of an individual to participate in research. For the purpose of this study, the researcher's aim and processes were explained in full to the participants, and an informed consent to participate in the study was received verbatim and in writing. The participants were informed that they may withdraw from participation at any stage during the research process, without any form of penalty. The researcher was sensitive to the principles of human rights and dignity, and the importance of protection of the participants from any form of harm.

4.10.2 Permission

In order for the research to be conducted, permission was requested from the Research Ethics Committee of the University of Limpopo in South Africa (see Appendix A). Permission was also requested from the Department of Education to conduct the study in public schools of the Capricorn District of Limpopo Province (see Appendix B). The researcher personally visited the participating schools to inform the principals about the nature and the rationale of the study and how they could be involved. Written permission was requested from the participants in the form of completion of the consent forms.

4.10.3 Voluntary participation

Participants, in any research project must be aware that their participation in the study is on voluntary basis, hence, they have the freedom to withdraw at any level of the study. The practice prevents any unfavourable consequences, ensuring that participants are not harmed because of their participation or non-participation in any study (Terre Blanche, Durheim & Painter, 2006). For the purpose of this study,

participants were informed that their participation will be highly valued and was on voluntary basis; there shall be no stipend for their participation and that they had the right to participate up to the extent they wish without any form of penalty or causing of offence. This means that the participants were informed that they were at liberty to withdraw from participation at any moment.

4.10.4 Research Integrity

A researcher strives to maintain integrity when carrying out a research project. With this study, the researcher attempted to comply to the high standards with the findings despite the methodological constraints indicated; this was done by accurately representing areas with a degree of expertise, and accurately reporting findings, to avoid misrepresentation of results (Mouton, 2001).

4.10.5 Confidentiality and Anonymity

Any study involving the participation of human beings, should treat with great respect the participants' rights and privacy. In this study, participants were informed that the researcher and his supervisor would have access to the information, the data collected would be kept confidential, their identity would be protected and their names would be omitted or pseudonyms would be used.

4.11 CONCLUSION

In this chapter, the research design and methodology that were used to undertake the study were presented. The research paradigm, the research design, data collection methods, site and participant selection criteria and the data analysis strategies were fully explained. The quality criteria were explained and finally the ethical considerations adhered to were presented. Chapter five will focus on data presentation, analysis and discussions.

CHAPTER FIVE

DATA PRESENTATION AND DISCUSSION OF FINDINGS

5.1 INTRODUCTION

This study followed a qualitative approach and was conducted to determine the effectiveness of the on-going professional teacher development programmes for Foundation Phase, with special reference to reading in the Limpopo Province. Relevant literature was reviewed in Chapter two. Semi-structured interviews provided the data that was analysed and presented verbatim in this chapter so that the voice of the participants can be heard about their in-depth experiences. Observations were made during the contact sessions at primary schools, written field notes were transcribed and documents the teachers were using to teach in the Foundation Phase were also analysed. The data collected from interviews with Foundation Phase teachers and departmental representatives will also be presented. Discussions of the results are presented under categorised themes, supported by statements from interviews with the Foundation Phase teachers. Data is presented and then followed by a brief analysis by the researcher.

5.2 DATA ANALYSIS APPROACH

In a qualitative study, data analysis takes place throughout the process of data collection, and the researcher has the obligation to reflect on constant relationship and connections with the participants.

In the application of the qualitative approach, data was collected and interpreted with the aim of drawing conclusions that finally reflects the interests, theories and ideas that initiated the enquiry. The researcher collected and organised data from ten primary schools in the Dimamo Circuit of Limpopo Province. The data was obtained from three different sources, namely, documents, observations and interviews.

Once the data was collected the researcher had to begin with getting to know the data process by listening to the tapes on regular basis, transcribing the interviews from the tapes to the paper, and reading over the written transcripts. After the researcher had done that, a general feeling about what the participants said and what the results will be looking like, was obtained. Following a qualitative approach,

the researcher had to develop a formal system in order to get the meaning of the collected data so as to make it simple and clear. The process involved the coding of the findings and marking the underlying ideas in the data. In addition, the researcher had to group similar types of data together in categories, relating to different ideas and themes.

The process took the form of content-based analysis. The transcriptions were of great assistance in analysing the volume of data collected. Creswell (2003) states that there are strategies that are used to check the relevance and the accuracy of the findings for qualitative data. For the purpose of this study, data collected was analysed through thematic content analysis following Creswell's model of data analysis.

5.3 PROFILE OF THE PARTICIPANTS

Table 4.1 indicates the profiles of the participants who took part in the study. They were requested to introduce themselves and their introduction included the form of training and experiences they already have. The participants were identified as P1DELP, P2DELP Participant 1 and 2 from the Department of Education, Limpopo Province, Participant 1 and 2 from Primary School A) P1PSA, P2PSA, from school A, P1PSB and P2PSB from school B, P1PSC and P2PSC from school C, P1PSD and P2PSD from school D; this ensured that their names remain unknown to the public and were only known by the researcher.

Table 5.1: Profile of the participants- Foundation Phase Teachers

P	Qualifications	Working experience
P1PSA	Grade 12 Junior Primary Teachers Diploma	23 years of working experience CS1 teacher (post level one) Teaching Grade 3 in the Foundation Phase
P2PSA	Matric Certificate Early Child Development Certificate in Education	06 years of working experience CS1 teacher (Post level one) Teaching Grade R in the foundation phase.
P1PSB	Grade 12 Junior Primary Teachers Diploma Educational Leadership	22 years of experience CS1 teacher (Post level one) Teaching Grade 2 in the Foundation phase
P2PSB	Grade 12 BED Degree in the foundation phase	9 months of working experience CS1 teacher (post level one) Teaching Grade 1 in the Foundation phase
P1PSC	Grade 12 Diploma in NPDE	34 years of working experience CS1 teacher Teaching grade 2 in the foundation phase
P2PSC	Grade 12	34 years of working experience

	Diploma in NPDE	CS1 teacher Teaching grade 2 in the foundation phase
P1PSD	SPTD III Advanced Certificate in Management Computer Literacy Studies	24 years of teaching experience Employed as CS1 teacher Teaching Grade 1 in the foundation phase
P2PSD	SPTDIII FDE in management BED honours in Education Management Advance certificate in technology BED Honours in Foundation Phase	28 years of teaching experience CS1 teacher in the primary school Employed from 1991- to date Currently teaching Grade R in the foundation Phase
P1DELP	Grade 12 Primary Teachers Course, Secondary Teachers Diploma Diploma in Early Child Development BA and BED	22 years of working experience CS1 teacher 1988 appointed as a Lecturer 1998 FET College ECD Co-ordinator ECD Curriculum Advisor- to date
P2DELP	Junior or secondary teacher's certificate B. Agric (Administration) Bed honours (curriculum development) UED	39 years working experience 1977 cs1 teacher 1987-2007 curriculum advisor 2008-2010 district co-ordinator: 2011- to date curriculum manager for ECD

5.3.1 DESCRIPTION OF THE PARTICIPANTS

The participants are categorised into two categories -Departmental Directorates from the Department of Education, Limpopo Province, and foundation phase teachers from the four participating primary schools. The information was obtained during the interview sessions with the foundation phase teachers. Their responses were then written down as field notes and are presented in the following section

5.3.1.1 The first category

The first category consists of eight foundation phase teacher and the second category consists of two foundation phase teachers who took part in the study. The two departmental Directorates were classified as (Participant 1 Department of Education Limpopo Province (P1DELDP) and Participant 2 Department of Education Limpopo Province (P2DELDP)

From school A, P1PSA is a female participant who has 23 years of working experience; since she was employed 23 years ago, as CS1 teacher in Dimamo Circuit of Limpopo Province, she has been teaching foundation phase. Her qualifications are as follows, Grade 12 and Junior Primary Teachers Diploma. P2PSA is also a female teacher with 6 years of experience in teaching at a primary school in Dimamo circuit. She is employed as CS1 teacher and teaching in Grade R. Her qualifications are as follows - Grade 12 and Early Child Development in Education.

From school B, P1PSB is a female with 25 years of teaching experience. She started working in 1997 as CS1 teacher in a primary school in Dimamo circuit, Limpopo Province. Her qualifications are as follows - Grade 12, Junior Primary Teachers Diploma and Educational leadership. The second participant from the same school was coded as P2PSB, who is also a female. Her experience in teaching was only seven months when this data was collected. This means that she was employed in Feb-2019, as CS1 teacher, teaching Grade two in the Foundation phase.

From School C, P1PSC is a female participant and has 34 years of experience in teaching. She started working in 1995 as SC1 teacher in a primary school in Dimamo Circuit of Limpopo Province and has been teaching Grade R in the foundation phase. Her qualifications are as follows - Grade 12 and diploma in NPDE.

The second participant from same school coded as P2PSC, is also a female. She was employed in 1997, hence, has 32 years of experience in teaching. She was appointed as CS1 teacher in the primary school in Dimamo Circuit of Limpopo Province, where has been teaching Grade 2 in the foundation phase. Her qualifications are as follows - Grade 12, Bachelor of Arts and Primary Teachers Course in Education.

From school D, P1PSD is a female participant with 24 years of teaching experience. She started working in 1995 as CS1 teacher at a primary school in Dimamo Circuit, Limpopo Province. She is currently teaching Grade 1 in the foundation phase. Her qualifications are as follows - Senior Primary Teachers Diploma, Advanced certificate in Management, and computer literacy. The second participant is coded P2PSD, who is a female participant with 28 years of teaching experience. She started working in 1991 in the primary school in the Dimamo Circuit of Limpopo Province, and is teaching in the Grade R class in the foundation phase. Her qualifications are as follows - SPTD III, FDE in Management, B.ED Honors in Education Management, Advance Certificate in Technology, and B.ED in Foundation Phase.

5.3.1.2 The second category

This category consists of two departmental Directorates from the Department of education (Foundation Phase Section), Limpopo Province and coded as P1DELP and P2DELP. Both the participants were is a females. P1DELP is a female with 22 years of working experience as a teacher, lecturer, and as a curriculum advisor in the Department of Education, Limpopo Province. In 1987, she worked as CS1 teacher in one of the primary schools; in 1998, she was appointed as a Lecturer in one of the colleges in the Limpopo Province; in 1998 she was appointed as a lecturer in a FET College where she was coordinating Early Child Development programme and in 2010 she was appointed as ECD Curriculum Advisor. Her qualifications are as follows - matric, PTC, STD specialisation in Physical Education, Diploma in ECD, Bachelor of Arts and B.Ed Honours in Foundation Phase.

Participant 2 is also a female and has worked for the Department of Education for 39 years, where she started working in 1977 as CS1 (Post Level 1) teacher at a Primary school. In 1987 he was appointed as a curriculum advisor until 2007 in The

Foundation Phase. In 2008 he was appointed as a District co-ordinator and from 2011 he was appointed as a Curriculum Manager for Foundation Phase in Limpopo province. Her qualifications are Junior Teachers Certificate, B. Agric (Administration), BED Honours in Curriculum Development and UED.

5.4 PRESENTATION OF THE FINDINGS

The data collected centred around the main research question. What are the effects of ongoing professional teacher development programmes on reading in the Foundation Phase of Dikgale area, Limpopo Province? The data presented was obtained through qualitative methods of collecting data, and the main participants were Foundation Phase teachers and the Two Directorates from the Department of Education in Limpopo Province. As indicated in Chapter Four, data was collected until the point of satisfaction was reached (saturation point). The following methods of data collection were used: individual interviews, and analysis of documents, in addition, more data was collected through observations.

The results and analysis of data are presented and discussed according to the identified themes of the experiences of the Foundation Phase teachers with special reference to the ongoing professional teacher development programmes on reading in the Foundation Phase of Dikgale area, Limpopo Province. The themes are as follows:

- Planning and time allocation, overcrowding and resources
- Understanding of Ongoing professional teacher development
- Implementation process
- The effect of ongoing professional teacher development on reading
- Strategies to enhance the teaching of reading

5.4.1 Introduction

Foundation Phase teachers are given a huge task to lay the foundation of learning in their classrooms. Most of the teachers are depressed because, they do not have enough time to attend the professional teacher development on reading. Foundation Phase teachers need to be well informed about the importance of attending the development programmes as indicated in Chapter Three. Foundation Phase

teachers mentioned that time constraints inhibit them from attending the professional development programmes.

5.4.2 Life experiences

The ongoing professional teacher development programmes are usually conducted in the afternoons. Foundation Phase teachers have to attend the sessions, but time is not enough because the district does not allow the teachers to leave their classrooms before twelve o'clock. On the other hand, the teachers are societal beings, they belong to different communities, whatever affect the community, also affect the teachers as well, and this will also affect the progress of the workshops for example. The experiences of the Foundation Phase teachers differ substantially from one another according to the context they had in real life situation. The Foundation Phase teachers also believed that some of the factors affecting ongoing professional teacher development programmes relates to planning. Workshops on reading are planned twice per semester and the timing could have a significant on the effective progress of the ongoing professional development programme on reading in this regard. In the following section the data which indicates the Foundation Phase teachers' life experiences is highlighted.

Foundation phase teachers who participated in the study believed that some of the teachers are unable to attend the ongoing professional teacher development programmes because of real-life experiences age and concentration span. In the following section the data which indicate the teachers' life experiences is highlighted as follows:

5.4.2.1 Constraints of time

Out of eight participants, four of them indicated that time constraints were the most critical challenge on the effectiveness of the on-going professional teacher development programmes. This was in addition to lack of resources, lack of follow-up programmes and monitoring. Teachers were not satisfied with time allocated for these programmes. The findings, therefore, revealed that the time factor, lack of the necessary resources were amongst the challenges experienced when attending workshops on reading. These points are dealt with in participants' comments below:

P1PSA had the following to say: *Enough time is not allocated for the workshops we attended; the kind of professional teacher development be conducted twice per semester as I indicated from the beginning that they are conducted only once per semester. I therefore recommend that these kinds of workshops on reading be conducted twice per semester to enable us as teachers lay a better foundation on reading in the Foundation Phase. In addition, we do have learners who used to write words such as U as N and P written as B. When such learners are to write numbers such as 3, they are likely to write it as m. Like I indicated earlier on, what I said is a serious challenge because the learners need to be prepared for their level of understanding and vision.*

P1PSB had the following to say that: *We do have these kinds of learners who do not want to read at all, in either English or their Home Language. Ok, again there are those learners who are afraid of reading in full view of other learners.*

Different findings were reported by Wells and Arauz (2006), who conducted a professional development programme, which lasted for seven years and had a fairly open structure. The participants were teachers interested in adopting an inquiry orientation into classroom discourse. The length of their involvement in the project varied, although, the group met over the years at workshops and discussion sessions. The nine teachers involved made regular video recordings of their own teaching. In South Africa, the opposite is the answer when looking at participants' concerns about the length of the programme.

P1PSD had the following to say: *The workshops played an important role in equipping me in particular with the skill that is needed in the foundation phase. I know how things should be done in the teaching of reading in the Foundation Phase. I gained experience of teaching learners with reading barriers through the knowledge I gained from attending workshops on reading. Enough time should be allocated to this form of professional development.*

From the same school, P2PSD had the following to say: *The workshops played an important role in equipping me in particular with the skill that is needed in the foundation phase. But time was not enough. I know how things should be done in the teaching of reading in the Foundation Phase. I gained experience of teaching*

learners with reading barriers through the knowledge I gained from attending workshops on reading.

5.4.2.2 Over -crowdedness

Out of eight participants, two (2) of them indicated a concern about the issue of over-crowdedness. The process of teaching and learning important as it is, cannot take place in overcrowded classes, as was stated by the foundation phase teachers.

P1PSB had the following to say: *Learners learn better through playing, this is highly difficult, especially in classes that are over- crowded. Overcrowded classes make it impossible for teachers in the foundation phase to identify learners who definitely need assistant with regard to reading issues. To address the problem, we need to adhere to the ratio of 1:25. We are unable to teach reading effectively.*

From the same school, P2PSB had the following to say: *I have learnt that our classes consist of learners with different forms of disabilities. Some are slow learners and some can quickly grasp the content without encountering many difficulties.*

5.4.2.3 Lack of Resources

Shortage of resources, in the form of human and material resource was found to be crucial for the success of the ongoing professional development on reading. The Department of Education, Limpopo Province has committed itself to see all learners having the ability and the potential to read, right from the foundation phase level. To achieve this aim, teachers are provided with support in he form of in-service training, workshops and on-going professional teacher development on reading. The foundation phase teachers, however, feel that justice is not being done in terms of the supply of the books in the foundation phase because learners are made to share and some books use words too difficult to be understood by the beginners.

P1PSC had the following to say: *Some of the books the learners are using are not relevant to the learners' levels of understanding, because of the usage of bigger words, and the learners could not easily understand them.*

From the same school P2PSC had the following to say: *Most teachers including myself are not familiar with the 4IRs (Fourth Industrial Revolution), and of which we cannot engage much on reading without the use of technology. That is a challenge*

we come across, in addition, we do not have enough books, learners have to share what we have and if our machine are out of order for a number of days, the whole process of learning and teaching is highly disturbed to a great extent.

P2DELP had the following to say that: *To my understanding, Inadequate content knowledge of teachers, shortage of qualified Foundation Phase teachers are contributing factors which need to be attended to in as much as teaching of reading issues are concerned,*

5.5. Concluding Remarks

Overcrowding, time allocation and shortage of the necessary resources were found to be some of the factors highlighted by the Foundation Phase teachers as having the negative impact on the smooth running of the ongoing professional teacher development programmes in the Foundation Phase. Too many Foundation Phase teachers attending the workshop on reading can make the facilitator's task become meaningless, especially when the facilitator has to run the whole session in the afternoon, where the teachers have to knock-off. In overcrowded localities, the Facilitator will find it difficult to attend to the individual difficulties due to time constraints.

Furthermore, the Foundation Phase teachers identified the problem of learning resources in schools, where learners are paired into groups to share one book, this makes it impossible for them to teach reading in a satisfactory manner. Similarly, it is important for the organisers of the on-going professional teacher development programmes to make the necessary provisions with regard to the resources needed for the workshop for example, if they are to over-head projector, they should bring their own.

5.6 Understanding of on-going professional teacher development

The research question that provided this data was" What is your understanding on on-going professional teacher development programme on reading in the Foundation Phase of Dikgale area, Limpopo Province?

5.6.1 Introduction

In the field of Education, the concept on time -going professional teacher development has been used interchangeably with other terms, therefore, has been defined in many ways. The term has been defined differently by a considerable large number of researchers: This would suggest that there is no clearly-stated definition for on-going professional development programme. As (Ganser, 2000) notes, on-going professional development as the process where teachers must be lifelong learners in order to teach each new group of learners in a different and welcoming manner. Other researchers define on-going professional teacher development as that part of learning that is motive-oriented, that is aimed at learning or maintaining professional credentials, for example, academic degrees obtained through coursework, attending workshops to gain points according to the new policy of SACE and informal learning opportunities situated in practice (Clement & Vanderberghe, 2000).

The participants clearly indicated their understanding of professional teacher development as defined by Diamond-Riviera and Lee (2014). According to Diamond, Maerten-Rivera and Lee (2014), on-going professional teacher development is defined as training that improves teachers' knowledge, practice and learners' outcomes to improve teacher content and improve the theory of instruction. In addition, Burke (2002) describes on-going professional teacher development as improvement of literacy practices in neither linear nor easy, as there are many factors contributing to the process. This can be seen, for example, in the way in which teachers interpret what is happening in their literacy practices, how they react to the process and how they actually transform and implement the changes.

Eight participants agreed that on-going professional teacher development is about becoming a lifelong learner and at the same time, it is meant for professional growth. This declaration is supported by Au, (2013); Gartner and Lodico, (2010) where they indicate that on-going professional teacher development programmes help and support teachers, have a positive influence on teacher development processes, which in turn had an impact on their pedagogical practices.

This would suggest that all participants fully understood what on-going professional teacher development on reading is.

P1PSA had the following to say: *As a teacher, professional teacher development refers to the way in which teachers continue to learn more, we have done some of these things for a long period, and now we are achieving more by having more kinds of these professional development programmes.*

P2PSA had the following to say: *According to my understanding, on-going professional teacher development refers to the opportunities provided by the professional teacher development sectors aimed at empowering teachers in schools so that they can confront issues that are related to their process of teaching and learning.*

P1PSB had the following to say: *With on-going professional teacher development, teachers have to read. As a teacher you must read, (moment of silent) eh...eh eh., you must read in order to acquire your knowledge. The teacher is a lifelong learner.*

P2PSB had the following to say: *On-going professional teacher development is defined as a proper of training and educational support given to teachers in a professional way. Teachers need to be trained on regular basis on how to teach reading and mathematics.*

Similar results were affirmed by Cambridge Professional Development (2014), which recognizes the importance of teacher training and professional development by stating that "the most important factor in the quality of learners' learning is the quality of teaching and school leadership". Sowder (2014) maintains that professional growth is characterized by change in teacher's knowledge, beliefs and instructional strategies, further supports this. This affirms the findings from the interviews with the participants with regard to their understanding of the concept on-going professional teacher development, on reading.

P1PSC had the following to say: *According to my own understanding, on-going professional teacher development programme means adapting the changes that are in line with education curriculum, teaching and learning strategies, through lifelong learning. In addition, it also allows teachers to interact with other teachers from different areas to share ideas, that assist in teaching and tips to one another.*

P2PSC had the following to say: *Ok, according to my own understanding, this is process or a system that encourages teachers to grow professionally by developing themselves through attending the training as organized by professional bodies and so on. P1PSD had the following to say:* *I think that on-going professional teacher development refers to a process whereby teachers attend workshops for capacity development purposes, thank you.*

P2PSD had the following to say: *As a teacher, one must register with the South African Council For Educators in order to have access to professional teacher development programmes, in the form of workshops and in-service training and gain points.*

P2DELP had the following to say that: *I understand ongoing professional development as a kind of workshop that is aligned with the specific learning area, or related to the specific topic studied in a particular grade.*

5.7 Implementation process

The research question that provided the data was: How has the ongoing professional teacher development programme on reading being implemented in the foundation, Limpopo Province?

With the following data the Foundation Phase teachers were requested to indicate and describe the kind of training on reading matters provided by the Department of Education in Limpopo Province and other stakeholders. It was clear that majority of the participants had attended several forms of on-going professional teacher development activities on reading, which were offered in the Province by the Department of Education and non-governmental organizations and National Education Collaboration Trust.

It is evident that teachers in the foundation phase required someone with expertise to capacitate them in the field of reading and the ever-changing nature of the curriculum.

5.7.1 Introduction

Teacher development programmes are classified into three categories, namely, professional training, (in the form of short courses, conferences and workshops);

professional education (which lasts longer and focuses on theory); research-based, (is professional support, and is job embedded and arranged) (Glover & Low, 1996). For the purpose of this study, all participants had experienced programmes under the professional training category.

Teachers, as adults had to be trained or capacitated through on-going professional teacher development in order to fully address the reading problem. The teachers indicated that the form of training they attended was in the following manner:

A considerable large number of programmes have been put in place throughout the entire Province, which were aimed at providing and enriching teachers with the necessary skill to teach reading in the foundation phase. Programmes such as, Drop Everything and Read, National Reading Campaign, National Reading Strategy and workshops on reading, were found to be essential in this regard.

Eight (8) participants were able to describe the types of support they had received for the purpose of professional development; they all showed a common understanding of the variety of capacity-development programmes offered by the different organizations; the opinions of the participants are indicated through the following statements:

P1PSA had the following to say:*In the foundations phase, the workshops on reading are conducted twice per year, one in the first semester and another one in the second semester.*

P2PSA had the following to say:*We had NECT (National Education Collaboration Trust and Moltano project), which were organized in collaboration with the Department of Education. As foundation phase, we were taught on how to teach reading using "PATS" methods.*

P1PSB had the following to say:*Theoretically, we are given pieces of papers to read on our own. As teachers we will see how we do it in the classroom. We are supplied with some form of pamphlets on how learners should be taught.*

P2PSB had the following to say that:*I attended a workshop where I was taught about the shared reading and reading aloud.*

The comments showed that the foundation phase teachers were not satisfied with the types of on-going professional-development programmes they had attended. They indicated the amount of time and the type of workshops attended per year. They expressed a feeling of helplessness and frustration since, they had attended the program only once or twice in two years.

P1PSC had the following to say that: *I attended the form of workshop, which was organized by the Department of Education, where I was taught about phonics, phonemics awareness, and segmented words, which I did not know before and the session was too short.*

P2PSC had the following to say that: *Hmmm..., I will talk about the foundation phase because I am in charge of this phase. According to my knowledge, or my experience, most of the times the training of the workshops is not enough. Time has not been allocated for training foundation phase teachers on reading.*

In researching into what is currently been done in South African schooling system, Snell and Lefstein (2011) carried out a development programme for teachers and monitored whether communication in the classroom became more dialogic. The programme was conducted at a single primary school and involved bi-weekly professional-development workshops, in which the researchers facilitated collaborative lesson planning and reflection on video-recorded excerpts of the classroom practice of seven teachers.

From the current study, the researcher concludes that workshops on reading were the only source of on-going professional teacher development on reading that were found to be valuable and reliable in Limpopo Province. More sessions, therefore, should be provided for this purpose. This was supported by the following participants who indicated that:

I attended several workshops on reading, If I remember, some were held in Seshego. I also attended a workshop for FFL (Foundation for Learning) and the Nalibali competitions on reading.

P2PSD had the following to say: *Our workshops on reading are usually held at Seshego (Mastec), organized by the NECT, in collaboration with the Department of Education, Limpopo Province.*

P1DELP had the following to say: *I often conduct workshops on how to teach reading in home language. How to teach shared reading, listening **and speaking**, how to teach paired reading etc.*

P2DELP had the following to say:

We usually conduct workshops per district with the Foundation Phase teachers, we take the through the orientation process or workshops on reading which are arranged by our district once or twice per semester, depending on the availability of time and the needs of the teachers.

From the statements above, the majority of the participants highlighted factors such as unavailability of enough sessions for professional development on reading as a major challenge. One session is not enough for the year and this makes it difficult for the foundation phase teachers to improve on their skills when teaching reading. In some cases, they are not even supported by the District offices for monitoring and evaluation purposes.

5.8 The effects of ongoing professional teacher development programmes on reading

The research question that provided the data was: How has the implemented ongoing professional teacher development programmes impacted on the practice in teaching reading in the Foundation Phase of Dikgale area, Limpopo Province?

It is evident that foundation phase teachers experienced difference in their teaching after attending the on-going professional-teacher development on reading.

5.8.1 Introduction

Progress in learning is measured through learners' achievements in the classroom. Similarly, effect of on-going professional teacher development on reading can be measured through the positive performance of learners in the classroom

5.8.2 The experience of Foundation Phase teachers

Questioning the effect of the on-going professional teacher development on reading with teachers in the foundation phase, the findings revealed that some of the training sessions were conducted by professionals trained to teach topics of their own

interest. (Dettner, Landrum & Miller, 2006). Their main aim was to facilitate the teachers' foundational understanding and instructional competencies.

Participants in this study revealed that if teachers do not receive the necessary form of on-going professional development, their practice in the classroom might rather have negative effect on the learners' performance in reading (Meyer & Abel, 2015); Murriss & Verbeek (2014); Taylor & Taylor (2013). High performance of learners on reading in the foundation phase might not be realised on account of lack of on-going professional teacher development programmes. Research has shown that capacity development in the form of on-going professional teacher development may affect the whole process of teaching and learning in a negative or positive manner (Rose, 2006, Brady *et al.*, 2009; Podhajski *et al.*, 2009; Spencer *et al.*, 2008). Teachers tend to develop a positive mood towards teaching reading, once provided with the relevant skills and strategies to be implemented in this area of learning (Ramey and Ramey 2008; Brady *et al.*, 2009; Collet, 2015). Some of the factors mentioned by the participants are discussed in the next section.

5.8.3 Positive effects of on-going professional teacher development

The programme provided them with the opportunity to adapt to changes that are in line with the education curriculum, teaching strategies while affording them an opportunity of becoming lifelong learners (Genrich & Janks, 2013).

The Foundation Phase teachers also believe that the on-going professional teacher-development programmes allow teachers to interact with other teachers from different areas in order to share ideas, assist one another regarding the teaching of reading strategies, techniques and styles that are meaningful to enhance learning (Desimone,2009). In the following section, the comments which indicate the positive factors from the on-going professional teacher-development programmes were highlighted as follows:

P1PSA had the following to say: *Yes, the changes are great, some ...some of the learners when admitted in the Grade R were unable to read, but when we continuously apply the knowledge gained from the workshops, we are able to assist*

those learners to improve their reading skills. Learners begin to achieve something from what we teach on reading.

P1PSB had the following to say: *As a teacher in the foundation phase I was unlocked to well-structured and well organized strategies that I implement in my class for reading purposes.*

P1PSC had the following to say: *The introduction of on-going professional teacher development programmes are really bringing changes because, now we learn the real things. We are trained to teach the learners about something they know and that which they can be able to see. Compared to the previous mode of teaching, we theory was only the source of transmitting knowledge. The process ideally disadvantaged the learners' process of learning and often finds it hard to understand certain words and their meanings.*

P1PSD had the following to say: *Hei... wena (you know) this is a very difficult question to ask. We do not know how to teach learners about achievements, the only thing we could do is to teach learners how to read and eventually succeed.*

P2PSD had the following to say: *Yes, our learners are currently able to read through the use of flash cards, without experiencing much difficulty than before.*

P1DELP had the following to say that: *The on-going professional teacher development programmes on reading we offer to the teachers really brought a huge impact on the performance of foundation phase teachers and learners. If there is no capacity development process, there shall be no positive results at all. The availability of workshops and LTSMs should be seen as form of support that is due to the teachers and learners in order to improve learning. Therefore, training programmes for foundation phase teachers are important in this regard.*

P2DELP had the following to say that: *Ongoing professional teacher development programmes on reading results in positive quality teaching and learning in our schools. Through the efforts of our Foundations Phase teachers in particular, learners are admitted in our schools without any knowledge of reading and writing, but within a short space of time, some of them are able to read on their own because of their teachers. The performance of the learners as well do improve.*

5.8.4 Negative effects of on-going professional teacher development programmes

Some of the teachers were not in favour of the on-going professional-teacher development on reading in the foundation phase, indicating that learners in this phase require the presence of their teachers at all times (Burns, 2015), therefore, if teachers are to attend in-service training programmes on reading, workshops and seminars, they leave the learners behind or release them for a week. In addition, if teachers upgrade for personal growth, they do not give the learners the necessary attention that is required of them. In the following section, the comments indicating the negative factors affecting on-going professional teacher development programmes were highlighted as follows:

P2PSA had the following to say: *We are using the NECT (National Education Collaboration Trust) documents, which are distributed, to all our foundation phase in the primary school. We are expected to read and interpret the documents on our own. There is no one to make demonstrations and this is a challenge to us. For example, papers are circulated around the school, indicating that we must do this and that, without proper training on how it has to be done. In our circuit, we hardly receive workshops on reading. According to Killion and Harison (2006); Burns, (2011) and Fixsen et al. (2005), coaching system might be developed to empower teachers to enact a particular set of skill and strategies independently, however, some form of dissatisfaction in respect of the effects of on-going professional development programmes, were further displayed by the opinions of other participants:*

P1PSB had the following to say: *Yes, the changes can be realized over a longer period of time. These as well present difficulties because as we go out of the school premises to attend the workshops, we need to release the poor learners for safety sake. But on the other hand we really need these workshops because we live in a dynamic world of changes.*

P2PSC had the following to say: *Hmmmm.... I can say that sometimes it is good and sometimes is not good at all. The bad side of it is that, if teachers are registered with the colleges or universities for professional growth, learners suffer the*

consequences, and the good side is that, teachers tends to acquire more knowledge about what they are teaching.

These statements imply that some of the participants viewed the on-going professional development programmes as having some relevance, whereas some viewed them as unnecessary for them.

5.9 Strategies to enhance the teaching of reading in the Foundation Phase

The research question that provided the data was: Which strategies could be used to enhance the teaching of reading in the Foundation Phase, Limpopo Province? It is evident that the teaching of reading in the Foundation can have an impact if the relevant and correct strategies recommended by the Department of Basic Education are followed.

5.9.1 Introduction

The participants were asked to indicate the content that was presented when they attended the on-going professional teacher development on reading in Limpopo Province. The CAPS document prescribes precisely the kind of content which must be taught from Grade R- Grade 12 in South Africa. The document provides all public and private schools with guidelines on how to teach reading and other skills in all phases, however, at this level, it would seem little has been done in terms of teaching reading. The findings revealed that the various strategies of teaching reading need substantial time to be dealt with.

5.9.2 Phonics based approach

This approach in learning to read is valuable because literacy includes translating graphic symbols into speech (Verbeek, 2010). The approach is commonly used in the foundation phase in the primary schools and consists of methodologies where the reader progresses from simple sounds of letters to the whole text (Joubert, Bester, & Meyer, 2008). The method is decontextualized with the goal of teaching foundation phase learners that letter combination represents speech and sounds that come out from written words. The reading skills are then developed step-by-step, from the letter to word construction, understanding of words and then lastly, learners are able to construct sentences.

5.9.3 Phonemic Based Approach

Phonemic-awareness instruction focuses on training students to manipulate speech sounds without the presence of written letters; word level reading and spelling are important outcomes of phonics instruction. Phoneme awareness instruction can serve as a precursor to systematic phonics instruction (Ehri, Nunes, Willows, Schuter, Yaghoub- Zadeh & Shanahan, 2001a). In addition, phonological awareness can be described as an umbrella term that refers to an awareness of the whole sound system of a language.

5.9.4 Group-Guided Reading

Taylor (2018) defines group-guided reading as an approach used by teachers to meet the various instructional needs of all learners in the classroom. The goal of guided-reading is not to teach a selected book, but to teach learners reading strategies they can apply to all books. For the purpose of this study, Grade R-3 learners should be taught how to read books at their level or similar ability.

5.9.5 Reading-Aloud

Reading-aloud is one of the fundamentals of literacy development. Neuman, Cople & Bredenkamp, (2000) contend that reading-aloud is a very essential activity for successful reading. The teacher reads the extract to the entire class at least three times a week. The text should be at a level slightly above that of the learners' understanding

5.9.6 Segmented Learning

Teaching the skills of segmentation in isolation or in combination with blending instruction helps with successful reading development. When teaching sound words in the foundation phase, learners slowly say each sound in a word, for example (c-a-t), and then say the sounds quickly together to "read" the word (cat). In reading, teachers call this "blending" because sounds are being blended together. Blending (combining sounds) and segmenting (separating sounds) are skills that are necessary for learning to read. All participants agreed that the form of content covered by the on-going professional teacher development was common and aligned with the curriculum as set by the Department of Education. The participants

were positive about the content that was presented, because they believed that it is beneficial to the learners, and is in the manner in which it is presented in the classroom when teaching reading. The idea regarding the content was affirmed by the following participants:

P1PSA had the following to say: *We were taught how to teach guided reading and shared reading in the Foundation Phase.*

P2PSA had the following to say: *Ok, So far what I know and what I have received is not enough. The only kind of support I received from the Department of Education is theoretical in nature, practically; I hardly received any form of formal training from the Department of Education. The Curriculum Advisors only provide us with handouts and manuals for reading, and all what we are looking for is the programmes for professional development.*

P1PSB had the following to say:

We were taught about the methods of teaching. These methods are changing on regular basis and are expected to go with the changes. Some kinds of workshops help us to teach the current generation which are different from what we did in Bantu Education as you can see that I am just about to exit the system.

P2PSB had the following to say: *These have been found to be an endless journey where I always look forward for better teaching strategies which formed a greater part of the content.*

P1PSC had the following to say: *I was taught about phonics, phonemics awareness, and segmented words.*

P2PSC had the following to say: *We were taught about phonics and phonemic awareness.*

P1PSD had the following to say: *We were taught about shared reading simulation, and sounds.*

P2PSD had the following to say: *In the first place, the facilitators provided us with the tool kit, which consists of the lesson plan, planner tracker and the tracker packs. The content that is found in the NECT documents corresponds with the*

learner book provided by the Department of Education, to simplify teaching in the classroom.

P1DELP had the following to say: *When we conduct workshops, we concentrated on the content that is aligned with what is been taught in the classroom. Meaning that we teach exactly what is aligned in the Curriculum and the CAPS document that is from Grade R- Grade 12.*

All participants interviewed shared the same sentiments with regard to the content that was taught during the professional development programmes they attended. This was affirmed by the following participants who indicated that:

P1PSC had the following to say: *I was taught about phonics, phonemics awareness and segmented words.*

P2PSC had the following to say: *We were taught about phonics and phonemic awareness.*

P2DELP had the following to say that: *Foundation Phase teachers could make use of the choral reading for the teaching of overcrowded classes like we have in Limpopo province and thank you.*

This implies that the content that was taught during the on-going professional teacher-development programmes were in line with the curriculum needs as prescribed by the Department of Basic Education.

5.10 Observations

Observations were used because the researcher wished to collect data from the natural setting - the classroom situation, thus, they enabled a systematic recording of activities, behavior and objects in the schools' set-up. Observation can be defined as a tool used in the social sciences when researchers collect data about, for instance, people, processes and cultures (Kaulish & Gardner, 2015). There are two types of observations - participant observation and non-participant observation. The researcher conducted one session during observations. With non-participant observation the researcher sits and records every activity that takes place between the teachers and learners in the classroom. For the purpose of this study the researcher was an observer and did not participate with the classroom proceedings.

and the researcher did not have any form of influence during the process. Field notes were taken, containing written description of the settings and activities.

From the findings, it is clear that there is a general agreement that a complete foundation phase curriculum on reading covers the following foundational skills:

- Oral language as a base for learning
- Phonemic awareness
- A grasp of phonics
- Fluency
- Vocabulary knowledge
- Comprehension strategy
- Shared-reading
- Reading practices
- Interaction with relevant reading books
- Creation of an environment under which the process can take place
- Enrichment reading
- Group-guided reading

The researcher observed the foundation phase teachers teaching reading in their classrooms in order to give a full description of their practices. The participating teachers attended professional teacher development on reading, conducted by, National Collaboration Trust and Workshops conducted by the Department of Education, Limpopo Province. The idea was to investigate the effect of ongoing professional teacher development on reading in Limpopo Province, and to design an intervention strategy on reading in the Foundation Phase. Through observations the researcher had to find out how foundation phase teachers progressively implement the teaching of reading as outlined in the Curriculum Assessment and Policy Statement and other documents from education partners. In order to minimise classroom disruptions, the researcher used the foundation phase teacher's chair and table placed in the front of the class, so that the researcher could observe all the activities of the classroom, ranging from pedagogies, interactions and classroom management.

Major findings indicate that most learners were unable to read because of the lack of the relevant material for teaching the of reading in the Foundation Phase.

Workbooks were found to be in insufficient quantities, and this makes it difficult for the teacher to practice individual principle due to overcrowding in the classrooms. The findings mean that the current study could suggest that more ongoing professional teacher development activities in the of workshops on reading should be organized in order to provide the Foundation Phase teachers with relevant skills that are in line with the CAPS guidelines for the teaching of reading in the classrooms. More material in the form of workbooks on reading may offer the opportunities for learners to engage themselves in reading during their spare time and develop a habit of reading. Therefore, this study was found to be important.

5.11 Documents Analysis

Document analysis entails scrutiny of relevant documents, which can be a valuable resource of information; in the current study the process gave the researcher a very good idea of the experience of foundation phase teachers in connection with teaching reading. For the purpose of this study, the following documents which were found to be used in the primary schools, Limpopo Province were analyzed:

5.11.1 The National Reading Strategy

When analyzing the National Reading Strategy, it was found that South Africa faces challenges in promoting literacy (National Reading strategy, 2008; PIRLS, 2016; Aitchison, 2015). According to the National Reading Strategy (2008), it was established that it is rare to find schools with well -used general libraries. The researcher finds this claim to be true because in the area where the study was conducted, there is no public library at all. In addition, many homes do not have books. Especially books that are written in African languages are scarce. On the same breath, it was established that some of the classrooms have no books and even those classes which do have sets of readers often have learners who can read at wrong levels. Therefore, poor matriculation results are part of the low levels of learners' reading skills.

In addition, the National Reading Strategy (2008:8) outlined the fact that most teachers in South Africa have under-developed understanding of teaching literacy, reading and writing skill. Many teachers simply do not know how to teach reading as Cekiso, (2017). According to the National Reading Strategy, many Foundation Phase teachers have not been trained explicitly to teach reading, and therefore

requires intensive professional teacher development regarding the teaching of reading in the Foundation Phase. That is why the Foundation Phase teachers find it difficult to help learners with reading difficulties, and consequently teachers tend to use rote learning as the only option. Therefore, the purpose of this study was to investigate the effect of ongoing professional teacher development on reading in the Foundation Phase, Limpopo Province, and to design an intervention strategy on reading in the Foundation Phase. Based on the findings from the National reading strategy, the researcher agree that South Africa is experiencing serious crisis in terms of reading and some form of intervention strategies are necessary.

5.11.2 CAPS document

When the researcher requested the Curriculum and Policy Statement for the Foundation Phase, it was established that four Foundation Phase teachers in a Grade had to use only one document. The documents were found in insufficient quantities; hence it is regarded as a bible for every teacher. The guidelines contain information regarding time allocation for each topic. For example, the teaching of reading and spelling, when to teach a specific topic, and how the content should be assessed.

The findings from the documents were found to be congruent with the content to be taught in the foundation phase classrooms.

The findings revealed the inclusion of the five components of teaching reading in the foundation phase - phonemic awareness, phonics, fluency, vocabulary and comprehension. The review indicated that the CAPS document has adopted the notion of the five components of teaching reading in the foundation phase (Department of Education, 2011). The researcher established that the CAPS document specifies time allocated for teaching certain topics during which the learners were actively involved.

Foundation Phase CAPS (Home Language)

In the foundation phase, the skills in the home language CAPS Curriculum are: Listening and Speaking, Reading and Phonics, Writing and hand writing (Department of Basic Education, 2011). Integrated into the above language skills are Thinking and Reasoning structure and use. Therefore, the Department of Basic Education does

not prescribe how to break down time into the different components, although the following is the suggested guideline on the minimum amount of time for each grade in the Foundation Phase.

Grade 1 Home Language		Total per hour
Listening and Speaking	15 minutes per day for three days	45 minutes per week
Reading and Phonics teaching	Phonics 15 minutes per day for five days	4hrs 30minutes
Shared reading	15 minutes per day for 3 days	45 minutes
	Group guided reading	
	30 minutes per day (2 groups each for 15 minutes) for 5 days	
	2hours30 minutes	
Handwriting	15 minutes per day for 3 days	45 Minutes
Writing	15 minutes per day for four days	1hour
	TOTAL PER WEEK	7hours

Figures as per CAPS June 2011

The CAPS document is also very specific with regard to reading strategies which include - shared-reading, group-guided reading and paired-reading. These are in addition to the phonic-based approach, whole language approach and the balanced-based approach which have been identified as relevant reading approaches needed in the foundation phase classrooms. Murriss (2016) however, contends that teachers have not been trained to use these approaches and are often overwhelmed by the lack of knowledge and skills to teach reading using these teaching strategies. The researcher agrees with the findings from the documents analysed.

5.12 CONCLUDING REMARKS

The purpose of the study was to evaluate, using a formative assessment, the on-going professional-teacher development programmes on reading in the foundation phase grades in the Dikgale area, Limpopo Province. The data confirmed that the success of on-going professional teacher development programmes depends on the availability of resources (human and material), allocation of time and active participation of all the role players. This was evident from the data collected through interviews with the foundation phase teachers and the departmental representatives from curriculum section of the Department of Education, Limpopo Province.

Foundation phase teachers in the primary schools are seen as important resource which can be utilized for the process of effective teaching and learning, therefore, they required capacity development at all cost. Through the process of on-going professional development on reading, foundation phase learners are able to read and write at an early stage. Some of the participants' views regarding the phenomenon under study were similar, such as, an understanding of on-going professional teacher development, the kinds of on-going professional development they had attended, the effect of the on-going professional teacher-development programmes, the content taught by facilitators and their experiences with regard to the programmes

The experiences of teachers on the on-going professional teacher development on reading in the foundation phase of Dikgale area, were discussed in full in this chapter. The findings were found to be consistent with the literature review and that on-going professional teacher development on reading had both positive and negative effect on the learners' progress and achievements in the Dikgale area of Limpopo province. The final chapter of this study draws conclusions to the study and provide recommendations for the way forward.

CHAPTER SIX

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This chapter presents a summary of the findings, conclusions and recommendations based on the collected data outlined in the previous chapter. The teaching of reading in the Foundation Phase lays the Foundation for learning and teaching. Ongoing professional teacher development in the form workshops and in-service training programmes on reading, value the importance of capacity building and development. Curriculum Advisors and subject specialists in Limpopo Province assists Foundation Phase teachers who are teaching reading in the Foundation Phase with the best strategies, the teachers can use and practice in their classrooms. However, the implementation process seems be a challenge when they try to provide development programmes to all Foundation Phase teachers. The Foundation phase teachers should be appropriately trained to teach reading to fulfil their purpose of becoming reflective teachers.

In this study, a qualitative approach was adopted in order to find out the experiences of the Foundation Phase teachers, with reference to the ongoing professional teacher development programmes on reading in the Foundation Phase. The purpose of the study was to assess the ongoing professional teacher development programmes on reading in the Foundation Phase of Dikgale area, Limpopo Province, and to design an intervention strategy on teaching reading in the foundation phase. In answering the research questions, semi-structured interviews, observations and document analysis were used as methods of data collection.

The following were the research questions:

The main question formulated to answer the research problem is:

What are the effects of the on-going professional teacher development programmes on reading in the Foundation Phase of Dikgale area, Limpopo Province?

The following sub-question were used to explore the problem further:

- What are the factors affecting the effective teaching of reading in the Foundation Phase of Dikgale area, Limpopo Province?

- What is your understanding of on-going professional-teacher development, on reading in the Foundation Phase of Dikgale area, Limpopo Province?
- How has the on-going professional teacher development programme being implemented in schools in the Foundation Phase of Dikgale area, Limpopo Province?
- How has the implemented on-going professional teacher development programme impacted on the practice in teaching reading in the Foundation Phase of Dikgale area, Limpopo Province?
- Which strategies could be used to enhance the effective teaching of reading in the Foundation Phase of Dikgale area, Limpopo Province?

The findings were found to be consistent across all sets of data collected. The Departmental Directorates and the Foundation Phase teachers interviewed were employed by the department of education to assist learners in the Foundation Phase with regard to the teaching of reading. The research enables the Foundation Phase teachers to relate their experience regarding the ongoing professional teacher development programmes on reading in the Foundation Phase of Dikgale area, Limpopo Province.

6.2 SUMMARY OF THE FINDINGS

When reflecting on the findings of the study, it was noted that although the Foundation phase teachers have attended the ongoing professional teacher development programmes, there are some other issues that make the programmes on reading less successful than hope for. The purpose of this study was to assess the ongoing professional teacher development programmes on reading in the Foundation Phase of Dikgale area, Limpopo Province, and to design an intervention strategy on teaching of reading in the foundation phase. The relevant literature was reviewed in Chapters Two and Three, and data was analysed. The findings from the themes were identified from the analysis. As indicated in Chapter 1, that in order to be employed as a Foundation Phase teacher, one should be a qualified teacher, with relevant experience in the teaching of Foundation Phase.

When analysing the profiles of the participants, most Foundation Phase teachers are aging. Majority of the teachers are between the age of 24 and 34 years of teaching experience. (Refer to table 5.1). They had diplomas in teaching and certificate in teaching in the ECD Early Child Development centres, and they are relevant people to teach in the Foundation Phase classes. Some of them have been in system for a longer period of time and are just about to go on retirement. It was evident that they were qualified to teach in the Foundation Phase and understood very well the importance of ongoing professional teacher development programmes. To ensure that ongoing professional teacher development programmes were effectively rolled-out in the Dikgale area, Limpopo Province, most teachers were shown signs of been equipped with the necessary skills of teaching reading in the Foundation Phase. To support the mentioned claim, workshops on the teaching of reading were conducted as in-service training sessions to enhance the skills of Foundation Phase teachers.

The Departmental Directorates from Curriculum Section were asked about their experience in conducting the ongoing professional teacher development programmes, and how those programmes were rolled-out. They indicated both the successes and challenging factors, and their responses tally with the responses as brought forth by the Foundation Phase teachers who took part in the study. As Cambridge Professional Development (2014) recognizes the importance of teacher training and professional development programmes by stating that "the most important factor in quality of learners learning, is the quality of teaching and school leadership".

The next section provides a brief summary of the research questions investigated and makes recommendations. It is important to bear in mind that the themes are interconnected and that comments from participants could be related to one theme.

6.3 Planning, time allocation, overcrowding and resources

The following sub-themes described the nature of challenges identified for the effective implementation of Inclusive Education:(a) Time constraints (b) lack of human and material resources(c) lack of the necessary infrastructure and (d) lack of follow- up programmes.

6.3.1 Time constraints

The finding revealed that one of the major aspects that determined the success or the weaknesses of the workshops was declared to be time constraints. Since the Department of Education did not allow the training of the teachers to be conducted in the early hours of the day, the training session was conducted from 12 0' clock and for only four and half hours. The finding revealed that such workshops on ongoing professional development on reading issues were not allocated enough time.

The participants further stated that the workshops they attended lasted for only four and half- hours and only twice per semester in 2015/2018 and 2019. They indicated that it took the same time in one district and the same time in another district. The Foundation Phase teachers believed that the training on the teaching of reading should have taken two or three days. Since they were struggling on how to teach reading in the Foundation Phase,] the participants suggested that one month may be suitable for the workshop to be conducted; hence there was no change in their daily practices.

The study conducted by (Fullan, 1991, 315), revealed that the effective management of time may result in effective application. The participants had a belief that if the workshops were conducted for a month they would be in a position to understand more of the concepts and terminologies, given in within a short space of time and they remained frustrated. (Cutler and Roupp, 1999 as in Luningo, 2015; 128) indicates that the duration of workshops is important.

In trying to understand the Foundation Phase teachers' opinions on the effect of the workshops, they indicated that the limited hours provided for ongoing professional teacher development programmes on reading in the form of workshop could not make a difference in changing the mind-set of the teachers teaching reading in the Foundation Phase. A similar situation was found in the studies by (Villegas-Reimers 2003; Leu, 2004; Mac Neil, 2004) where they showed that the same level of dissatisfaction was experienced with regard to lack of change in practice after the workshop was observed in their research studies.

6.3.2 Over-Crowdedness

The number of factors impact on the proper organisation and planning of ongoing professional teacher development programmes on reading in the Foundation PhasThe literature review in Chapter One and Four highlighted that overcrowding in South African schools was rife, this was found to be existing in the Foundation Phase of Dikgale area. The circuit consist of 20 primary schools, with more than four classes in a grade. If teachers are to attend a workshop, it would mean all the learners in that grade should be released for home and of which this is against the wish of the Department of Education. In addition, the venue for the workshop were the development programmes were conducted where not big enough to accommodate more than 70 Foundation Phase teachers from 20 primary schools.

The findings from this study confirms that Foundation Phase teachers are finding it difficult to attend ongoing professional teacher development programmes, and some resort to the circular and pamphlets that are distributed to the schools due to the problems of overcrowding.

Recommendations

Cascading model of teacher school-based professional teacher development could help Foundation Phase teachers who are unable to attend workshops with feedback modelling. Those who attended could be given an opportunity by the school managers to give feedback to their colleagues.

6.3.3 Resources

The finding revealed that the shortage of resources ranges from insufficiency to total absent. Provision of human resources and material resources are important for the effectiveness of ongoing professional teacher development programmes on reading. This study uncovered a lack of resources in the form of human resources, material resources.

This biggest challenge was noted by lack of facilities to accommodate Foundation Phase teachers having to attend the ongoing professional teacher development programmes on reading.

6.3.3.1 Shortage of human resource

The shortage of human resource was indicated by one of the participants from the Curriculum section of the Department of Education who indicated that the whole Province depends on few permanently employed personnel, that is, two personnel, based at the Head Office and one personnel each based at the five districts of Limpopo province. This means that the whole District does not have manpower to conduct workshops on ongoing professional development on reading, and this matter poses a serious challenge.

The study conducted by, The American Research Association (2005) revealed that the professional development results in the better instruction and an improved teaching-learning environment when it is associated with authentic curriculum material that teachers need for the effective teaching of reading in the Foundation Phase.

6.3.3.2 Material resource

The study revealed that there was a lack of material resources that retards the effective conducting of workshops. Certain facilities are required for the smooth running of workshops, and without those resources it became difficult for the Foundation Phase teachers who attended the workshops on reading to cascade the information learned from the workshops down to other colleagues.

They pointed out that they needed materials; they needed the exposure, that material was not available. For example, the National Reading Strategy, CAPS, National Reading Plan documents are not there at schools and they are needed for effective teaching of reading. This finding is in accordance with the results of the studies conducted by (Myles and Simpson, 1989; Semmel, et al, 1991; Vaughn, et al, 1996; Christie, 1998; Reusen, Shoho and Barker, 2001), which indicated that teachers within the inclusive settings need both human and material resources for inclusive practices.

Recommendations:

- It is recommended that newly qualified Curriculum Advisers, with more knowledge and expertise, be employed to add on the already available personnel with the section
- Relevant material and resources which are well organized and well prepared should be developed in advance before the teaching session could be start.

6.4 Understanding of Ongoing professional teacher development

The Foundation Phase teachers who participated in the study had a varied understanding of what ongoing professional teacher development is. Some viewed Ongoing professional teacher development programme in a narrow sense, that is, Ongoing professional teacher development involves a considerable number of short courses and workshops in which teachers receive a new information on individual aspects of their work, such as the way of teaching reading in the Foundation Phase classrooms. On the other hand, other participants viewed ongoing professional teacher development programme in a broad sense, that is, ongoing professional teacher development as the inclusion of many models which are characterised by long term process, where teachers learn over a long period of time (Junaid & Maka, 2015) In responding to the question asked on the concept ongoing professional teacher development programme on reading, the participants had different views according to which they understand ongoing professional development. In an attempt to answer the given question:

What is your understanding of ongoing professional teacher development programme on reading in the Foundation Phase? Most of the answers provided by the participants showed a narrow- shaped like view, or showed a sense of understanding and recognition of what they have learned from the workshops. From the findings in chapter five it is evident that the Foundation Phase teachers, who attended the workshops on Ongoing Professional teacher development, had a clear understanding of the concept of ongoing professional teacher development. Most of them mentioned that ongoing professional teacher development means adapting the changes that are in line with education curriculum, teaching and learning strategies, through lifelong learning.

The response of the interviews showed that all the participants had a narrow understanding of what ongoing professional teacher development means. This was confirmed by P1PSC in this study. In Thailand, teaching has been found to be predominantly teacher centred and exam oriented (Kaur,2016). Teachers are not given enough opportunity for development. A similar situation was found to be prevalent in India, where, outdated strategies of teaching reading failed to engage learners intensive learning because teachers focussed on listening and speaking. This means that Thai teachers remain subject to traditional cultural values and norms, similar to the situation experienced in India (Kannan, 2013)

This statement is further supported by the Pedagogic Content Knowledge theory which is a special combination of the content and pedagogy that is differently built by teachers. That is, a special form of teacher's professional knowing and understanding of the craft of knowledge. In addition, this study used the theory of Malcolm Knowels, that is 'Andragogy theory', which indicates that teachers as adult learn some educational details in a different manner than children do Therefore, Ongoing professional development programmes were conducted by experts with more skills and know-how, who guides the Foundation Phase teachers in a professional manner.

6.5 Implementation process

This section appeared to have been problematic, if properly taken into account, many Foundation Phase teachers would have been given an opportunity to grasp and participate in the development programmes than to resort to cascading model. So far, the types of ongoing professional development in the Dikgale area were arranged formally and informally by different bodies and entities and, although, there was availability of such programmes, some finds it hard to access such programmes due to various factors. For example, Foundation Phase teachers from dysfunctional schools were invited to attend the workshops, based on the Annual National Assessment and Progress on International Literacy Studies.

In a nutshell, a small percentage of Foundation Phase teachers seems to have gained more information regarding the teaching of reading through the ongoing professional teacher development programmes, organised by the Non-Governmental Organizations, such as Barongwa projects in collaboration with the

University of Limpopo, the National Education Collaborative Trust, the Nalibali project on reading and the Department of Education. Majority of the participants indicated that more training sessions are essential for the teaching of reading.

Recommendations:

- It is recommended that all teachers in the Foundation Phase be fully equipped with the skills to teach reading in a meaningful manner.

6.6 The impact of ongoing professional teacher development programmes

Although the findings , indicate the negative and positive impacts of the ongoing professional teacher development programmes on reading, the issue of the teaching of reading, it is evident that each Foundation Phase teacher should be afforded with the opportunity to engage in a discussion around the strong points and the area of development (DoE, 2003:8). In this way, Foundation Phase teachers who attended the workshops on reading became aware of their strengths and weaknesses, and due to time constraints could not share their views. The collected data revealed that time was not enough for the workshops on reading, that is the reason for indicating the positive and negative effects.

Recommendations:

- More time should be allocated for the ongoing professional development programmes on reading in the Foundation phase.

6.7 Strategies to enhance the teaching of reading

The ongoing professional teacher development programme focused on all strategies that are relevant for Foundation Phase learners, Refer to Chapter Three. The Foundation Phase teachers were observed in the teaching of reading in the classrooms employing the reading aloud as a strategy. However, the Foundation Phase teacher explained that due to the shortage of workbooks, the teacher prefers to use the chalkboard and posters so that the learners could see the letters and pictures on the board. Other strategy were phonic instructions, shared reading, phonemic awareness, paired reading, comprehension and fluency in reading.

Recommendations:

- All strategies relevant to the teaching of reading in the foundation phase should be explored.

6.8 RECOMMENDATION FOR FURTHER RESEARCH

It is evident that the purpose of conducting ongoing professional teacher development programmes on reading in the Foundation Phase of Dikgale area has not been effectively achieved. Ongoing professional teacher development programmes on reading is a good way to equip teachers for professional growth and life-long learning. Since the implementation of the programmes on reading were affected by poor planning and other organisational factors in the Dikgale area, Limpopo Province, the researcher found that there little literature published on the topic. This requires further studies on the assessment of ongoing professional teacher development on reading in the Foundation Phase. This study found that there is a gap between the actual and the practical of the implementation of ongoing professional teacher development on reading in the primary schools.

Further studies may be conducted on:

- A comparative study with Limpopo and other provinces about they conduct ongoing professional teacher development on reading in the Foundation Phase
- The role of the Curriculum advisors in conducting ongoing professional teacher development programmes on reading
- Possible collaboration between stakeholders to establish the best way to organiz.
- Effective ongoing professional teacher development programmes on reading in the Foundation Phase.
- The benefits of implementing reading policies in the Foundation Phase

6.9 STRENGTHS AND LIMITATIONS OF THE STUDY

The following limitations and delimitations were taken into account in this study:

- There are five districts in Limpopo province, and in other districts one may have different opinions regarding the ongoing professional teacher development programmes on reading in the Foundation Phase.
- Mankweng Circuit consists of Five Circuits, but the study was only conducted in one circuit in Mankweng. This created barriers as it did not allow the researcher to generalize about the experiences of the Foundation Phase teachers
- The study concentrated on the assessment of ongoing professional teacher development programmes on reading in the Foundation Phase of Dikgale area, because the voices of teachers in the typical rural areas might not be heard.
- The researcher was born and bred in the area where the study was conducted, if a neutral person conducted a study in the same area, the results may have been different.
- Interviews, observations and document analysis were used as a method of data collection, with a potential for limiting the study, because the researcher depended on what the participants told him. Although the participants gave their consent it was not possible not to know if they were honest enough.
- Anticipated limited literature about the ongoing professional teacher development programmes on reading is likely to deprive the readers in the current study of the knowledge that would have provided more ideas regarding the topic under study.

6.10 CONCLUDING REMARKS

In conclusion, the purpose of the study was met and all research questions answered; the participants provided feedback on what they thought had taken place when attending the on-going professional teacher development programmes on reading. Even though some of the teachers find it difficult to teach reading in the foundation phase, the Department of Education tries its best to provide assistance through workshops, seminars and in-service training programmes on reading.

The study revealed that majority of teachers in the Foundation Phase are fifty years old and above, hence, they are about to exit the system; young teachers from the universities, therefore, should be employed and allocated classes in the Foundation Phase so that they should lay proper and long-lasting foundation for reading. Lastly, it is evident that the teaching of reading in the Foundation Phase is demanding and challenging, it, therefore, requires teachers with aspirations and tolerance and who specialists in this area. If this is ignored, it may be difficult to achieve the set objectives on reading, therefore, these teachers should be regularly nurtured on the developments in the reading curriculum, so that they may be current with the ever-changing needs of the country.

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APPENDIX A: REQUEST TO CONDUCT THE STUDY FROM THE DEPARTMENT OF EDUCATION, LIMPOPO PROVINCE.

Enquiries: Maebana M.E

TEL: 0737288290

UNIVERSITY OF LIMPOPO

PRIVATE BAG X 1106

SOVENGA

0727

06 NOVEMBER 2018

THE HEAD OF DEPARTMENT

DEPARTMENT OF EDUCATION (LIMPOPO PROVINCE)

POLOKWANE

0700

DEAR SIR OR MADAM

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I Mr. Maebana M.E. a registered student in the Faculty of Humanities, School of Education, in the Education Studies Department, Student number 201316861 hereby request permission from the **TURFLOOP ETHICS COMMITTEE** to conduct research in the primary schools of Dimamo Circuit, Limpopo Province.

The title of my research is: *ON ON-GOING PROFESSIONAL TEACHER DEVELOPMENT PROGRAMMES ON READING IN THE FOUNDATION PHASE, TOWARDS AN INTERVENTION STRATEGY.*

Hope my application will be highly taken into consideration

Yours Faithfully

Maebana M.E.

APPENDIX B: APPROVAL FROM TURFLOOP RESEARCH ETHIC COMMITTEE



University of Limpopo
Department of Research Administration and Development
Private Bag X1106, Sovenga, 0727, South Africa
Tel: (015) 268 3935, Fax: (015) 268 2306, Email: anastasia.ngobe@ul.ac.za

TURFLOOP RESEARCH ETHICS COMMITTEE CLEARANCE CERTIFICATE

MEETING: 27 November 2018

PROJECT NUMBER: TREC/220/2018: PG

PROJECT:

Title: A formative assessment programme on on-going professional teacher development on reading in the foundation phase of Dikgale area, Limpopo province.
Researcher: ME Maebana
Supervisor: Dr TW Molotja
Co-Supervisor/s: Prof MJ Themane
School: Education
Degree: PhD Education Studies



PROF TAB MASHEGO

CHAIRPERSON: TURFLOOP RESEARCH ETHICS COMMITTEE

The Turfloop Research Ethics Committee (TREC) is registered with the National Health Research Ethics Council, Registration Number: REC-0310111-031

Note:

- i) Should any departure be contemplated from the research procedure as approved, the researcher(s) must re-submit the protocol to the committee.
- ii) The budget for the research will be considered separately from the protocol.
PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES.

Finding solutions for Africa

APPENDIX C: REQUEST TO CONDUCT RESEARCH IN THE PRIMARY SCHOOLS

OF DIKGALE AREA, LIMPOPO PROVINCE

ENQUIRIES: MAEBANA M.E

TEL: 0737288290

PRIVATE BAG X 1106

SOVENGA

0727

06 NOVEMBER 2018

DEPARTMENT OF EDUCATION (LIMPOPO PROVINCE)

POLOKWANE

0700

DEAR SIR OR MADAM

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I Mr. Maebana M.E. a registered student in the Faculty of Humanities, School of Education, in the Education Studies Department, Student number 201316861 hereby request permission from the **Department of Education, Limpopo Province** to conduct research in the primary schools of Dimamo Circuit, Limpopo Province.

The title of my research is: *ON-GOING PROFESSIONAL TEACHER DEVELOPMENT PROGRAMMES ON READING IN THE FOUNDATION PHASE, TOWARDS AN INTERVENTION STRATEGY.*

Hope my application will be highly taken into consideration

Yours Faithfully

Maebana M.E.

APPENDIX D: APPROVAL FROM DEPARTMENT OF EDUCATION



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION
CONFIDENTIAL

Ref: 2/2/2 Enq: MabogoMG Tel No: 015 290 9365 E-mail: MabogoMG@edu.limpopo.gov.za

Maebana ME
University of limpopo
Private Bag x 1106
Sovenga
0727

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

1. The above bears reference.
2. The Department wishes to inform you that your request to conduct research has been approved. Topic of the research proposal: **"ON-GOING PROFESSIONAL TEACHER DEVELOPMENT PROGRAMME ON READING IN THE FOUNDATION PHASE: TOWARDS AND INTERVENTION STRATEGY . "**
3. The following conditions should be considered:
 - 3.1 The research should not have any financial implications for Limpopo Department of Education.
 - 3.2 Arrangements should be made with the Circuit Office and the School concerned.
 - 3.3 The conduct of research should not in anyhow disrupt the academic programs at the schools.
 - 3.4 The research should not be conducted during the time of Examinations especially the fourth term.
 - 3.5 During the study, applicable research ethics should be adhered to; in particular the principle of voluntary participation (the people involved should be respected).

REQUEST FOR PERMISSION TO CONDUCT RESEARCH :MAEBANA ME Page 1

Cnr 113 Biccard & 24 Excelsior Street, POLOKWANE, 0700, Private Bag X 9489, Polokwane, 0700
Tel:015 290 7600/ 7702 Fax 086 218 0560

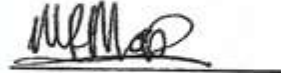
The heartland of Southern Africa-development is about pe

3.6 Upon completion of research study, the researcher shall share the final product of the research with the Department.

4 Furthermore, you are expected to produce this letter at Schools/ Offices where you intend conducting your research as an evidence that you are permitted to conduct the research.

5 The department appreciates the contribution that you wish to make and wishes you success in your investigation.

Best wishes.



Ms NB Mutheiwana
Head of Department

21/01/2016

Date

REQUEST FOR PERMISSION TO CONDUCT RESEARCH: MAEBANA ME

CONFIDENTIAL

APPENDIX E: APPROVAL FROM DIMAMO CIRCUIT MANAGER



LIMPOPO
PROVINCE
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

POROKWANE DISTRICT
DIMAMO CIRCUIT

Eng. Agoda M.S

Contact: 0828178889

12/11/2019

TO: Mr Maebana Maite Elias

University of Limpopo

Department of Humanities:

School of Education

PERMISSION TO COLLECT DATA FROM DIMAMO CIRCUIT PRIMARY SCHOOLS YOURSELF: Mr Maebana M.E (7012125514081)

1. DIMAMO Circuit is situated in Dikgale area, Limpopo Province where you have applied to conduct research in its primary schools.
2. In addition to the permission letter from the Limpopo Department of Education-Research unit,
3. The Circuit management permits you to conduct research based on the title " A formative Assessment on on-going professional teacher development on reading in the Foundation Phase of Dikgale area, Limpopo Province."
4. We are looking up, to benefit from the significance of this study in the entire Limpopo Department of Education to capacitate teachers to improve knowledge, understanding and utilise current strategies when teaching reading in the Foundation Phase.
5. We wish you a fruitful and progressive research study to turn-around the teaching of reading in the afore-mentioned Phase.


CIRCUIT MANAGER

APPENDIX F: LETTER OF APPROVAL FROM THE PRINCIPAL



Maphuto Primary School

Emis No 923242439

1234 Sebayeng Township
Solomondale
P.O. BOX 4858
SOLOMONDALE
0964
Phone 071 658 2289
0787754271

Email: principalmaphutoschool@gmail.com

19 February 2019

ATT: Mr. Maebana M.E

Dear Sir

CONFIRMATION LETTER: RESEARCH STUDY OBSERVATIONS AND INTERVIEWS TO BE CONDUCTED AT OUR SCHOOL

The above matter refers:

1. Kindly be informed that Mr Maebana M.E has requested to conduct his research study at this school.
2. Permission to conduct the study has been granted by DIMAMO Circuit.
3. The school therefore, allows Mr Maebana M.E to interact with educators for the purpose of the study. Arrangements will be put into place to accommodate time for the research study.

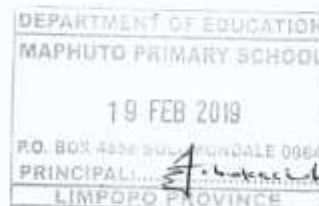
RESEARCH TOPIC: *ON-GOING PROFESSIONAL TEACHER DEVELOPMENT PROGRAMME ON READING IN THE FOUNDATION PHASE: TOWARDS AN INTERVENTION STRATEGY*

We appreciate and welcome the commitment and support that both the research and the University provide to our school.

Thanking you in anticipation

Yours Faithfully
MABOKACHABA M.A


PRINCIPAL



APPENDIX G: CLASSROOM OBSERVATION SCHEDULE

ACTIVITIES OF TEACHERS		PROPOSED TIME ALLOCATION	OBSERVATION REMARKS	SOURCES
7:45 11/02/2019				
SHARED READING	Introduction of the text to be read, for example, reading the title of the book, table of contents, and authors	0-6 minutes Done for 5minutes	Singing of songs such as Aa, Bc, Cc, Dd and Ee	Chalkboard used
READING PRACTICES	Learners were taught how to read	5-10 minutes	Teaching of Sounds e.g. b-boy	
TYPES OF BOOKS THAT ARE USED	Workbooks used as teaching aids which were not enough			Big workbook used
ENVIRONMENT UNDER-WHICH THE PROCESS TAKES PLACE	In the classroom occupied by 52 learners, some seated on the ground			
ENRICHMENT READING	Trying to establish whether the learners can recall what they have learnt by asking various questions	5-10 minutes	Learners were able to recall their dates of birth	Calendars

GROUP GUIDED READING	Giving learners individual work, in pairs or in group	Individual work 5-10 minutes	Learners' ability to recognize content. Learners' ability to write letters of the alphabet	
	Monitoring and provision of support and providing feedback and praising	5minutes		
Reading approach or strategy		5minutes		

APPENDIX H: INTERVIEW'S SCHEDULES

Agreement to Participate in Research

RESEARCHER'S NAME: MAEBANA MAITE ELIAS

RESEARCH TITLE: It was believed that some Foundation Phase teachers who were interviewed have experience in the teaching of reading in the Foundation phase and has been in the system for more than three years, and could be transferred to a wider population of Foundation Phase teachers teaching reading in the Foundation Phase.

It was believed that some Foundation Phase teachers who were interviewed have experience in the teaching of reading in the Foundation phase and has been in the system for more than three years, and could be transferred to a wider population of Foundation Phase teachers teaching reading in the Foundation Phase.

ON ON-GOING PROFESSIONAL TEACHER DEVELOPMENT ON READING IN THE FOUNDATION PHASE: TOWARDS AN INTERVENTION STRATEGY

1. You have been asked to participate in a research study - ON ON-GOING PROFESSIONAL TEACHER DEVELOPMENT ON READING IN THE FOUNDATION PHASE: TOWARDS AN INTERVENTION STRATEGY
2. If you agree to participate, you will be asked to complete a consent form before the commencement of the interviews, and that you do not mind having the interviews recorded with a tape-recorder. The researcher will provide all forms and materials needed for completion of this study. You are also being asked for your permission to audiotape this interview, but if you wish not to be recorded, only notes will be taken.
3. This study will involve minimal risk and discomfort. The probability of harm and discomfort will not be greater than your daily experiences. Risks may include emotional discomfort from answering interview questions.
4. You will not directly benefit from participating in this study. Indirect benefits will include the promotion of our understanding of on-going professional teacher development programme on reading, in the foundation phase of Dikgale area, Limpopo Province.
5. The findings of this study may be published, but, no information that can identify you will be included.
6. There shall be no payment for your participation in this study.

7. Questions concerning this research may be addressed to MAEBANA M.E, (073 728 8290). Complaints about this research may be presented to my Promoter, Prof. Themane Mahlapahlapana Johannes (082 200 6042) and Dr. Molotja T.W .

8. No service of any kind, to which you are otherwise entitled, will be lost or jeopardized if you choose to “not participate” in the study. You are free to withdraw from the participation at any time if you so wish.

9. Your consent is being given voluntarily.

Signature	Date
-----------	------

Researcher’s Signature	Date
------------------------	------

Interview _____

Date ____/____/____

Interview Protocol

Welcome and thank you for your participation today. My name is MAEBANA MAITE ELIAS and I am a graduate student at the University of Limpopo, conducting my Special Study in partial fulfillment of the requirements for the Professional Higher Degree in Philosophy in Education. Thank you for completing the consent forms; the length of the interview will depend on how long you respond to the questions to be asked. I would like your permission to tape record this interview, so I may accurately document the information you contribute to the study. If at any time during the interview you wish to discontinue the use of the recorder or the interview itself, please feel free to alert me. All of your responses are confidential and will be used to develop a better understanding of how you view the on-going professional teacher development programmes on reading in the Foundation Phase of Dikgale area, Limpopo Province, therefore, the purpose of this study is to assess the effect of on-

going professional teacher development programmes on reading in the Foundation Phase of Dikgale area, Limpopo Province.

I would like to remind you of your written consent to participate in this study. I am the responsible Researcher, specifying your participation in the research project. You and I have both signed and dated each copy, certifying that we agree to continue this interview. You will receive one copy and I will keep the other copy in order to safe-keep the responses. Thank you very much.

Your participation in this interview is completely voluntary. If at any time you need to stop, take a break, or return a page, please let me know. You may also withdraw your participation at any time without consequence.

Do you have any questions or concerns before we begin? Then with your permission we will begin the interview.

APPENDIX I: SEMI STRUCTURED INTERVIEW SCHEDULE

Researcher :Maite Elias Maebana

Topic : On-going professional teacher development programmes on reading in the Foundation Phase, towards an intervention strategy

Promoter(s) : Dr Molotja T.W and
: Prof. Themane M.J

Participant :.....

Date :.....

Time :.....

INTERVIEW QUESTIONS

The main question formulated to answer the research problem is:

What are the effects of the on-going professional teacher development programmes on reading in the Foundation Phase of Dikgale area, Limpopo Province?

The following sub-question were used to explore the problem further:

- What are the factors affecting the effective teaching of reading in the Foundation Phase of Dikgale area, Limpopo Province?
- What is your understanding of on-going professional-teacher development, on reading in the Foundation Phase of Dikgale area, Limpopo Province?
- How has the on-going professional teacher development programme being implemented in schools in the Foundation Phase of Dikgale area, Limpopo Province?
- How has the implemented on-going professional teacher development programme impacted on the practice in teaching reading in the Foundation Phase of Dikgale area, Limpopo Province?
- Which strategies could be used to enhance the effective teaching of reading in the Foundation Phase of Dikgale area, Limpopo Province.

APPENDIX J: LETTER FORM THE EDITOR

4 March, 2021

This is to certify that I, Dr P Kaburise, of the English Department, University of Venda, have proofread the research report, titled - **A FORMATIVE ASSESSMENT PROGRAMME ON ON-GOING PROFESSIONAL TEACHER DEVELOPMENT, ON READING, IN THE FOUNDATION PHASE OF DIKGALE AREA, LIMPOPO PROVINCE** - by Maebana Maite Elias (student number: **201316861**). I have indicated some amendments which the student has undertaken to effect, before the final report is submitted.

A handwritten signature in black ink, appearing to be 'P. Kaburise', written in a cursive style.

Dr P Kaburise (0794927451; email: phyllis.kaburise@gmail.com)

Dr P Kaburise: BA (Hons) University of Ghana (Legon, Ghana); MEd University of East Anglia (Cambridge/East Anglia, United Kingdom); Cert. Teaching English as a Foreign Language (University of Cambridge, United Kingdom); Cert. English Second Language Teaching, (Wellington, New Zealand); PhD University of Pretoria (South Africa)

APPENDIX K:

THE DESIGN AND IMPLEMENTATION OF READING PROGRAMMES

The ability to teach reading in the Foundation Phase has been found to be of utmost importance, since that is where the foundation of the entire process of learning is laid, therefore, teachers require proper professional development programmes that could assist with the skills that teachers require for execution of reading. The purpose of this programme is to develop Foundation Phase teachers who can acquire skills and knowledge appropriate for teaching reading in the lower classes. The programme, thus, requires that Foundation Phase teachers develop an in-depth knowledge and skills needed for Foundation Phase context. The programme can be designed a for a week's teaching which Foundation Phase teachers have to follow when teaching literacy skills in their classrooms.

2.5.1 Learning Outcomes

At the end of the training session, Foundation Phase teachers are expected to:

- Demonstrate competence in teaching reading in the Foundation Phase classes;
- Demonstrate competence in communicating effectively in order to facilitate learning;
- Use available resources to design, as well as create learning and teaching support materials;
- Observe, assess and record learner progress on a continuous basis, and
- Demonstrate a positive work ethics.

2.5.2 Structure of the Programme

The programme can be structured into seven main categories, namely:

- The importance of teaching reading in the Foundation Phase
- Phonics
- Phonemic Awareness
- Shared Reading
- Reading Aloud
- Group-Guided Reading
- Paired Reading

2.5.3 The importance of teaching reading in the Foundation Phase

Recent research in South Africa conducted by Moloï and Strauss (2005), Mothibeli, (2005) and Pretorius and Mampuru (2007) show that there is a reason for paying particular attention to teaching of reading in the Foundation Phase. The impact of poor reading is largely demonstrated by high adult illiteracy rates and the need to attend to reading challenges early, therefore, the following programme on reading can be followed in order to simplify the teaching of reading right from the Foundation Phase. The following time-table can be used to guide the implementation process of teaching reading in the classroom.

2.5.3.1 The following time-table can be used in the Foundation Phase: Grades R-3

TIME	7:00-7:30	7:30-8:00	8:00-8:30	8:30-9:00	L O N G B R E A K	10:00-10:30	10:30-11:00	S H O R T B R E A K	11:30-12:00
MON	LITERACY STUDIES	LIFE SKILLS	NUMERACY	PAIRED READING		PHONICS	SHARED READING		LISTENING AND SPEAKING
TUE	PHONICS	LISTENING AND SPEAKING	NUMERACY	SHARED READING		LIFE SKILLS	LITERACY STUDIES		LISTENING AND SPEAKING
WED	LISTENING AND SPEAKING	NUMERACY	PHONICS	LITERACY STUDIES		LITERACY STUDIES	LIFE SKILLS		PAIRED-READING
THU	PHONICS	LISTENING AND SPEAKING	NUMERACY	SHARED READING		LIFE SKILLS	LITERACY STUDIES		LISTENING AND SPEAKING
FRI	LITERACY STUDIES	LIFE SKILLS	NUMERACY	PAIRED READING		PHONICS	SHARED READING		LISTENING AND SPEAKING

INTERVENTION STRATEGY

UNIT 1

PHONEMIC AWARENESS

2.5.4.1 Learning outcomes

At the end of this unit, the teachers should be able to:

- ❖ Demonstrate an ability to define concepts;
- ❖ Demonstrate a knowledge of making learners enjoy the art of reading, through play, and
- ❖ Demonstrate an ability to identify and address the importance of teaching phonemic awareness.

2.5.4.2 Introduction

Phonemic awareness is the ability to hear, identify, and manipulate individual sounds, **phonemes**, in spoken words. Before Foundation Phase learners can learn to read, they need to become aware of how the sounds in words work. **Phonemes** are the smallest units comprising the spoken language. For **example**, the word 'hat ' has three **phonemes**: /h/ /a/ /t/. There are three main aspects of phonemic awareness: syllables, rhymes and beginning sounds. Foundation Phase learners need to be able to identify and manipulate these elements in order to begin reading.

2.5.4.3 Topic: Add a sound

The main objective here is to introduce children to the challenge of synthesizing words from their separate phonemes.

Research has shown that phonemic awareness is an important factor determining the success of reading in the Foundation Phase (Hu, 2002). According to Hoover (2002), phonemic awareness is a cognitive skill that involves three elements - phonological units (phonemes), explicit and conscious awareness of the linguistic units, and the ability to manipulate such units. Phonemic awareness is pivotal as it assists Foundation Phase learners to quickly grasp and utilise the alphabetic principles to read (National Reading Plan, 2000).

2.5.4.4 Assessment

Foundation Phase teachers may arrange learners in a circle, and start by explaining that new words can be made by adding a sound to an existing word, for example, let us look at the word "ox". The teacher can have the children repeat it; then ask the learners what will happen if they add a new sound to the beginning of the word such as "b-b-b-b-b...ox, b-b-b-b...ox, b-b-b-b- ox." The learners may say, "box!" The teacher should then explain, "We put a new sound on the beginning, and we have a new word!" Until the learners understand the variations, the teacher should continue to provide genuine guidance, asking the learners to say the word parts with the teacher in unison (e.g., "ice...r-, -, ..., ice...-r-r-r-ice...rice"). It is appropriate and recommended to work gradually, on daily basis, from simple consonants to complex ones and, only after the latter are reasonably well established, does a teacher progress to consonant blends, for example, *mile-smile*.

Activity

Oral Instructions

(a) Introduce the WORD FAMILY to the learners, for example, words that end with it sound.

(b) Instruct the learners to LISTEN to words that end with an it-sound, like hit, sit, lit, kit pit and bit.

(c) Ask learners if they can think of any other words ending in -it.

Remember, nonsense words are acceptable!

(d) If the word is in the -it family, then learners should put their THUMPS UP.

(e) If the word is NOT in the -it family then, the learners should put their THUMBS DOWN

2.5.4.5 Conclusion

Phonemic awareness is a strong predictor of whether or not a child will learn to read. It has been found, for example, that children's memory for nursery rhymes at 3 years of age is a good prognosis for their later reading success, although, the picture is not quite as clear as it would seem. A child may begin school with low levels of phonemic awareness, however, still learn to read very well, as teaching continues.

UNIT 2

2.5.5.1 SHARED READING AND GROUP-GUIDED READING

Learning Outcomes

At the end of this unit, learners should be able to:

- ❖ Develop a love for reading;
- ❖ Be empowered to deepen their individual reading comprehension;
- ❖ Respond to a wide range of text-types and forms that help them enjoy rich and interesting texts that are above the average-reading level, and
- ❖ Provide support to their peers at all reading levels.

2.5.5.2 Introduction

In the previous Unit, learners were exposed to phonemic awareness skills and most learners would become confident enough in isolating the first sound of a word provided through the teacher's voice or a picture. At this level, learners began to synthesize phonics programme and are now beginning to match phonemes to written words.

2.5.5.3 Topic: Shared Reading

What is Shared Reading?

Shared reading is part of a suite of practices that the Foundation Phase teachers can apply in order to support the teaching of reading in their classrooms. It is located at the higher end of teacher support in the Gradual Release Model (Duke and Pearson, 2002). The focus of shared reading is on meaning and enjoyment. Once understanding is established, the Foundation Phase teacher can reread the text to explicitly demonstrate reading strategies and engage in problem-solving using meaning, structure and visual information. The teacher, for example, can display the picture of a boy or a girl on the chalkboard; focus the learners attention on the picture of the boy or girl; then teach that *this is a boy* or *this is a girl*.

2.5.5.4 Text reading

Learners should be arranged as a whole group as the teacher continue to read the text. A teacher should make use of his/her voice to interpret the meaning of the text

he/she is reading, together with the learners, at the same time. On the other hand the learners may be granted an opportunity to read part of the text on their own. Shared reading can be structured in the following manner:

- ❖ Introducing the text - The teacher can evoke the learners' interest in the text with a few opening words.
- ❖ Modeling Reading of the text - The teacher can read the text to the learners at a moderate speed with focus on enjoyment and understanding. Included in the session will be brief discussions and explanation of certain concepts within the text.
- ❖ Reading the text together - The teacher can let learners read part of the contents of the text with him/her.
- ❖ Discuss the text - Guide conversation about the meaning and language of the text, and involve the learners to share their thoughts.
- ❖ Teaching points - select a specific part of the text to revisit to emphasize the teaching points. This is realized over a number of consecutive readings.
- ❖ Repeated Readings - Revisit the text again on subsequent days, bringing out extra teaching points and supporting learners gain independence in processing the text.

2.5.5.5 Assessment

During informal assessment, the teacher observes during the Reading Activities and takes note of each learner's strengths and where more help is needed in engaging with the overall text. The learner would not know that this process is an assessment. Teachers can do informal assessments through:

- ❖ Observing learners as they read and write every day;
- ❖ Take notes when observing learners on their particular strengths and needs;
- ❖ Using their knowledge of the curriculum and reading goals to teach at the right level and identifying next steps to help learners improve their reading, and
- ❖ Changing teaching approaches according to the level and needs of learners.

2.6 Conclusion

Shared reading is an important techniques because it helps Foundation Phase teachers teach the basics of the alphabet, sounds, and all the components that go along with reading.

UNIT 3

2.7. READING ALOUD

At the end of the Unit, the learners should be able to:

- ❖ Define, introduce and demonstrate the key features of Guided Reading
- ❖ Explore the structure of a Guided Reading lesson.
- ❖ Understand the Guided Reading sessions

2.7.1 Introduction

Reading aloud is one of the most valuable and pleasurable experiences that Foundation Phase learners can have, hence, should be part of every child's daily activity. In addition, activities, like storytelling and reading aloud offer the learners an opportunity to model good reading and thinking strategies and expose them to a rich variety of literature. Researchers have confirmed in their studies that reading aloud affects the development of vocabulary (Purcell-Gates, McIntyre, & Freppon, 1995; Whitehurst et al., 1999; Beck, McKeown, & Kucan, 2002; Brabham & Lynch-Brown, 2002; Collins, 2005) and increase children's ability to recognize words (Stahl, 2003). When this exposure is accompanied by supportive and engaging discussions, learners are able to extend their world view and develop important critical thinking skills.

Reading aloud to children has been used for decades as part of teachers' instructional practice to encourage their children's literacy development (Anderson, 2002; Booth & Barton, 2000; Gordon, 2007; Hahn, 2002; Hancock, 2000; Hickman, Pollard-Durodola, & Vaughn, 2004; Isbell, Sobol, Lindauer, & Lowrance, 2004; Kaderavek & Justice, 2002; Sipe, 2008; Trelease, 2001).

Topics: Steps to be followed when teaching reading aloud:

- ❖ Selecting a text for the session to be taught to the learners; most texts are appropriate for read-aloud sessions. It can be challenging to hold some learners' attention for texts longer than two pages, but an extremely engaging story can hold Foundation Phase learners' attention for a certain period of time. Foundation Phase teachers, therefore, should apply

their knowledge regarding the selection of reading materials for the learners; such texts should have an appeal, and be of an appropriate length.

2.7.2 Reading-Aloud

When teaching reading-aloud, it is best if all learners have a copy of the text so that they can follow along, usually paying attention to points as they listen. The Foundation Phase teachers should begin by reading the text, reading a few lines or a whole paragraph, however, there are many ways to structure a reading-aloud lesson.

(a) Learners can read in the order in which they are sitting, continuing around the room until the text is finished. Sometimes teachers allow learners to say “pass” if they prefer not to read.

(b) Reading -aloud can be structured in a “popcorn style.” As soon as one learner stops reading, another student can begin without any breaks.

(c) Foundation Phase teachers can assign learners a section of the text to read. Often Foundation Phase teachers give learners these tasks the night before, so that they can practice reading for homework.

As the text is read, learners can mark their own texts or take notes on a graphic organizer. Many teachers have learners underline or highlight important words or phrases in the text and write questions in the margins of the page. Sometimes teachers give learners questions that they should answer as they listen to the text being read.

❖ Pauses for moments of Comments

Depending on the length of the reading, the teacher may want to pause after each paragraph to check for understanding, clarify misconceptions, and ask learners to make predictions.

❖ Re-read-Sections-read

If there are particularly significant parts of the material that a teacher wants to emphasize, he/she can have the learners re-read these sections. Learners

often pick up on different ideas and words when they hear a text read more than once.

2.7.3 Assessment

Foundation Phase learners can be given an oral text to measure their comprehension and fluency in reading

2.7.4 Conclusion

The Foundation Phase teachers needs to conduct the reading-aloud sessions with their learners in an interactive manner, provide them with the opportunities to use the vocabulary items learnt in the process of reading, and also use point in other situations as learners would benefit in terms of improving their receptive and expressive skills.

UNIT 4

PAIRED READING

2.8 At the end of this unit the learners should be able to:

- ❖ Help each other work together.
- ❖ Encourage cooperation and support peer-assisted learning.

2.8.1 Introduction

Paired reading can take place when two or more learners read a story together. The learners can be grouped in way that they are made to share the same book and help each other in different ways. It can be practised in the following manners: (a) pairing learners of equal ability, (b) pairing strong and weak readers together (c) put a weaker reader with a slightly stronger one, and ask them to read a particular text aloud together with no one else listening. These strategies encourage the stronger reader to build confidence by allowing them to practise and help other children. It can also help the weak readers because the stronger readers will model reading skills that the former are still developing. It can also help the weaker readers to recognise words in print, if they read with the stronger reader.

2.8.2 Literature on Paired Reading

The Paired Reading (PR) method is a form of supported oral reading which enables Foundation Phase learners to obtain, grasp and understand texts that are above their levels of comprehension. It is a simple, straightforward and generally a fun way for readers with abilities to help less-able readers to develop better and reasonable reading skills. Paired Reading studies have emanated from a number of countries, including Brazil (Cupolillo, Silva, Socorro & Topping, 1997; Murad & Topping, 2000) and South Africa. Research in the UK has developed the concept into Paired Reading and Thinking (PRT). McKinstery and Topping (2003) found PRT very effective in high school settings, and Topping and Bryce (2004) found that the approach adds value to thinking skills for teachers in elementary school when compared with standard PR.

2.8.3 Assessment

Foundation Phase learners need plenty of practice to learn to read. In selecting reading text, Foundation Phase teachers are to allowed to use their discretion,

therefore, they are encouraged to pair the learners in different genres of text and ensure that the workbooks are at the right level of reading difficulty. The Foundation Phase learners tend to select a book and continue reading it until it is finished, giving the learners an opportunity to extensively interact verbally with what they were reading about. For example, the learners should be given story books, although, Foundation Phase teachers should try to avoid constantly, sending home new reading texts. It is better for learners to have short reading passages that they can read well and show off to their family.

2.8.4 Resources

The Government Gazette No. 30880 gives a list of recommended resources for reading which schools should endeavour to provide. Learner's books, workbooks, basic stationery (which most schools already provide), and the following are highlighted as being needed for Foundation Phase:

- ❖ Charts providing the basic vocabulary to help learners with spelling words:
- ❖ Pictures and posters for visual literacy which would serve as starting points for discussions and vocabulary development;
- ❖ Big Books with enlarged text and colorful illustrations, and
- ❖ Readers, both graded readers for group reading and real readers for pair and independent reading.

2.8.5 Lesson Plan Template

Lesson plan for the Foundation Phase

TOPIC:		LEARNING AREA.....	
GRADE:.....		DESIGNER:.....	
ESTABLISHED GOALS		STAGE 1: DESIRED RESULTS	
UNDERSTANDINGS:			
PERFORMANCE TASK		OTHER EVIDENCE	
STAGE 3: LEARNING PLAN			

2.8.6 Conclusion

During pair work, Foundation Phase teachers should start by telling learners how much time they have for each task and give regular time checks. Pairs who help each other and stay on task should be praised and pairs need time to settle and find their own solutions – it can be tempting for the teacher to get involved too quickly before learners have had time to think and show what they can do. Most learners might enjoy the atmosphere of everyone talking and working. As the teacher moves around the class observing and listening, he / she can make notes of who is comfortable together, be alert to anyone who is not included, and note any common errors, good ideas or summary points.

At the end of the task, the teacher has a role in making connections between what the learners have developed. As a teacher, select some pairs to show their work, or make summaries of the points for them. Learners in the Foundation Phase like to feel a sense of achievement when working together. The teacher does not need to get every pair to report back – that might be time consuming – but may select learners who from your observations will be able to make a positive contribution that will help others to learn. This might be an opportunity for learners who are usually shy about contributing to build their confidence.

If learners have been given a problem to solve, teachers can give a model answer and then ask them to discuss in pairs how to improve their answer. This will help them to think about their own learning and to learn from their mistakes.

APPENDIX L: LETTER FORM THE EDITOR

4 March, 2021

This is to certify that I, Dr P Kaburise, of the English Department, University of Venda, have proofread the research report, titled - **A FORMATIVE ASSESSMENT PROGRAMME ON ON-GOING PROFESSIONAL TEACHER DEVELOPMENT, ON READING, IN THE FOUNDATION PHASE OF DIKGALE AREA, LIMPOPO PROVINCE** - by Maebana Maite Elias (student number: **201316861**). I have indicated some amendments which the student has undertaken to effect, before the final report is submitted.

A handwritten signature in black ink, appearing to be 'P. Kaburise', written in a cursive style.

Dr P Kaburise (0794927451; email: phyllis.kaburise@gmail.com)

Dr P Kaburise: BA (Hons) University of Ghana (Legon, Ghana); MEd University of East Anglia (Cambridge/East Anglia, United Kingdom); Cert. Teaching English as a Foreign Language (University of Cambridge, United Kingdom); Cert. English Second Language Teaching, (Wellington, New Zealand); PhD University of Pretoria (South Africa)

APPENDIX K: INTERVENTION STRATEGY IN THE TEACHING OF READING



ENJOY THE ART OF READING THROUGH PLAYING

A GUIDE FOR FOUNDATION PHASE TEACHER

ACKNOWLEDGEMENTS

Begin to enjoy the art of reading with ME through play: A guide for foundation phase teachers - was prepared by Mr.Maebana M.E in Partnership with the University of Limpopo and the Department of Education, Limpopo Province as a resource for teachers of EFAL and Home Language in the Foundation Phase

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ENJOY THE ART OF READING THROUGH PLAY

Introduction

The current curriculum as prescribed by the (Department of Basic Education, 2011), indicates that the notion of teaching in the foundation phase should focus on the Five components of reading, namely, phonemic awareness, phonics, fluency, vocabulary and comprehension. For this reason, the intervention strategy will focus on the domain of teacher knowledge required to teach reading in the foundation phase

UNIT 1

PHONEMIC AWARENESS

1.1 Phonemic Awareness

At the end of this unit the teachers should be able to:

- Demonstrate the ability to define the concept
- Demonstrate a knowledge of making learners enjoy the art of reading through play
- Identify and address the importance of teaching phonemic awareness
- Provide relevant class activities

1.1.1 Defining Phonemic awareness

Phonemic awareness is the ability to hear, identify, and manipulate individual sounds - **phonemes** - in spoken words.

- ✓ Before foundation phase learners could learn to read print, they need to become aware of how the sounds in words work.
- ✓ **Phonemes** are the smallest units comprising spoken language. For **example**, the word 'hat ' has three **phonemes**: /h/ /a/ /t/.
- ✓ There are three main aspects of phonemic awareness: syllables, rhymes and beginning sounds.
- ✓ Foundation Phase learners need to be able to identify and manipulate these elements in order to begin reading.

1.1.2 Best teaching approach

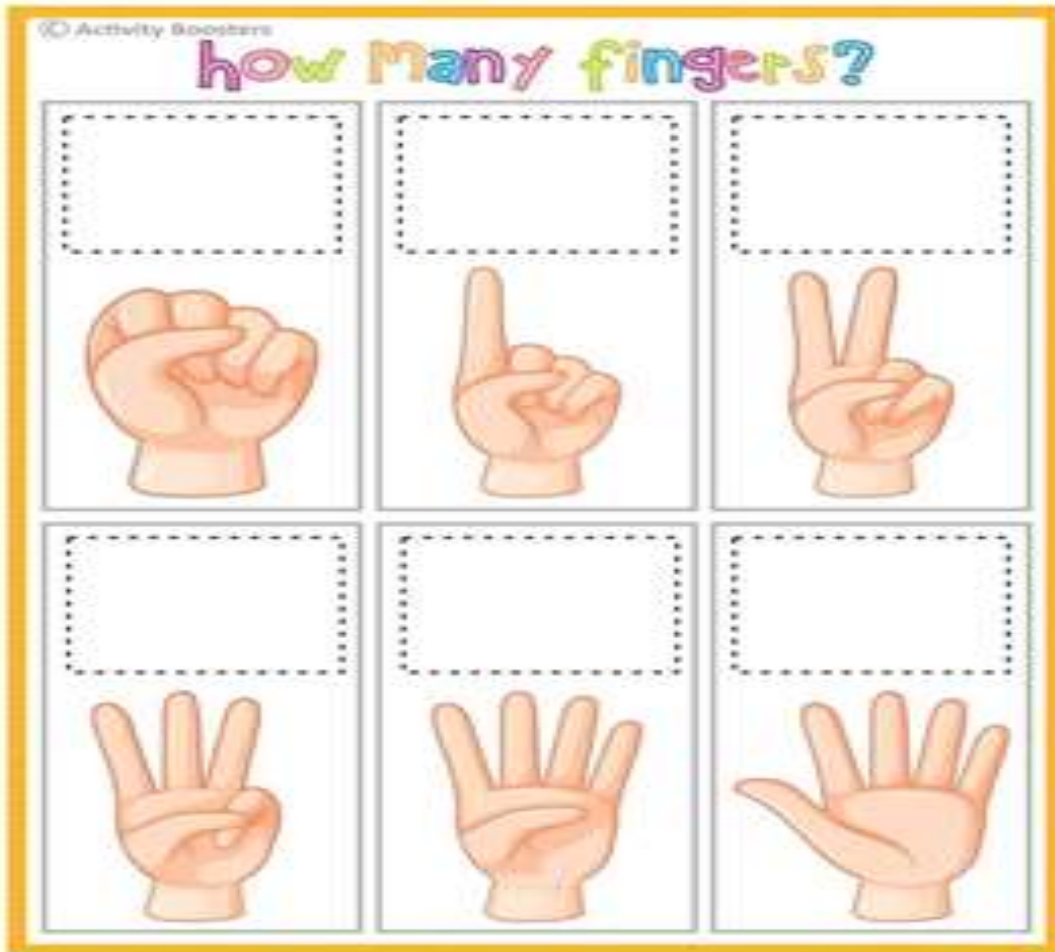
- ✓ In order to help foundation phase learners develop skills for working with syllables, their teachers can teach them to:
- ✓ Segment syllables by tapping and counting the sounds in a word.
- ✓ Work with syllables in names, for example; Dora =Do +ra and
- ✓ Work with syllables in words, for example (Sepedi Home Language) Bereka= Be +re + ka.
- ✓ Develop Rhyming and repetition of same beginning sounds in a series of words which can be developed through categorization, identification and deletion.
- ✓ Categorize differences in sounds in a series of words, for example, a learner may be given “hat”, “hit” and “hut” to examine.

- ✓ Categorize words into two collections of similar words, that is (those beginning with a /b/ sound and those ending with /ut/).
- ✓ Find similar sounds in a list of words. This activity does not require them to create a set of categories, but rather to simply identify which words sound the same. Deletion of words gives the foundation phase learners to play with words to see how they change when a phoneme is deleted.
- ✓ Take in account, what happens when /t/ is removed from the word “trap”; it brings about a different meaning altogether.
- ✓ Recognise that the three elements of phonemic awareness are supported through blending. This strategy is one that a reader uses to put all the “sound pieces” of a word together.

According to the National Framework for teaching reading in the foundation phase, the following should be considered with the foundation phase teachers:

1.1.2 The importance of teaching phonemic awareness

- ❖ Learners should be developed to close the gap and create a link between auditory perception and visual perception; for example, alphabet+ matching, then learners can be taught how to match the letters of the alphabet with what they really see on the chalkboard. The following example may serve the purpose in order clarify this point.



- ❖ The learners usually struggle to read, therefore, foundation phase teachers has the responsibility to teach them how to read their names first in words.

1.1.4 Timing

- ❖ Grade R- of the foundation phase based in the primary and pre-primary schools are different stages, especially, during Shared-Reading, Phonics, Group-Guided Reading, and, when teaching words that are unknown to the learners.

1.1.5 Assessment

Foundation phase learners can be assessed in many ways; for example, the teacher can use the clap-out syllables in a word or to clap-out a word in a sound. In addition, buttons can be used for learners to count out syllables in words.

1.1.6 Resources

- ❖ Oral activities, and written activities are from the prescribed workbooks supplied by the Department of Basic Education, Limpopo Province.
- ❖ Listening, speaking activities and body movements, for example, will be done using hands and foot movements.

1.1.7 Identifying the gaps or loopholes

- ❖ Foundation phase teachers are faced with a mammoth task of identifying all learners who experience difficulties in terms of reading in the first Grade. These include those who cannot read accurately nor hear the teacher when teaching the number of syllables in a word.

1.1.8 Mitigating effects

- ❖ Provide several activities that are full of the art of play through oral activities by clapping out syllables in words and words in sentences.
- ❖ Discourage the use of flash cards.

1.1.9 ACTIVITY 1.1 (AWARENESS OF PHONEMICS)

To be done once a week, preferably on Mondays

Activity focused on perception and auditory experiences:

Learners are required to: Draw Dora's face and describe exactly what they see on her face.

Teachers should:

- ✓ Take time and provide one instruction at a time
- ✓ Remind learners that today they are going to write about Dora's face
- ✓ Begin the task by drawing a circle-like structure on the chalkboard
- ✓ Put two eyes and a happy mouth, with huge ears
- ✓ Use different colors in order to identify the different portions on Dora's head
- ✓ Tell learners to tell their friend "this is you".
- ✓ Remind learners to write their names on the answer sheets
- ✓ Display the pictures on the wall of the classroom

UNIT 2

PHONICS

2.1 Phonics

Learning outcomes:

At the end of this unit the learners should be able to:

- Define the concept
- Demonstrate the ability to clarify the importance of teaching phonics
- Make meaning and spelling of words easier
- Identify the learners' obstacles regarding reading and provide support.
- Provide meaningful class activities

2.1.1 Defining Phonics

Phonics is a method for teaching reading and writing of the English language by developing learners' phonemic awareness - the ability to hear, identify, and manipulate phonemes - in order to teach the correspondence between these sounds and the spelling patterns that represent them.

- ✓ Foundation Phase teachers in this area should possess the knowledge of phonic and spelling that is required to explain the morphemes and orthographic systems of the words.
- ✓ Phonics builds on phonemic awareness and is about the sounds of the language and how the sounds are written down.

2.1.2 Best teaching approaches

- ✓ Step-by-step. Teachers do not need to teach the whole alphabet to get reading going.
- ✓ Word-building rocks! Word-building is the best way to teach reading and spelling.
- ✓ Teach reading and spelling together.
- ✓ Always including spelling as part of the reading lessons.
- ✓ Blending forever.
- ✓ Practice and more practice.

2. 2.3 The importance of teaching phonic

It is essential for Foundation Phase learners to learn phonics because this is the main way in which they learn to read and to spell. In addition, it is necessary to make certain that phonics does not become meaningless. A good knowledge of phonics helps learners become independent readers because they learn to work out new words on their own.

- ✓ **Phonics** instruction teaches children how to decode letters into their respective sounds,
- ✓ **Develop** a skill that is essential for them to read unfamiliar words by themselves.
- ✓ **Keep** in mind that most words are in fact unfamiliar to early readers in print, even if they have spoken knowledge of the word. Teachers can assist, for example, by
 - ❖ Introducing the learning intention and ensure that learners know that the focus of the lesson is about naming and making the common sound for the graphemes - 'r', 'h' and 'j'.
 - ❖ Introducing flashcards with the lower-case letters s 'r', 'h' and 'j' written on them. Teachers name each letter and ask students to repeat the name after each one.
 - ❖ Making the common sound for each letter and asking learners to repeat the sound.
 - ❖ Turning the letters over so they are covered and play a game of tic-tac-toe with students. When learners turn a letter over, they must name it and make the common sound. The art of reading may be repeated for multiple exposures (refer to the title of the guide)
 - ❖ Introducing a shared-reading text but ensuring that all learners have their own copies. Provide a nutshell statement of the text; for example, if using Dora's head, ensure that the story is about Dora. The teacher can say "*She loves her face and always keep her face as clean as possible. Do you think she will go to school without washing her face?*" Learners will discuss their predictions about washing and give reasons for them.

- ❖ Reading the title and the first page to learners modelling concepts of print such as left to right, return sweep, and top to bottom.
- ❖ Encouraging learners to finger track the text as they are following the reading.
- ❖ Repeating the process with the other pages and letters. A text may be chosen because it has a repeated structure.
- ❖ Asking the learners to identify repeated structure and encouraging them to join in with the reading.
- ❖ Asking learners at the conclusion of reading the text, to revisit their initial predictions then discuss and check for meaning.
- ❖ Giving students an individual set of lower-case letter flashcards and asking them to go back into the text and find the letters 'r', 'h' and 'j'. Accept initial, medial or final letter examples.
- ❖ Asking learners to use their whiteboard to record the words they have found which contain the letters 'r', 'h' and 'j':
 - Working at the point of need with each individual student. As students are writing, ask them to identify the letters and the common sounds they make.
 - Reinforcing correct letter formation, starting points and grip.
- ❖ Returning to the success criteria. Can learners name the letters 'r', 'h' and 'j'?; can they make the common sound/phoneme for each?

2.2.4 Timing

When **should children start learning phonics**? Research shows that **children** are ready to **start phonics** programmes when they have learned to identify all the letters of the alphabet – which is usually somewhere between three and four years of **age**. The teaching of phonics should begin towards the latter part of Grade R, proceeding through Grade1 to Grade 3.

2.2.5 Assessment

Assess the learners' ability to:

- ❖ Identify letter-sound relationships of single letters
- ❖ Build words by using sounds learnt in class
- ❖ Recognize consonants digraphs and their sounds, for example in (Sepedi) th, ph, hl and trigraphs such as tlh, tsh and psh

2.2.6 Resources

- ❖ Words of the alphabet
- ❖ Consonant cluster
- ❖ Flashcards
- ❖ Decodable texts

2.2.7 Identifying the gaps or loopholes

- ❖ Learners who might not recognize the relationship between letters and their corresponding sounds.
- ❖ Learners who cannot blend sounds and syllables together to form words.

2.2.8 Mitigating effects

- ❖ Ensuring that the learners can recognize both single letter sounds as well as syllables.
- ❖ Making sure that learners can blend sounds.
- ❖ Making certain that learners know exactly the meaning of the words they decode.
- ❖ Making phonics teaching, the art of reading, through play
- ❖ Developing in learners, the love of oral- language.
- ❖ Keeping in mind that Foundation Phase learners might find it hard to decode words that they do not know or have never seen before.

2.2.9 ACTIVITY 2.1

Complete the following table

FIRST GROUP			SECOND GROUP		THIRD GROUP	
1.	S	-----	Ch	-----	I	
2.	P	-----	Ck	-----	G	
3.	A	-----	E	-----	O	

4.	T	-----	H	-----	U	
5	L	-----	F	-----	L	
6.	M	-----	O	-----	F	
7.	N	-----	D	-----	B	
8	R	-----	B	-----	W	

UNIT 3

Fluency

At the end of this unit the learners should be able to:

- Define the concept
- Demonstrate the knowledge of language structure required for Foundation Phase level
- Demonstrate the importance of reading fluently
- Enable the foundation phase learners to achieve fluency in reading
- Provide relevant class activities

3.1 Defining the concept

Fluency can be defined as the ability to read with accuracy, with the necessary speed that is required for reading, with meaningful expressions and determinations. In addition, fluency can be defined as an important signal for reading with understanding. That is, when learners can read fluently, it means that instead of applying their brain power for decoding, they can turn their attention to the meaning of the text.

When learners progress to higher levels of fluency, they are able to tap into metacognitive strategies. This means that they can visualize, question, and interpret what they are reading, and they can think about their own feelings and opinions while reading text. Fluency develops gradually over time and through practice. At the earliest stage of reading development, oral reading is slow and labored because learners are just learning to "break the code" – to attach sounds to letters and to blend letter sounds into recognizable words.

3.2 Best approach

Fluency is a stage of development and it changes, depending on what readers are reading, their familiarity with the words, and the amount of practice with a reading text. Even very skilled readers may read in a slow, labored manner when reading

texts with many unfamiliar words or topics. For example, readers who are usually fluent may not be able to read technical material fluently, like a story book.

It is important to note that fluency instruction should be with a text that the learners can read at their independent level. It is at this level where they can practice on speed and expression rather than decoding. Reading fluency is composed of 3 main components - Speed, Accuracy, and Prosody.

3.3 The importance of teaching fluency

Fluency in reading is important because it is regarded as a link between decoding and comprehension.

- ✓ There exists a strong relationship fluency and reading with comprehension
- ✓ Becoming a good fluent reader, results in one becoming a good reader.
- ✓ When young readers become more accurate in reading, they begin to decode letter sounds and words more quickly.
- ✓ Foundation Phase teachers need to develop their learners to be fluent readers by the end of Grade 3.

3.4 Timing

Fluency work should start by the middle of Grade 1, and more attention should be given to reading in Grades 2 and 3.

3.5 Assessment

- ✓ Informally assessing learners' ability to read a text with accuracy, loudly and with pace.
- ✓ Foundation phase teachers may listen to the learner reading a text aloud during group-guided reading sessions.
- ✓ Giving them a passage to read (at least three to four paragraphs long)
- ✓ Allocating one and half minutes for them to read a text.

- ✓ Keeping a record of the words they incorrectly read
- ✓ Subtracting the number of errors from the total number of words within the allocated time
- ✓ Finally keeping a record of their scores.

3.6 Resources

- ❖ NECT Toolkit
- ❖ EGRA Toolkit
- ❖ Graded Readers
- ❖ Reading Cards
- ❖ Story Books

3.7 Identifying the gaps/loopholes

- ✓ The learners' pace of reading
- ✓ Inability of the learners to read fluently
- ✓ Lack of reading with meaningfulness

3.8 Mitigating effects

- ❖ Foundation phase teachers should keep in mind that the aim of reading is to enable learners to read fluently and with understanding, although, this does not mean that speed is all that matters.
- ❖ Focusing on accuracy, intonation and speed, which might increase with regular practice

3.9 Activity 3.1

Foundation Phase teachers may ask learners to bring along any book of their choice, for example, a novel, story book, magazine, or a newspaper. Let them read any point of their choice and the teacher may create his/her own marking grid or rubric

CRITERIA	1	2	3	4
Accurately read with intonation speed				
Read with intonation				
Read speed				
Read with minimal speed and intonation				
Read without understanding and meaningfulness				
Needed attention				

UNIT 4

Vocabulary

Learning outcomes:

At the end of this unit the learners should be able to:

- Define the concept
- Demonstrate their ability to read with vocabulary appropriate to the Foundation Phase
- Demonstrate the importance of vocabulary in the Foundation Phase
- Provide relevant class activities

4.1 Define the concept

Vocabulary refers to the knowledge of words in a language. The process of vocabulary acquisition includes the form, their meaning and their use. Vocabulary knowledge can be measured in terms of size and depth.

4.2 Best approach

Vocabulary building describes what effective teachers do in their classrooms to engage learners in intellectually challenging work. It provides an overview of the learning cycle and breaks it down into domains or phases of instruction

The use of books is regarded as a powerful way for learners to learn new words and to grasp them at a fast rate.

- ✓ Vocabulary is an important focus of literacy teaching and refers to the knowledge of words, including their structure (morphology), use (grammar), meanings (semantics), and links to other words (word/semantic relationships).
- ✓ Oral vocabulary refers to words that children can understand or use while speaking and listening.
- ✓ Oral vocabulary is closely related to their reading vocabulary, which is the words that children can recognize and use in their reading.

4.3. The importance of vocabulary

Vocabulary is found in the middle, between spoken and written language, therefore, it is necessary as it enables learners to pronounce words correctly.

- ✓ Through vocabulary knowledge, learners can break-down words into syllables;
- ✓ Recognize the meaning of words
- ✓ Use words effectively in speech and in writing

The more words learners in the Foundation Phase know, the better their listening, understanding and reading with meaning will be.

4.4 Timing

Vocabulary building can be both incidental and explicit.

- ✓ Incidental vocabulary begins when the child is born and the mother of the newly born baby start to talk with the child in many different styles, such as singing songs, among others.
- ✓ Explicit vocabulary begins in schools when the learners are admitted in Grade R and continues throughout their schooling.
- ✓ Foundation phase teachers are faced with a huge task of developing learners' vocabulary on continuous basis.

4.5 Assessment

One way to assess vocabulary is to ask a person the definition of the word. This means that if a teacher assigns learners a list of vocabulary words to learn, the easiest way to assess whether learners have mastered these new vocabulary is to give them a closed-book test in which they must provide the definitions, places where such terms can be found and many other challenging questions.

4.6 Resources

- ❖ A print-rich classroom that fosters word learning
- ❖ Vocabulary charts
- ❖ Reading corner with different books
- ❖ Phonic Word Flash Cards and vocabulary word flash cards on the word wall

4.7 Identifying the gaps/loopholes

Learners might not always use full sentences as expected. Identify those learners who have a limited range of words when speaking. Learners might be decoding well when reading aloud, however, with minimal amount of reading with comprehension.

4.8. Mitigating effects

The process of teaching and learning should be interesting and stimulating by creating the art of reading through playing. Foundation Phase teachers should ensure that the classroom environment is safe and secured enough for learners to feel at home, where they can display and enjoy the art of reading through play, all day long.

4.9 ACTIVITY 4.1

Demonstrate your knowledge and understanding by responding to the following as indicated on the table that follows:

	Name	Place where they are found	What they feed on
1.	Frog		
2.	Fish		
3.	Snail		
4.	Snake		
5.	Elephant		
6.	Lion		
7.	Zebra		
8.	Giraffe		
9.	Monkey		
10.	Lizard		

UNIT 5

Comprehension

At the end of this unit the teachers will be able to:

Define the concept

Demonstrate the ability to apply linguistic concepts, such as pragmatic and syntax knowledge

Demonstrate the importance of teaching comprehension in the foundation phase

Provide meaningful class activities

Explain accompanying concepts to be dealt with in the teaching of reading in the Foundation Phase

5.1 Defining the concept

Comprehension can best be described as the pillar, the heart and the soul of reading. Learners, teachers, academic and professional all read for a specific purpose of understanding. In addition, comprehension involves the ability to process the text, understand the meaning and integrate the information with what the reader already knows. Comprehensive reading refers to the process whereby readers use the different kinds of knowledge and skills to make sense out of the text they have read.

5.2 Best Approaches

Research studies on reading and comprehension have shown that highly proficient readers utilize several strategies to comprehend various types of texts, and these strategies can be used by less-proficient readers in order to improve their comprehension.

Making Inferences: In everyday terms we refer to this as “reading between the lines”. It involves connecting various parts of texts that are not directly linked in order to form a sensible conclusion. The following will be used for the purpose of intervention in comprehension.

5.2.1 Planning and Monitoring:

- ✓ This strategy centres on the reader's mental awareness and their ability to control their comprehension by way of awareness.

- ✓ By previewing text (via, table of contents, summaries and others) one can establish a goal for reading-“what do I need to get out of this text?”
- ✓ Questions: To solidify one's understanding of passages of texts, readers inquire and develop their own opinion of the author's writing, character motivations, relationships, among others.
- ✓ This strategy allows one to be completely objective, in order to find various meanings within the text.

5.2.2 Determining Importance:

- ✓ Pinpointing the important ideas and messages within the text.
- ✓ Readers are taught to identify direct and indirect ideas and to summarize the relevance of each.

5.2.3 Visualizing

- ✓ With this sensory-driven strategy, readers form mental and visual images of the contents of text.
- ✓ Being able to connect visually allows for a better understanding of the text through emotional responses.

5.2.4 Synthesizing

- ✓ This method involves marrying multiple ideas from various texts in order to draw conclusions and make comparisons across different texts, with the reader's goal being to understand how they all fit together.

5.2.5 Making Connections:

- ✓ A cognitive approach also referred to as “reading beyond the lines”, which involves - (a) finding a personal connection to reading, such as personal experience, previously-read texts to help establish a deeper understanding of the context of the text; (b) thinking about implications that have no immediate connection with the theme of the text.

5.3. Importance of Comprehension

Comprehension techniques or methods should be taught throughout the Foundation Phase band. Learners in this phase should be familiarized with the application of comprehension strategies throughout their stay in the phase

5.4. Timing

Comprehension strategies should be taught throughout the foundation phase level in the primary schools, starting from Grade R- Grade 3.

- ✓ Learners in this phase should be familiarized with comprehension strategies, for example, storytelling can be used to explain a particular event or situation in shared-reading or in a group-guided reading sessions.
- ✓ Learners in this phase might be taught to practice and identify story structure elements during paired and guided-reading sessions.
- ✓ Finally, learners can develop a habit of independent reading.

5.5. Assessment

Teachers should assess learners' ability to identify story elements through the following:

- ✓ Story narrations
- ✓ Descriptions of characters in the story
- ✓ Sequence of events in the story
- ✓ Problem identification in the story
- ✓ Resolution of the problem in the story
- ✓ Explanation of the idea of the story

5.6. Identifying the gaps/loopholes

Foundation Phase learners might experience problems in terms of remembering the main ideas in the story. In addition, they may encounter problems in terms of identifying the main elements in a story; this may be in the form of seeing what is important and what is not important.

5.7 Mitigating effects

The teachers in this phase should on regular basis conduct remedial teaching in order to remind the learners about what was done the previous days so that they can have a thorough understanding of the content under study.

5.8 Resources

Foundation Phase learners should always be creative in their classrooms. Their creativity should be valued and should not be undermined. The following should be found in the classrooms:

- ✓ Posters
- Flash cards

5.9 CONCLUDING REMARKS

The teaching of reading in the Foundation Phase is essential as it is in this phase where the entire process of teaching and learning begins. Teachers in this Phase are, therefore, faced with a serious challenge to do an excellent job. Their work could be made easier if they turn the whole process into play-like situation, whereby learners should learn through play in their classrooms. Teachers must bear in mind that the Department of Basic Education is responsible for monitoring and evaluation and the supply of study material in the schools. Workbooks have a considerable large volume of information in the form of stories to be used during, shared reading and group-guided reading. Many books may be made available in the libraries; teachers should make use of them, in order to enhance the love of reading in the learners.

Hope this guide will be of great use to you all.