

**A CASE STUDY: TRACING THE DEVELOPMENT OF EMERGENT  
LITERACY IN A GRADE R CLASS**

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## ABSTRACT

The introduction of the new curriculum in South Africa has introduced a new approach to literacy in the early years of the Foundation Phase (Grade R – 1), which has a strong emphasis on emergent literacy. The National Curriculum Statement (NCS) for English – Home Language describes this approach as balanced “because it begins with children’s emergent literacy, it involves them in reading real books and writing for genuine purposes, and it gives attention to phonics”. For many teachers in South Africa, this means moving away from the “reading readiness approach” which held that children were not ready to read and write until they were able to perform sub-skills such as auditory discrimination and visual discrimination, and had developed their fine and large motor skills to a certain level.

The purpose of this study was to trace and document children’s emergent literacy development in a Grade R class over a period of two months. More specifically, the intention was to investigate whether it was possible for trained, motivated teachers who have access to everyday resources in otherwise ordinary South African schools, to achieve the Assessment Standards set out in the NCS for Home Language in Grade R. In this school-based case study, the sample consisted of 4 children from 1 pre-school in Queenstown, South Africa. The participants were selected according to gender and language because these appear to be significant factors in literacy development. The interpretive approach was used to collect and analyse data. Data were gathered from three main sources; (1) a research journal, (2) semi-structured interviews with the parents of the 4 participants, and (3) samples of the participants’ spontaneous writing. These were then triangulated to give credibility, objectivity and validity to the interpretation of the data.

The findings revealed that: (1) Social class, language and to a lesser extent gender emerged as factors which impacted significantly on the children’s literacy development, resulting in some children progressing more quickly than others. In South Africa, language is an indicator of social class. The English-speaking children had a socioeconomic and language advantage which enabled them to make considerable strides in their literacy development. In contrast, the Xhosa-speaking children were disadvantaged by their socioeconomic and language circumstances, which made their literacy progress much slower. (2) The disparities between the English and Xhosa-speaking children in terms of the stability and structure of their families, had a considerable impact on their literacy performance. (3) Finally, teachers in English medium classes need to be aware of these factors. They need to design strategies and interventions to help those children who are learning in their additional language to achieve at similar levels to their English-speaking peers. If this is not done, the gap between the literacy achievements of the English-speakers and speakers of other languages will get wider and wider as time goes by.

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Finally, my children Carolyn and Mark, for their unyielding support and patience through two long years.

## DECLARATION OF ORIGINALITY

I, JENNIFER ADELÉ HODGSKISS declare that this assignment is my own work written in my own words. Where I have drawn on the words or ideas of others, these have been acknowledged using complete references according to Departmental Guidelines.

.....  
(Signature and Date)

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(Student Number)

## TABLE OF CONTENTS

ABSTRACT	ii
ACKNOWLEDGEMENTS	iii
DECLARATION OF ORIGINALITY	iv
TABLE OF CONTENTS	v
CHAPTER 1 – INTRODUCTION	
1.1. Introduction	1
1.2 Context of Study	1
1.3 General Background of the research and the research site	2
1.4 Research Goal	4
1.5 Overview of the thesis	5
CHAPTER 2 – LITERATURE REVIEW	
2.1 Introduction	6
2.2 The concept of Emergent Literacy	6
2.3 Changes in the curriculum	8
2.4 Challenges for teachers	9
2.4.1 Teacher’s attitudes	9
2.4.2 Availability of resources	9
2.4.3 Social constraints	9
2.4.4 Formal teaching	9
2.4.5 Professional development	10
2.5 Constructivism as a theoretical foundation for emergent literacy	10
2.6 The social dimensions of literacy – literacy as a social experience	11
2.7 The beginnings of literacy: The first five years	12
2.7.1 Language development	13
2.7.2 Phonological awareness	15
2.7.3 The role of working memory in learning to read and write	17
2.7.4 Encounters with print: the case of bilingual communities	18
2.7.5 Gender as a factor in learning to read and write	19
2.8 How the teacher might support Emergent Literacy in the classroom	20
2.8.1 Major principles and teaching emphasis	21
2.9 Tracing and documenting children’s emergent literacy	22
2.9.1 Birth to three-year-old accomplishments	23
2.9.2 Four- to five-year-old accomplishments	24

2.9.3 Accomplishments of six-year-old children	25
2.9.4 Grade R curriculum: Assessment Standards for Learning Outcome 3: Reading and Viewing and Learning Outcome 4: Writing	26
2.10 Conclusion	28
CHAPTER 3 – RESEARCH METHODOLOGY	
3.1 Introduction	29
3.2 Research goal	29
3.3 Choice of approach	29
3.3.1 The Interpretive Paradigm	29
3.3.2 Qualitative Research	30
3.4 Methods	31
3.4.1 A case study	31
3.5 Sampling	33
3.5.1 Literature and nature of sampling	33
3.5.2 The sample itself	34
3.5.3 Criteria and reasons for sample	34
3.6 Techniques and methods of data collection	35
3.6.1 Observation	35
3.6.2 Interviews	37
3.6.3 Document analysis	38
3.7 Key issues in research	39
3.7.1 Triangulation	39
3.7.2 Ethical responsibilities	39
3.8 Data analysis	40
3.9 Limitations	41
3.10 Conclusion	42
CHAPTER 4 –DATA ANALYSIS	
4.1 Introduction	43
4.2 Description of context	43
4.3 The teaching focus during the two-months of observation	44
4.4 Description of the research participants	47
4.5 Biographical description of the research participants and a narrative account of their engagement with literacy during the research period	49
4.5.1 Michelle	49
4.5.2 Jack	51
4.5.3 Asa	54
4.5.4 Mihle	56
4.6 Presentation and comparison of data	58

4.6.1 Factors that were common to all four children	58
4.6.2 Aspects of literacy development that were similar for all the children	58
4.6.3 Gender: Similarities and differences between girls and boys	59
4.6.3.1 Similarities between the girls	59
4.6.3.2 Similarities between the two boys	59
4.6.3.3 Differences between girls and boys	60
4.6.4 Language: Similarities and differences between children who speak English as home language and English as first language	61
4.6.4.1 Similarities between two children who speak English as home language	61
4.6.4.2 Similarities between two children who speak English as first additional language	61
4.6.4.3 Differences between children who speak English as home language and English as first additional language	62
4.7 Conclusion	63
CHAPTER 5 – DISCUSSION AND CONCLUSION	
5.1 Introduction	64
5.2 Discussion	64
5.2.1 Significant factors that appear to promote literacy achievement	64
5.2.2 Social class	65
5.2.3 Emotional upheaval and distress	65
5.2.4 Language	66
5.2.5 Self-efficacy	68
5.2.6 Gender	69
5.2.7 Conclusion	69
5.3 Potential value of the study	70
5.4 Limitations	71
5.5 Recommendations	72
REFERENCES	73
APPENDICES	
Appendix 1 – Example of a flipchart	80
Appendix 2 – Interview Questions	81
Appendix 3 – Letter of permission to SGB and principal & consent form	82
Appendix 4 – Letter of permission to parents/guardians & consent form	84
Appendix 5 – Letter to all parents to use photos & consent form	86
Appendix 6a – Transcription of interview with Michelle’s mother	88
Appendix 6b – Transcription of interview with Jack’s parents	91
Appendix 6c – Transcription of interview with Asa’s grandmother/guardian	96

Appendix 6d – Transcription of interview with Mihle’s grandmother/guardian	101
Appendix 7a – Journal entries – Michelle	105
Appendix 7b – Journal entries – Jack	113
Appendix 7c – Journal entries – Asa	123
Appendix 7d – Journal entries – Mihle	129
Appendix 8a – Tables of Indicators of emergent literacy - Results by student	133
Appendix 8b – Table of Indicators of emergent literacy - Summary of totals	137
Appendix 9a – Red class newsletter 3	139
Appendix 9b – Red class newsletter 4	140
Appendix 9c – Red class newsletter 5	141
Appendix 10a – Pictures of Letterland characters	142
Appendix 10b – Names of Letterland characters	143
Appendix 11 – Example of child’s writing – painting words	144
Appendix 12 – Example of child’s writing – Michelle’s attendance register	145
Appendix 13a – Example of child’s writing – Jack’s understanding of print orientation (portrait)	146
Appendix 13b – Example of child’s writing – Jack’s understanding of print orientation (landscape)	147
Appendix 14 – Environmental print – Jack’s observation of a comic strip	148
Appendix 15a – Example of a child’s writing – Sample of Jack’s writing done at home (page 1)	149
Appendix 15b – Example of a child’s writing – Sample of Jack’s writing done at home (page 2)	150
Appendix 16a – Example of a birthday invitation	151
Appendix 16b – Example of child’s writing – Asa’s attempts at copying a birthday invitation	152
Appendix 17 – Example of child’s writing – Deterioration of Mihle’s writing	153
Appendix 18 – Example of child’s writing – Mihle’s drawing brought from home	154
Appendix 19 – Example of child’s writing – Copying words from resources in the classroom (Mihle)	155
Appendix 20 – Example of child’s writing – Mihle’s understanding of print orientation (portrait and landscape)	156
Appendix 21 – Example of child’s writing – Copying Letterland characters (Mihle)	157
Appendix 22 – Example of child’s writing – Copying the Letterland alphabet (Mihle)	158

## LIST OF TABLES AND FIGURES

### Maps

Map 1 – Queenstown: CBD and residential areas	2
Map 2 – Queenstown: Residential areas of participants	47

### Graphs

Graph 1 – Gender: Comparison of girls	59
Graph 2 – Gender: Comparison of boys	60
Graph 3 – Gender: Comparison between girls and boys	61
Graph 4 – Language: Comparison between English speakers and Xhosa-English bilinguals	62

### Photos

Photo 1 – Print conventions: Directionality of print	3
Photo 2 – Collecting data using clip-boards	3
Photo 3 – Introducing children to environmental print	3
Photo 4 – Classroom organisation: The book corner	44
Photo 5 – The teacher’s role: Fostering children’s interest and enjoyment in writing	44
Photo 6 – The teacher’s role: Fostering children’s interest and enjoyment in reading	44
Photo 7 - The teacher’s role: Establishing a print-rich classroom environment	45
Photo 8 - The teacher’s role: Establishing a print-rich classroom environment	45
Photo 9 – The teacher’s role: Drawing children’s attention to various text forms	45
Photo 10 – The teacher’s role: Providing children with opportunities to experiment with written language	46
Photo 11 – The teacher’s role: Arranging firsthand experiences to expand children’s vocabulary e.g. the local hospital	47
Photo 12 - The teacher’s role: Arranging firsthand experiences to expand children’s vocabulary e.g. a local eating-house	48
Photo 13 – Reading booklet received in ‘goodie bag’ after outing to local eating house	52
Photo 14 – Physical development: Making letters of the alphabet with random objects from the classroom	53
Photo 15 – Using classroom resources for literacy development	53

### Tables

Table 4.4.1 – Profile of four Grade R learners	47
Table 4.4.2 – Home Context: Access to literacy in English	48

## CHAPTER 1 INTRODUCTION

### 1.1 Introduction

This chapter introduces the reader to my study on tracing the development of emergent literacy in a Grade R classroom. In order to place the study in context, section one provides the relevant background of the investigated phenomenon. Section two deals with the general background of the research and the research site. Section three focuses on the research goal while section four presents an overview of the research.

### 1.2 Context of the study

South Africa's democratic government inherited a divided and unequal system of education which prepared children in different ways for the positions they were expected to occupy in social, economic and political life under apartheid. Curriculum change in post-apartheid South Africa started immediately after the election in 1994 when the National Education and Training Forum began a process of syllabus revision. The purpose of this process was to lay the foundations for a single national core syllabus, which would meet the common needs of all South African children (NCS Overview 2002: 4).

The curriculum aims to develop the full potential of each learner as a citizen of a democratic South Africa. It seeks to create a lifelong learner who is confident, independent, literate, numerate and multi-skilled, compassionate, with a respect for the environment and the ability to participate in society as a critical and active citizen (NCS Overview 2002: 8).

The introduction of the new curriculum in South Africa has brought about a new approach to literacy in the Foundation Phase (Grade R-3), which has a strong emphasis on emergent literacy. The Revised National Curriculum Statement (NCS) for English – Home Language describes the approach as balanced “because it begins with emergent literacy, it involves the learners in reading real books and writing for genuine purposes, and it gives attention to phonics”. It continues by saying, “These are the things learners need to know and do in order to learn to read and write successfully (Department of Education 2002: 9).”

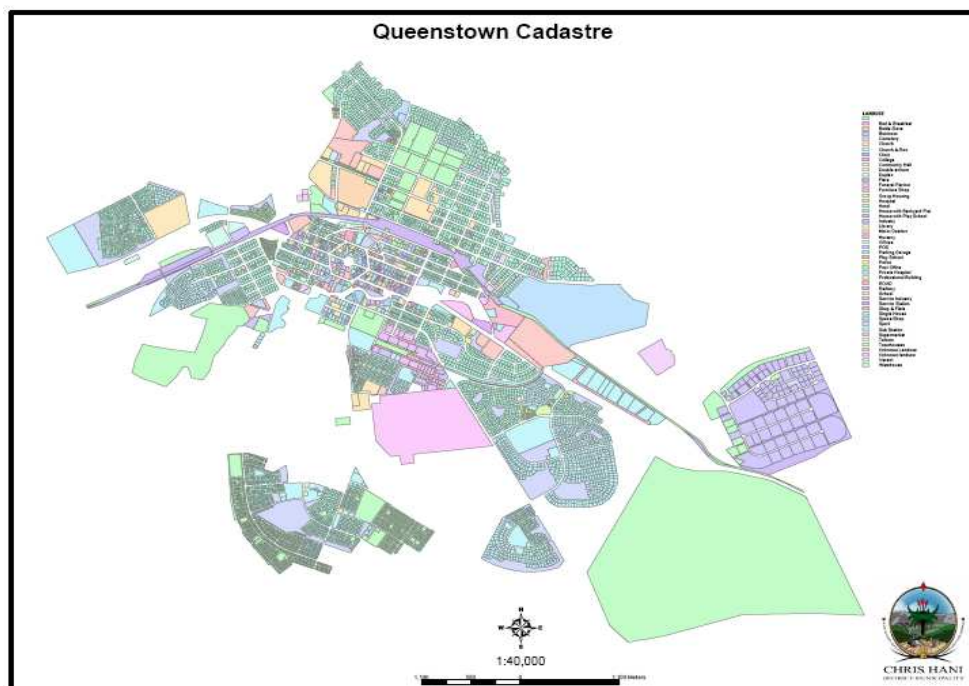
The concept of emergent literacy had its origins in Anglophone countries (e.g. New Zealand, Australia, Britain) in the 1970s, when researchers began to challenge traditional reading readiness attitudes and practices. One of the pioneers in examining young children's reading and writing was a New Zealand researcher, Marie Clay (Teale & Sulzby, 1986). Clay (1966) first introduced the term *emergent literacy* to describe the behaviours seen in young children when they used books and writing materials to imitate reading and writing activities, even though the children could not actually read and write in the conventional sense (Ramsburg, 1998). Whereas the concept of reading readiness suggested that there was a physical and neurological point in time when children were

ready to learn to read and write, emergent literacy suggested that there were continuities in children's literacy development between early literacy behaviours and those displayed once children could read independently (Idaho centre on Development Disabilities, 1996).

In recent years the concept of emergent literacy has been gradually replacing the notion of reading readiness. Many facets of emergent literacy have received the attention of researchers and have been widely reported. There has been a strong advocacy of acknowledging what the child is able to do, how the contexts of his/her life influence this and how parents and preschools can interact with the child's learning (Clay, 1991: 28).

### 1.3 General background of the research and the research site

I am a qualified, experienced Grade R teacher at the Lukhanji Preschool<sup>1</sup> in Queenstown, Eastern Cape Province. The Lukhanji Pre-primary School is an urban preschool situated in Queenstown. It has four classes – three for Grade R (5 – 6 year olds) and one for Grade 0 (4 – 5 year olds) and a staff complement of ten (4 teaching staff and 6 non-teaching). The school aims to provide a comprehensive school-readiness programme to 120 boys and girls who hail from Queenstown and the local townships, namely, Mlungisi and Ezibeleni (see Map 1 below). The main reason for parents placing their children in this English school is to expose them, at a young age, to a high quality education and standard of English. On the whole, the learners come from middle-class families where both parents work. The school is well-resourced and is well-managed.



**Map 1: Queenstown - CBD and residential areas**

<sup>1</sup> For ethical reasons, the name of the school is a pseudonym (see Chapter 3 for further details).

My interest in emergent literacy began when in 2003 the school purchased the Outcomes-based Education Grade R Learning Programme written by Dr E.M. Calitz. As it happened, she was one of my lecturers when I studied for the Higher Education Diploma (Pre-primary) by distance education through the University of Pretoria in 1985. The school used this outcomes-based programme to plan and implement the Grade R curriculum on a daily basis. The programme has a strong focus on emergent literacy, e.g. discussing the date and writing it down on a flipchart every day (see Appendix 1), writing the learners' news down, writing the learners' names in the left corner of their creative work, telling the children we always start writing on the left-hand side (see Photo 1), talking about letters in words that are the same as letters in their names, etc. The activities that triggered my interest the most, were giving children clipboards (see Photo 2) and encouraging them to gather "data" (e.g. "Who likes dinosaurs?") without the teacher being tempted to help them do the task and introducing them to environmental print (see Photo 3).



**Photo 2**



**Photo 1**



**Photo 3**

A year later, Dr Calitz presented a course on Curriculum 2005 and Outcomes-based Education in Queenstown which further fuelled my passion for emergent literacy. It dawned on me that Grade R teachers underestimate the intellectual ability and curiosity of young children with regard to emergent literacy. I also became aware of the following very important points about the young child's developing knowledge of written language:

- Children have a powerful capacity for controlling their own learning, developing their own theories about written language, and acting strategically in the implementation of their beliefs.
- They do so with considerable help but little instruction from parents. They have little fear, or expectation of failure; they expect to be able to write and they expect their efforts to be taken seriously.

- Being in a literate environment is a powerful aid to children’s learning; and being able to see adults use language and literacy in a wide variety of ways provides opportunities for reflection on the nature and purpose of written language (Wray, Bloom & Hall, 1989: 34).

To sum up, I realised my role as a Grade R teacher was to provide the children in my class “with opportunities to observe repeated demonstrations of the acts of reading, and opportunities to observe the acts of writing”. (Clay, 1991: 34)

The notion of emergent literacy poses challenges for many South African teachers who believe in the reading readiness approach, and I observed this with regard to my colleagues. The readiness perspective implies that until young children reach a certain stage of maturity, all exposure to reading and writing, except perhaps being read stories, is waste of time or even potentially harmful. This viewpoint also advocates that conventional literacy skills, e.g. auditory -discrimination and visual discrimination, should be taught in preschool so that children are ready for the first-grade curriculum when they enter Grade 1. As a consequence, many South African teachers believe it is neither possible nor desirable for very young (Grade R) children to engage in literacy activities.

Having experienced my colleagues’ resistance to implementing the new Grade R curriculum in their classes, I became aware of other issues relating to emergent literacy in my region of the Eastern Cape Province. Amongst others:

- The National Department of Education has introduced an official Grade R curriculum for the first time, and teachers are required to implement and assess using this curriculum.
- However, Grade R teachers do not have the knowledge or skills to implement the new curriculum as stipulated in the NCS policy document. The reason for this is that the Department of Education has presented numerous workshops on the implementation of Outcomes-based Education for teachers but none on how to implement the new approach to literacy in the Foundation Phase.

#### **1.4 Research goal**

As a Grade R teacher who had the good fortune to study on the Master of Education (English Language Teaching) course and because very little research has been done on emergent literacy in South Africa, I wanted to explore the topic in more depth and become more knowledgeable.

The research goal:

- To trace and document children’s emergent literacy development in a Grade R class over a period of two months.

More specifically, the intention was to investigate a group of learners who have access to a text-rich environment and an informed, motivated teacher. I wanted to find out whether it is possible for a trained, motivated teacher who has access to everyday resources in an otherwise ordinary South

African school, to achieve the Assessment Standards set out in the NCS for Home Language in Grade R. Gender and language are taken account of in my research design because they appear to be significant factors in literacy development.

## **1.5 Overview of the thesis**

This section provides an outline of the thesis which comprises five chapters.

The present chapter describes the context of the research, provides reasons for conducting the research and states the research goal.

Chapter Two gives an overview of the relevant literature which explains the key concepts and principles of emergent literacy. The main themes to be dealt with are: firstly, an explanation and discussion of emergent literacy and its place in the new curriculum; secondly, how the teacher might support emergent literacy in the classroom, and; thirdly, how the teacher can assess emergent literacy.

Chapter Three provides an overview of the research methodology selected for this study and the rationale for the choices made. The findings of this research are reported in Chapter Four.

Finally, Chapter Five discusses the findings in the light of the literature reviewed. Particular attention is given to central themes and constructs, namely, clusters of advantages and disadvantages, motivation and self-efficacy, language and gender differences and phonological awareness. Thereafter, the focus shifts to the conclusions drawn, limitations, recommendations and suggestions for further research.

## CHAPTER 2 LITERATURE REVIEW

### 2.1 Introduction

This chapter has three main sections which aim to explicate the principles of emergent literacy. They are:

- An explanation and discussion of emergent literacy and its place in the new curriculum
- How the teacher might support emergent literacy in the classroom
- How the teacher can assess emergent literacy

The chapter draws on literature describing research carried out in mainly Anglophone, western countries such as Britain, Australia and the United States. It tends to assume that learners are acquiring literacy in their home language. This is not the case for many learners in South Africa, but there is a paucity of research literature describing their development.

### 2.2 The concept of Emergent Literacy

Prinsloo and Stein (2004: 68) state that the influences of behaviourism as well as versions of Piaget's modelling of cognitive stages, led researchers and educators to conceive of reading as the acquisition of a series of discrete perceptual skills, particularly that of phonics-recognition, preceded by a range of perceptual and response skills which could be taught/acquired and mastered by children in sequence. They continue by saying an emphasis on what became known as "reading readiness" and phonics-based instruction intermittently dominated early research and educational thinking for much of the 20<sup>th</sup> century into the 1980s (Chall, 1967; Piaget, 1962; Adams, 1990; Crawford, 1995). They concur that such "reading readiness" and skills-based models continue to be influential in teacher education in South Africa and in the working theories of many South African school-teachers (Prinsloo & Bloch, 1999).

Starting in the 1970's researchers began to challenge traditional reading readiness attitudes and practices. One of the pioneers in examining young children's reading and writing was a New Zealand researcher, Marie Clay (Teale & Sulzby, 1986 as cited in Ramsberg, 1998). Clay (1966) first introduced the term *emergent literacy* to describe the behaviours seen in young children when they used books and writing materials to imitate reading and writing activities, even though the children could not actually read and write in the conventional sense. Whereas the concept of reading readiness suggested that there was a point in time when children were ready to learn to read and write, emergent literacy suggested that there were continuities in children's literacy development between early literacy behaviours and those displayed once children could read independently (Idaho centre on Development Disabilities, 1996 as cited in Ramsberg, 1998).

Ramsberg (1998: 1) mentions that Clay (1975) also emphasized the importance of the relationship between writing and reading in early literacy development. Until then, it was believed that children must learn to read before they could write.

Ramsberg (1998: 1-2) reports that from the growing body of research on literacy development, Clay's concept of emergent literacy has evolved to include several elements:

- Literacy development begins before children start formal instruction in primary school (Teale & Sulzby, 1986 as cited in Ramsberg, 1998). For example, by age 2 or 3 many children can identify signs, labels and logos in their homes and in their communities.
- Reading and writing develop at the same time and in an interrelated way in young children rather than sequentially. Literacy involves listening, speaking, reading and writing abilities (aspects of both oral and written language).
- The functions of literacy (such as knowing that letters spell words and knowing that words have meaning) have been found to be as important a part of learning about reading and writing during early childhood as the forms of literacy (such as naming specific letters or words).
- Children have been found to learn about written language as they actively engage with adults in reading and writing situations; as they explore print on their own; and as they observe others around them engaged in literacy activities (Teale & Sulzby, 1986 as cited in Ramsberg, 1998).
- Children have been found to pass through general stages in literacy development in a variety of ways and at different ages (Teale & Sulzby, 1986 as cited in Ramsberg, 1998)).

In the three decades since Clay first introduced the term, an extensive body of research has expanded our understanding of emergent literacy. Emergent literacy suggests that the development of literacy is taking place within the child. It also suggests that it is a social practice and gradual process which takes place over time (Hall, 1987). Emergent literacy promotes the notion that children become literate by being surrounded by print, by seeing people interact with print in a social context and by interacting with print themselves. Value is placed on the child's interaction with literacy at home e.g. being read to, saying rhymes, etc.; it is recognised that all children bring concepts about literacy to school with them.

In countries such as Britain and Australia, the concept of emergent literacy has gradually replaced the notion of reading readiness. Clay (1991: 28) states many facets of emergent literacy have received the attention of researchers and have been widely reported. Clay (1991: 28) reports there has been strong advocacy of acknowledging what the child is able to do (Donaldson, 1978 as cited in Clay, 1991: 28)), how the contexts of his/her life influence this (Harste, Burke & Woodward, 1984 as cited in Clay, 1991: 28) and how parents and preschools can interact with the child's learning (Morrow L.M, 1990 as cited in Clay, 1991: 28).

The concept of emergent literacy has had a significant impact on the way teachers approach the teaching of literacy in early childhood programmes in Western Anglophone countries. The theory of

emergent literacy has virtually redefined the field of literacy and has made parents and teachers aware that the term reading readiness no longer describes adequately what is happening in the literacy development of young children (Teale, 1986).

However, in South Africa, Carole Bloch, the pre-eminent researcher in the field of emergent literacy in this country, claims that “opportunities for developing great learning powers which children have are diluted or lost (Bloch, 1997: 35)” because teachers are locked in the reading readiness approach.

Bloch (Murray, 2005: 1) maintains young children learn to write when:

- They realize they can use writing to achieve something they want to achieve.
- They are given opportunities to write for real reasons in the language or languages they feel at home with.
- Their attempts are recognized as worthwhile by the important people in their lives.
- They interact with experienced writers who act as models or mentors.

### **2.3 Changes in the curriculum**

The introduction of the new curriculum in South Africa has brought about a new approach to literacy in the early years of the Foundation Phase (Grade R – 1), which has a strong emphasis on emergent literacy. It advocates that, “The classroom should be a place that celebrates, respects, and builds on what learners already know” (Department of Education 2002: 9). It recognizes that children “begin to develop written language from the moment they are exposed to reading and writing at home, in the environment around them, and during their preschool years (Department of Education, 2002: 10).”

The National Curriculum Statement (NCS) for English – Home Language describes this approach as *balanced* “because it begins with children’s emergent literacy, it involves them in reading real books and writing for genuine purposes, and it gives attention to phonics.” It continues by saying “These are things learners need to know and do in order to learn to read and write successfully (Department of Education, 2002: 9).”

The NCS elaborates on this statement, saying that the curriculum should:

- Encourage and support learners to do wide reading;
- Give learners frequent opportunities for writing and for developing their vocabulary and language use; and
- Help learners to discover techniques and strategies that unlock the “code” of the written word, for example:
  - The development of various word recognition and comprehension skills such as phonemic awareness (sensitivity to the sounds of language),
  - Knowledge of letter-sound correspondences (phonics), and
  - Knowledge of blending (the putting together of two or three letters to make a sound) (p 10).

The NCS also advocates a communicative approach to language teaching in which skills (listening, speaking, reading, viewing, writing) are integrated. It recommends that teaching should be text-based; reading strategies should be developed and writing should be viewed as a process (Department of Education 2003).

Although some of the skills associated with reading readiness like phonics are important to literacy learning, new concepts have broadened approaches to literacy development. “In reading, this means moving away from the “reading readiness approach” which held that children were not ready to read and write until they were able to perform sub-skills such as auditory discrimination, visual discrimination and had developed their fine and large motor skills to a certain level (Department of Education, 2002: 9).”

With the balanced approach, these skills:

- do not have to be in place before a learner can start to read and write; and
- can and should be developed during children’s early learning experiences.

This evidence confirms that emergent literacy is firmly placed in the NCS for Grade R – 1 in English as the Home Language.

## **2.4 Challenges for teachers**

### **2.4.1 Teacher’s attitudes**

The notion of emergent literacy poses challenges for many South African teachers who believe that children must reach a certain level of physical and neurological maturation before they are ready for reading and writing (reading readiness approach). This implies that until children reach a certain stage of maturity, all exposure to reading and writing, except perhaps being read stories, is a waste of time or even potentially harmful (International Reading Association and the National Association for the Educators of Young Children, 1998: 2). As a consequence many South African teachers believe it is neither possible nor desirable for very young children (Grade R) to engage in literacy activities.

### **2.4.2 Availability of resources**

Providing opportunities for writing and creating a text-rich environment to encourage emergent literacy behaviour in the classroom could be difficult in many schools in South Africa because they are under-resourced (Emerging Voices, 2005).

### **2.4.3 Social constraints**

In South Africa, children’s access to print will vary according to their social class, home language and whether they live in a rural or urban area. The challenge for the teacher is to connect with the literacy practices of children who do not come from privileged backgrounds and to build on these. The teacher also needs to create a rich literacy environment in the classroom for these children, to model

literacy practices and to foster their emergent literacy. This is difficult in South Africa where many teachers have not had these experiences themselves.

#### **2.4.4 Formal teaching**

Campbell (2000: 139) maintains that children learn most effectively through active involvement with literacy and not through direct instruction. Because the “academic” demands of literacy have increased and learning outcomes and assessment standards are included in the curriculum for Grade R for the first time in South Africa, teachers may assume that young children should be taught through a conventional model of reading and writing instead of an emergent model. They may adopt teaching practices suited to older children, namely, direct instruction, rather than engaging in shared learning alongside children so that joint meanings can be created. Whitehead (1999: 100) maintains there is growing contemporary evidence that early formal teaching damages young children’s potential for creative thinking, undermines their self-esteem and social confidence, and may well turn them off from the later years of schooling.

#### **2.4.5 Professional development**

Since the introduction of Outcomes-based Education (OBE) in South Africa, the Department of Education has provided much in-service training on the philosophy and technicalities of OBE but very little or no training on the implementation of the subject matter of the curriculum, for example, emergent literacy. Consequently, teachers may be given the tools and materials to implement literacy in schools without long-term professional development to ensure a deep understanding of children’s literacy development. Professional development is important in helping teachers understand, firstly, their role in implementing a balanced approach to literacy and, secondly, that appropriate reading and writing skills should be taught to meet the varying needs of each individual.

### **2.5 Constructivism as a theoretical foundation for emergent literacy**

In this research project, the researcher focuses on Vygotsky’s theory of social constructivism, to be examined below. The theoretical framework arises from the process of mediation, especially the key concepts of zone of proximal development (ZPD) and its direct implications for the process of teaching and learning literacy.

In looking at the interaction between learning and development, Vygotsky (1978) felt that initially children will be able to learn much more in collaboration with others than they will be able to achieve alone and that this learning will then feed back into future learning situations. This gap between what children can achieve collaboratively with others and what they can achieve individually has been called the “zone of proximal development” (ZPD), by Vygotsky (as cited in Evans, 2001; xvi). Children are supported in the ZPD primarily through dialogue and for this reason it can be seen that talk is central to the learning process. Vygotsky compares children’s “actual developmental level” with their “mental developmental level” and suggests that what children can achieve with the help is more

indicative of their mental developmental level as it is an indication of their potential, that is, what they are actually capable of (as cited in Evans, 2001: xvi).

Moreover, a constructivist perspective is a view that sees knowledge as actively constructed by individuals, groups and society not simply transferred. In addition, this theoretical perspective is important and has a bearing on all aspects of teaching and learning. It is also a perspective that is central and underpins the outcome based approach to education.

One of the key concepts that is crucial in social constructivism is the notion of mediation, as the researcher has alluded to earlier on. Regarding the implications of Vygotsky's theory for the classroom a document written by the Western Cape Education Department (2000: 28) states that a social constructivist teacher considers herself to be an active participant with learners in constructing their learning. She designs and sets up an appropriate context in which learners will become engaged in interesting activities that encourage and facilitate learning. The quality of classroom language is also a particular concern of a Vygotskian teacher. All constructivists agree that logical thought is expressed through language. This means that language practices are an important part of classroom activity. Learners must be encouraged to ask questions and explore all topics under study.

Evans (2001: xvi) reveals that Bruner's work on scaffolding, derived directly from Vygotsky's work, has meant that many more educators now know how important it is to work alongside children, modelling writing processes and guiding them towards processes which they will be able to perform alone at a later stage.

According to Evans (2001: 1), these ideas described above were reflected in the work of Brian Cambourne, an Australian teacher-researcher. He suggests that the following conditions are likely to promote literacy learning, particularly if they are used together (Cambourne, 1988 as cited in Beard, 2000: 85).

- **Immersion** in meaningful print; being surrounded by print; having access to books, notices, posters, songs and poems; being read to.
- **Demonstration:** adults writing in front of learners and talking about what is involved in writing.
- **Expectations:** teachers and parents providing strong messages that writing is important and that children's writing is valued.
- **Responsibility:** learners taking responsibility for deciding what to pay attention to.
- **Employment:** regularly using writing in a variety of contexts for a variety of purposes
- **Approximation:** encouraging and accepting approximations that are part of "having a go".
- **Response:** adults giving informative and non-threatening feedback to children's efforts to communicate.
- **Engagement:** learners actively participating in language events. This is the essential condition, on which the effectiveness of the other conditions is based.

## **2.6 The social dimensions of literacy – literacy as a social experience**

Beard (2001: 1) describes the centrality of literacy in our lives:

Being able to read and write brings great benefits. Reading and writing are justifiably referred to as central parts of “the basics” and these basics are tools for further learning. Writing helps to bring permanence and completeness to communication. These qualities give literacy certain advantages over oracy for communicating across space and time. Literacy is also widely seen as promoting valuable ways of thinking about and of understanding the world and ourselves.

Wray, Bloom & Hall (1989: 3) maintain that we live in a literate society: They ask the questions: “What does this actually mean for people in modern society?” They believe literacy is the ability to respond to the practical tasks of everyday life, the ability to read and write a simple message. Being “literate” has always referred to having mastery over the process by means of which culturally significant information is coded (Castell, Luke and Egan 1986 as cited in Wray, Bloom & Hall 1989: 3). They claim a common-sense definition of literacy may simply be that it consists of activities involving print (Wray, Bloom & Hall, 1989: 3).

The emergent literacy perspective suggests that literacy development starts soon after a child is born. Children learn to become literate by being surrounded by print, by observing people interact with print in a social context, and by interacting with print themselves. Children see images and logos repeated on advertisements, on television, on packaging that finds its way into the home. They may see parents or other adults reading a newspaper or magazine or responding to a note or letter, and they may want to add their name to a card or gift, or pick up a book or comic to look at (Weinberger, 1996: 3).

The term “emergent literacy” is a helpful description in that it includes children as agents of their own learning (some of the literacy learning emerges from a mature understanding about language which originates within the child), and the fact that literacy learning emerges with increased experience over time (Hall, 1987 as cited in Weinberger, 1996: 3). Yetta Goodman’s (1980 as cited in Weinberger, 1996: 3) research into young children’s behaviour with print led her to conclude that literacy learning is a “natural” response as children try to make sense of the world around them (Weinberger, 1996: 4). Goodman (as cited in Weinberger, 1996: 4) maintains that the “roots of literacy” are established in early childhood by most children in literate societies.

Literacy develops from real life situations in which reading and writing are used to get things done. Function precedes form. The vast majority of literacy development experienced by young children is embedded in some activity that goes beyond the goal of literacy itself. Literacy is functional,

meaningful and authentic; it is what they see adults doing e.g. writing a cheque or grocery list. It is not a set of abstract, isolated skills to be learned. Literacy is used to “get things done.”

Teale (1982 as cited in Morrow L.M, (1990: 131) views literacy as the result of children’s involvement in reading and writing activities mediated by more literate others. It is the social, collaborative interaction accompanying these activities that makes them so significant to the child’s development. Not only do interactive literacy events teach children the social functions and conventions of reading, but they also link reading and writing with enjoyment and satisfaction and thus increase children’s desire to engage in literacy activities.

## **2.7 The beginnings of literacy: The first five years**

According to current research, Snow, Burns & Griffin (1998: 43) state learning to read and write begins long before the school years. This literacy development is nourished by social interactions with caring adults and mediated by language and other cultural tools and artefacts. Children’s concepts about literacy are formed from the earliest years by observing and interacting with readers and writers as well as through their own attempts, to read and write (Sulzby and Teale, 1991 as cited in Snow, Burns & Griffin, 1998: 44). For most children, literacy development is a lengthy process and as mentioned, begins long before formal instruction is provided in school or elsewhere. The following section offers a brief sketch of the various types of knowledge and experience a child needs to have in place to promote successful language and literacy development in early childhood.

### **2.7.1 Language development**

Children are born into cultural groups where they are inducted into the values, attitudes and beliefs of that group and that includes constructs about talk and print. Children with intact neurological systems, raised by caring adults in a speech community, fairly effortlessly acquire the spoken language of that community, exhibiting abilities within the domains of:

- Phonology – the way sounds of the language operate
- Morphology – the way words are formed and are related to each other
- Semantics – the ways that language conveys meaning
- Pragmatics – the ways the members of the speech community achieve their goals using language, and
- Lexicon or vocabulary - stored information about the meanings and pronunciation of words (Snow, Burns, & Griffin 1998: 46).

Wray, Bloom & Hall (1989: 38) maintain the child’s experience of language is holistic and meaningful. Furthermore, they believe children learn language because it is through language that they can explain, demand, organize, comment and relate. The effort is purposeful; it is guided towards the realization of full participation in human society.

The multiple functions of language children use depends upon the context and desired function of a given communication. Whereas oral language is generally used to express, explore and communicate, written language is used as a means of expanding one's own thinking, by prompting comparisons and analysis. As Palmer and Bayley write, "Talk matters. We need it to think and learn – not least to learn the skills of literacy" (2004: 23). Educationalist James Britton said, "Reading and writing float on a sea of talk"(as cited in Palmer & Bayley, 2004: 23).

Comprehension of words and vocabulary growth are important aspects of language development. Harrison (1996: 18) claims in order to accomplish the goal of comprehension in speech, it is necessary to recognise words and word boundaries, to understand the meaning or referent of the words, to perceive and comprehend the grammatical relations between words, and to relate the information in the sentence to a discourse context, then to one's own world knowledge. By the age of six, most children can do this remarkably well.

Vocabulary plays an important part in initial literacy. When children are learning to read and write, it is helpful if the words they are trying to make sense of in print are already part of their oral vocabulary. The larger a child's vocabulary, therefore, the better they are likely to be able to read. Cunningham and Stanovich (2003: 34) claim that, "After decoding skills, a child's vocabulary is one of the most important factors in learning to read." Language development during the preschool years, in particular the development of a rich vocabulary and some familiarity with the language forms used for communication and books, constitutes another important domain of preparation for formal reading instruction (Snow, Burns & Griffin, 1998: 171).

Researchers agree that emergent literacy is acquired through informal as well as adult-directed home and school activities. The time spent by parents in engaging in literacy activities like sharing books with their children does seem of critical significance. Harrison (1996: 20) believes sharing books and reading aloud to children is valuable in a number of respects: it extends imagination, it widens vocabulary, it increases acquaintance with a variety of grammatical and syntactic structures, it increases awareness of story conventions and text structures, and it encourages talk and problem-solving. Wray, Bloom & Hall (1989: 42) say "If there are books in a home and stories are read to children then the status of print and print-related materials is considerably enhanced."

At the other extreme, Clay (1991: 91) points out there are children who have never had the opportunity to see and hear someone reading. They have no children's books in their homes. Sometimes no children's books are available in their language. This is the case for many of the Xhosa-speaking<sup>2</sup> children in my class. There are very few children's books available in their home language, namely, Xhosa. In addition, parents/guardians, of all language groups, were initially unaware of the benefits of reading stories aloud to their children regularly.

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<sup>2</sup> Following Mesthrie (2002), the term 'Xhosa' is used throughout the thesis rather than the alternative 'isiXhosa'.

Special consideration should be given to children who do not have strong skills in oral English. According to Snow, Burns and Griffin (1999), non-English speaking children need adequate preparation before they are taught to read in English. The ability to speak provides the foundation for learning alphabetic principles, the structure of the language and the content of the material they are reading. If children cannot speak English, they can be taught to read and write in their own language while becoming proficient in English. If this is not possible, “the initial instruction priority should be developing the children’s oral proficiency in English” (Snow, Burns & Griffin, 1999: 325). Clay concurs that a good teacher would not destroy this first language that children use so fluently. She would try to add to their speech a dialect for standard English to be used in some oral situation. This poses two real problems for the teacher. Firstly, she must first establish communication with the children despite the fact that they may speak a strange and unusual dialect. Secondly, beyond this, she must help the children to work in the new dialect, knowing that most of their waking lives they are going to live and speak among people who use their home dialect. For all children, entry to school places heavy demands on their existing language skills as they learn to do new things that relate to educational success (1991: 71).

Harrison (1996: 19) says it is clear that a reader for whom English is a second or third language may be at a great disadvantage, at least initially. Learning to read is a complex cognitive challenge, but it is significantly more difficult for a learner who lacks knowledge in any or all of the following areas: vocabulary, the grammar of the language of instruction, discourse structure (e.g. narrative structure), cultural conventions (e.g. knowing that wolves eat pigs or that it is bad manners to steal porridge), and general knowledge (e.g. knowing that a straw house will be weaker than a wooden house).

### **2.7.2 Phonological awareness**

Murray (2006: 2) says that for children learning an alphabetical language like English, there are two additional ingredients young learners need in order to gain a foothold on the first rung of the literacy ladder: firstly, phonemic awareness (the ability to notice individual sounds in spoken words) and secondly, alphabetic knowledge (recognition of letters of the alphabet and how they relate to the sounds of the language).

The crucial part of the process of learning to read is the ability to work out and recognise previously unrecognised words. In order to accomplish this, the child needs to have a number of abilities, one of the most important which is a phonological ability, and this ability is often referred to by the term “phonological awareness”. The term “phonological awareness” has come to prominence in recent years, and is particularly associated with the research of Peter Bryant, Lynette Bradley and Usha Goswami (Harrison, 1996: 2).

Harrison (1996: 29) maintains phonological awareness does not involve any knowledge of print; it is about recognising, segmenting and manipulating sounds. Furthermore, he maintains phonological

awareness means an awareness of sounds in the spoken language, and is an essential precursor of phonemic awareness – the ability to discriminate individual sounds in speech. Children go through a number of developmental stages in phonological awareness:

- awareness of words as units of sound;
- awareness of syllables, that is, the recognition that words can consist of more than one sound;
- awareness of rhyme.

Plamer & Bayley (2004: 76) concur these “awarenesses” are completely implicit. In other words, children are not aware that they are aware.

During the preschool years, most children spontaneously acquire some degree of ability to think about the sounds of spoken words in their home language, independent of their meanings (phonological awareness) (Burns, Griffin & Snow 1999: 66). They demonstrate this phonological awareness in many ways; for instance: they notice rhymes (fan, tan, man, etc.) and enjoy poems and rhyming songs; they make up silly names for things by substituting one sound for another (e.g. bubblegum, gugglebum, bumbleyum); they divide words up into their syllables (hel / i / cop / ter) or clap along with each syllable in a phrase; they notice that the pronunciation of several words (like “dog” and “dark” and “dusty” all begin in the same way (Burns, Griffin & Snow 1999: 21). Research indicates that the development of phonological awareness is closely intertwined with age and basic language proficiency during the preschool years (Cheney, 1992 as cited in Snow, Burns & Griffin, 1998: 53).

A more advanced form of phonological awareness, called phonemic awareness, is the understanding that spoken words (speech) can be broken down into even smaller segments (phonemes). The term “phonological awareness” refers to a general appreciation of the sounds of speech as distinct from their meaning. When that insight includes an understanding that words can be divided into a sequence of phonemes, this finer-grained sensitivity is termed “phonemic awareness” (Snow, Burns & Griffin, 1998: 51).

Phonemic awareness is very important for learning to read, because phonemes are what letters usually stand for. (The idea that letters, or groups of letters, represent phonemes is called the alphabetic principle.) For example, the word “book” is made up of three phonemes, represented in writing by “b”, “oo” and “k.” Few preschoolers attain phonemics awareness spontaneously, but many studies have shown that they acquire this understanding by engaging in activities that draw their attention to the existence of phonemes in spoken words. Such activities can include:

- isolating the first segment of a word (Say the first little bit of “snake”);
- finding all the objects on a poster that begin with the “nnn” sound;
- discovering what is left when a particular segment is removed from a word (e.g., Say “smile” without the “sss.” Say “team” without the “mmm”);
- breaking one-syllable words into their phonemes; and

- blending phonemes to make a word (What word does “mmm...ooo...nnn” make?).

Phonemic awareness also involves two important skills that children will have to develop – phonemic segmentation, splitting words and syllables into constituent phonemes, (e.g. hat=h-a-t and shot=s-h-o-t) and phonemic blending, blending individual phonemes to make syllables and words, (e.g. w-i-n=win and ch-i-p=chip) (James, 1996: 22).

As mentioned earlier, few children acquire phonemic awareness spontaneously (Adams et al, 1998 as cited in Snow, Burns & Griffin, 1998: 54). Rather, attaining phonemic awareness is difficult for most children and far more difficult for some than others. Still, because phonemes are the units of sound that are represented by the letters of the alphabet, an awareness of phonemes is key to understanding the logic of the alphabetic principle. Research shows that there is a close relationship between phonemic awareness and reading ability (Snow, Burns & Griffin, 1998: 54). Furthermore, phonological and phonemic knowledge are strong predictors of children’s future reading success (Ambruster, Lehr & Osborn, 2003: 8).

It is also important to clarify the difference between phonological awareness and phonics. In order to learn to read, children must grasp that “print maps speech” (Stanovich 2004). Phonics is an explicit method of teaching children that there is a systematic relationship between sounds and letters, and that spellings represent phonemes (Murray, 2006: 3). For instance, that the letter *M* represents the phoneme /m/ and the various conventions by which the long sounds of vowels are signalled. Phonics, in short, presumes a working awareness of the phonemic composition of words (Snow, Burns & Griffin, 1998: 55). Murray (2006: 3) points out it is important to keep in mind that there is a reciprocal relationship between reading and writing; as children actively try to write and spell words, this will enhance their knowledge of phonics. Research repeatedly demonstrates that, when steps are taken to ensure an adequate awareness of phonemes, the reading and spelling growth of children is accelerated and the incidence of reading failure is diminished (Snow, Burns & Griffin, 1998: 56).

An interesting finding of research is on the development of phonological awareness is that some basic appreciation of the phonological structure of spoken words appears to be necessary for the child to discover the alphabetic principle that print represents sounds in language. Instruction in alphabetic literacy, particularly regarding the correspondence between letters and phonemes, in turn appears to facilitate further growth in phonological (especially phonemic) awareness. In thinking about the process of learning to read and how best to frame early reading instruction, it is important to bear in mind these powerful reciprocal influences of reading skill and phonological awareness on each other (Snow, Burns & Griffin, 1998: 57).

### **2.7.3 The role of working memory in learning to read and write**

In research carried out for the Western Australian Education Department and reported in the First Steps Developmental Continua Books (1997: 6) mention is made of factors that enhance or inhibit

learning. Working Memory, or Mental Space (M-space) as it is sometimes called, is one of the factors which inhibit learning. It is, in effect, a measure of the number of separate elements which the mind can cope with at any one time. "A good analogy is that of the juggler, who can juggle competently with four or five balls, but when given one too many, will drop the lot." (First Steps: Writing Development Continuum, 1997: 6)

Once ideas and skills become familiar as a result of practice over a period of time two things happen. Firstly, the learner does not have to think consciously about how to do them any more, so much less space is taken up in the working memory, e.g. spelling a familiar word. Secondly, several different skills gradually become one skill, e.g. when learning to write children have to manipulate the pencil, remember the formation of the letters and consider the order in which the marks have to appear on the page. With practice these individual skills will integrate to become one skill (i.e. they will become automatised).

Any emotional issue or concern will "fill up" or occupy the mental space more quickly than anything else. Fear, anger or worry may totally inhibit a child's capacity to learn. During this time, while the mind is fully taken up by an all-consuming emotion, performance and concentration on any task will be poor and will continue to deteriorate until the cloud of emotion has lifted.

#### **2.7.4 Encounters with print: the case of bilingual communities**

Literacy develops upon the foundation provided by language acquisition for children who are raised in a literate social environment. From the earliest recognition of street signs and product logos, to the earliest experiences with books, stories and other texts, children's literacy development interacts with language development.

Children who are exposed to the alphabet from an early age will begin to associate letter names to the visual letters and later will begin to associate some speech sounds to letters. Nursery rhymes, children's songs and poetry will help children recognize (and become "aware of" ) features of speech sounds and words – rhymes linking ending sounds of words, alliteration drawing attention to beginning sounds. Taken together, such experiences support phonological development, and in particular, phonemic awareness.

Children's parents/ guardians play an important role in ensuring that children successfully progress in their literacy development. Family literacy provides children with many opportunities for learning the basic features of oral and written language. When parents read to children, or tell stories, sing songs, share family histories, say prayers, and so forth, they are providing opportunities for children to experience the pleasure of powerful texts and to become sensitive to the structure of narrative.

Furthermore, children who are given opportunities for writing in the preschool years will have further occasions for linking letters to sounds to meanings. Whether with magnetic letters, alphabetic blocks,

pens and pencils, or computer key boards, children will string together letters in an attempt to “write” and to have adults “read” their creations. What children begin to learn is that written symbols correspond with speech. All early literacy experiences provide children with richly important opportunities to learn the relationship between print and language.

Under the circumstances of exposure to a genuinely bilingual home or community, in this case, English and Xhosa, children from infancy can develop two languages simultaneously. In many places in the world bilingualism is the norm. When children are immersed in a second language during the preschool years, and where that language is used for the full range of communicative purposes, then children can achieve fluent bilingualism to the same level of competence of monolingual children within a few years. However, when children first encounter a second language in the context of a Grade 1 classroom where instruction will be primarily in the second language, (English) then the children will face greater challenges in acquiring that language and developing literacy. Greater home support for the two languages and literacy in both languages will make it more likely for children to succeed.

Special consideration should be given to children who do not have strong skills in oral English. According to Snow, Burns and Griffin (1998), non-English speaking children need adequate preparation before they are taught to read in English. The ability to speak English provides the foundation for learning alphabetic principles, the structure of the language and the content of the material they are reading. If children cannot speak English, they can be taught to read and write in their own language, namely, Xhosa, while becoming proficient in English. If that is not possible, “the initial instructional priority should be developing the children’s oral proficiency in English” (Snow, Burns & Griffin, 1998: 325). Formal reading in English can be started after the child is proficient in oral English (Johnson, 1999: 6).

Stokes (2006: 5) points out children who have *not* been exposed to the informal opportunities for literacy learning in the home will enter preschool and Grade 1 with a distinct disadvantage. And, children whose home language is other than the language of the schools will have the greatest challenge if they are expected to both learn the language of the school and begin to read and write for the first time in the unfamiliar language. Snow, Burns and Griffin (1999: 130) maintain that the children most at risk of developing reading problems are those who begin school with low language skills, less phonemic awareness and letter knowledge, and less familiarity with literacy tasks and underlying purposes.

### **2.7.5 Gender as a factor in learning to read and write**

Boys and girls were selected for the sample for this study because gender appears to be a significant factor in literacy. For decades, researchers have debated whether gender differences in literacy skills exist among young children. A substantial body of research has suggested that gender differences are not present in the early grades (Davies & Bremner, 1999 ; Entwisle, Alexander, & Olson, 1997).

Conversely, numerous studies have claimed that, on average, young girls possess more literacy skills than boys (Coley, 2001 ; Gambell & Hunter, 1999) when they start school. Researchers who have reported a female advantage have offered a variety of explanations, ranging from biological differences in cognitive development and physical maturation to the different cultural expectations placed on males and females (Sommers, 2001).

With regard to interpersonal behaviour, which typically includes cooperative skills such as sharing and making friends (Wentzel , 1993), kindergarten girls generally gain higher interpersonal ratings from their teachers, whereas kindergarten boys tend to earn more aggressive, antisocial ratings (Birch & Ladd, 1998). Teachers often perceive their relationships with kindergarten boys as more conflictual and less close than their relationships with kindergarten girls (Kesner, 2000 ; Valeski & Stipek, 2001). Young girls are also more likely to influence others by offering polite suggestions, and such suggestions lead to more positive interactions with adults, particularly teachers (Putallaz, Hellstern, Sheppard, Grimes, & Glodis, 1995).

Moss (as cited in Martin, Lovat & Purnell, 2004: 13) claims “a lot of research has shown that boys read less than girls” and Barrs (as cited in Martin, Lovat & Purnell, 2004: 13) writes that “studies have found girls writing more, choosing to write more readily.” Sax (2006: 1) writes in recent years, scientists have discovered that differences between girls and boys are more profound than previously realised. Specifically:

- **The brain develops differently.** In girls the language areas of the brain develop before the areas used for spatial relations and for geometry. In boys, it is the other way around. A curriculum which ignores these differences may produce boys who cannot write and girls who think they are incompetent at mathematics.
- **The brain is wired differently.** In girls, emotion is processed in the same area of the brain that processes language. This means, it is easy for most girls to talk about their emotions. In boys, the brain regions involved in talking are separate from the regions involved in feeling. According to Dr L. S. Sax (2006: 1), the most difficult question for many boys to answer is: “Tell me how you feel.”

## **2.8 How the teacher might support Emergent Literacy in the classroom**

One of the major goals of the new curriculum for Grade R is to prepare children to learn to read and write. The Languages curriculum recognises that learners begin to develop written language knowledge from the moment they are first exposed to reading and writing at home, in the environment around them, and during their pre-school years. To continue this process, it is necessary to make the classroom an environment that encourages learners to become increasingly more skilled readers and writers (Department of Education, 2002: 10).

The challenge for the Grade R teacher is to promote literacy in well-thought-out, appropriate ways. Burns, Griffin & Snow (1999: 65) identify two essential goals which must be accomplished by Grade R learners in preparation for formal school:

- When children leave Grade R, they should have a solid familiarity with the structure and uses of print. They should know about the format of books and other print resources. They should be familiar with sentence-by-sentence, word-by word, and sound-by-sound analysis of language. They should achieve basic phonemic awareness and the ability to recognize and write most of the letters of the alphabet.
- Grade R should help children to become comfortable with learning from print, since much of their future education will depend on this. By the end of the year, Grade R learners should have an interest in the types of language and knowledge that books can bring them.

As we have seen, literacy is a complex process; consequently researchers of emergent literacy such as Clay (1998), Taylor and Strickland (1986) and Teale (1986) invite teachers to deepen their insights into how young children become literate and to consider the following points which are crucial to understanding how children learn to read and write.

- Literacy is functional and develops from authentic, meaningful activities. Morrow L.M (1990: 134) maintains that children are more likely to become involved in literacy activities if they view reading and writing as functional, purposeful and useful. Studies of early reading and writing behaviours clearly illustrate that young children acquire their first information about reading and writing through their functional uses (Goodman, 1980; Heath, 1980, Mason & McCormick, 1981 as cited in Morrow L.M, 1990: 134). Morrow continues by saying that children who come into daily contact with functional literacy texts ( e.g. grocery lists; directions on toys, packages, household equipment and medicine containers; recipes; telephone messages; school-related notices; menus; mail; magazines; newspapers; storybook readings; TV channels; telephone numbers, etc) pretend to use them at play and understand their purposes. Preschool teachers have the dual responsibility of providing situations and activities with reading and writing similar to the experiences children already have to facilitate their literacy development, while being flexible enough to capitalise on opportunities as they arise incidentally during the day to capture the “teachable moments”.
- Reading and writing are closely linked and each provides support for the development of the other. Children and adults write to communicate to readers and read to make meaning and learn more about writing (Calkins & Harwayne 1991, Graves 1983 as cited in Robb, 2003:14).
- Children learn best when engaged in hands-on active experiences that emphasize the *doing*. Wells (as cited in Robb, 2003: 14) calls this “the guided reinvention of knowledge”. It is the responsibility of the teacher to offer children many opportunities to *do*, such as drawing texts and writing about them; by saying and stretching words to match sounds with letters; or retelling a story heard dozens of times in their own words; or playing with letters to learn the alphabet and construct words (Robb, 2003: 14).

### **2.8.1 Major principles and teaching emphases**

As a trained, experienced Grade R teacher, I believe the teacher's beliefs, enthusiasm and interest in literacy are imperative in helping children develop positive attitudes to language learning, particularly

reading and writing. Underpinning the ways we teach literacy and the ways learners learn, are a number of powerful principles and practices which I believe are a prerequisite for a Grade R teacher to develop emergent literacy successfully in the classroom. In my view, this rationale should inform the way Grade R teachers plan and teach literacy and should lie at the heart of quality classroom practice. The teacher should:

- Model writing every day, creating an awareness that writing occurs in a variety of contexts for many purposes.
- Encourage children to experiment with writing by providing opportunities for them to write every day because children learn to write by writing.
- Create a print-rich environment.
- Focus on the way print works.
- Demonstrate that writing communicates a message and that written messages remain constant (over time and distance)
- Demonstrate the connection and one-to-one correspondence between oral and written language.
- Help children relate written symbols to the sounds they represent and develop a stable concept of a word.
- Talk about and use the correct terminology for letters, sounds, words and sentences.
- Encourage children to reflect on their understandings, gradually building a complete picture of written language structures.
- Value children's writing by affirming them and providing opportunities for them to talk about and share their writing experiences.

Furthermore, when teaching children for whom English is a second language or whose home language differs from that of the teacher (as is the case for many Grade R learners in South Africa), it is important for the teacher to recognise:

- The diversity and richness of experience and expertise that children bring to school
- Cultural values and practices that may be different from those of the teacher
- That children need to have the freedom to use their own languages and to code-switch when necessary
- That the context and purpose of each activity needs to make sense to the learner
- That learning needs to be supported through talk and collaborative peer interaction
- That the child may need a range of 'scaffolds' to support learning and that the degree of support needed will vary over time, context and degree of content complexity
- That children will need some time and support so that they do not feel pressured
- That active involvement of parents will make a great deal of difference (First Steps: Writing Developmental Continuum, 1997: 4)

## **2.9 Tracing and documenting children's emergent literacy**

In this section, I have drawn heavily on research conducted by Snow, Burns and Griffin (1998: 57-61)) to provide an overview of early literacy development. I have also drawn from Koralek and Collins

(1997) on children's literacy development from age six onwards. These researchers are working in the context of the United States.

Derewianka (1996: 104), an Australian researcher, states that in order to know what to look for when trying to assess young children's literacy development, it is important to stress that indicators of literacy are intrinsic to models of literacy development on which learning goals, instruction and methods of assessing progress are made.

However, while reporting the early language and literacy development of children from these sources one needs to be especially cautious and aware that American and Australian research has primarily in mind English speaking children learning about print in their home language. Some children in South Africa have this experience (i.e. English speakers), but for the majority of children who speak African languages, the print they encounter in the environment will primarily be in English, which is not their home (or dominant) language.

Most African children, especially those in the Eastern Cape, learn to read at school in the Foundation Phase in their home language. They bring to school with them a sound grasp of their home language in its oral form, but they are unlikely to have encountered much print in that language. A minority of African children are in English medium schools where they learn to read in English in the Foundation Phase. These children have usually been sent to pre-schools and grown up with both their home language and English. Their early language/literacy development will thus have been bilingual.

We do not have descriptions or indicators to help us understand the early literacy development of these bilingual children; this is something that urgently requires research. It is hoped that my research project will cast some light on some of the features of literacy development of African children who are learning to read and write in an additional language.

### **2.9.1 Birth to three-year-old accomplishments**

Children live in homes that support literacy development in differing degrees. And this is typically only in their home language. Snow, Burns and Griffin (1998) maintain that, "Optimal development occurs through interactions that are physically, emotionally, socially and cognitively suited to the changing needs of the infant through toddler years" (p. 57). At this age, literate parents are also observed negotiating with their children as to how to handle books. At this time children are beginning to explore their physical world and grasp objects; they grab and mouth books and turn pages. According to Snow, Burns and Griffin, "Much of this reading-like behaviour is accompanied by babbling" (ibid: 57).

In years two and three, Snow, Burns and Griffin maintain that:

Children advance from babbling to producing understandable speech in response to books and markings that they themselves create. Late in the second year or early in the third, many

children produce reading-like as well drawing-like scribbles and recognisable letters or letter-like forms. (Ibid: 57)

Late in this phase many children label and comment about pictures, they play act conversations and create voices for characters in picture books.

A particular set of accomplishments that a young child from birth to three-years old growing up in a literate environment is likely to exhibit is shown below developed by Snow, Burns and Griffin (1998: 61). They caution that the list is neither exhaustive nor incontestable, but captures many highlights in the course of literacy acquisition. In addition, the timing of these accomplishments will to some extent depend on maturational and experiential differences among children.

- Recognises specific books by cover.
- Pretends to read books.
- Understands that books are handled in particular ways.
- Enters into book-sharing routine with primary caregivers.
- Labels objects in books.
- Comments on characters in books.
- Looks at picture in book and realises it is a symbol for real object.
- Listens to stories.
- Requests/commands adult to read or write.
- May begin attending to specific print, such as letters in name.
- Uses increasingly purposeful scribbling.
- Occasionally seems to distinguish between drawing and writing.
- Produces some letter-like forms and scribbles with some features of English writing.

### **2.9.2 Four - to five -year-old accomplishments**

It is well known that children with literacy support in the home show rapid progress in literacy between the ages of 4 and 5. At this stage they are experimenting with writing, scribbling, and forming random strings of letters and letter-like forms. Snow, Burns and Griffin (1998: 59) report that at this stage “Some children begin to identify salient sounds within words, and some 4-year-olds are even able to demonstrate this knowledge in their writing by beginning to use invented spelling, at least with initial consonants (in English).”

Children who are frequently read to will then “read “ their favourite books by themselves by engaging in oral language-like and written language-like routines. Snow, Burns and Griffin (1998:59) report that:

For most children at this age, emergent reading routines include attending to pictures and occasionally to salient print, such as that found in illustrations or labels. A few begin to attend to the print in the main body of the text, and a few make the transition into conventional reading with their favourite books.

Also that during this time, children growing up in literate environments tend to create many and varied texts and display different kinds of writing systems.

A particular set of accomplishments that a young child from four to five-years-old is likely to exhibit is shown below.

- Knows that alphabet letters are a special category of visual graphics that can be individually named.
- Recognises local environmental print.
- Knows that it is print that is read in stories.
- Understands that different text forms are used for different functions of print (e.g. list for groceries).
- Pays attention to separable and repeating sounds in language (e.g. Peter, Peter, Pumpkin Eater).
- Understands and follows instructions.
- Uses new vocabulary and grammatical constructions in own speech.
- Shows an interest in books and reading.
- When being read a story, connects information and events to life experiences.
- Displays reading and writing attempts, calling attention to self: "look at my story."
- Can identify 10 alphabet letters, especially those from own name.
- "Writes" (scribbles) message as part of playful activity.
- May begin to attend to beginning or rhyming sound in salient words.  
(Snow, Burns & Griffin, 1998: 61).

### **2.9.3 Accomplishments of six-year-old children**

By the time children enter Grade R (the year when a child typically turns six) they have learned a lot about their *home language*. For five years they have watched, listened to, and interacted with adults and other children. They have played, explored and made discoveries at home and possibly in pre-school or kindergarten. Children have developed language skills and knowledge naturally in their home language and will in many cases continue to do so in Grade R. This oral competence in their home language is probably true for all children, regardless of economic or social circumstance. However it would not be true of their knowledge of print, which is likely to be influenced by the home language they speak, their socio-economic background and their family's educational level.

According to Koralek and Collins (1997:5-6), Grade R children are likely to exhibit the following accomplishments in their home language, although obviously this will vary from learner to learner depending on the knowledge they bring with them to school:

They know print carries meaning by:

- Turning pages in a storybook to find out what happens next
- "Writing" (scribbling or using invented spelling) to communicate a message
- Using the language and voice of stories when narrating their stories
- Dictating stories

They know what written language looks like by:

- Recognising that words are combinations of letters
- Identifying specific letters in unfamiliar words
- Writing with “mock” letters or writing that includes features of real letters

They can identify and name letters of the alphabet by:

- Saying the alphabet
- Pointing out letters of the alphabet in their own names and in written texts

They know that letters are associated with sounds by:

- Finger pointing while reading or being read to
- Spelling words phonetically, relating letters to the sounds they hear in the word

They know the sounds that letters make by:

- Naming all the objects in a room that begin with the same letter
- Pointing to words in a text that begin with the same letter
- Identifying words that rhyme
- Trying to sound out new or unfamiliar words while reading out aloud
- Representing words in writing by their first sound (e.g. writing *d* to represent the word *dog*)

They understand the use of words can serve various purposes by:

- Pointing to signs for specific places, such as a play area, a restaurant, or a store
- Writing for different purposes, such as writing a (pretend) grocery list or writing a thank-you letter

They know how books work by:

- Holding the book right side up
- Turning pages one at a time
- Reading from left to right and top to bottom
- Beginning reading at the front and moving sequentially to the back (Koralek & Collins, 1997: 5 -6)

For children learning to read and write in their home language these are the sort of milestones that should be in place when children enter Grade 1, however these milestones may not be true for children learning to read and write in an additional language.

#### **2.9.4 Grade R curriculum: Assessment Standards for Learning Outcome 3: Reading and Viewing and Learning Outcome 4: Writing**

It is of note that the indicators taken from the research described above have informed the new South African language and literacy curriculum. The assessment standards examined below apply only to

home language. The South African curriculum advocates that children learn in their home language in the foundation phase i.e. acquire literacy first in their home language.

Thus each of the following indicators found in the NCS document can be matched or found in the literature reported above. However these indicators are based on Australian and North American contexts used to assess children's development in emergent literacy.

### **Learning Outcome 3: Reading and Viewing**

We know this when the learner:

- Role-plays reading

Holds a book the right way up, turns pages appropriately, looks at words and pictures and understands the relationship between them, and uses pictures to construct ideas;

Distinguishes pictures from print (e.g. by pointing at words rather than pictures when "reading").

- Starts recognising and making meaning of letters and words:

Recognises that written words refer to spoken words;

Recognises and reads high frequency words such as own name and print in the environment such as STOP;

"reads" picture books with simple captions or sentences.

- Begins to develop phonic awareness:

Recognises initial consonant and short vowel sounds;

Recognises and names some common letters of the alphabet such as the letters the learner's name begins with;

Recognises some rhyming words in common rhymes and songs such as "We're going to the zoo, zoo, zoo; you can come too, too, too." (Department of Education, 2002: 16-17)

### **Learning Outcome 4: Writing**

We know this when the learner:

- Experiments with writing:

Creates and uses drawings to convey a message, and as a starting point for writing;

Talks about own drawing and "writing";

Role-plays "writing" for a purpose (e.g. telephone message, shopping list);

Uses known letters and numerals (or approximations) to represent written language, especially letters from own name and age;

"Reads" own emerging writing when asked to do so;

Shows in own writing attempts, beginning awareness of directionality (e.g. starting from left to right, top to bottom);

Copies print from the environment (e.g. labels on household items, advertisements);

Makes attempts at familiar forms of writing, using known letters (e.g. in lists, messages or letters).

(Department of Education, 2002: 18)

In my research, I developed indicators of observable emergent literacy behaviour, which I used to analyse the data I collected relating to learners' literacy progress. I mainly used the Assessment Standards from Learning Outcome 4: Writing, which I augmented with indicators from the First Steps Developmental Continua Books (Writing, Reading and Spelling) (1997), so that I had a broader range of indicators to assess the children's reading and writing achievements in the classroom. This is explained further in Chapter 3, the Research Methodology.

## **2.10 Conclusion**

In this chapter a review has been presented of the literature related to the research area in general and the research question in particular. The major elements covered are the following: the nature of emergent literacy and how it fits into the new curriculum for the Foundation Phase (Grade R-3); how the teacher might support emergent literacy in a Grade R classroom; and, finally, how the teacher might assess children's emergent literacy in Grade R.

In the next chapter, I provide a detailed outline of the methodology used for my research.

## CHAPTER 3

### RESEARCH METHODOLOGY

#### 3.1 Introduction

This chapter provides an overview of the research methodology selected for this study and the rationale for the choices made. It begins with a brief discussion of the goals of research in general and then focuses on the goal of the study under review. The qualitative approach is the philosophy which informs this research project. The project is a longitudinal case study conducted within the interpretive paradigm. Justification of the chosen sampling procedure, techniques and methods of data collection viz. observations, interviews and document analysis are then discussed. Consideration is given to issues related to validity and ethics, which are crucial features of research. Thereafter the data analysis is discussed. Finally, the chapter concludes by stating the limitations of the present research.

#### 3.2 Research goal

The goal of my research has framed the way in which I have approached my research and has influenced the research decisions taken. Maxwell (2005) defines the term *goal* in a broad sense to include motives, desires and purpose - anything that leads someone to a study or accomplish by doing research. He draws on Hammersley to argue that:

Your goals inevitably shape the descriptions, interpretations, and theories you create in your research. They, therefore, constitute, not only important resources that you can draw on in planning, conducting, and justifying research, but also potential validity threats, or sources of bias for the research results, that you will need to deal with (2005: 15)

The purpose of this research study is to trace and document children's emergent literacy development in a Grade R class over a period of two months. More specifically, the intention is to investigate a group of learners in a Grade R class who have access to a text-rich environment and an informed, motivated teacher. I want to find out whether it is possible for trained, motivated teachers who have access to everyday resources in otherwise ordinary South African schools, to achieve the Assessment Standards set out in the NCS for Home Language in Grade R.

#### 3.3 Choice of approach

##### 3.3.1 The Interpretive Paradigm

I have chosen to use the interpretive paradigm as a lense through which to conduct this research.

As its name suggests, the interpretive paradigm is concerned with interpreting and understanding human action. The goal of interpretive research is to reach an understanding of some phenomenon that is not yet well understood. Interpretive research assumes that the best way to understand such a phenomenon is by studying it in natural contexts such as a classroom. The aim is to provide a rich description of the phenomenon and, if possible, to develop some explanation for it (Ellis 1993: 7).

The interpretive perspective places primary emphasis on this process of understanding. From this, the researcher can identify patterns of meaning that emerge and can be interpreted in order to gain a better understanding of the phenomenon (Connole 1998: 14).

The intention of the study is to explore:

- The characteristics, values and beliefs of the teacher
- The range and availability of resources in the classroom
- The children's interaction with emergent literacy in relation to each other, the teacher, the resources in the classroom, the parents and the curriculum.
- The parents' role and perceptions of their children's emergent literacy

The interpretive paradigm with its characteristics as mentioned earlier, namely, a naturalistic setting, rich description, and focus on understanding human behaviour, lends itself to an investigation of this kind.

### **3.3.2 Qualitative Research**

In order to collect this data, I adopted a qualitative method incorporating observations, interviews and document analysis.

The terms qualitative research and interpretive research are often used interchangeably and are based on the same philosophical assumption that reality is ever changing and constructed by individuals interacting with their social worlds.

Qualitative research is an umbrella term used to describe forms of enquiry which assist us to understand and interpret the meaning of social phenomena with as little disruption to the natural setting as possible (Merriam 2001: 5). Qualitative data are conveyed through words (i.e. verbal).

Patton (1990, 10 as cited in Merriam, 2001: 69) states that qualitative data consist of "direct quotations from people about their experiences, opinions, feelings and knowledge" obtained through interviews; "detailed descriptions of people's activities, behaviours, actions" recorded in observations; and "excerpts, quotations, or entire passages" extracted from various types of documents. Bassey (1999: 43) believes that the term 'qualitative' can be used to describe the data collected by interpretive researchers, in that it usually consists of detailed observations, field notes, reports and interviews. The quality of such research lies in its detail (thick description) and depth.

The qualitative aspect of the interpretive paradigm is appropriate to the current research because it seeks to interpret a social phenomenon in a natural setting in which people's experiences, views,

behaviours, actions and knowledge are gathered from interviews, observations and different types of documents.

### **3.4 Methods**

#### **3.4.1 A case study**

The case study method was adopted for this research. I deliberately selected the case to have the following boundaries and features:

- A trained, experienced teacher who is interested in the new emergent literacy approach to literacy in the Foundation Phase (Grade R – 3)
- A Grade R class
- A well-resourced, well-managed school with formally qualified teachers
- Grade R learners:
  - *Age*: five to six years old
  - *Gender*: boys and girls
  - *Language*: some who speak only English as home language and some who speak English as additional language.
- A text-rich, well-equipped classroom
- A school which firmly reflects the multilingual, multicultural context of South African society
- A school in which the language of business and teaching is English. However, this does not mean that English is the only language spoken at the school. Similarly, the home contexts will be that some learners will be speaking their home language at home and not much English.

Susan Soy (1997: 1) gives a broad definition of the major features of a case study when she says:

Case study research excels at bringing us to an understanding of a complex issue or object and can extend experience ... Case studies emphasize detailed contextual analysis of a limited number of events or conditions and relationships.

There is a large amount of literature on the characteristics and fine points of case studies by such well-known authors such as Cohen, Manion and Morrison (2000). However, I found in the literature four features of case studies particularly relevant to my study, viz:

- 1) A single case set within certain boundaries
- 2) An integrated system
- 3) A longitudinal study
- 4) A process

Although the case study method is difficult to define accurately (Lincoln and Guba 1995: 360), case studies do have a number of common characteristics. Rather than using large samples and following a rigid protocol to examine a limited number of variables, case study methods involve in-depth,

longitudinal examination of a single instance or event: a case (Case study, Wikipedia 2006). A longitudinal study gathers data over an extended period of time. The word “developmental” is often employed in connection with longitudinal studies that deal specifically with aspects of human growth (Cohen, Manion and Morrison 2000: 174).

The case study can be also be defined by other special characteristics. Smith (cited in Merriam 2001: 19) differentiates case studies from other types of qualitative research in that they are intensive descriptions and analyses of a “single unit” or “bounded system” such as a thing, a single entity, a unit around which there are boundaries.

Stake (as cited in Merriam 2001: 27) adds that “the case is an integrated system.” Nisbet and Watt (as cited in Cohen, Manion and Morrison 2000: 181) remark that the whole is more than the sum of its parts. Sturman (as cited in Cohen, Manion and Morrison 2000: 181) argues that a distinguishing feature of case studies is that human systems have a wholeness or integrity to them rather than being a loose connection of traits, necessitating in-depth investigation. Merriam (2001: 27) describes a case study as being “a process”.

Adelman et al (as cited in Cohen, Manion and Morrison 2000: 181) state that a case study is “the study of an instance in action”. It provides a unique example of real people in real situations enabling readers to understand ideas more clearly than simply presenting them with abstract theories or principles. In other words, it enables readers to understand how ideas and abstract principles fit together (Cohen, Manion and Morrison 2000: 181).

In brief, the relevance or appropriateness of the 4 features in this case may be stated as follows:

- A single unit of study set within certain boundaries. In this case, it is the study of 4 learners, one teacher, parents of the learners and documents within the context of emergent literacy
- An integrated system. I am interested in observing and recording the children’s interaction with emergent literacy in relation to each other, the teacher, the parents, the resources in the classroom and the curriculum.
- A longitudinal study over an extended period of time. The goal of my research is to trace and document children’s emergent literacy development in a Grade R class over a period of 2 months.
- A process. My primary interest is monitoring and examining the progress children make in emergent literacy over a period of time. More specifically, the children’s interaction with emergent literacy, the relationship with the teacher and their development – how they move from one stage of emergent literacy to the next. I am not concerned with solely measuring their final level of performance.

A frequent criticism of case study methodology is that its dependence on a single case renders it incapable of providing a generalizing conclusion. The purpose of this research project is not to generalize but rather to provide a rich, thick description and holistic account of a phenomenon so that

readers can learn vicariously from the experience of others and also, perhaps, come to their own conclusions. Anchored in real-life situations the case study offers insights and illuminates meanings that expand its readers' experiences. These insights can be construed as tentative hypotheses that help structure future research (Merriam 2001: 41).

### **3.5 Sampling**

The selection of the sample should take into account:

- the research goals
- the demands of the research paradigm
- the research method (such as case study) selected
- the literature and practice of sampling
- certain practicalities and limitations of the research project.

The nature and selection of the sample of this study is going to be discussed under three headings which are listed below:

- 1) Literature and nature of sampling
- 2) The sample itself
- 3) Criteria and reasons for sample

#### **3.5.1 Literature and nature of sampling**

Maxwell (2005: 87) states that decisions about where to conduct research and whom to include are essential parts of the research process. Burgess (1982: 76 as cited in Merriam 2001: 60) adds that sampling in field research involves the selection of a research site, time, people and events.

The two basic types of sampling highlighted by various writers appear to be probability sampling e.g. random sampling and non-probability sampling e.g. purposeful sampling. The latter is the choice for most qualitative research (Merriam 2001: 61) especially if the researcher wants to solve qualitative problems such as discovering what occurs, the implications of what occurs and the relationships linking occurrences (Honigmann, 1982: 84 as cited in Merriam 2001: 61).

Light et al (as cited in Maxwell 2005: 88) maintain that in qualitative research, the typical way of selecting settings and individuals is purposeful selection. Maxwell (2005: 88) defines purposeful selection as:

A strategy in which particular settings, persons, or activities are selected deliberately in order to provide information that cannot be gotten as well from other choices.

Patton (1990 as cited in Merriam 2001: 61) argues that:

the logic and power of purposeful sampling lies in selecting information-rich cases for study in depth. Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the research, thus the term purposeful sampling.

To begin purposive sampling, the researcher must first determine what selection criteria are essential in selecting the subjects to be studied. LeCompte and Preissle (1993: 69 as cited in Merriam 2001: 61) prefer the term criterion-based selection to the terms purposive or purposeful sampling. Furthermore, in purposive sampling, subjects are selected by the researcher to obtain a sample that appears to be representative of the group (Patton, 1990).

A number of writers have differentiated among different types of purposeful sampling. Amongst the most common types is convenience sampling. Convenience sampling is used to select a sample based on time, money, location, availability of sites or respondents, etc (Merriam 2001: 63). Patton (1990: 183 cited in Merriam 2001: 63) cautions that selection made on this basis alone is not very credible and is likely to produce “information-poor” rather than “information-rich” cases.

### **3.5.2 The sample itself**

In this study, the sample consists of:

- Four Grade R learners - two boys and two girls: one boy and one girl who speak only English as home language and one boy and one girl who speak English as additional language.
- A trained, motivated teacher who is familiar with the new approach to literacy in the Foundation Phase (Grade R – 3) and has many years experience; that teacher is myself
- The parents/guardians of the four learners
- Samples of documents such as NCS for English - Home Language, learning resource materials used in that classroom and any samples of the children’s work.

### **3.5.3 Criteria and reasons for sample**

This research utilized:

- Purposeful sampling/criterion-based selection for the following reasons:
  - *Language*: Learners who speak English as a home language and who speak English as an additional language were chosen because many young children in South Africa start their school careers in a language other than their home language. I wanted to find out and compare how home language and additional language speakers of English engage with emergent literacy and if there is a difference in their development.
  - *Gender*: Boys and girls have been chosen because gender appears to be a significant factor in literacy. Moss (as cited in Martin, Lovat & Purnell, 2004: 13) claims “a lot of

research has shown that boys read less than girls” and Barrs (as cited in Martin, Lovat & Purnell, 2004: 13) writes that “studies have found girls writing more, choosing to write more readily.”

- Convenience sampling
  - *Interest in spontaneous writing:* Learners who were predisposed to emergent literacy were selected because of the developmental nature and timing of the research project.

Typically, a convenience sample is when the sample is selected on the basis of some constraints such as location, time and cost. Because of the developmental nature of emergent literacy, I needed to observe the children when their emergent literacy behaviour was visible. If at all possible, I would have done my research in the latter part of the year, when this was the case for all the children in the class. However, this was not possible because of the timing of the study and my need to fulfill the requirements of an M Ed (ELT) research by the end of the year. For convenience, I selected four Grade R learners who already showed an interest in spontaneous writing for my sample. However, this was a limitation. Ideally, it would have been preferable to choose a sample consisting of four average Grade R learners.

### **3.6 Techniques and methods of data collection**

#### **3.6.1 Observation**

In this study, I observed the four learners (as described in the section dealing with sampling) and the teacher’s (my) activities and behaviour every day for a period of two months.

Essentially, observations are about describing a setting and events that take place within that setting. They form a primary source of data collection in qualitative research. They are important in that they take place in the natural setting and they represent a firsthand encounter with the phenomena under review (Merriam 2001: 94). There are two types of observation, participant observation and non-participant (Cohen, Manion and Morrison 2000: 186), which is also referred to as structured observation.

For the purposes of this research, participant observation was used in that I was part of the social life of the participants and documented and recorded what was happening inside and outside the classroom with regard to the participants’ emergent literacy behaviour. Being their class teacher, I was able to stay with the participants for 2 months and record what was happening whilst taking a role in that situation. My position as the class teacher also enabled me to see how the participants’ emergent literacy evolved over time, catching the dynamics of situations, contexts, resources, roles, etc (Cohen, Manion and Morrison 2000: 311). Being immersed in this particular context over time afforded me the opportunity to gain a more holistic view of the interrelationships of factors, such as, the children’s

interaction with emergent literacy in relation to each other, the teacher, the parents, the resources in the classroom and the curriculum. Such immersion facilitated the generation of “thick descriptions” which would lend themselves to a more accurate explanation and interpretation of events in the data analysis rather than relying on my own inferences.

Observations are recorded in field notes (Cohen, Manion and Morrison 2000: 311). Field notes are a written record of observations, interactions, conversations, situational details and thoughts kept by a researcher during the period of study. In this study, I used field notes because:

- They were simple to keep; no outsider was needed
- They provided continuity; I made entries in a research journal every day to provide a good ongoing record.
- They were convenient; the firsthand information was studied at a later stage during my own time
- They were helpful; relating incidents, identifying issues and exploring trends and reflecting on the process
- The information was used to build up a picture of the participants' development which was then used for interpretation and analysis.

Field notes can be of a number of different types. In this study, the field notes were of a descriptive nature. Information focused specifically on tracing the development of the emergent literacy behaviour of the 4 participants. The field notes included:

- Quick fragmentary jottings of key words/symbols, informal and unplanned activities;
- Transcriptions and more detailed observations written out fully;
- Reconstructions of conversations;
- Descriptions of the physical settings of events;
- Descriptions of events, behaviour and activities;
- Sketches/ diagrams of the context within which the observations took place;
- Descriptions of my activities and behaviour;
- Careful recording of the time and date of events, samples of the participants' spontaneous writings, photographs taken and resources used by the teacher.

### **Problems with observation as a research tool**

There are limitations to observation as a method of data collecting. Critics of participation observation echo the criticisms of it being:

subjective, biased, impressionistic, idiosyncratic and lacking in the precise quantifiable measures that are the hallmark of survey research and experimentation (Cohen, Manion and Morrison 2000: 313).

This point draws attention to the fact that observations are inevitably filtered through the interpretive lens of the observer. It must be remembered that observations can never provide us with a direct representation of reality because the observer's existing knowledge, theories and values will inevitably influence the data, the accounts and the evaluations they produce. The danger is that this may introduce biases and inaccuracies into their work so that invalid and therefore misleading descriptions, explanations or evaluations are produced (Foster 1996: 14). The quality of the participant observation depends upon the skill of the researcher to observe, document and interpret what has been observed. It is important in the early stages of the research process for the researcher to make accurate observation field notes without imposing preconceived categories from the researcher's theoretical perspective but allow them to emerge from the subjects under study (Schensul, Schensul and LeCompte 1999).

Another problem is that the participants may, consciously or unconsciously, change the way they behave because they are being observed. If this happens observational accounts of their behaviour will be inaccurate representations of their "usual" behaviour, and any judgments made will be invalid assessments of normal practice (Foster 1996: 14). Merriam (2001: 104) suggests that the researcher must be sensitive to the effects one might be having on the situation and account for those effects.

Finally, it is important to remember that observation is very time consuming. This may mean that the researcher is only able to study a restricted range of subjects or a small sample of the behaviour that is of interest, which was the case in this study. As a result, the representativeness of observations may be in doubt (Foster 1996: 14). To counteract this, information from other sources e.g. interviews, documents, may be required to make sense of the data received.

As Merriam (2001: 111) writes:

Observation is a major means of collecting data in qualitative research. It offers a firsthand account of the situation under study and, when combined with interviewing and document analysis, allows for a holistic interpretation of the phenomenon being investigated.

### **3.6.2 Interviews**

In this study the parents/guardians of the four learners in the sample were interviewed to gather information about the linguistic background and literacy development of the participants. I utilised semistructured interviews and an interview guide (see Appendix 2) which consisted of a list of questions I used when interviewing the parents.

Cohen, Manion and Morrison (2001) and Silverman (2001) see interviews not as a dispassionate and technical instrument of data generation but as an emotionally engaged social interaction about people's real experiences in constructing their personal accounts on a particular topic. In this sense, the interview is not simply concerned with collecting data about life; it is part of life itself, its human embeddedness is inescapable (Cohen, Manion and Morrison 2000: 267). It involves gathering data

through direct verbal interaction between individuals. According to Whyte quoted in Cohen *et al* (2000), the interview process is characterized by continuous probing to elicit more information.

For the most part, semistructured interviewing is used in qualitative investigations because it is more open-ended and flexible, allowing one to probe in order to obtain in depth data. In this type of interview specific information is required from all the respondents, which means sections of the interview have to be structured. But the largest part of the interview is guided by a list of questions or issues to be explored, and neither the exact wording nor order of the questions is determined ahead of time. This allows the researcher to respond to the situation at hand, to the emerging views of the respondent and to new ideas on the topic (Merriam 2001: 74).

I wanted to find out to what extent children's access to print varies according to language (English as Home and First Additional Language) and gender and how these factors impact on their literacy development. Children's parents, caregivers and early childhood educators play an important role in ensuring that children successfully progress in their literacy development. I wanted to gauge to what degree the parents are involved in supporting their children's literacy development at home.

### **3.6.3 Document analysis**

Document analysis refers broadly to various procedures involved in analyzing data generated by the examination of documents and records relevant to a particular study (Schwandt, 1997: 32). Public records, personal documents and physical material are three major sources of data in qualitative research, which are available to the researcher for analysis. Documents of all types can help the researcher uncover meaning, develop understanding, and discover insights relevant to the research problem (Merriam 2001: 133).

Physical material as a form of document, broadly defined, consists of physical objects found within the study setting (Merriam 2001: 117). In the case of the present research, samples of the participants' spontaneous writings were rigorously collected and dated on a daily basis and kept in large envelopes. A major advantage of collecting these samples was that they were the product of the context in which they were produced and therefore grounded in the real-world (Merriam 2001: 126). Analysis of this data source "lends contextual richness and helps to ground an inquiry in the milieu of the writer. This grounding in real-world issues and day-to-day concerns is ultimately what the naturalistic inquiry is working toward" (Guba and Lincoln 1981: 234 as cited in Merriam 2001: 126).

Researcher-generated documents, for example, a researcher's photographs, are documents prepared by the researcher or for the researcher by participants after the study has begun. The specific purpose for generating documents is to learn more about the situation, person or event being investigated (Merriam 2001: 119). In the current research, photographs were taken. Bogdan and Biklen (1992: 143 as cited in Merriam 2001: 119) maintain that such photographs, often taken in conjunction with

participant observation, provide a “means of remembering and studying material that might be overlooked if a photographic image were not available for reflection.”

Document analysis can be a valuable technique for gathering data. Perhaps more importantly, in the case of the present research, document research may be used as a means to counter validity threats, as part of the triangulation process.

### **3.7 Key issues in research**

#### **3.7.1 Triangulation**

Ary *et al.* (1990: 444) argue that findings of a qualitative study may simply be a matter of opinion. As a measure to counteract this statement, different research techniques are used in this research. Hopkins (1996: 155) states that sources of data must be triangulated. Cohen, Manion and Morrison (2000: 112) define triangulation as “the use of two or more methods of data collection in the study of some aspect of human behaviour.” Of the different types of triangulation categorized, “methodical triangulation” which compares data derived from different techniques of data collection on the same subject of study (Cohen, Manion & Morrison, 2000: 233), appeared to be the most appropriate for the present research. This means that the three methods or techniques of data collection – observation, interview and document analysis - are used together to give credibility, objectivity and validity to the interpretation of the data.

#### **3.7.2 Ethical responsibilities**

Data collection techniques in qualitative research present their own ethical dilemmas. As Stake (1994 as cited in Merriam 2001: 214) observes, “Qualitative researchers are guests in the private spaces of the world. Their manners should be good and their code of ethics strict.”

O’ Leary (2004: 50) succinctly states:

Researchers are unconditionally responsible for the integrity of the research process. The power to produce knowledge requires responsibility for integrity in its production. Similarly, the power relation inherent in researcher-researched interactions requires responsibility to ensure the dignity and well-being of the researched. Ethics is foundational to all research; with power comes responsibility.

To ensure that ethical practices which are an essential component of qualitative research are followed in this research, I did the following:

- I wrote a joint letter to the Principal of the school and the Chairman of the School Governing Body (see Appendix 3) requesting permission to use my class, of which I am the class teacher and four learners as part of my sample for my research. My letter stated that data for analysis would be collected from observations, field notes, photographs, samples of the learner’s work and interviews with the parents of the four participants. I promised to keep the identity of the school, learners and parents anonymous. I also invited them to proofread drafts of the research report to

ensure that details were accurately recorded and reported. In addition, I explained the purpose of conducting the research, namely, to fulfill the requirements of the M Ed (ELT) programme I was pursuing at Rhodes University, Grahamstown.

- I wrote a letter to the parents of the four participants explaining (see Appendix 4) the purpose and goals of my research and requested their permission and willingness to assist me with my research in the following ways:
  - By allowing me to observe their child, make field notes, keep samples of photocopies of his/her work and take photographs to use in the research report. Understandably, there is a risk involved in using photographs because children can be recognised. Although I personally do not think using photographs will expose the children to any disadvantage, I wrote a letter to the parents/guardians of all the children in my class regarding this matter (see Appendix 5). The purpose of the letter was two-fold: firstly, I requested the parents' permission to use any photographs, in which their child may appear, as evidence in the data analysis and findings of my research report and, secondly, it deals with the ethical issue of my promise to protect the children's identity (anonymity).
  - By participating in an interview with me to gain information on their child's linguistics background at a time that was convenient to them
  - By allowing the interview to be tape-recorded for later transcription and use in the research report

In order to understand the picture that had emerged from the research, the data was analysed.

### **3.8 Data analysis**

This section describes the process of data analysis, which involves organising, analysing and interpreting data.

Schwandt (1997: 4) in defining data analysis notes that:

Broadly conceived, this is the activity of making sense of, interpreting, or theorising the data. It is both art and science, and is undertaken by means of a variety of procedures that facilitate working back and forth between the data and ideas. It includes the processes of organising, reducing and describing the data, and warranting those interpretations. If data could speak for themselves analysis would not be necessary.

McMillan and Schumacher (2001: 462) define qualitative data analysis as “a relatively systematic process of selecting, categorising, comparing, synthesising and interpreting to provide explanations of the single phenomenon of interest.”

Stake (1995: 71) maintains data analysis is a process of unlocking information hidden in the data that the researcher transforms into meaningful and useful information.

In this school-based case study, interpretational data analysis (Winegardner 2000) is used to analyse data. In this process, all the data from the observations, field notes, entries in a research journal, interviews and samples of learners' work is closely examined to find constructs, themes and patterns. Thereafter, the themes and patterns are compared and analysed.

The following process was undertaken. The interaction between data collection and analysis occurred to some extent during this process but the analysis, in large part, occurred at the end. I transcribed the parent interviews (see Appendix 6) verbatim immediately after conducting them. I then perused the transcripts to find information relating to the participant's biographical circumstances e.g. home language, family history, schooling, socio-economic status, housing, access to English resources in the home, access to technology and parental support. I typed the relevant information in tabular form to provide 1) A profile of the four Grade R learners, and 2) Home Context: access to literacy in English. I read through my research journal and colour coded each child's entry details for the duration of the study which I typed chronologically in date and week order (see Appendix 7). I designed a tool with indicators to trace and document the children's emergent literacy behaviour over the nine-week period of the study. I laid the samples of the children's spontaneous writing which I had collected during the research on a large table and in conjunction with the children's individual journal entries, I plotted and recorded each child's performance on the data analysis tool (see Appendix 8). Put simply, I triangulated in order to cross check among the data sources. Having done this, I wrote a biographical description of the research participants and provided a narrative account of their engagement with literacy during research period.

Sorting categories was determined by the research goals, parent interview guide, observable emergent literacy behaviour, relevant literature and what emerged from the data. In other words, some categories were predetermined while others emerged from the data. For the sake of making sense out of the collected data, I presented and compared the findings normatively and graphically under the following categories:

- General: Factors that are the same for all the children
- Gender: Similarities and differences between girls and boys
- Language: Similarities and differences between children who speak English as home language and English as first additional language

### **3.9 Limitations**

This case study of literacy development has limitations. A longitudinal study is a form of research often used to investigate developmental issues where the group of subjects is studied over an extended period of time. But, one needs to take into consideration that each learner in a Grade R class, should be approached at their own level of development that is, they must be given the opportunity to develop at their own pace. It is also important to accept that learners are continuously changing, growing and developing intellectually, socially, emotionally and physically throughout their Grade R year. Because

Grade R learners develop and mature significantly throughout the year, it would have been preferable to conduct the study over a longer period of time, maybe, four to five months. However, for the purposes of fulfilling the requirements of an M Ed (ELT) coursework thesis, the scope and duration of this case study had to be limited.

Ideally, I would have preferred to select four average learners as part of the sample for this case study and have conducted it later in the year. However, the participants are selected on the basis of their interest in literacy because of the timing of the study and my need to fulfill the requirements of an M Ed (ELT) coursework thesis by the end of the year.

In the present research, the interviewing process could have been smoother had I conducted a pilot interview initially for the following reasons:

- To adjust the wording of the questions
- To iron out problems with using the tape recorder
- To improve my probing skills and verbal responses to the questions

The ambiguity of being the participant observer and teacher in this study and attempting to keep the roles separate has been difficult. To create some objectivity and detachment between the two roles, I kept a research journal and used triangulation as a means to counter validity threats.

### **3.10 Conclusion**

This chapter begins with a justification of the methodological framework thought to be the most appropriate in view of the goal of this study. It continues by looking at aspects of case study research, especially those relevant to a single case study. This is followed by an explanation of how the case and participants were selected, and an in-depth discussion of the methods of data collection, viz. observation, interviews and document analysis. The approach to data analysis is reviewed and the interpretational approach (Winegardner 2000) adopted in this study is explained and justified. Thereafter, due consideration is given to issues surrounding validity and ethics as well as some insights into the limitations of the present research. The next chapter discusses the collection of the data and the interpretation.

## **CHAPTER 4**

### **DATA ANALYSIS**

#### **4.1 Introduction**

This chapter presents and analyses the findings of the case study, which was conducted to trace and document children's emergent literacy development in a Grade R class over a period of two months. More specifically, the intention was to investigate a group of learners who had access to a text-rich environment and an informed, motivated teacher. I wanted to find out whether it is possible for trained, motivated teachers who have access to everyday resources in average South African schools, to achieve the Assessment Standards set out in the NCS for Home Language in Grade R.

Firstly, I give a brief description of the school context in which the research took place. Secondly, I give a concise overview of what kind of activities the teacher did in the classroom during this period. Thirdly, I provide a profile of the research participants and their access to literacy in English in the home context in tabular form. Fourthly, I give a narrative account of each participant's performance and engagement with literacy including factors like language, age, gender, family circumstances and access to resources. Each participant's story also includes their significant literacy events and the focus of attention regarding the nature of their spontaneous writing during the period of the research.

The data to be analysed was gathered through observation, document analysis and interviews, and the analysis draws on all of these methods of data collection.

#### **4.2 Description of context**

The Lukhanji Pre-primary School is an urban preschool situated in Queenstown. It has four classes – three for Grade R (5 – 6 year olds) and one for Grade 0 (4 – 5 year olds) and a staff compliment of ten (4 teaching staff and 6 non-teaching). All the teachers and the secretary are white females. Three teachers speak Afrikaans as their home language and the secretary and I speak English. Each class has an assistant. The 4 female assistants and the male gardener are black and except for one, their home language is Xhosa.

The school aims to provide a comprehensive school-readiness programme to 120 boys and girls who hail from Queenstown and the local townships, namely, Mlungisi and Ezibeleni. Eighty-five learners speak Xhosa, 30 speak English, 4 speak Afrikaans and 1 speaks an Indian language at home. The main reason for parents placing their children in this English school is to expose them, at a young age, to a high quality education and standard of English. On the whole, the learners come from middle-class families where both parents work. The school is well-resourced and is well-managed by an active School Governing Body.

My class consists of 31 learners: 21 girls and 8 boys. Nine of the girls speak English as their home language and 12 speak Xhosa as their home language and English as an additional language. There

is only 1 boy who speaks English as his home language and the remaining 7 boys speak Xhosa as their home language and English as first additional language. Thus, one third of the class (10 learners) speak English as a home language and two-thirds (21 learners) speak Xhosa as a home language. Regarding age, except for 2 Xhosa-speaking girls who are a year older, the children are five turning six.

The classroom is spacious, brightly-painted with easy access to an outdoor area. It has sufficient furniture and equipment to provide a stimulating, secure environment for learning and teaching to take place. The curriculum and playing opportunities are planned around a well-structured Daily Programme. To this end, the spatial organisation of the classroom includes a book corner (see Photo 4), a writing corner, a creative art area (7 Formica tables and 31 small chairs), a fantasy area and a carpeted area for adult-directed activities (e.g. the morning ring, theme discussion and storytelling) and block play.



**Photo 4**

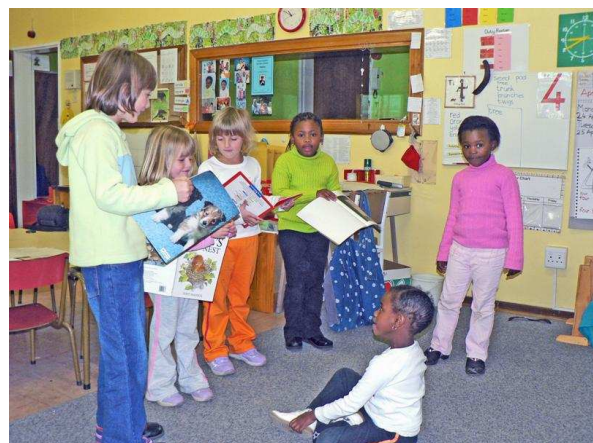
#### **4.3 The teaching focus during the two-months of observation**

I observed the learners' emergent literacy for a two month period from 10 April to 9 June 2006. During this period I supported the learners' emergent literacy by:

- Establishing positive, nurturing relationships with the children by engaging in responsive conversations with individual children, allowing children to ask for help when they needed it, praising and affirming them for their efforts, modeling reading and writing behaviour daily and fostering children's interest and enjoyment in reading and writing (see Photos 5 & 6)



**Photo 5**



**Photo 6**

- Writing a class letter once a month to parents providing ideas and guidance on how to support their children's literacy development at home (see Appendix 9)
- Following an English phonics programme called Letterland, which is widely used in primary and pre-primary schools in English-speaking countries (see Crystal 1996) This programme teaches the alphabet by creating a character for each letter e.g. Annie Apple and Jumping Jim (see Appendix 10)
- Establishing a print-rich classroom environment e.g. displaying the words of finger rhymes, Letterland flashcards, number and number name flashcards, class rules, a weather chart, a birthday chart, a number grid, writing new words on the whiteboard and flipchart, (see Photo 7 & 8) all of which provided opportunities and tools for children to see and use written language for a



**Photo 7**



**Photo 8**

variety of purposes. I drew the children's attention to specific letters, words and text forms on a daily basis (see Photo 9).

- Reading high-quality books to the class every day as part of the Daily Programme as well as reading texts from non-fiction books to augment theme discussions, reading environmental print and reading things like school circulars, birthday invitations, flyers and articles which appeared in the local newspaper about the school.
- Providing opportunities for the children to talk about what was read, rereading books for pleasure and exploration on a child's request, inviting the class to join in choruses at the appropriate time e.g. Jack and the Beanstalk – "Fe-fi-fo-fum, I smell the blood of an Englishmen, Be he alive or be he dead, I'll grind his bones to make my bread."
- Discussing conventions of book language e.g. title, author, front, back, cover, spine, page number, chapter, index
- Giving the children the freedom to experiment with written language e.g. encouraging them to write words while painting (see Appendix 11), copy words from the whiteboard/flipchart (see Photo



**Photo 9**

10), cut letters from magazines to make words, copy words from labels on household items; carefully selecting worksheets that promoted writing; and letting the children write the date on their work.

- Reinforcing directionality by encouraging the children to write their names in the top left-hand corner of their work every day and doing laterality exercises with them fairly regularly e.g. reading an arrow chart
- Teaching strategies and experiences that developed phonemic awareness, such as songs, finger rhymes nursery rhymes and stories in which phonemic patterns such as rhymes and alliteration were salient as well as introducing sound-symbol relationships (segmenting and blending) where appropriate
- Arranging the classroom to include a well-stocked Book Corner and a well-equipped Writing Corner with materials like pencil crayons, koki pens, unlined paper, clipboards, pencils, erasers, pencil sharpeners, envelopes, glue, scissors and a stapler
- Encouraging the use of a metalanguage e.g. talking about rhyme, capital letters, small letters, border, sound, word, letter, sentence, full stop, portrait, landscape, rows, columns, beginning, middle, end, key
- Arranging firsthand experiences that expanded the children's vocabulary such as trips in the community e.g. visiting the local private hospital (see Photo 11) and eating a meal at a popular eating-house (see Photo 12), and exposure to various tools, objects and materials



Photo 10



Photo 11



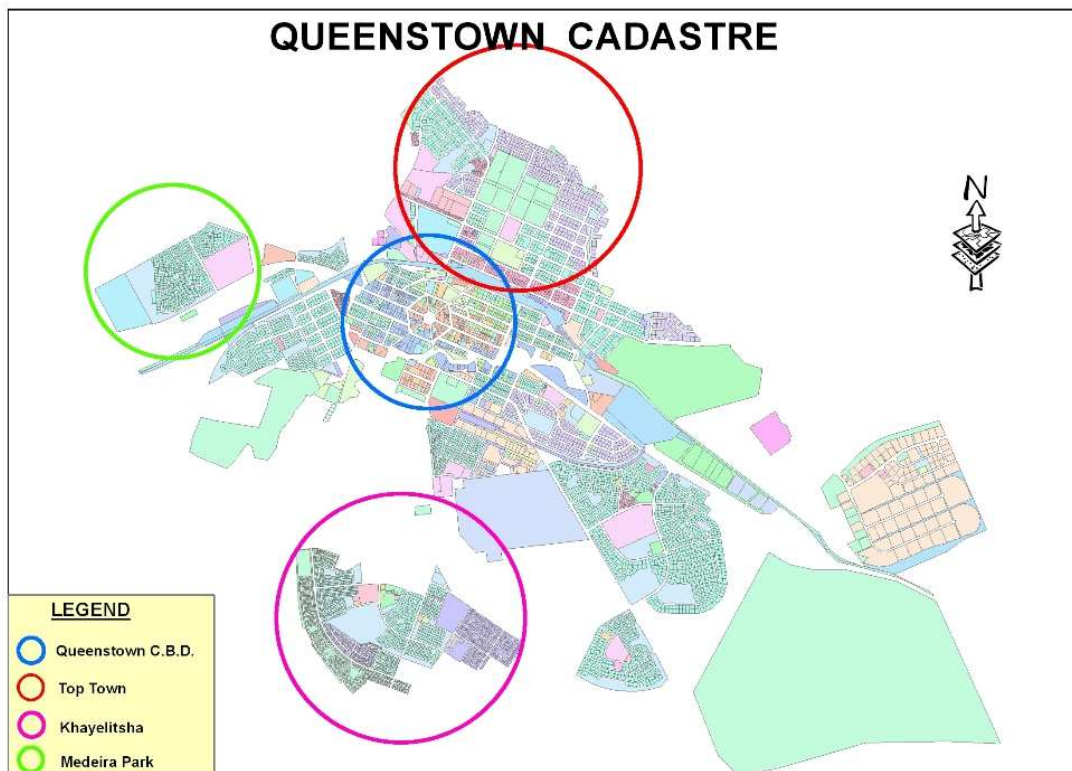
Photo 12

#### 4.4 Description of the research participants

This section gives a profile of the four participants as well as information regarding their access to literacy in their home context in tabular form.

**Table 4.4.1 Profile of four Grade R learners**

	Name	Date of Birth	Age (as at 10/04/06)	Gender	Home Language	Caregiver	Residence
1	Michelle	19/04/2000	6 yrs	Girl	English	Parents	Balmoral affluent residential area
2	Jack	27/02/2000	6 yrs 1 mnth	Boy	English	Parents	Central Business District
3	Asa	07/02/2000	6 yrs 2 mnths	Girl	Xhosa	Grandmother	Madeira sub-economic residential area
4	Mihle	31/10/2000	5 yrs 5 mnths	Boy	Xhosa	Grandmother	Khayelitsha poor urban township



**Map 2: Residential areas of participants**

**Table 4.4.2 Home Context: Access to literacy in English**

	Name	Home Language	Language of community	Age 0 – 5 years			Exposure to books				Multimodal facilities in the home		
				Age exposed to English	Attended a Nursery School	Language of instruction	Parents read stories to child	Language of story-telling	Books available in the home	Member of local library	Access to television	Access to a computer	Access to stationery
1	Michelle	English	English	Birth	Yes 2004 - 2005	English and Afrikaans	Twice a week	English	Many  Bible stories, fiction and non-fiction	No	Watches English programmes, mostly Cartoon Network  One hour per day	Yes  Plays computer games	Pencil crayons, wax crayons, stencils for tracing, rulers, pencils, educational games
2	Jack	English	English	Birth	Yes 2004 - 2005	English and Afrikaans	Yes "Not every night."	English	Many  Mostly Bible stories	No	Watches English programmes, mostly Cartoon Network  Three hours or more per day	"Kiddies laptop"	Blank books for drawing and scribbling, colouring in books, chalkboard, chalk, pencil crayons, scissors, sharpener
3	Asa	Xhosa	Xhosa	3 years	Yes (2002 – 2005)	English	Yes "Almost every night."	English	No  "I don't have any."	Yes  Story books  Twice a month	Watches English programmes, mostly children's programmes and soaps with her Grandmother  Two hours per day	"No, not at all."	"She's got them but I don't allow her to play with the scissors unless I'm watching her. Because she even cut the clothes."
4	Mihle	Xhosa	Xhosa	3 years	Yes 2003 - 2005	English	Yes  Every night	English	Some books  "Small story books"	Yes	No. There is no television set at home.	No	exercise books, crayons, pencils, rubbers, pencil sharpener

## 4.5 Biographical description of the research participants and a narrative account of their engagement with literacy during the research period

### 4.5.1 Michelle

Michelle is a girl who speaks English as home language. She lives with her parents and is the middle child of three. She has an older sister who is in Grade 2 at Balmoral Girl's Primary School and a younger brother of three. The family lives near the schools in a wealthy suburb in "toptown", Queenstown (see Map 2). Although Michelle's parents are busy, they are very supportive of her literacy development and their home is well equipped with resources to support this, e.g. a wide variety of books, access to a computer, stationery, educational games and television. She also has the advantage of a grandmother who is a retired teacher by profession and is "a big help." According to Michelle's mother, "Granny has all the patience in the world and she often sits with the kids and discusses books and gives them worksheets to do." A further advantage is that Michelle's older sister, Ashton, "sits and teaches Michelle to read" while she is doing her homework.

Michelle is a gentle, well-balanced child who has highly-developed leadership and social skills. From the beginning of the research, I noticed she had a positive influence on the other girls in the class. Initially, she did not show much interest in engaging with literacy activities during Free Play because she preferred playing outside with her friends. However, in the second week, she and her friends eagerly read books in the book corner. During this week, it was her birthday and she brought me party invitations to give to her friends. I used this opportunity to discuss the genre of an 'invitation' with the class and I showed and discussed Michelle's invitations with the learners. Later in the week, we celebrated Michelle's birthday by making birthday cards and singing songs. These events in tandem seemed to spark an awakening of Michelle's interest and potential in literacy.

In the following weeks, I made the following significant observations about Michelle:

- She enjoyed experimenting with writing. The focus of her attention during the research period was making Attendance Registers (see Appendix 12).
- She had a well developed metalanguage to talk about literacy. She responded to and used terminology related to:
  - Different kinds of text: stamp, envelope, letter, card, invitation, book (and she knew how to make a book)
  - Setting up a page and page orientation: column, row, chart, portrait, landscape, border, key
  - Knowledge of the concept of print: letter, word, small and capital letter, sound, sentence, full stop, spaces between words, e.g. "It's called a finger space",
  - Knowledge about everyday printing materials and environmental print: magazine, logo, flyer, newspaper, map
  - Book-handling knowledge: title, author, cover, front, back, spine page, page number
- She was confident. She liked to consult with her teacher stating the purpose or goals of her writing, e.g. "I'm going to finish my register;" "I'm still doing my register;" "I need another name."

She asked questions when she needed more information, e.g. “Is this how you spell Kelly?” “How do you write <th> in Thursday?” “Will you write the days of the week for me on my register?” She expressed herself confidently in front of the group, e.g. “Show and Tell” – she told to the class about different seeds she had brought to school

- Her attitude towards reading was positive. She expressed enjoyment by joining in orally and responding emotively when listening to familiar stories and eagerly anticipated story time at the end of the day. She was familiar with books and displayed reading-like behaviour, e.g. holding the book the right way up, turning the pages appropriately, beginning to read the book at the front and moving sequentially to the back.
- Her parents and extended family were a great support to her, e.g. she brought Jumping Jim and Yoyo Man words to school, which her mother had written for her; she brought the minimum and maximum temperatures to school, which her mother copied from the weather report on television; she brought four packets of seeds to school, which her mother had labeled; she dressed up as a “fairy” for the Letterland Day celebrations at the school.
- She had a wide vocabulary.
- She was able to write from memory without any assistance, e.g. when copying the date from the teacher’s example she said, “Look, it’s so easy. I don’t have to look!”

The most significant element of Michelle’s emergent literacy was her rapid development of phonological awareness

- She identified and named some the letters of the alphabet by pointing out letters in names and written texts, e.g. “My sister’s name starts with Ticking Tess –Tracy;” “I know how to spell Mom – Munching Mike, Oscar Orange, Munching Mike.”
- She recognised some words in context, e.g. she pointed to the words <SIMBA> and read, “SIMBA.” She said, “<LUX> is the same in both words.”
- She demonstrated some knowledge of letter/sound relationships, e.g.  
Michelle: “Is this how you spell Kelly, <k>, <e>, <l>, <y> [sounding out each letter]?”  
Teacher: “Yes. There are two<l’s> [sounds out letter] after <e> [sounds out letter].”  
Michelle: “Is this how you spell Kayla?” [Writes <Kala> and shows it to me.]  
Teacher: “Yes. Put in <y> [sounds out letter] after <a> [sounds out letter]. In English, when Annie Apple and the Yoyo Man are written together <ay>, they make a long <a> sound. [I pointed out <ay> in the word <Thursday> written on the flipchart.]
- She demonstrated some understanding of phonics e.g.  
Teacher: “When we put Ticking Tess and Hairy Hat Man together what sound do they make?”  
Michelle: “<th>”  
Teacher: “And what sound do we get when we put Annie Apple and the Yoyo Man together?”  
Michelle shouted out: “A long <a> sound.”
- Towards the end of the research period, she started recognising rhyming words, e.g.  
Teacher: “Class, what do you notice about the words star and far, sky and, thread and bed?”  
Michelle: “The sounds go together.”

Michelle's main literacy accomplishments during the research period included: vocabulary skills, print awareness, letter knowledge, phonological awareness, motivation to learn and appreciation of literate forms.

#### **4.5.2 Jack**

Jack is a boy who speaks English as home language. He lives with his parents and is the eldest child of two. He has a younger brother who is four years old. The family lives in the Central Business District of Queenstown (see Map 2). Their home is attached to the family funeral business. Although Jack's parents are busy and his father works long hours, they are supportive of his literacy development. Their home is well equipped with resources to encourage this, e.g. lots of books, access to a "kiddie's" laptop, television and stationery. It appears that Jack's father took a keen interest in his language development in his formative years. While driving through town, his father would point out various shops and signs to him, e.g. "There's Jackson's. There's the Post Office." Jack's parents have also made a special effort to develop and increase his vocabulary and grammar skills from a young age, e.g. "We encourage the children a lot to make full sentences."

Jack is a lively, responsive child who has great respect for his elders and a sound understanding of the difference between right and wrong. He was the only white, English-speaking boy in the whole school, besides in my class. Because of his adventurous spirit and zest for life, he was popular with the boys and girls in the class. He was certainly a leader amongst the boys. He seemed to motivate the other boys to engage in various literacy activities, e.g. reading books in the Book Corner, copying print from the resources in the classroom, etc. Jack's parents were very involved in the management of the school. His father served as the Chairman of the School Governing Body and his mother served on the Parent Teacher Association Committee. Although Jack was self-assured and playful by nature, he was not precocious.

In the first week of the research period, our class won the school prize for collecting the most money for the annual Fun Walk. The prize was an outing to a local eating-house and garage for a hamburger and an ice-cream. Jack's father and uncle provided the transport for the occasion – a white limousine and two busses. I decided to use this opportunity to draw the children's attention to environmental print e.g. SHELL Logo, EXIT, ABSA ATM, WELCOME, THANK YOU; menu's; traffic signs; signs like no smoking, no cell phones; and new vocabulary e.g. limousine, forecourt, petrol pump, petrol attendant, waitress, order. This outing seemed to stimulate Jack's interest in literacy activities. A couple of days later, he passed the comment, "Teachers don't watch TV. They read books so that they can get clever and teach children!"

In the following weeks, I made the following significant observations about Jack:

- The focus of his attention during the research period was his exceptional curiosity about print and making meaning of words. He regularly asked questions like: "What is this?", "What does this

say?”, “What does this mean?”, “What does it say about these photos?”, “Why is the party invitation being given today, when the party is only on Friday?”

- He had a well developed metalanguage. He responded and used terminology related to:
  - Different kinds of text: letter, card, book (and he knew how to make a book), invitation e.g. “It tells you if you can go to the party or not!”
  - Setting up a page and page orientation: column, row, chart, border, portrait, landscape, e.g. “Look it’s portrait (on one side of the page) and landscape (on the other).” (see Appendix 13)
  - Knowledge of the concept of print: letter, word, rhyme, small and capital letter, e.g. “I got one capital Hairy Hat Man.”
  - Knowledge about everyday printing materials and environmental print: magazine, newspaper, map, instruction leaflet in a medicine box, e.g. “It tells you when and how you must take the medicine.”, logo, e.g. “When you see the lion, you know that these are chips!”, advertisement, e.g. “Something that comes in between a story on TV so that people will buy things.”, comic strip, e.g. “Look, Aunty Jenni, they’re thinking!” (see Appendix 14)
  - Book-handling knowledge: title, author, cover, front, back, spine, page, page number

- His attitude towards reading was positive. He selected books to read for pleasure, e.g. he was the first child to “read” the SHELL booklet the children received in their “goodie” bags after the outing to the eating-house and garage (see Photo 13); he asked if he could read my Letterland Book; he asked me to read sections of the newspaper to him; he asked me to read a reminder to him; he eagerly anticipated storytelling at the end of the day and shouted “The end!” on completion of the story; he expressed enjoyment by joining in orally and responding emotively when listening to stories.



**Photo 13**

- His parents were a great support to him, e.g. he brought the minimum and maximum temperatures to school; he brought a newspaper to school; he dressed up as a “pirate” for the Letterland Day celebrations at the school; on two occasions he brought me writing he had done at home (see Appendix 15); his mother came to the school to show me his work and expressed her admiration and delight at her son’s literacy development.
- He was the only child I observed during the research period who formed letters in various ways e.g. He got very excited when he was building with the railway tracks on the carpet. As he put the pieces together, he realised that certain letters were being formed. He said, “Look, Aunty Jenni! Look Fireman Fred (f), Sammy Snake (s), Oscar Orange (o) (see Photo 14) and Clever Cat (c)!” Then he said, “How can I make Golden Girl (g)? I know I must get something that can make a

sharp turn!" On another occasion, I noticed that he and two friends were making letters with their bodies. He said, "Look, Aunty Jenni, I can do Annie Apple!"

- Towards the end of the research period, he started recognising his name in print, e.g. He pointed to the word <June> and said, "Look my name starts with that." When he saw my name <Jennifer> written on the flipchart, he said, "It starts with my name."



Photo 14

- He clearly distinguished between numerals and letters.

The most significant element of Jack's emergent literacy development was his rapid development of phonological awareness:

- He recognised and named some common letters of the alphabet e.g. "We know that <snake> starts with Sammy Snake." He noticed that the names Lukho, Lulutho and Lukhanyo all end with Oscar Orange. He was the only child who could identify three Oscar Oranges (o's) in <COCO POPS>. He said, "All the words <nose>, <nest>, <neck> and <nine> have got Eddy Elephant and Naughty Nick."
- He recognised some words and letters in context, e.g. He said, "<Oats> looks like "Oatees." He pointed to the print on a poster which read <Vertebrates and Invertebrates> and pointing to <v>, he said, "Vases of Violets." He recognised the logo for SIMBA and said, "It's the same as the chip packet. It says SIMBA peanuts."
- He demonstrated some knowledge of letter-sound relationships, e.g.

Jack: "Why does this say <m> [sounds out letter] for Munching Mike and it's got a monkey (picture)?"

Teacher: "Because <m> [sounds out letter] for Munching Mike ..."

Jack: "And <m> [sounds out letter] for monkey." (see Photo 15).

- He demonstrated some understanding of phonics e.g.

Teacher: "When we put Ticking Tess and Hairy Hat Man together what sound do they make?"

Jack: "<th> [says sound] like in thirty-one, thirty-two ..."



Photo 15

- Towards the end of the research period, he started recognizing alliteration, e.g. He said, "<Buhle> and <book> start the same." "When you say <hat> and <had>, they start the same like Hairy Hat Man." "<Bed> and <bread> sound the same."

Jack's main literacy accomplishments during the research period included: print awareness, letter knowledge, phonological awareness, curiosity about print and motivation to encourage others.

#### **4.5.3 Asa**

Asa is a girl who speaks Xhosa as her home language and English as an additional language. She is an only child who lives and was raised by her paternal grandmother, Nolundi, from birth. They live in a sub-economic residential area on the outskirts of Queenstown, which is a fair distance from the local schools (see Map 2). Asa's grandmother, who is a teacher, is in her late fifties and finds it difficult to look after Asa "because my son was born in 1978. That was the last time I had a baby. And look how old I am to have a baby now." Nolundi made a concerted effort to send Asa to various local playschools from the age of two years, to learn English. To further support Asa's literacy development in English, Nolundi takes her to the library twice a month to get English stories to read to her at night and they watch English television programmes together in the evening

Asa is a polite, self-confident child. She is articulate and has good social skills. She was a member of a group of about 5 Xhosa speaking girls who spent most of their time engaged in making cards, books, crowns and writing letters in the Writing Corner during Free Play, rather than playing outside. From the beginning of the research, I noticed she was keen to learn from others and was curious about print. She was making notable progress in her emergent literacy development until the second last week of the research period when she suffered a major emotional setback. This impacted negatively on her concentration, behaviour and performance. She became inattentive, disobedient and the standard of work deteriorated significantly.

I discovered that Asa's biological mother, Sisabonga, had arrived in Queenstown in February to "get to know" her child, Asa, for the first time since giving birth to her. It appeared that until then, Asa was under the impression that Nolundi was her real mother, not her grandmother, and called her "Mama".

Nolundi agreed to let Sisabonga move into her home so that she could take on the responsibility of looking after her daughter. Because she was unemployed, she also became the housekeeper. From what I can gather, the relationship between Nolundi and Sisabonga was rather acrimonious.

After being in Queenstown for 4 months, the biological mother, Sisabonga, found the task of looking after Asa tedious. Since she was unemployed, her father suggested that she move to Umtata with Asa to find employment and be with her family.

Sisabonga informed Nolundi of her intention to relocate to Umtata with Asa in the near future. Nolundi was completely opposed to the pending move because she believed Sisabonga did not have Asa's emotional, socio-economic and educational interests at heart. It also transpired that Sisabonga had been manipulating Asa by saying things like, "Your granny won't let you come to Umtata with me." Asa

was completely traumatised by the fact that a “stranger” was going to remove her from the safety of her family, home and school. In the end, Asa remained in Queenstown and the standard of her work and behaviour improved after a couple of days.

During the research period, I made the following significant observations about Asa:

- She enjoyed experimenting with writing. The focus of her attention during the research period was varied: it included making cards, birthday invitations, charts and writing letters to her mother. In the first four weeks of the research, I noticed she repeated familiar words when writing, e.g. LOVE
- She had a well developed metalanguage. She responded and used terminology related to:
  - Different kinds of text: stamp, envelope, letter, card, invitation book (and she knew how to make a book)
  - Setting up a page and page orientation: column, row, chart, border, landscape, portrait, e.g. Asa asked me to staple her Attendance Register for her. I started stapling the book in landscape. She quickly said, “No, Aunty Jenni, staple it here!” I asked her, “Do you want it portrait?” She said, “Yes, Aunty Jenni.”
  - Knowledge of the concept of print: letter, small and capital letter, e.g. I asked her, “What letter would you like on you hand?” She replied, “Capital Annie Apple.”
  - Knowledge about everyday printing materials and environmental print: magazine, newspaper, advertisement
  - Book-handling knowledge: title, author, cover, front, back, spine, page number
- Her phonological awareness started developing in the fourth week of the research. She recognised some words and letters in context, e.g. she noticed that both words <Happy Birthday> end with the Yoyo Man <y>; she saw the flashcard <table> and said, “Ticking Tess, Annie Apple, Dippy Duck, Lucy Lamp Lady and Eddy Elephant”; she wrote a whole page of <y> all on her own.
- Her attitude towards reading was positive. She expressed enjoyment in joining in orally and responding emotively when listening to familiar stories; she eagerly anticipated storytime at the end of the day; she brought books to me and said, “Teacher, what is happening here?”; she was familiar with books and displayed reading-like behaviour e.g. holding the book the right way up, turning the pages appropriately and “inventing” the story; and she asked me to read her favourite stories to her.
- Her grandmother supported her literacy development. For example, she brought a KFC advertisement to school for creative activities; she brought me two biscuits wrapped in paper with my name written on it; her grandmother wrote a letter explaining why she couldn’t dress up Asa as a Letterland character for the Letterland Day celebrations at the school; she brought a copy of the local newspaper to show me the Letterland Day photographs; on another occasion, she brought me the local newspaper and said, “Look inside.” I did and saw a picture of the class on an outing at the local private hospital.

The most significant element of Asa’s emergent literacy development was her ability to learn from others:

- When she saw some children copying text from a nursery rhyme poster displayed in the classroom, she followed suit.
- When she saw Michelle making an Attendance Register, she did likewise.
- When Michelle brought four packets of seeds to school which were labeled, she decided to write a letter to her mother and wrote words <oats>, <sorghum>, <mielies> and <crushed mielies> in her letter.
- When a child brought her party invitations to school which were in the shape of a star, Asa asked me, "Please, can you make me a star. I want to make a nice letter." (See Appendix 16). She continued with this activity for the next three days.

Asa's main literacy accomplishments during the research period included: understanding that print carries a message, letter knowledge, motivation to learn from others, the beginnings of phonological awareness

#### **4.5.4 Mihle**

Mihle is a boy who speaks Xhosa as his home language and English as an additional language. He is the eldest of two children and has a younger brother of three. Both Mihle's parents work in Cape Town. Hence, he lives with his elderly (sixty plus) grandmother, Liliwe, in a poor urban township, Khayelithsha, which is very far from the local schools (see Map 2). Although Mihle does not have access to television or a computer at home and only "some books", his grandmother understands the value of supporting her grandson's literacy development. To illustrate this, she takes Mihle to the local library on a regular basis, reads English stories to him "almost every day before we sleep" and provides stationery for him to draw on. She also teaches him to write and to speak English.

Mihle is a timid, reserved child who has a limited command of the English language and under-developed social and emotional skills. It is important to note he is 5 – 6 months younger than the other research participants. During the first week of the research, Mihle took an active interest in engaging in various literacy activities. However, in the second and third weeks, he suffered a major emotional setback. His parents arrived back from Cape Town for a 10-day holiday which coincided with the Easter weekend and three other public holidays scattered in between the second and third weeks of the school term. He was absent from school for two days in the second week, presumably to spend time with his parents. When he arrived back at school at the beginning of the third week, he was completely distressed, overwrought and tearful. He kept saying, "I want to go home." He was not interested in doing any work. The next day, he was still miserable. His handwriting deteriorated to an untidy "scribble" (see Appendix 17). He moped around the classroom and just pined to be with his parents. The following day, he was absent.

After the long weekend which was at the beginning of the fourth week of the research, Mihle arrived at school in high spirits. He showed me 4 pictures he had drawn at home. I asked him to tell me about his pictures. He said excitedly, "This is my mother. This is my father." (see Appendix 18)

In the weeks that followed, Mihle's emotional well-being stabilised and I made the following significant observations about his emergent literacy development:

- He enjoyed experimenting with writing. The focus of his attention during the research period was creating and using drawings to convey a message as a starting point for writing. Once I'd explained the concept of "posting a letter" to the class, Mihle preferred drawing and writing on envelopes rather than paper. He liked copying print from resources displayed in the classroom, e.g. Letterland flashcards, environmental print display, numbers and number names, names and dates from the birthday chart, names of shapes (see Appendix 19), etc.
- He could clearly distinguish between numerals and letters.
- Although Mihle does not speak English well, his attitude towards the language is positive. His grandmother says, "He speaks English because he is crazy in English."
- Mihle's metalanguage was poorly developed compared to the other children in the study. He responded and used terminology related to:
  - Different kinds of text: letter, envelope, book (and he knew how to make a book)
  - Setting up a page and page orientation:  
landscape, e.g. He didn't have enough space to write <Mom> on his painting which was portrait. So, he turned his painting landscape and wrote <Mom> perfectly, starting in the top left-hand corner (see Appendix 20).
- His attitude towards reading was poor. His concentration was weak during storytelling time and he did not display appropriate reading-like behaviour, e.g. he read a book with the spine on the right-hand side. When he wrote in a book he had made, he also positioned the book with the spine on the right-hand side.
- Mihle struggled to recognise letters of the alphabet out of context, e.g. when he had to cut out <h> from magazines, he said to me, "I can't find Hairy Hat Man."
- His grandmother supported Mihle to the best of her ability, e.g. he brought his drawings to school to show me; he dressed up as Bouncy Ben for the Letterland Day celebrations at the school; his grandmother encouraged him to write letters of the alphabet correctly at home. She said, "So I told him this one. You can't write like this, you must write like this."

The most significant element of Mihle's emergent literacy was the potential and interest he showed in literacy activities in the last three weeks of the research due to his continuing holistic development and emotional stability.

- His handwriting improved dramatically.
- His phonological awareness became apparent.
- He recognised and named some common letters of the alphabet, e.g. he wrote the letters g, q, f, t; he drew pictures of Sammy Snake, Yoyo Man, Dippy Duck, Annie Apple, Hairy Hat Man and Oscar Orange (exact replicas of the Letterland flashcards) (see Appendix 21); he drew pictures of all twenty-six Letterland characters (see Appendix 22) and said their names correctly (Annie Apple, Bouncy Ben ... Zigzag Zebra).

- He recognised some words and letters in context, e.g. he drew a picture of a cat and dog and labeled them on his own. Then he read the words <cat> and <dog> to me.

Mihle's main literacy accomplishments during the research period included: print awareness, experimenting with writing letters, numbers and words, understanding the principle of directionality and the beginnings of understanding phonological awareness.

#### **4.6 Presentation and comparison of data**

In this section, the interpretational data analysis process (Winegardner 2000) is used to analyse the data. In this process all the data from the observations and entries in research journal, samples of the learners' work and information from the parent interviews is closely examined to find constructs, themes and patterns. Thereafter, the themes and patterns are compared and analysed. It should be noted that the key observations were obtained through my observations as a participant observer and the class teacher of this particular Grade R class. My key observations are reported as texts and graphs. The graphs reflect the information obtained from the indicators in the data analysis which is presented in more detail in Appendix 8.

To gain some insights into the emergent literacy behaviour of the 4 research participants, the key observations have been grouped into the following categories:

- Factors that were common to all four children
- Aspects of literacy development that were similar for all the children
- Gender: Similarities and differences between girls and boys
- Language: Similarities and differences between children who speak English as home language and English as first additional language.

##### **4.6.1 Factors that were common to all four children**

- All the children had attended an English nursery school, for at least one year, prior to starting Grade R.
- All the parents/guardians understood the value of reading stories to their children at bedtime; had a positive attitude towards their children's literacy development regardless of their social class or socioeconomic status; responded to their children's requests to bring literacy materials to school, e.g. flyers, advertisements, newspapers, Letterland words, minimum and maximum temperatures, participating and dressing up as a character for the school's annual Letterland Day celebrations.

##### **4.6.2 Aspects of literacy development that were similar for all the children**

At the beginning of the year, I implemented the Grade R curriculum as set out in the NCS Grades R – 9 policy document with immediate effect. From a literacy point of view, this meant implementing a "balanced" approach to literacy which began with building on the children's emergent literacy as well as giving attention to phonics. As a result, at the start of the study, all the children were able to:

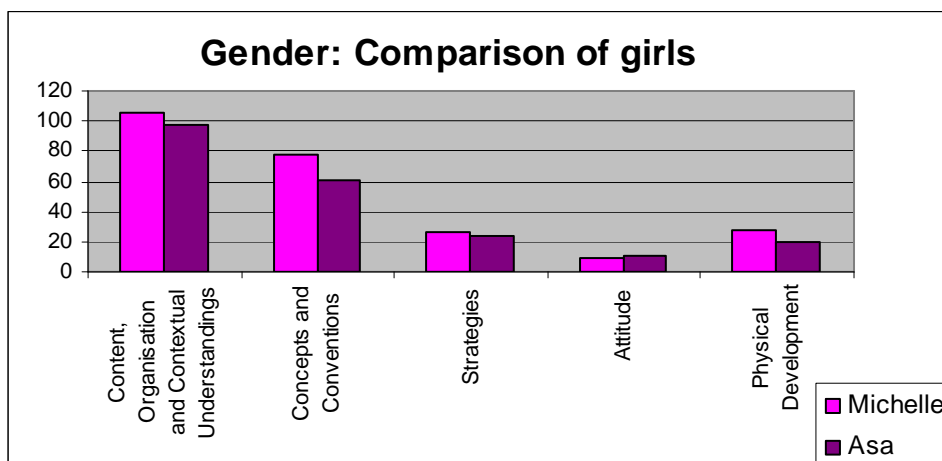
- talk about their own drawing and writing

- recognise their own name or part of it in print
- write their own name correctly
- show an awareness that print carries a message
- react to environmental print
- flip or reverse letters or number
- use upper and lower case discriminately
- show an awareness of directionality when writing, e.g. using left to right and top to bottom orientation of print
- distinguish between numerals and letters
- copy and trace letters with some successful formation
- manipulate tools like pencils and crayons

#### 4.6.3 Gender: Similarities and differences between girls and boys

##### 4.6.3.1 Similarities between the two girls

- Both girls were articulate and confident. They also had well-developed social and emotional skills.
- They stated the purpose of their writing, e.g. “This is a letter for my Mom. “
- They were keen to share their written language discoveries with others.
- Their metalanguage was good. They responded and used terminology such as sound, word, letter, etc.
- They displayed reading-like behaviour, e.g. holding the book the right way up, turning the pages appropriately, looking at words and pictures, using pictures to construct ideas, telling the story from memory.
- They made attempts at familiar forms of writing using known letters, e.g. letters (notes), cards, charts



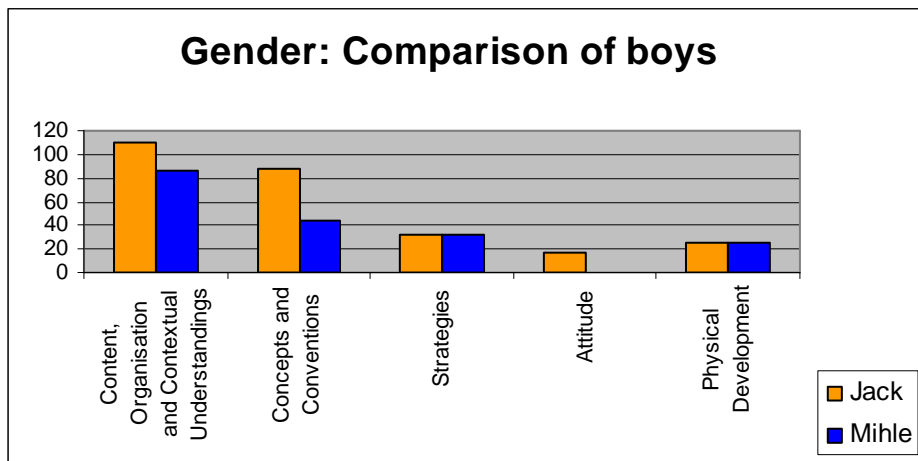
Graph 1

##### 4.6.3.2 Similarities between two boys

Other than using print resources in the classroom, e.g. poster, flashcards, etc. as a strategy for writing, there was very little in common with the two boys. The boy who speaks English as home language

was the only child in the class to initiate forming letters in various ways e.g. by using his own body or other random objects.

It is evident from the findings of the research that there are clusters of advantages and disadvantages that have a positive or, conversely, negative affect on the children. This will be discussed in more detail in Chapter 5. However, at this stage, it will suffice to say that confidence is one of the positive results of being reared in a relatively privileged home and being able to learn in one's home language. Thus, one would expect a boy who comes from a privileged, English-speaking home to be adventurous and to have the confidence to experiment and explore with the formation of letters in various ways.

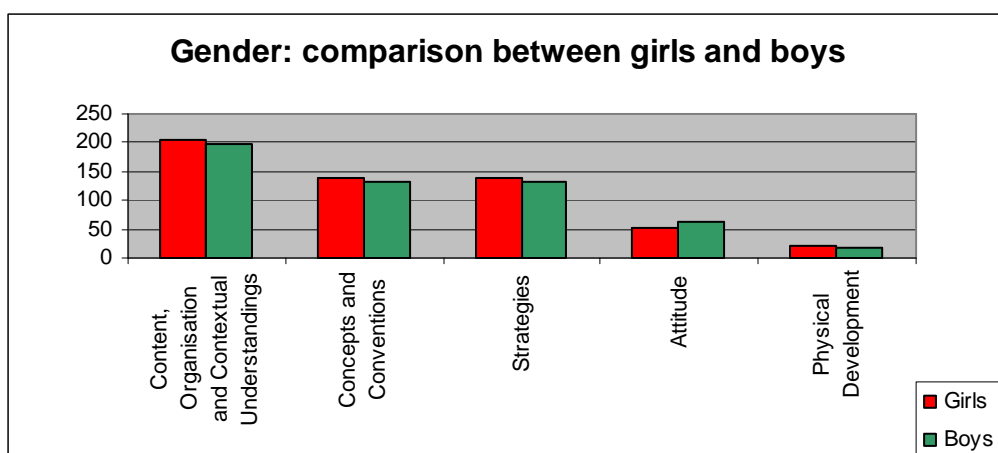


Graph 2

#### 4.6.3.3 Differences between girls and boys

Some small differences were observed between the literacy behaviour of the girls and the boys:

- The girls produced more spontaneous writing than the boys.
- The girls made more attempts at copying some text types such as letters (notes), cards, charts, while the boys used print resources in the classroom more frequently as a strategy for writing e.g. posters, flash cards.
- The girls wrote words (verbal) and their friend's names frequently while the boys wrote numbers (non-verbal) and number names more often.
- The girls had a closer relationship with the female teacher than the boys.



Graph 3

However, as can be seen from the graphs, gender did not emerge as a strong factor in the study. There were greater differences between the two girls than there were differences between the girls and the boys. The differences between the two boys were even greater. As we shall see, these differences related to language and social class factors. In the case of the Xhosa-speaking boy, age may have been a factor.

#### 4.6.4 Language: Similarities and differences between children who speak English as home language and English as first additional language

##### 4.6.4.1 Similarities between two children who speak English as home language

They were both confident, well-balanced children with sound social and emotional skills. They were also leaders in the class. Their parents made an effort to learn the characters in the Letterland phonics programme so that they could discuss the letters of the alphabet with their children at home.

- They were keen to share their written language discoveries with others.
- Their writing skills were advanced. They did not create and use drawings to convey a message as a starting point for writing because they were already writing.
- In the last two weeks of the research period, they could recognise rhyming words and alliteration.
- They recognised and named some common letters of the alphabet.
- They recognised some words and letters in context.
- They demonstrated knowledge of letter-sound relationships in context.
- They were the only two children in the class who experimented with and over-generalised with print conventions e.g. put a full stop after each word
- They displayed a positive attitude towards reading

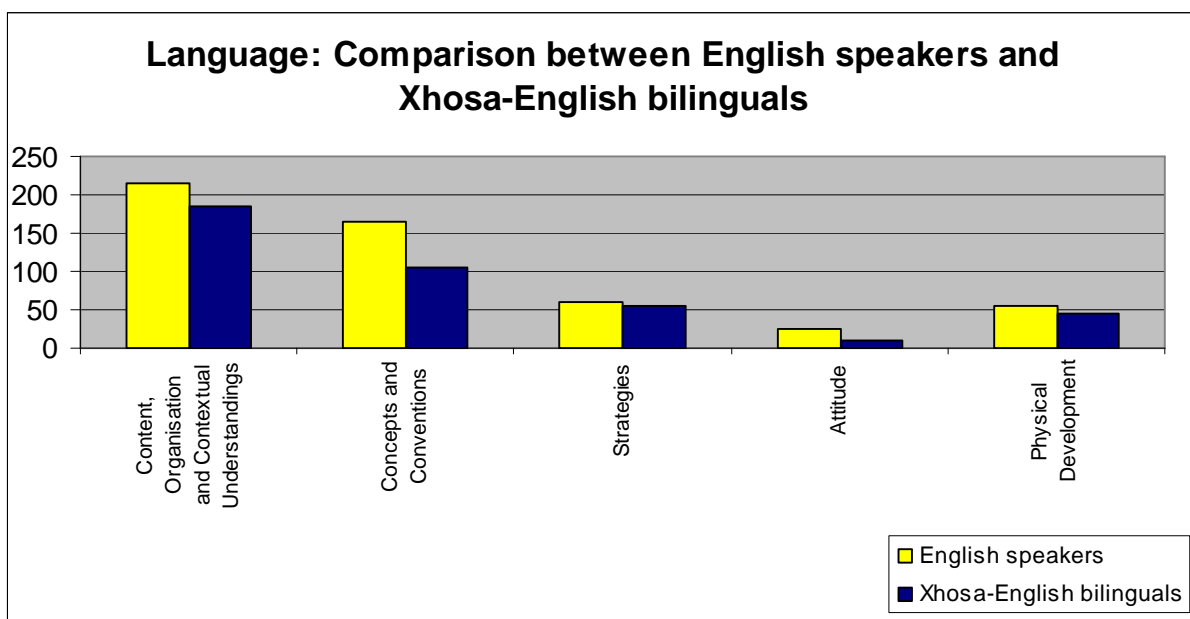
##### 4.6.4.2 Similarities between two children who speak English as first additional language

- They created and used drawings to convey a message as a starting point for writing.
- They could not recognise rhyming words or alliteration.
- They experienced difficulty in recognising common letters of the alphabet.

- Their knowledge of letter-sound relationships in context was negligible.

#### 4.6.4.3. Differences between children who speak English as home language and English as first additional language

- The writing skills of the native English speakers were more advanced than those of the Xhosa-English bilinguals
- The English speakers were curious about print. They constantly asked questions about words, signs and text, in general, while the Xhosa-English bilinguals asked occasionally.
- The English speakers were much keener to share their written language discoveries with others than the Xhosa-English bilinguals.
- In the last two weeks of the study, the English speakers started recognising rhyming words and alliteration which the Xhosa-English bilinguals did not.
- The English speakers recognised common letters of the alphabet easily while the Xhosa-English bilinguals experienced difficulty.
- The English speakers recognised words and letters in context which Xhosa-English bilinguals found difficult.
- The English speakers demonstrated a great deal of knowledge of letter-sound relationships while Xhosa-English bilinguals did not.



Graph 4

The sample for this study was selected on the basis of gender and language. However, due to the legacy of apartheid, the issue of social class has impacted profoundly on the findings of the research. Socioeconomic level is a strong factor in the children's general engagement with literacy. Children from higher socioeconomic levels have more access to texts and more interactions with literacy. In

contrast, gender differences do not seem as a significant factor in determining emergent reader's engagement with literacy.

In my class, language is an indicator of social class. Thus, in this particular Grade R class, language and social class are more powerful factors than gender in determining the children's future literacy success. The issue of language and social class will be discussed in more depth in Chapter 5.

#### **4.7 Conclusion**

In this chapter, I have presented a contextual analysis of the school in which the study took place. I have provided descriptions of the background of the research participants and the teaching focus during the research period; an analysis of the children's observable emergent literacy behaviour; and findings of the differences and similarities between the children with regard to gender and language. A profile of the four Grade R learners and their access to literacy in English in the home context was presented in tabular form. The comparison between the children regarding gender and language was tabulated normatively and graphically. The next chapter discusses the findings of the study.

## **CHAPTER 5**

### **DISCUSSION AND CONCLUSION**

#### **5.1 Introduction**

In this chapter I will discuss my analysis and interpretation of the data in the light of the literature reviewed in Chapter 2. Particular attention is given to the factors which influenced learners' literacy development: social class, language and, to a lesser extent, gender. This is followed by a conclusion of the discussion, reflections on the potential value of the study, limitations of this study and recommendations for further research.

#### **5.2 Discussion**

The discussion pulls together the threads of the argument and draws the phenomenon under discussion to a conclusion. It is not a repetition of what has gone before. The research sought to trace and document children's emergent literacy development in a Grade R class over a period of two months. More specifically, the intention was to investigate a group of learners who had access to a text-rich environment and an informed, motivated teacher. I wanted to find out whether it is possible for trained, motivated teachers who have access to everyday resources in otherwise average South African schools, to achieve the Assessment Standards set out in the NCS for Home Language in Grade R. Because language and gender appear to be significant factors in literacy, I wanted to find out and compare 1) how home language and additional language speakers of English, and 2) girls and boys, engage with emergent literacy and if there is a difference in their development.

The assumption underpinning this research is that many South African teachers who are still hooked into the reading readiness approach to literacy, believe it is neither possible nor desirable for very young (Grade R) children to engage in literacy activities. The discussion focuses on significant factors which influence young children's emergent literacy behaviour.

##### **5.2.1 Significant factors that appear to promote literacy achievement**

An important characteristic about the children in my Grade R class is that their prior knowledge and background differ in two key areas, namely, language and socioeconomic status. In this study, the participants were selected on the basis of language and gender and not socioeconomic status. However, although I did not deliberately select social class as a criterion, the moment I selected the participants according to language, I implicitly selected for social class, the reason being that language is an indicator of race, and in South Africa race to a large extent still determines social class position. The two white, English-speaking children came from middle-class, well-resourced homes. They live in affluent suburbs which are fairly close to the school. Conversely, the two black, Xhosa-speaking children came from low-income, under-resourced homes and do not live with their parents. They live in sub-economic/ poor residential areas which are a fair distance from the school. These two factors,

namely, social class and language, emerged as factors that advantaged the English speakers and disadvantaged the Xhosa speakers in this study.

### **5.2.2 Social class**

In this study, the two English speakers, both white children, experienced relative material advantage. At home, they had greater access to books, stationery, television and computers; they also had greater access to adults with time and motivation to help them; they lived in fairly affluent homes; their parents were educated and employed. In contrast, the two Xhosa-speaking children, both black, experienced relative material disadvantage. Because they came from comparatively poorer, working class families, they had less access to resources at home such as books and stationery and no access to computers; one household had a television set; one grandmother was educated and employed as a teacher<sup>3</sup>. Nevertheless, due to my intervention, especially the monthly newsletter, the Xhosa-speaking guardians started taking their children to the library and reading to them in English.

Research shows that the more often young children are exposed to stories, pictures and books, the easier they find the process of learning to read and write when they get to school. Research also reveals that availability of books in the home plays a key role in developing a love of reading and parents who discuss books, magazine articles, newspapers and current affairs with their children help boost their literacy skills (National Literacy Trust, 2006: 14).

### **5.2.3 Emotional upheaval and distress**

During the 2- month research period, both Xhosa speaking children suffered some form of emotional upset due to their family circumstances and dynamics. The English speakers did not. In both cases, the Xhosa-speaking children displayed symptoms of anxiety such as withdrawal, tearfulness, disobedience, lack of concentration and inattentiveness. In addition, the quality of their work regressed considerably. It was only once their problems had been resolved that the standard of their work improved again.

The problems experienced by the Xhosa speaking children have their origins in South Africa's political history. Under the apartheid regime, the policy of "influx control" placed limits on the movements of Africans and forced the separation of African families. This policy prevented wives and children from legally staying in white neighbourhoods and forced children and spouses of male migrants to remain in the homelands. As a result of apartheid, family members of African migrants were prevented from co-residing on the farms, in the mines or towns and cities (Zulu & Sibanda, 2001).

The legacy of apartheid, which broke down the structure of black families because of migrant labour, is still evident today. Due to unemployment and the lack of jobs in the rural areas, many black adults/parents are seeking employment in the bigger centres and leaving their children in the care of

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<sup>3</sup> Following Hoadley and Ensor (2005), I have categorized this teacher/guardian as working class.

relatives. The emotional problems that these young children suffer while living with their elderly grandparents, have a negative impact on their literacy development.

In research carried out for the Western Australian Education Department and reported in the First Steps Developmental Continua Books (1997: 6) mention is made of factors that enhance or inhibit learning. Working Memory, or Mental Space (M-space) as it is sometimes called, is one of the factors which inhibit learning. It is, in effect, a measure of the number of separate elements which the mind can cope with at any one time. A good analogy is that of the juggler, who can juggle competently with four or five balls, but when given one too many, will drop the lot.

Once ideas and skills become familiar as a result of practice over a period of time two things happen. Firstly, the learner does not have to think consciously about how to do them any more, so much less space is taken up in the working memory, e.g. spelling a familiar word. Secondly, several different skills gradually become one skill, e.g. when learning to write children have to manipulate the pencil, remember the formation of the letters and consider the order in which the marks have to appear on the page. With practice these individual skills will integrate to become one skill (i.e. they will become automatised).

Any emotional issue or concern will “fill up” or occupy the mental space more quickly than anything else. Fear, anger or worry may totally inhibit a child’s capacity to learn. During this time, while the mind is fully taken up by an all-consuming emotion, performance and concentration on any task will be poor and will continue to deteriorate until the cloud of emotion has lifted.

In this study, the disparities between the English and Xhosa-speaking children in terms of the stability and structure of their families had a considerable impact on their literacy performance.

#### **5.2.4 Language**

The two groups of children differed in that the English speakers were acquiring literacy in their home language, whereas for the Xhosa-speaking children, although they both had some prior knowledge of English, it was not the language used in their homes or community, nor was it their dominant language. Thus the English speakers had a head start over the Xhosa-English bilinguals with regard to language. They have a natural, intuitive ability to speak and understand the language in which they have been communicating since birth. The advantages of being native speakers of English include a host of abilities such as background or cultural knowledge; phonemic/phonological awareness; knowledge of vocabulary, syntax and semantics; and memory skills which are stronger in one’s home language (Cook 2001). As was explained in Chapter 2, phonemic awareness is one of the two best predictors of the progress a child will make in the early years of learning to read, the other being alphabetic knowledge.

The Xhosa-English bilinguals, on the other hand, had a built in disadvantage because English is their additional language. Although they had attended English nursery schools, they did not acquire English naturally. They were not surrounded by people speaking English in purposeful and meaningful ways from birth. They did not acquire English by listening and observing, by imitating, by trying to communicate and getting feedback. Consequently, they do not have the same in-depth understanding of how English works, e.g. phonemic/phonological awareness; knowledge of vocabulary, syntax and semantics.

Vocabulary plays an important role in literacy development. When young children are learning to read and write, it is helpful if the words (both oral and in print) they are trying to make sense of verbally are already a part of their vocabulary. The larger a child's vocabulary, therefore, the better they are likely to be able to read and write. Chaney (1992) observed that performance on phonological awareness tasks by preschoolers was highly correlated with general language ability.

This was evident in this study. The phonological awareness of the English speakers was well developed while the Xhosa-English bilinguals demonstrated very little phonological awareness. Good phonological awareness in young children is a crucial early step toward understanding the alphabetic principle and ultimately, toward reading success.

In research that has been carried out elsewhere, a causal relationship has been established between phonemic/phonological awareness and learning to read (Stanovich 1986 as cited in Murray, 2006: 4). According to Stanovich (1986; 1993 as cited in Murray, 2006: 4) there is a reciprocal causation between the different factors in reading success, which results in good readers getting better and better, and poor readers falling further and further behind. Thus the gap between good readers and poor readers gets wider and wider as time goes by. This is what Stanovich (1993: 281) calls the "Matthew principle".

According to the "Matthew principle" (as cited in Murray, 2006: 4), children who begin school with little phonological awareness have trouble acquiring alphabetic coding skill and thus have difficulty recognising words. Reading for meaning is greatly hindered when children are having too much trouble with word recognition. When word recognition processes demand too much cognitive capacity, fewer cognitive resources are left to allocate to higher level processes of text comprehension and integration. Trying to read without the cognitive resources to allocate understanding the meaning of the text is not a rewarding experience. Such unrewarding early reading experiences lead to less involvement in reading-related activities. Lack of exposure and practice on the part of the less-skilled reader further delays the development of automaticity and speed at the word recognition level. Thus, reading for meaning is hindered, unrewarding experiences multiply, practice is avoided or merely tolerated without real cognitive involvement, and the negative spiral of cumulative disadvantage continues. Troublesome emotional effects begin to be associated with school experiences, and these become a further hindrance to school achievement.

Conversely, children who quickly develop efficient decoding processes find reading enjoyable because they can concentrate on the text. They read more in school and, of equal importance, reading becomes a self-chosen activity for them. The additional exposure and practice that they get further develops their reading abilities. Thus, the increased reading experiences of these children have positive feedback effects that are denied the slowly progressing reader. They are in what Cunningham and Stanovich (2003: 4) describe as a “positive feedback loop, a reciprocal effect in which reading increases their ability to read.”

### **5.2.5 Self-efficacy**

In this study, it was evident that the English speakers had an advantage over the Xhosa-English bilinguals with regard to socioeconomic status and language. In addition, their self-confidence, sense of self-efficacy and motivation grew as their knowledge about print, letters and letter-sound relationships increased.

Herein lies the danger for teachers teaching multilingual Grade R classes. While the English speakers get better and better and receive praise and positive feedback from their teacher for their literacy achievements, the Xhosa speakers might be getting a sense of “I can’t do this to the same degree.” This, in turn, might break down their confidence, sense of self-efficacy and motivation (Matthew Principle).

The perception that one has been successful at an activity raises efficacy beliefs and therefore raises expectations that future performances will also be successful. The opposite also applies, with perceptions that that one has not been successful leading to decreased efficacy beliefs and perceptions for future success. Physiological and emotional states add to the feelings of mastery or failure, thereby heightening future beliefs about success or failure. In other words, an activity in which one has been highly engaged will have a greater impact than one in which one was less engaged. Finally, social persuasion can also influence one’s feelings of efficacy. More specifically, valued friends, family and teachers can heighten our feelings of self-efficacy by telling us “You can do it”, provided the individual trusts the persuader (McInerney & McInerney, 2006: 194-195).

The challenge for the teacher is to be aware of these factors. The teacher needs to find strategies to help and connect with the literacy practices of the Xhosa-English bilinguals and to build on these. Teachers in English medium classes can nurture self-efficacy in Xhosa-speaking children by providing them with opportunities before, during and after instruction to exercise some control over their learning. Teachers can also provide them with strategies designed to help them process information effectively and to be self-confident, believing that they have the ability to succeed.

In my Grade R class, it was fortunate that the English-speaking children were in the minority because they demanded my attention a lot of the time. Had there been more of them, it would have been

difficult for me to balance my time to meet the differing needs of the two groups. Furthermore, had the English speakers made up a greater proportion of the class, the Xhosa-English bilinguals might have felt “I can’t do this to the same degree.”

As it was, the English speakers grew in confidence and achievement and became leaders in the class. Whilst this was certainly an effect of social class and language factors, it also had a positive influence on all the children’s literacy development. The English speakers became role models for their peers and the other children learned from them.

### **5.2.6 Gender**

In general, the girls in this study produced more spontaneous writing than the boys. The girls wrote words (verbal) and made more attempts at copying the layout of various text forms while the boys wrote numbers (non-verbal) more often. Interestingly, it was a boy who initiated forming letters in various ways, such as, using his own body or other random objects from the classroom. On an interpersonal level, I found the girls in this study had a closer relationship with me than the boys.

Research provides ample evidence that girls outperform boys on tests of verbal fluency, foreign language, fine-motor skills, speech articulation, reading and writing and math calculation, and they typically earn higher grades in school in all or most subjects. Boys have been found to do better on tasks such as mental rotation, mechanical reasoning, math and science knowledge and verbal analogies. The most frequently cited difference between males and females is the ability to transform visual-spatial image in working memory. By and large, males perform better on these types of tasks. These spatial differences between males and females appear earlier in life and so seem to be more genetically influenced than environmentally (McInerney & McInerney, 2006: 315).

My findings reveal that the Grade R girls in this study generally had higher interpersonal skills, such as interacting with each other and discussing ideas while experimenting and engaging in spontaneous writing activities as well as discussing their writing activities more freely with me, the teacher, than the boys. As a result of their more advanced interpersonal skills, the girls had more positive and regular interactions with me than the boys.

Although gender differences were observed, gender did not appear to be such a significant factor in children’s literacy development as social class and language. However, the findings do suggest that in the particular Grade R class in this case study, the most advantaged child was the English-speaking girl and the least advantaged the Xhosa-speaking boy. Further research would be needed to establish whether this is generalisable.

### **5.2.7 Conclusion**

The purpose of this study was to trace the development of emergent literacy in a Grade R classroom. My intention was to investigate a group of learners who had access to a text-rich

environment and an informed, motivated teacher. I wanted to find out whether it is possible for trained, motivated teachers who have access to everyday resources in otherwise average South African schools, to achieve the Assessment Standards set out in the NCS for Home Language in Grade R (Department of Education, 2002: 14-20).

The findings of this research reveal that it is possible. However, social class, language and to a lesser extent gender emerged as factors which impacted significantly on the children's literacy development, resulting in some children progressing more quickly than others. In South Africa, language is an indicator of social class. The English-speaking children had a socioeconomic and language advantage which enabled them to make considerable strides in their literacy development, especially the English-speaking girl. In contrast, the Xhosa-speaking children were disadvantaged by their socioeconomic and language circumstances which made their literacy progress much slower, especially the Xhosa-speaking boy.

In addition, the disparities between the English and Xhosa-speaking children in terms of the stability and structure of their families had a considerable impact on their literacy performance. Both the Xhosa-speaking children suffered some form of emotional trauma during the research period which impacted negatively on their literacy development, setting them back for a few days. However, once the cloud of emotion was lifted, they bounced back fairly quickly, regaining their former enthusiasm.

Although gender differences were observed, gender did not appear to be such a significant factor in children's literacy development as social class and language.

Finally, teachers in English medium classes need to be aware of these factors. They need to design strategies and interventions to help those children who are learning in their additional language to achieve at similar levels to their English-speaking peers. If this is not done the gap between the literacy achievements of the English speakers and speakers of other languages will get wider and wider as time goes by.

### **5.3 Potential value of the study**

As has already been stated, the main aim of this study was to trace the emergent literacy behaviour of four learners in a Grade R classroom. Having experienced my colleagues' resistance to implementing the new Grade R curriculum in their classes, I became aware of the many challenges the notion of emergent literacy posed for South African teachers who believe in the reading readiness approach. I therefore decided to conduct this study because I wanted to show the progress children can make in emergent literacy if they have a text-rich environment and informed, motivated teacher.

As a Grade R teacher, this study had an impact on my teaching practice in the classroom with regard to emergent literacy and how I responded to the children's literacy needs.

I was better able to understand the benefit of implementing the new approach to literacy in the Foundation Phase, which is described as balanced “because it begins with children’s emergent literacy, it involves them in reading real books and writing for genuine purposes, and it gives attention to phonics.” Implementing a phonic programme, in this case Letterland, was extremely beneficial for the many children in my class who spoke English as an additional language. It promoted an understanding of the alphabetic principle and phonological awareness.

Creating a text-rich environment, providing stationery and arranging the classroom to include workstations, in particular a Book Corner and a Writing Corner, allowed the children to set their own goals and engage freely in reading and writing activities. I began to nurture, encourage and provide opportunities for purposeful writing on a daily basis. This gave the children a sense of “agency”, a belief that they could use literacy to make a difference in their lives, and boosted their motivation, confidence and sense of self-efficacy.

Providing positive feedback, reinforcement and encouragement, built the children’s belief in themselves (“I can do it!”) and motivated them to invest further in their writing activities.

I demonstrated the writing process every day and discussed various text layouts whenever the opportunity arose. I read aloud to the children every day. Besides reading stories (fiction), I also read non-fiction, finger rhymes, nursery rhymes, newspaper articles, letters to the parents, etc and I drew their attention to environmental print. Towards the end of the year, I bought the weekly edition of the local newspaper and displayed it in the Book Corner.

This study also highlighted for me the pressing issues and challenges surrounding the implementation of emergent literacy in average South African schools. Since the introduction of Outcomes-based Education (OBE) in South Africa, the Department of Education has provided much in-service training on the philosophy and technicalities of OBE but very little or no training on the implementation of the curriculum, for example, emergent literacy. Consequently, teachers may be given the tools and materials to implement literacy in schools without long-term professional development to ensure a deep understanding of children’s literacy development. In-service training is urgently required to help teachers understand, firstly, their role in implementing a balanced approach to literacy and, secondly, that appropriate reading and writing skills should be taught to meet the varying needs of each individual. Unless teacher understand the theoretical framework underpinning the phenomenon of emergent literacy, teachers are unlikely to implement the curriculum for the full benefit of all children.

#### **5.4 Limitations**

Considering the fact this research is small in scope since it is a half thesis M Ed (ELT) study, it has some limitations which need to be highlighted. Firstly, as discussed in Chapter 3, ideally, I would have preferred to select four average learners as part of the sample for this case study and have conducted it later in the year. However, the participants were selected on the basis of their interest in

literacy because of the timing of the study and my need to fulfill the requirements of an M Ed (ELT) coursework thesis by the end of the year. Secondly, I wished I had asked the parents their educational qualifications in the parent interviews because this information would have been valuable to gauge the capacity or extent of the parental support the caregivers were capable of giving their child. Thirdly, some of the Assessment Standards for Learning Outcome 4: Writing (see below) were very difficult to observe considering the nature and reality of teaching a Grade R class. Lastly, because I was doing my research and teaching at the same time, it was difficult to capture each participant's every move and record it in my journal e.g. every time he/she looked at books in the Book Corner.

## **5.5 Recommendations**

A small case study does not allow for generalisation. However, it does create the opportunity to point the direction for further research on a larger scale. In this study, it would be beneficial to undertake a survey to establish whether the relationship between social class, language and gender in literacy development is generalisable.

I would recommend that the National Department of Education amend some of the Assessment Standards for Learning Outcome 4: Writing, e.g. understands that writing and drawing are different; "writes" and asks others to give meaning of what has been written; "reads" own emerging writing when asked to do so. Bearing in mind the informal nature of a Grade R class and the general activity of young children, it is difficult to capture and record children's competencies in these areas.

Lastly, further research on developing descriptions or indicators for assessing the literacy development of children who are bilingual such as the Xhosa-English bilinguals in this study would be useful for Grade R teachers.

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APPENDIX 1

Monday	Tuesday	Wednesday	Thursday	Friday
girls	Boys	girls	boys	girls
1	2	3	4	girls

Tuesday  
 2 May 2006 14°C

cloudy

Wednesday  
 2+1=  
 3 May 2006

cold

Thursday 3+1=4  
 4 May 2006 16°C

Friday  
 5 May 2006

8°C  
19°C







8°C 9°C 23°C

9°C - 25°C  
miss ac

pyra i r y  
m grati no  
aeok rtajs  
brilesd b  
r aldpwahk  
e nqdtal g  
mofqu xlm  
ater allh  
a kxnihpsb

**APPENDIX 2**  
**INTERVIEW QUESTIONS**

- 1 When did ..... start learning English?
- 2 Did ..... go to an English Preschool?
- 3 Where do you live?
- 4 Does ..... have English-speaking friends?
- 5 Do you (parent/s) use English on a daily basis? If so, where?
- 6 Do you read to ..... ? If so, in what language? When? How often?
- 7 Do you have books at home? If so, in what language are they written in?
- 8 What language is used at home?
- 9 What language is used to speak to extended family e.g. grandparents, aunts, uncles?
- 10 Does ..... watch TV at home? If so, in what language? What type of programmes?  
How much time per day?
- 11 Does your child have access to stationery at home? Could you tell me a little bit more  
about this e.g. what kind of things?
- 12 Do you have a computer at home? Does ..... use the computer?
- 13 Do you belong to the local library? If so, what kind of books does ..... take out?  
How often does ..... go to the library?

### APPENDIX 3

4

9 April 2006

Dear Mrs Korf and Mr Russell

I am registered as a part time student at Rhodes University, Grahamstown (student number 605H6393). I have been studying for a Master's degree in English Language Teaching since February 2005. I would be most grateful if you would allow me to use the Red Class (of which I am the class teacher) of the Lukhanji Pre-primary School as the research site for the research report which I am required to write.

The aim of my research is to trace and document children's emergent literacy development in a Grade R class over a period of three months. Should you agree to allow me to use my class as a research site, four average Grade R learners, two boys and two girls; two who speak English as a home language and two who speak English as an additional language will be selected for my sample. Boys and girls will be chosen because gender appears to be a significant factor in literacy. Data for analysis will be collected from observations, field notes, photographs, sample's of the learners' work and interviews with the parents of the four subjects. The parents will be asked for permission to audio-tape record these interviews.

The school, learners and parents will be assured of anonymity in the final research report and will be invited to proofread drafts of the report to ensure that details are accurately recorded and reported.

Should you have any concerns or questions about this request, you can contact me at 083 295 1040.

Yours sincerely

J. A Hodgskiss (Ms)

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<sup>4</sup> Address removed for ethical reasons.

## Consent Form

Jennifer Hodgskiss is hereby given permission to use the Red Class of the Lukhanji Pre-primary School as the research site for the research report she is require to write for the completion of her Master's degree. I understand that data for analysis will be collected from observations, field notes, photographs, samples of the subjects' work and interviews with the parents of the four subjects and that information from these may be used in the final report. I have been assured that my school, my learners and parents will have anonymity in that report.

Principal's signature:..... Date: .....

SGB Chairperson's signature: ..... Date: .....

## APPENDIX 4

5

10 April 2009

Dear Parents

I am registered for a Master's degree in English Language Teaching with the Education Department at Rhodes University, Grahamstown. To qualify for my Master's degree, I am required to write a research report on a topic that is linked to an aspect of the work undertaken in the coursework component of the Master's programme. I have chosen to focus on emergent literacy in the Foundation Phase. More specifically, the aim of this research is to trace and document children's emergent literacy development in a Grade R class over a period of three months.

The term *emergent literacy* is used to describe the behaviour seen in young children when they use books and writing materials to imitate reading and writing activities, even though they cannot actually read and write in the conventional sense. Because emergent literacy is a new approach to literacy in the Foundation Phase and the fact that very little research has been done on emergent literacy in South Africa, I want to investigate this topic further to show other Grade R teachers the progress children can make in emergent literacy if they have a text-rich environment and an informed, motivated teacher.

I will also attempt to answer the following questions:

- Are children who speak English as home language and first additional language going to develop in the same way?
- Are boys and girls going to develop in the same way?

Please complete the attached consent form if you are willing to assist me with this research:

- a) by allowing me to observe your child, make field notes, keep samples or photocopies of his/her work and take photographs to use in the research report
- b) by participating in an interview with me to gain information on your child's linguistic background at a time that is convenient to you
- c) by allowing the interview to be tape-recorded for later transcription and use in the research report

Yours sincerely

Jenny Hodgskiss

---

<sup>5</sup> Address removed for ethical reasons

### Consent Form

I hereby agree to assist Jenny Hodgskiss in her research. I understand that she will be:

- observing my child, making field notes, keeping samples or photocopies of his/her work and taking photographs to use in the research report.
- interviewing me about my child's linguistic background and tape-recording the interview for later transcription and use in the research report.

Signed: ..... Date: .....

## APPENDIX 5

6

4 October 2006

Dear Parents

I am registered for a Master's degree in English Language Teaching with the Education Department at Rhodes University, Grahamstown. To qualify for my Master's degree, I am required to write a research report on a topic that is linked to an aspect of the work undertaken in the coursework component of the Master's programme. I have chosen to focus on emergent literacy in the Foundation Phase. More specifically, the aim of this research is to trace and document children's emergent literacy development in a Grade R class over a period of three months.

The term *emergent literacy* is used to describe the behaviour seen in young children when they use books and writing materials to imitate reading and writing activities, even though they cannot actually read and write in the conventional sense. Because emergent literacy is a new approach to literacy in the Foundation Phase and the fact that very little research has been done on emergent literacy in South Africa, I want to investigate this topic further to show other Grade R teachers the progress children can make in emergent literacy if they have a text-rich environment and an informed, motivated teacher.

As part of the data collection for my research, I took photographs of the children in the Red Class engaging in various emergent literacy activities between April – June 2006.

As I am bound by the ethical guidelines of research, I am requesting your permission to use the photographs, in which your child may appear, as evidence in the data analysis and findings of my research report.

Kindly sign the attached consent form if you are willing to assist me with my research. I promise not to reveal the name of your child or the school in the research report.

Yours sincerely

Jenni Hodgskiss  
083 295 1040

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<sup>6</sup> Address removed for ethical reasons

### Consent Form

I hereby agree to assist Jenni Hodgskiss in her research. I understand that she will be:

- Using photographs, in which my child may appear, as evidence of the findings in her research report.
- Meticulous about protecting the identity of my child and the name of the school in the research report.

Signed: ..... Date: .....

## APPENDIX 6a

### TRANSCRIPTION OF INTERVIEW WITH MICHELLE'S MOTHER

**Date:** 23 May 2006

- Interviewer: When did Michelle start learning English?
- Mother: She started from birth. It was the home language, so she started from birth.
- Interviewer: Did Michelle go to an English preschool?
- Mother: Um, no. She went to a bilingual preschool with Aunty Joey, where they were both English and Afrikaans speaking.
- Interviewer: Ok. Where do you live?
- Mother: We live here in Queenstown, in the Balmoral area.
- Interviewer: Ok. Is that an ... What kind of community is that?
- Mother: It's mainly, I would say, probably English-speaking but there are Afrikaans and Xhosa-speaking in the community. But definitely, mainly English.
- Interviewer: Ok. Does Michelle have English-speaking friends?
- Mother: Yes. I would say all most of her friends are English speaking.
- Interviewer: Ok. Does she have friends with children who speak any other languages?
- Mother: Um. There's one or two that maybe speak a bit of Afrikaans but ... And then, the nanny's little one, she's got Xhosa. But she she doesn't speak the Xhosa, she understands it.
- Interviewer: Do you the parents use English on a daily basis?
- Mother: Yes. We are speaking English at home. So, that's all we use, excepting if we're wanting to "skinner", then we use Afrikaans. Then they can't hear us.
- Both: Laugh.
- Interviewer: Do you read to Michelle?
- Mother: Yes. I do, but not as much as I would like to. It's mainly Bible stories. Um. And then, if they come and bring a book and I've got time, then I read. But I should make an effort of every day.
- Interviewer: And what language do you read in?
- Mother: We read in English to them.
- Interviewer: Ok. And you say you don't read every day, so how often would you say in a week?
- Mother: I would say probably twice a week and then the odd Bible stories as well.
- Interviewer: Ok. Do you have books at home?
- Mother: Yes. We have a lot of books at home. We're very lucky in that um Harry's (husband/father) sister and family have passed down books to us. So, we've got all their family books. And then, the sister in Jo'burg is a teacher, always gives books for presents and she really chooses beautiful books. So, the kids have got a wide variety of books to read.

Interviewer: And what language are the books written in?

Mother: They are all in English.

Interviewer: Ok. And, what kind of books do you have?

Mother: They're from Little Field books with um different textures on them. They've got those with pictures where you lift up. So, you ... a lot of discussion books, um obviously little Bibles. We've got some books with stickers that they press on and read and discuss things. And then, there also those that are educational with um mammals and different animals. I've even an encyclopedia now which we're busy with that they're learning and how it works.

Interviewer: Mm. Fantastic! And what language is used at home?

Mother: English.

Interviewer: Um. And with the grandparents and extended family?

Mother: Um. All English.

Interviewer: Does Michelle watch TV at home?

Mother: Yes, she does. And, I think, she watches maybe a bit too much. But she does watch TV.

Interviewer: Ok.

Mother: In the afternoons mainly.

Interviewer: If so, in what language?

Mother: It's in English.

Interviewer: And how much time per day would you say?

Mother: I would say on average probably about an hour.

Interviewer: Ok. And what type of programmes does she watch mostly?

Mother: Um. They watch a lot of this Cartoon Network, much against my disgust. But I'm not there. I can't always see. And I encourage them to watch the nature programmes. They enjoy those. So, we watch quite a bit of that.

Interviewer: Ok. Does your child have access to stationery at home?

Mother: Yes, she does.

Interviewer: Ok. Can you tell me a little bit more about this? What kind of things does she have?

Mother: Ok. They've got um coloring in crayons. They've got normal crayons. They have um things to trace with. They have uh rulers, pencils ... Also, she's very lucky that I do Smile. So, all my bits and pieces - they use that as well.

Interviewer: Ok. That's great! Do you have a computer at home?

Mother: Yes, we do have a computer.

Interviewer: Ok. Does Michelle use the computer?

Mother: Very much so. It's actually amazing how clued up she is.

Interviewer: Ok. What kinds of things does she do?

Mother: Mainly games. But um they...

Interviewer: Ok.

Mother: Slowly but surely they're learning. I know Ashton (older sister) now, she is very advanced with what they've learned at school. And, they just seem to have a knack with computers. It's quite scary.

Interviewer: Ok. Do you belong to the local library?

Mother: No, I'm guilty. I don't. But we have such a selection at home and again, it's a time factor which is no excuse, but I don't always get the time to do that.

Interviewer: Ok. And does her sister have any influence on um Michelle's literacy ability?

Mother: Yes, definitely!

Interviewer: Ok. In what way?

Mother: I think just in the fact that everything we do when I'm doing Ashton's stuff, Michelle is often around listening. So, Ashton sits and teaches Michelle to read, shows her what she's reading, she reads to her herself. So, if I think back on how advanced Michelle is compared to what Ashton was at this stage, I would say Michelle's much more advanced than what Ashton is.

Interviewer: Ok. And is there anybody else in the family who helps Michelle with her literacy development?

Mother: Yes. Granny's involved and Granny is a big help. Um being a teacher, um she has all the patience in the world and she often sits with the kids and discusses books and gives them odd worksheets to do and ... So, yes, they're very lucky to have their Granny.

Interviewer: Ok. And is there anything else that you might want to share with me about Michelle's linguistic abilities?

Mother: Um, I just think that it's important that a child learn to, to sort of, start from the basic language. And, we've never spoken baby language with the kids. So, um, I think she's learned to speak right from an early age and having an early, I mean, an older sister, she's been able to converse listening to us chatting to Ashton and picked up much more language. When with Ashton, we were only talking to her and then there was nobody else. And, even with Peter now, the baby, he also picks up a lot of language. So, the more you speak to them, the better it is. And I think just the talking, in general, and explaining things and reading is vital with kids.

Interviewer: Mm. Ja. Ok, thank you very much. I really appreciate your time.

Mother: It's a pleasure, Jen! Thanks.

## APPENDIX 6b

### TRANSCRIPTION OF INTERVIEW WITH JACK'S PARENTS

**Date:** Monday, 22 May 2006

- Interviewer: Ok. When did Jack start learning English?
- Father: At home, from childhood. From small.
- Interviewer: Ok. Where did Jack go... Sorry. Did Jack go to an English preschool?
- Father: We think he went to a dual medium preschool with Rensie Callaghan.
- Interviewer: Ok. Where did ... Where do you live?
- Father: In in the CBD.
- Interviewer: Ok
- Father: Queenstown.
- Interviewer: Ok. And does Jack have English-speaking friends?
- Mother: Yes.
- Interviewer: Ok. Are they only English-speaking or do any of them speak any other languages?
- Father: No. He's got Xhosa-speaking friends. Our domestic servant brings her kids to the house every weekend.
- Interviewer: Ok.
- Father: And, of course, he does mix with other kids...
- Interviewer: And when he ...
- Father: Afrikaans friends too in Tarkastad. He's got, ja, a few Afrikaans friends.
- Interviewer: And when he mixes with these Xhosa the uh domestic Xhosa-meaking Xhosa-speaking child, does he speak English or Xhosa?
- Father: English. Broken Xhosa, a word here and there, you know.
- Interviewer: But ...
- Father: The majority English, ja.
- Interviewer: Do you, the parents, use English on a daily basis?
- Parents: Yes.
- Interviewer: Ok. At, where, if so?
- Father: Everywhere.
- Interviewer: Everywhere. Do you read to Jack?
- Mother: Yes, not every night. But, I do.
- Interviewer: Ok. And, if so, in what language?
- Parents: English.
- Interviewer: Ok. Do you have books at home?
- Mother: Yes.
- Father: Lots.
- Interviewer: Ok. What language are the books written in?

Father: English.

Mother: Mostly English.

Interviewer: And what kind of books do you have?

Father: Mostly Bible stories.

Interviewer: Mostly Bible stories. Ok.

Father: Mostly Bible stories.

Interviewer: Ja. Um, what language is used at home?

Father: English.

Interviewer: And then, with your, with his grandparents and extended family?

Father: English. English

Interviewer: English.

Father: He speaks Afrikaans with the domestic servant though. Our domestic speaks only Afrikaans.

Interviewer: Ok.

Father: So she communicates in Afrikaans with my kids.

Interviewer: And. Ok. And does Jack watch TV at home?

Father: Lots.

Mother: Yes. (laughs)

Father: Too much.

Interviewer: If so, in what language?

Father: Cartoon Network. English.

Interviewer: Ok.Ok. What type of programmes?

Father: Cartoon Network.(Laughs)

Interviewer: You said Cartoon Network. Nothing else?

Father: Mostly Cartoon Network.

Interviewer: Ok. How much time per day does he spend watching TV?

Mother: Goodness!

Father: Much too much!

Mother: About three hours probably.

Interviewer: Three hours a day?

Father: Ja, at least.

Interviewer: Does your child have access to stationery at home?

Father: Lots.

Mother: Yes.

Interviewer: Ok. Could you tell me a little bit more about this? What kind of things does he have?

Father: We've got lots of blank books that I got for him that he can draw in and scribble in.

Interviewer: Ja.

Father: He's got lots of colouring in books. He likes colouring in. He's got lots of that.

Interviewer: Mmm.

Father: And he's got a chalk board which he's not ... doesn't play much on the chalkboard. But the colouring books and the big empty pages - a lot.

Interviewer: Does he have ... What kind of pencils and pens does he have?

Mother: He uses pencil crayons and kokis and um... He's got a ruler and scissors and a sharpener.

Interviewer: Ok. Do you have a computer at home?

Mother: No.

Father: Not that he works on. But we bought him one of these kiddies lap tops. I've got a lap top that I bring home but he's not allowed to work on that. (Laughs)

Interviewer: Ok. And his kiddies computer ... (Father coughs) does he use that a lot?

Father: No.

Mother: Actually not really though.

Father: No. No.

Mother: I find it a little bit difficult for ...

Father: He can't spell words yet, so ...

Mother: Yes.

Father: He does put it on and then he presses a button and it tells you it's a 'C' what? Mother: Or the wrong answer.

Father: Ja, it gives it gives you your lettering. What do you call it?

Interviewer: Like Clever ... Letterland Clever Cat?

Father: Yes. It gives you Clever Cat. And if he presses the letters one by one and the numbers and you push 1, it will go "1, 2." He does that. But he can't make any sums yet and he can't make words.

Interviewer: And he can't make words.

Mother: You see, there's there's Maths on that computer and he can't add either yet.

Father: Ja. So ...

Mother: It will ..... the sum and he doesn't know.

Interviewer: Ok. I was just wondering if perhaps before the end of this term, if he starts making words perhaps from what he's seen at school, if you could just perhaps let me know.

Mother: Oh.

Interviewer: Because I would be interested in that because it will be showing his emergent behaviour developing um and it's sort of part of my .... It will be part of my data collection.

Father: Ok.

Interviewer: Ok. Do you belong to the local library?

Parents: No.

Interviewer: Um. Is there anything else you would like to tell me about his language background? Is there anything else that you think might be important?

Father: No, not really. You know he was a child, obviously he grew up a lot more uh when Gwenda went back to work, with the domestic, And, of course, he spoke Xhosa fairly fluently. But when he started going to daycare, and to preprimary Grade 0, he lost it quickly.

Interviewer: Oh, ok.

Father: He lost the language very quickly. It was quite surprising. He picks up a word here and there. Even in Afrikaans, it's not fluent. So, he doesn't speak it very often. But, it's there, you know.

Interviewer: Ja.

Father: He doesn't seem to keep on to the language very well. English, obviously, is pretty good.

Mother: Yes, but also with with the English, I think, I don't know, I find him – you can't compare them, but I find him a lot sharper to James (younger brother) too because you ..., you know, Steven used to take Jack out a lot and say: "Look at that!", you know, "Look at the big green bus!" or ...

Father: "There's Jackson's!" and "There's the Post Office!"

Mother: Yes and Steven used to point things out and ...

Father: Tell him what it was.

Mother: And he knew all the time.

Mother: You know, so I mean he ...

Father: That helped a lot. I think it did help a lot.

Mother: Yes, I also think so.

Father: John drives a bit more with me now and I also do that when I'm driving. I say: "There's this shop and there's that shop."

Interviewer: Mmm.

Father: And then when we're driving in a direction, I will say: "Where we going?", you know, "Are we're going to the Ultra City or are we're going to the cemetery

Interviewer: Ja.

Father: Or, "What is that? That's a tombstone." And, you know, so I try and increase their .... Jack (father laughs) when he was at Rensie Callaghan, he was two years old, he was the only child who knew anything about a cemetery.

All: (Laugh)

Interviewer: Oh shame!

Father: We try to increase their vocab skills like that.

Interviewer: Ja. Ja.

Father: And we encourage them a lot to make full sentences.

Interviewer: When they, when they're speaking?

Father: Ja. Instead of saying, you know, I hear them screaming: "Eunice, juice!" You know, then I say: "No, no, no. You go and you ask nicely."

Interviewer: That's good.

Father: "Eunice, please may I have some juice."  
Interviewer: Mmm. Ja.  
Father: But that is a struggle. You know, I've been ah I've been pushing it now for a few weeks now.  
Interviewer: Oh. Ja.  
Mother: (Chuckles)  
Father: Trying to get them to make full sentences and it's coming on slowly now. I'm picking it up with John too. It's coming slowly  
Interviewer: Mmm. Ok. Um, is there anything else? Alright. Well, thank you very much. I appreciate your time.  
Father: Good.

## APPENDIX 6c

### TRANSCRIPTION OF INTERVIEW WITH ASA'S PATERNAL GRANDMOTHER/GUARDIAN

**Date:** 30 May 2006

Interviewer: When did Asa start learning English?

Grandmother: Asa, I think she started as early as a three-year old because the father used to speak to her in in in English. So, she grasped some few words there and then.

Interviewer: When did Asa go... Sorry! Did Aa go to an English Preschool?

Grandmother: Mm. Asa has been to various preschools. At two years, she was at Bambi and at three years, there's a high, there's a preschool there at Madeira. So, this is Xhosa-speaking there at Madeira.

Interviewer: Mm

Grandmother: Uh. Four years ... she came back to ... next to UPE. What's this now? Next to the Finishing School?

Interviewer: Um. Not Joshua Seed?

Grandmother: Joshua Seed.

Interviewer: Yes. Yes.

Grandmother: She was there for a year at Joshua Seed. Five years? I think five years. Then sixth year was at uh Thistledown. Five years. That's why she's here now for the sixth year.

Interviewer: Ok. Thank you. Tell me, Nolundi, where do you live?

Grandmother: I'm live. I'm staying at Madeira in Queenstown.

Interviewer: Ok. And is it an English-speaking community or a Xhosa-speaking?

Grandmother: Not at all. It's Xhosa-speaking.

Interviewer: Xhosa-speaking.

Grandmother: But it because it's for professionals some of the kids there, use English here and there.

Interviewer: Ok. Does Asa have English-speaking friends?

Grandmother: Not exactly.

Interviewer: Ok. Do you use English on a daily basis when you speak to Asa?

Grandmother: Sometimes. Not always. But sometimes I used to speak to her in Xhosa and then he answer me in English. It's then that I switch back to English because she' trying to remind me maybe or something like that.

Interviewer: Ok. Do you read to Asa?

Grandmother: Since I'm the guardian I used to read to Asa but now its done by her mother. She's always having books from the library.

Interviewer: Ok. If so, in what language do you read to her in?

Grandmother: It's always in English.

Interviewer: Ok. And how often do you her – do you or the mother read to her?

Grandmother: I I say, these days I'm no longer reading to her. It's the mother's duty now to read to her.

Interviewer: Ok. And how often does the mother read to her? Do you know?

Grandmother: I cannot be certain because every now and again they go and change books from the library. So, I think it's something that they do in their spare time. Interviewer: Ok.

Grandmother: I cannot be certain.

Interviewer: And tell me before February 2006 when Asa's mother came back, how often did you used to read to her?

Grandmother: Almost every night. I made it at least ... I thought even fifteen minutes just to hear something in English.

Interviewer: Great! Do you have books at home?

Grandmother: I don't have any, except I get them from the library.

Interviewer: Ok. What language is used at home?

Grandmother: Xhosa. We are Xhosa-speaking.

Interviewer: Ok. And with your your family, your extended family and friends? What language do you speak to?

Grandmother: Xhosa.

Interviewer: Xhosa. Ok. Tell me does Asa watch TV at home?

Grandmother: Very much.

Interviewer: Ok. If so, in what language does she watch?

Grandmother: She listens in English. In so much that, at times, she always ... uh I'm always astonished by the way she asks. She'll ask me "What does that word mean, Mama?" She's got it from the TV - something like that.

Interviewer: Ok, that's very nice.

Grandmother: From the TV programme uh kid's programmes.

Interviewer: Ok. I was going to ask you what type of programmes does she watch?

Grandmother: I always encourage her to watch uh kid's programmes but uh when I'm watching Days and Bold, she' always next to me.

Interviewer: Ok. And ...

Grandmother: She's the next generation ...

Interviewer: (Laughs). How much time per day do you think she spends watching TV?

Grandmother: (Laughs). I must be, I must be, I must be honest to you, it's, I think it's more than it used to be because I'm also watching.

Interviewer: Would you say it's an hour a day or two hours a day?

Grandmother: Let me say it's two because Days, Bold and Generations, those are the three that I usually watch.

Interviewer: Ok.

Grandmother: And she's always with me when I'm watching.

Interviewer: Watching. Ok. Tell me does your child, does Asa have access to stationery at home? Does she have pencils and sharpeners and scissors and paper and things like that?

Grandmother: She's got them but I don't allow her to play with the scissor unless I'm watching her.

Interviewer: Ok.

Grandmother: Because she even cut the clothes. She likes to experiment with things.

Interviewer: Oh, ok. So does. Do you ever perhaps have special time with her where you take out those things and let her work with them during the week? Or, does it not happen too often?

Grandmother: It's not too often. But uh,(laughs) I think I'm I'm forced to do that now because of the Letterland. In so much that I've learned the alphabet. Because if she wants to to write a a word, if I say "It n n" and spell it like the alphabet in English, then she won't cope. So, I decided to learn her Letterland so that I would be able to make her write.

Interviewer: That's very, very interesting! Tell me do you have a computer at home?

Grandmother: No, not at all.

Interviewer: Ok.

Grandmother: But the father used to have a computer. At two years, she could operate a computer whilst the father was working at home with the computer.

Interviewer: Can you tell me what kind of things she could do? Could she play games or could she, did she type make, type letters or can you remember?

Grandmother: If the computer is close there, at that time, I couldn't even touch a computer. I say, "Asa, open up the computer." She knows the key, which key fits which disc. Then she'll take the disc out and put it in the computer. It was marvellous to watch her uh uh operating because I couldn't do anything here.

Interviewer: So she was computer literate at a very early age.

Grandmother: At a very early age.

Interviewer: Ok. Tell me ...

Grandmother: Let me tell you just one story.

Interviewer: Yes.

Grandmother: One time, it so happened, that uh the the the father when she's working, she used to put Asa in the maybe in the .... (?) So, she puts her toys to play with her toys. Then she would operate the computer if he's got a busy time.

Interviewer: Mm.

Grandmother: It so happened that one time, she finds the computer that it was dirty inside, full of ink. Well, she he cleaned the computer. He didn't know why ink was spilt all over the computer. It was until the other day that he found out what was happening. Asa had took the ink its he he put it in the computer. He she

knew, at that two years, where to put ink. This time she did it correctly. She didn't even spilt. It's just that she forgot to put the cap of the ink. It's then that the father noticed that whilst she thinks Asa's playing, she's also watching what she's doing and she does it correctly.

Interviewer: Gosh! That is fantastic. Ok. Does Asa belong to the local library?

Grandmother: Yes, she belongs to this because I used to take books from the library.

Interviewer: The Queenstown Library?

Grandmother: The Queenstown Library.

Interviewer: Ok.

Grandmother: It was through the help of uh Thistledown. Aunty Esme encouraged me. I was a busy time because I was studying then, writing my exams. But she encouraged me to read even if it's just a matter of ten minutes. Starting. So she started there.

Interviewer: That was, that was good advice. And tell me what kind of books does Asa get from the library? Are they story books or?

Grandmother: Usually story books.

Interviewer: Story books. Ok. And tell me how often, before Ase's mother came back now, how often would you take Asa to the library before February?

Grandmother: At times, maybe .... (?) I very seldom took Asa to the library. It it was just that because I was a busy somebody, attending in the afternoons. It was Aunty Esme's duty to change those books for me. I used to take. Asa took them to school then she will change and bring the new books.

Interviewer: Oh, ok.

Grandmother: It's only at times when I'm not doing anything that I used to go with her to the library.

Interviewer: Ok. So Esme used to help you...

Grandmother: Very much.

Interviewer: Exchange the books. It was like a ... Was it like a school service? Because they lived, I mean, I know the school's across the way from the library?

Grandmother: But it, I think I asked her

Interviewer: Oh, ok.

Grandmother: Because she was also encouraging me. Because whenever I've got a problem, I used to go to her and talk to her. So she would eh

Interviewer: So she would do you a special favour.

Grandmother: Yes!

Interviewer: Ok, that's that's very nice. An tell me, now, at the moment, how often does Asa go the library? In the last four months? Do you know?

Grandmother: I can't be certain.

Interviewer: Do you think it's once a month or not even?

Grandmother: But I think they've gone maybe it's more than twice to go and change books at the library.

Interviewer: Ok. Ok, Nolundi, is there anything else that you'd like to tell me that you, that I might find interesting about Asa's linguistic background?

Grandmother: Eh, Jenni, I think (sighs) to me it was difficult to raise Asa because my son was born in 1978. That was the last time I had a baby. And look at how old I am, to have a baby now. So, I am ... (?) at times the first thing to do ...

Interviewer: Oh, ok.

Grandmother: I don't know whether I am correct. And so, in so much that I used to go around and ask for help. What can I how can I do this? But I think uh I've done the job ... (?) because putting her in these several preschools, I was trying to to check which one was suitable. And Thistledown was still the best amongst these ... (?)

Interviewer: I noticed that you, it seems like you specifically chose English-speaking preschools. Was there a reason for this?

Grandmother: I think it's the father's influence this time. The father didn't go for Afrikaans. So I'm sure it's just one of those things.

Interviewer: Ok.

Grandmother: Nothing in particular.

Interviewer: Nothing in particular. Ok, Nolundi, thank you very much and I really appreciate your time.

Grandmother: Thank you very much, Jenni. You are doing a wonderful job. Thank you very much.

Interviewer: Ok.

## APPENDIX 6d

### TRANSCRIPTION OF INTERVIEW WITH LILIWE, GRANDMOTHER/GUARDIAN OF MIHLE

**Date:** 22 May 2006

Interviewer: Liliwe, when did Mihle start learning English?

Grandmother: Mihle started learning English in 2003.

Interviewer: How old was he then?

Grandmother: I think she was three years.

Interviewer: Did Mihle go to an English preschool?

Grandmother: Yes, at Bambi.

Interviewer: At Bambi.

Grandmother: Yes.

Interviewer: How did he start learning English?

Grandmother: Oh, it was difficult

Interviewer: Ok.

Grandmother: To learn English because it was not his mother-tongue.

Interviewer: Ok. Where do you live? Where does Mihle live?

Grandmother: Mihle live at Khayelithsa, Queenstown.

Interviewer: Ok. What kind of community is Khayelithsa? What kind of language do they speak?

Grandmother: They speak Xhosa.

Interviewer: Ok. Does Mihle speak have any English-speaking friends?

Grandmother: No. They all speak Xhosa. But at school ...

Interviewer: Ok. And, at home when he's playing at home in in the community? At home?

Grandmother: They are playing English and Xhosa.

Interviewer: At Khayelitsha?

Grandmother: At Khayelithsa.

Interviewer: Ok. Do you use English at home on a daily basis?

Grandmother: No. But, when Mihle I want Mile to speak English, I start telling (?) teaching him.

Interviewer: Ok. If you speak English, where do you speak English or when do you speak English at home? Do you speak any English at home?

Grandmother: Eh. English? Any English?

Interviewer: Do you only speak ...

Grandmother: But I I consider his age.

Interviewer: Ok. So, do you speak ... do you give him English instructions? Do you tell him what to do in English or do you tell him what to do in Xhosa?

Grandmother: Yes. I am uh ... No, in English.

Interviewer: You tell him what to do in English?

Grandmother: Yes.

Interviewer: OK. Do you read English to Mihle?

Grandmother: Yes, I read English to Mihle.

Interviewer: And how often?

Grandmother: I think eh almost every day before we sleep.

Interviewer: Every day before you go to bed? OK. Do you read to him in Xhosa as well or do you only read to him in English?

Grandmother: I am speaking Xhosa because I want him to speak a proper Xhosa.

Interviewer: Ok.

Grandmother: Because sometimes, when he pronounces "b", he pronounces like "m". So, I'm going to correct I'm correcting that "m" to ""b".

Interviewer: Ok. But, I want to know do you read Xhosa stories to Mihle as well or do you only read to him in English?

Grandmother: No, I read Xhosa stories and English stories to him.

Interviewer: Ok. Do you have books at home?

Grandmother: Yes, I ... some books.

Interviewer: Ok. And, what language are the books written in?

Grandmother: Mm. English and Xhosa.

Interviewer: And, what kind of books do you have? Do you know ... are they story books or are they poems or what kind of books are they?

Grandmother: No, story books. Small story books because I bought ... some I bought them mmm Spectra.

Interviewer: What language is used at home when you speak to the children?

Grandmother: I speak Xhosa.

Interviewer: Ok. What language do the children speak...?

Grandmother: They speak Xhosa and sometimes when they are playing because he has a younger brother, they play with English. Sometimes.

Interviewer: Sometimes in English. And, if ...

Grandmother: Sometimes in Xhosa.

Interviewer: Ok. Alright. What language does Mihle speak to his parent?

Grandmother: English and Xhosa.

Interviewer: Ok. And, to his aunts and uncles and extended family?

Grandmother: What?

Interviewer: His aunts and his uncles. His his other family?

Grandmother: Yes.

Interviewer: What does he speak to them in?

Grandmother: He speaks English because he is crazy in English.

Interviewer: He likes English?

Grandmother: He likes English.

Interviewer: Ok. Does Mihle watch TV at home?

Grandmother: No.

Interviewer: No TV. Do you have a TV at home?

Grandmother: No.

Interviewer: Ok. Does your child have pencil crayons - stationery at home, like pens and pencils and things like that?

Grandmother: Yes. Yes.

Interviewer: Can you tell me what kind of things has he got?

Grandmother: He's got crayons and pencils and ... rubbers. Everything - and machines for sharpening like that.

Interviewer: Oh, the little sharpener for sharpening the pencil crayons.

Grandmother: For sharpening the pencils.

Interviewer: Ok. What kind of paper does he do you have for him drawing on? Do you have paper for him?

Grandmother: Whoa! It's difficult to have papers. I just have books.

Interviewer: What kind of book?

Grandmother: Exercise books.

Interviewer: Exercise book, oh! That he like – with blank paper that ...

Grandmother: Blank papers.

Interviewer: Ok And do you have colouring in books or no colouring in books?

Grandmother: No colouring.

Interviewer: Ok. So – just exercise books that you let him ...

Grandmother: Exercise books.

Interviewer: Ok. Um. Do you have a computer at home?

Grandmother: No.

Interviewer: Do you belong to the library?

Grandmother: Yes, because I I like to go to the library.

Interviewer: To the Queenstown – the library here?

Grandmother: The Queenstown library. This one...

Interviewer: Ok. And tell me when you go to the library, do you take Mihle with you?

Grandmother: Yes, sometimes, because sometimes he has got tonsils.

Interviewer: Ok.

Grandmother: So, it's winter now.

Interviewer: Mm.

Grandmother: I don't like him to go and ... But in summer I take him to the library because I want to show him how to handle books in the library.

Interviewer: And how does he, does, how does he enjoy the exp... how does he enjoy?

Grandmother: He enjoys.

Interviewer: How does he enjoy the experience?

Grandmother: Yes. He enjoys.

Interviewer: He likes going to the library?

Grandmother: Because I told him you must know how to handle books because you are going now up and you are going to Queen's College. Maybe you are going to Queen's College. So, there at Queen's College, you are going to be a good boy, handling books nicely.

Interviewer: Ok. And I want to know, do you help Mihle with his writing at home?

Grandmother: Yes. I write help him.

Interviewer: Because I've noticed his writing has improved a lot lately.

Grandmother: Yes, I I ...

Interviewer: You help him a lot.

Grandmother: Even that that paper, I have a something, I've seen there. I don't know... She There's a a word there, a wrong word there.

Interviewer: Mm.

Grandmother: So I told him that this one, you can't write like this, you must write like this.

Interviewer: Ok. Ok. Alright. Um, thank you very much, Liliwe. If there' anything else I need to ask you, could I call you again?

Grandmother: Yes.

Interviewer: Ok.

Grandmother: I have got no problem.

Interviewer: Alright. Thank you very much for coming along today.

Grandmother: Thank you. It's ok. Thank you. Bye.

**APPENDIX 7a**

**JOURNAL ENTRIES**

Name: Michelle

DOB: 24 April 2000

**WEEK 1: 10 – 13 April 2006**

DATE	ENTRY DETAIL	SAMPLE REF	PHOTO REF
Mon, 10 Apr 06			
Tue, 11 Apr 06			
Wed, 12 Apr 06			
Thu, 13 Apr 06			
<b>Fri, 14 Apr 06</b>	<b>GOOD FRIDAY</b>		

**WEEK 2: 18 – 21 April 2006**

DATE	ENTRY DETAIL	SAMPLE REF	PHOTO REF
<b>Mon, 17 Apr 06</b>	<b>FAMILY DAY</b>		
Tue, 18 Apr 06	<p>Observation: To date, Michelle hasn't shown much interest in writing because she has been playing with her friends. However, today, she and her friends "read" books enthusiastically in the Book Corner.</p>		
Wed, 19 Apr 06	<p>Michelle's birthday: Michelle brought her birthday invitations to school today for her birthday party on Fri, 21 Apr 06. I discussed the convention of an invitation with the children.</p>		
Thu, 20 Apr 06			
Fri, 21 Apr 06	<p>Michelle's Birthday Ring: Read Birthday Cards and Thank You card to her parents, to the class.</p> <p>Environmental Print: I asked the class to bring advertisements from the local newspaper, <i>The Rep</i> to school on Monday to use for making a menu. Teacher: "What is an advert?" Michelle: "A picture."</p>		

**WEEK 3: 24 – 28 April 2006**

DATE	ENTRY DETAIL	SAMPLE REF	PHOTO REF
Mon, 24 Apr 06	<p>Morning Ring: Michelle brought me the maximum and minimum temperatures forecast on the Weather Report on TV last night, for today. Her mother wrote down the temperatures and she wrote the date.</p> <p>Letterland: <i>Ticking Tess</i> I read <i>Ticking Tess</i> from the Letterland book. I asked the children who have <i>Ticking Tess</i> in their first name, to get their name sticks from the box and bring them to me. I displayed these on the whiteboard: Lulutho Samantha</p> <p>Teacher: "Whose surname starts with <i>Ticking Tess</i>?" Nina put up her name. I wrote &lt;Tini&gt; on the whiteboard. Some children suggested words that start with <i>Ticking Tess</i> which I wrote on the whiteboard, e.g. &lt;tea&gt;. Michelle said"</p>		

DATE	ENTRY DETAIL	SAMPLE REF	PHOTO REF
	<p>My sister's (half-sister) name starts with <i>Ticking Tess</i>, &lt;Tracy&gt;."</p> <p>Postage Stamp: I showed the children a postage stamp and asked, Teacher: "Does anybody know what this is?" I received various replies, "A sticker, a picture, a tattoo." Then Michelle said: "A stamp."</p> <p>Story Time: I re-read (read on Fri, 21 Apr 06) the book: <i>Who lives in a tree?</i> by Susan Canizares and Daniel Moreton. Towards the end of the story, the children started "reading" with the teacher, " ..... lives in trees." Jack wanted to know why foxes live in trees. I was able to read the information provided in the back of the book. Jack noticed that the border of each picture was made of sticks. I praised him for noticing this and asked the class: Teacher: "What is another word for <i>sticks</i>?" Michelle: "Twigs." Joss: "Branches."</p>		
Tue, 25 Apr 06	<p>Observation: Today is the first day that the two subjects who speak English as home language took a keen interest in the Writing Corner. Generally, there was "explosion" in the class's emergent literacy behaviour.</p> <p>Free Play: Michelle, Natalie and a couple of other children took books from the Book Corner and started using them as "hymn books" to sing the song: "Autumn leaves are falling down".</p> <p>Attendance Register: Michelle wanted to make an Attendance Register. I showed her the Class Attendance Register and explained how a register consists of rows and columns. The children's names are written on the rows (lines) on the left and the columns are for writing the days of the week &lt;Monday&gt;, &lt;Tuesday&gt;, &lt;Wednesday&gt;, &lt;Thursday&gt;, &lt;Friday&gt; and &lt;Total&gt; on the right. Teacher: "How many names do you want on your register?" Michelle: "Ten." Teacher: "I will draw the rows and columns for you and you can write your friends' names."</p> <p>After she had written five names, she asked me to help her. I suggested she get her friends' name sticks from the Writing Corner and copy them. Then I took the name sticks and read the names to her. When she heard the names of the friends she wanted, she selected them and copied/wrote the names herself.</p> <p>Michelle used a ruler and a clipboard to write/trace the number &lt;4&gt; from a photocopy I'd put in the tin of paper for the children to use. She also coloured it in.</p>		<p><b>Photo:</b> singing/ reading</p> <p><b>Photo:</b> Michelle copying names from name sticks for her Attendance Register</p>
Wed, 26 Apr 06			
Thu, 27 Apr 06	<b>FREEDOM DAY</b>		
Fri, 28 Apr 06	<b>SCHOOL HOLIDAY</b>		

WEEK 4: 1 – 5 May 2006

DATE	ENTRY DETAIL	SAMPLE REF	PHOTO REF
<p>Mon, 1 May 06</p> <p>Tue, 2 May 06</p>	<p><b>WORKER'S DAY</b></p> <p>Workbook (fig, oak, rose): Today, I explained that when we write, we must leave a space between the words so that it is easy for the reader to read the words and see where one words starts and the other word finishes. Michelle: "It's called a finger space." Teacher: "That's quite correct. Who told you that?" Michelle: "Aston (older sister who is in Grade 2 at Balmoral Girls' Primary School)."</p> <p>Environmental Text: Teacher, pointing to <i>SIMBA</i> logo (lion wearing a crown) on chip packet: "Does anyone know what this is?" Jack: "When you see the lion, you know that these are chips." Teacher, pointing to <i>KELLOGG'S</i> logo on <i>COCO POPS</i> box: "What logo is this?" Michelle and Jack: "Kellogg's." Teacher, pointing to words <i>COCO POPS</i>: "Can anyone tell me what this say?" Michelle: "<i>COCO POPS</i>." Teacher: "How many Clever Cats are there in the words <i>COCO POPS</i>?" Answer: Two Teacher: "How many Oscar Oranges are there in the words <i>COCO POPS</i>?" The class kept saying "Two". Eventually Jack said: "Three." He got so excited that he jumped up from where he was sitting at the back of the class, came to the front and pointed to the three O's in the words a <b>&lt;COCO POPS&gt;</b>.</p> <p>Free Play: Michelle is still keen on making Attendance Registers. She asked me how to write <b>&lt;th&gt;</b> (sound) in <b>&lt;Thursday&gt;</b>. I wrote it for her.</p> <p>Story Time: Michelle identified the border around the pictures in the book <i>A Fairy Went A-Marketing</i>.</p>	<p>TDF4 LDF4</p> <p>TD4</p>	
<p>Wed, 3 May 06</p>	<p>Theme Discussion: Michelle brought four packets of seeds to school which her mother had labelled <b>&lt;crushed mielies&gt;</b>, <b>&lt;oats&gt;</b>, <b>&lt;sorghum&gt;</b> and <b>&lt;mielies&gt;</b>. During the discussion, I let Michelle stand in front of the class and talk about the different seed (Show and Tell).</p> <p>Jack was quick to point out that <b>&lt;oats&gt;</b> looks like "Oatees".</p> <p>Later during the day, Asa wrote a letter to her mother in which she copied the words <b>&lt;oats&gt;</b>, <b>&lt;sorghum&gt;</b> and <b>&lt;mielies&gt;</b> from the labels on the seed packets which were displayed on the theme table. She made her own envelope from the paper and glue provided on the trolley in the Writing Corner and then asked me to seal it with</p>	<p>LDF 4 TDF4</p> <p>LDF 4</p>	

DATE	ENTRY DETAIL	SAMPLE REF	PHOTO REF
	<p>glue. Asa: "Please can you pritt it?" Teacher: "What are you making?" Asa: "A letter for my mom."</p> <p>Environmental Print: Michelle brought a Pick 'n Pay flyer to school today which I showed the class. Just for fun, I pointed at various items and asked the children: "What is this?" They enjoyed this activity.</p> <p>Free Play: Michelle made "money" for the Fantasy Corner.</p>	<p><b>LDF4</b></p> <p><b>LDF4</b></p>	
Thu, 4 May 06	<p>Free Play: Michelle is still focussed on making Attendance Registers. She drew all the lines and columns and wrote the children's names herself. She asked me to write the days of the week for her. I noticed she had written M for Monday on the right side of the page. I explained that she must start writing the days of the week from the left because we read from the left to the right. The page set up was landscape and she'd drawn sufficient columns for ten days.</p> <p>Observation: Since Tue, 25 April 2006 when Michelle and her friends were singing/reading the words from books, they have been actively engaged in spontaneous writing activities.</p>	<p><b>LDF4</b></p>	
Fri, 5 May 06	<p>Letterland: <i>Jumping Jim</i> Michelle brought <i>Jumping Jim</i> words which her mother typed on the computer, to school today. I showed the class the list of words and pointed to each word as I read them.</p> <p>Free Play: Today I stapled 5 pieces of paper together (landscape) for Michelle to make an Attendance Register. Michelle: "I'm going to finish my register." Teacher: "Good. That's great!" Michelle: "Is this how you spell <i>Kelly</i>, &lt;k&gt;, &lt;e&gt;, &lt;l&gt;, &lt;y&gt; (sounds out the word)?" Teacher: "Yes. There are two &lt;l's&gt; (sound) after &lt;e&gt; (sound)." Michelle: "Is this how you spell Kayla?" Writes &lt;Kala&gt; and shows it to me.) Teacher: "Yes. Put in &lt;y&gt; after &lt;a&gt;. (I showed her where to write &lt;y&gt;.) In English, when Annie Apple and the Yoyo Man are written together &lt;ay&gt;, they make a long a sound. (I pointed out &lt;ay&gt; in the word &lt;Thursday&gt; written on the flipchart.) Michelle: "I need another name." Teacher: "Choose one of your friends' names." Michelle: "I don't how to spell them." Teacher: "Spell it like it sounds." Michelle went off satisfied and completed her Register.</p>	<p><b>LDF4</b></p> <p><b>LDF4</b></p>	



DATE	ENTRY DETAIL	SAMPLE REF	PHOTO REF
	activity in the class.		

**WEEK 6: 15 – 19 May 2006**

DATE	ENTRY DETAIL	SAMPLE REF	PHOTO REF
Mon, 15 May 06	Letterland Day Michelle, Jack and Mihle dressed up for this school event. Asa's grandmother wrote me a note.		<b>Photo:</b> Michelle, Jack & Mihle
Tue, 16 May 06	Creative Activities: Today, I needed help making a book: People who help us (writing their name on front cover <author .....>, cutting out the pages on the line, arranging the pages in the correct order). I asked Michelle to help me as she had finished this task rather easily. She was very happy to do this. Teacher: "Today, you are also going to be the <i>Teacher!</i> " Michelle coped very well with this task.	<b>LDF 6</b> <b>TDF 6</b>	
Wed, 17 May 06	Free Play: Michelle started another Attendance Register today (17 May, 18 May, 19 May, 22 May, 24 May, 25 May)		
Thu, 18 May 06	Creative Activities: Dinosaur pictures – joining the dots according to the order of the numbers. Michelle, Jack and Asa coped well. Mihle struggled.	<b>TDF 6</b> <b>LDF 6</b>	
Fri, 19 May 06	Painting outside: I suggested that the children paint dinosaur eggs and write the words <egg yolk> on their picture. Michelle, Asa and Mihle did this activity. Jack was absent.	<b>LDF 6</b>	

**WEEK 7: 22 – 26 May 2006**

DATE	ENTRY DETAIL	SAMPLE REF	PHOTO REF
Mon, 22 May 06	Environmental Print: After snack time, Michelle gave me her empty <i>NIKNAK</i> packet to show the class.  Free Play: Michelle very excited today. While making her Attendance Register, she showed me how she'd written <Kayla> and <Ashleigh> from memory without any assistance.		
Tue, 23 May 06			
Wed, 24 May 06	Phonological Awareness: Two children brought me adverts this morning which I displayed in the whiteboard. I read <Cheese Fiesta> from the KFC advert and <Chick-'n-Cheese Roll> from the Barceló's flyer. Then I highlighted the KFC and Barceló's logos with a highlighter. I stressed again to the children how sometimes in English, when two letters are written together, they make a new, special sound. For example Clever Cat and Hairy Hat Man make <ch> (sound). I pointed to <ch> in the words <Cheese Fiesta> from the KFC advert and <Chick-'n-Cheese Roll> from the Barceló's flyer.  I wrote <ch> on the white board and the started a list of <ch> words (saying the word as I wrote it down): <b>cheese</b> <b>chair</b> <b>cheque, etc</b>  Once the children got the idea, they started joining in and shouted out words they thought started with <ch>.	<b>TDF 7</b>	

DATE	ENTRY DETAIL	SAMPLE REF	PHOTO REF
	Michelle said: " <b>chutney</b> ." Another child said: "teacher"  I wrote <b>teacher</b> on the whiteboard and explained how the sound <b>ch</b> can be written at the beginning or in the middle of a word.		
Thu, 25 May 06			
Fri, 26 May 06			

**WEEK 8: 29 May – 2 June 2006**

DATE	ENTRY DETAIL	SAMPLE REF	PHOTO REF
Mon, 29 May 06	<p>Free Play: Michelle took a clipboard and copied words from the environmental print display.</p> <p>Workbook: Hairy Hat Man Worksheet Michelle and Jack (subjects who speak English as home language) were able to identify 5 x h's easily. Asa and Mihle (subjects who speak English as first additional language) experienced difficulty.</p> <p>Creative Activities: Painting outside I suggested the children paint a colourful picture of the activities they do during the day. I said it could be portrait or landscape and also suggested that they write &lt;b&gt;day&lt;/b&gt; starting in the top left corner to allow for enough space to fit the word on the paper. Michelle, Jack and Asa did the activity.</p> <p>Story Time: I read <u>Sleepy Ella</u> by Angela McAllister and Susan Winter to the class. Then I re-read the last two pages and asked the class: "What do you notice about the words?" Michelle: "The sounds go together." Teacher: "Good, Michelle. Star and far, sky and by, thread and bed."</p> <p>Home Time: I gave each child a reminder and asked them to put it in their bags. Jack: "Aunty Jenni, what does this say?" Teacher: "It's a reminder. What is a reminder?" Jack: "It reminds you about stuff." Michelle: "A piece of paper to remind your mother and father about something." Then I read the reminder to them.</p>	<p>LDF 8</p> <p>TDF 8</p> <p>TDF 8</p>	<p><b>Photo:</b> Jack &amp; Asa painting &lt;b&gt;day&lt;/b&gt; outside</p>
Tue, 30 May 06	<p>I asked Michelle if she could read the word &lt;b&gt;hot&lt;/b&gt; on a leaflet lying on my desk which she could.</p> <p>Morning Ring: This morning we were talking about the changes in the weather patterns. Teacher: "What's the difference between the weather yesterday morning and this morning?" Jack: "There was ice all over the grass." Michelle: "It's called frost."</p>	TDF 8	

DATE	ENTRY DETAIL	SAMPLE REF	PHOTO REF
	Observation: Michelle, Jack and Asa give their full attention when I read stories. Mihle's concentration is weak. He seems to look around the classroom.		
Wed, 31 May 06	Free Play: Re: Attendance Register (17 May – 25 May) Teacher: "Did you copy the names or remember them out of you head (from memory)?" Michelle: "I wrote them from my head."		
Thu, 1 Jun 06	Environmental Print: Soso's <i>TRANSLUX</i> bus ticket I discussed the following with the class: why we need a bus ticket, where we buy one and what information it gives us. I wrote the word <TRANSLUX> on the whiteboard. I told the children <LUX> is also the name of a soap which I'd displayed on the environmental print display. Michelle: "<LUX> is the same in both words."	<b>TDF 8</b>	
Fri, 2 Jun 06			

**WEEK 9: 5 – 9 June 2006**

DATE	ENTRY DETAIL	SAMPLE REF	PHOTO REF
Mon, 5 Jun 06	Free Play: Michelle wrote a letter to her mom today and put it in an envelope.  Story Time: While reading <i>The Mitten</i> by Jan Brett, Michelle immediately commented on the key on the right side of the page. (Read Poor Peter Story on 29 May 2006 and discussed the concept of a "key").	<b>LDF 9</b> <b>TDF 9</b>	
Tue, 6 Jun 06	Morning Ring: I wrote the date <6 June 2006> and <sixth> on the flipchart. Teacher: "What sound do Ticking Tess and Hairy Hat Man make when they are together?" Michelle: "<th> (sound)"  Observation: Michelle's phonological awareness is the most advanced in the class.	<b>TDF 9</b> (flipchart)	
Wed, 7 Jun 06			
Thu, 8 Jun 06			
Fri, 9 Jun 06			

**APPENDIX 7b**

**JOURNAL ENTRIES**

**Name: Jack**

**DOB: 27 February 2000**

**WEEK 1: 10 – 13 April 2006**

<b>DATE</b>	<b>ENTRY DETAIL</b>	<b>SAMPLE REF</b>	<b>PHOTO REF</b>
Mon, 10 Apr 06	Environmental Print: I read and discussed an article which appeared in <i>The Rep</i> on Fri, 7 April 2006 which featured a photograph of me, Diana's mom and the three winners from our class for the Fun Walk. I read the caption under the photo, the headline and a section of the article (Prizes... Whistle Stop). Jack showed an interest and asked me to tell him about the other photos on the page which I duly I did.		
Tue, 11 Apr 06	Free Play: Early this morning, Jack did a drawing which he asked me to roll up and tie with string. I told him this was called a "scroll" and people used this method of communication (sending letters/messages) many years ago.		
Wed, 12 Apr 06	Whistle Stop Outing: On our return from the Whistle Stop Outing, Jack was the first child in the class to identify and show me the <i>SHELL</i> logo in the booklet they were given in their "goodie bag". He and his friends (boys) lay on the carpet "reading" their books. While looking at the booklet he asked Jack, pointing to the map printed in the booklet, "Aunty Jenn1, what's this?" Teacher: "It's a map. A map shows people how to get from one place to another in a place or country. It shows people the directions to get to a place." Jack: "Where is Queenstown?" I showed him.		<b>Photo</b>
Thu, 13 Apr 06			
<b>Fri, 14 Apr 06</b>	<b>GOOD FRIDAY</b>		

**WEEK 2: 18 – 21 April 2006**

<b>DATE</b>	<b>ENTRY DETAIL</b>	<b>SAMPLE REF</b>	<b>PHOTO REF</b>
<b>Mon, 17 Apr 06</b>	<b>FAMILY DAY</b>		
Tue, 18 Apr 06	Free Play: This morning while I was signing out library books in the In/Out Book, Jack pointed to the ditto (") sign and asked me what it meant. I explained that it meant "the same" It was a short cut to writing the same thing over and over again e.g. Red Class.  Story Time: I discussed the title of some books written by the same author, Leo Lionni, e.g. <u>Swimmy</u> , <u>It's mine</u> , <u>Fish is Fish</u> . Jack remembered and commented on the book <u>Swimmy</u> and the black fish.		
Wed, 19 Apr 06	Letterland: <i>Lucy Lamp Lady</i> I asked the children whose first names start with <i>Lucy Lamp Lady</i> , to find their name sticks in the box and bring them to me. I displayed them one underneath the other on the whiteboard. <b>Lukho</b>		

DATE	ENTRY DETAIL	SAMPLE REF	PHOTO REF
	<p>Lulutho Lukhanyo</p> <p>Jack noticed that all three names end with Oscar Orange (O). Michelle's Birthday Party Invitations: Michelle brought her birthday invitations to school today for her birthday party on Fri, 21 Apr 06. Jack wanted to know why the invitations were being given today when her birthday is only on Friday. I showed him how an invitation gives information about the date, time and place of the party so that his Mom will know about the party beforehand and can make arrangements, e.g. buy a present, etc..</p>		
Thu, 20 Apr 06	<p>Theme Discussion: Today a child brought a snake skin to school for "Show and tell". I read "Why do snakes shed their skin?" from a book titled <u>SNAKES and other reptiles</u> (Author: Anita Ganeri Zool Parragon London, UK). As a painting activity, I suggested the children paint a snake and write the word <b>&lt;snake&gt;</b> on their picture. Initially, I decided not to write the word <b>&lt;snake&gt;</b> on the blackboard outside for the children to copy because I wanted them to write the word <b>&lt;snake&gt;</b> themselves (invented spelling).</p> <p>This was too difficult for the children. They kept saying we don't know how to spell <b>&lt;snake&gt;</b>. I tried to put them at ease by saying, "Try to write the words as best as you can. Write it as you say it. Don't worry too much about the spelling being right or wrong." Jack said: "We know that <b>&lt;snake&gt;</b> starts with Sammy Snake."</p> <p>Free Play: Jack and his friends spent time "reading" in the Book Corner today.</p> <p>Jack made a book (S=Sammy Snake x=crosses). He asked me to put string around it so that he could hang it out of his younger brother's reach at home.</p> <p>Observation: Jack likes drawing with stencils and rulers.</p>		
Fri, 21 Apr 06	<p>Morning Ring: I asked the class to bring advertisements from the local newspaper, <i>The Rep</i> to school on Monday to use for making a menu. Teacher: "What is an advert?" Michelle: "A picture." Jack: "Something that comes in between a story/programme on TV." Teacher: "Why do people make adverts?" Jack: "So that people will buy things!"</p>		

**WEEK 3: 24 – 28 April 2006**

DATE	ENTRY DETAIL	SAMPLE REF	PHOTO REF
Mon, 24 Apr 06	<p>Theme Discussion: Autumn</p> <p>While discussing seeds and grasses with the class, I wrote the word <b>&lt;seed pod&gt;</b> on the whiteboard and stuck a real seed pod under the word. Jack said one of the grasses I showed he class looked like Fireman Fred.</p> <p>Free Play:</p> <p>Jack got very excited when he was building with the railway tracks on the carpet. As he put the pieces together, he realised that certain letters were being formed.</p> <p>Jack: "Look Aunty Jenni! Look Fireman Fred (f), Sammy Snake (s), Oscar Orange (o) and Clever Cat (c)."</p> <p>Jack: "How can I make Golden Girl (g)? I know. I must get something that can make a sharp turn!"</p> <p>Story Time:</p> <p>I re-read (read on Fri, 21 Apr 06) the book: <u>Who lives in a tree?</u> by Susan Canizares and Daniel Moreton. Towards the end of the story, the children started "reading" with the me "..... lives in trees." Jack wanted to know why foxes live in trees. I was able to read the information provided in the back of the book. Jack noticed that the border of each picture was made of sticks. I praised him for noticing this and asked the class:</p> <p>Teacher: "What is another word for sticks?"</p> <p>Michelle: "Twigs."</p> <p>Joss: "Branches."</p>		<p><b>Photo:</b></p> <p>Jack putting railway tracks together on the carpet.</p>
Tue, 25 Apr 06	<p>Workbook:</p> <p>Jack wrote <b>&lt;fourleaves&gt;</b> next to one another without a space between the words. I need to explain this concept (spaces between words) to the class.</p> <p>Environmental Print:</p> <p>I displayed a <i>FLINGS</i> chip packet, <i>LUX</i> soap wrap and <i>AQUAFRESH</i> toothpaste box on the side of the white cupboard with prestik. During snack time I took Jack's <i>KELLOGG'S TREAT</i> wrapper and asked the class if they'd seen the <i>KELLOGG'S</i> logo anywhere before. After a brief discussion, I the added the wrapper to the class environmental display on the white cupboard. Jack asked why I'd displayed the wrappers on the side of the cupboard next to the door. He suggested I move them to the front of the cupboard which I did!</p>		
Wed, 26 Apr 06			
<b>Thu, 27 Apr 06</b>	<b>FREEDOM DAY</b>		
<b>Fri, 28 Apr 06</b>	<b>SCHOOL HOLIDAY</b>		

**WEEK 4: 1 – 5 May 2006**

DATE	ENTRY DETAIL	SAMPLE REF	PHOTO REF
<b>Mon, 1 May 06</b>	<b>WORKER'S DAY</b>		
Tue, 2 May 06	<p>Environmental text:</p> <p>Teacher, pointing to <i>SIMBA</i> logo (lion wearing a crown) on chip packet: "Does anyone know what this is?"</p> <p>Jack: "When you see the lion, you know that these are chips."</p> <p>Teacher, pointing to <i>KELLOGG'S</i> logo on <i>COCO POPS</i></p>		

DATE	ENTRY DETAIL	SAMPLE REF	PHOTO REF
	<p>box: "What logo is this?"  Michelle and Jack: "Kellogg's."  Teacher, pointing to words <i>COCO POPS</i>: "Can anyone tell me what this says?"  Michelle: "<i>COCO POPS</i>."  Teacher: "How many Clever Cats are there in the words <b>&lt;COCO POPS&gt;</b>"  Answer: Two  T: "How many Oscar Oranges are there in the words <b>&lt;COCO POPS&gt;?</b>"  The class kept saying "Two". Eventually Jack said: "Three." He got so excited that he jumped up from where he was sitting at the back of the class, came to the front and pointed to the three O's in the words <b>&lt;COCO POPS&gt;</b>.</p>		
Wed, 3 May 06	<p>Free Play:  This morning before school Jack traced some animals with a stencil. When he came to show it to me, he said: "Look its portrait (on one side) and landscape (on the other)."</p> <p>Theme Discussion:  Michelle brought four packets of seeds to school which her mother had labelled <b>&lt;crushed mielies&gt;</b>, <b>&lt;oats&gt;</b>, <b>&lt;sorghum&gt;</b> and <b>&lt;mielies&gt;</b>. During the discussion, I let Michelle stand in front of the class and talk about the different seed (Show and Tell).  Jack was quick to point out that <b>&lt;oats&gt;</b> looks like "Oatees".</p> <p>Later during the day, Asa wrote a letter to her mother in which she copied the words <b>&lt;oats&gt;</b>, <b>&lt;sorghum&gt;</b> and <b>&lt;mielies&gt;</b> from the labels on the seed packets which were displayed on the theme table. She made her own envelope from the paper and glue provided on the trolley in the Writing Corner and then asked me to seal it with glue.  Asa: "Please can you pritt it?"  Teacher: "What are you making?"  Asa: "A letter for my mom."</p>	LDF4  TDF4	
Thu, 4 May 06	<p>Numeracy:  Today we counted from one to thirty on the abacus (concrete). Then I pointed to the numbers on the Number Grid (chart) as we counted from 1 – 30 again (semi-concrete). Then Jack said spontaneously:  "A hundred has got two zero's (100) otherwise it looks the same as ten (10). They both start with one (1)."</p> <p>When I wrote the date on the flipchart <b>&lt;4 May 2006&gt;</b> Jack said: "Just like <b>&lt;4&gt;</b> and he pointed to the flashcard displayed on the whiteboard <b>&lt;four 4&gt;</b>.</p> <p>Morning Ring:  Jack brought a piece of paper on which he had written the minimum and maximum temperatures (only the numbers). He said his mother told him what the minimum and maximum temperatures would be for today and he had written them himself. It appears that he has a computer at home and he looked up how to write eighteen <b>&lt;18&gt;</b>.</p>	LDF4	



DATE	ENTRY DETAIL	SAMPLE REF	PHOTO REF
	<p>the digits were all the same &lt;2&gt;, &lt;0&gt; and &lt;6&gt; &lt;2006&gt; has 2 zero's and &lt;206&gt; has one zero.</p> <p>Yesterday, (8 May 2006), Jack's Mom told me that he doesn't know the correct sequence of the days of the week. I wrote the names of the days of the week on the whiteboard (week days in blue and weekend in red).  Monday  Tuesday  Wednesday  Thursday  Friday  Saturday  Sunday</p> <p>As we sang <u>There are seven days in a week</u>, I pointed to each day of the week. Afterwards, Jack said:  "The two red one's start with Sammy Snake (Saturday and Sunday) and they all end with the Yoyo Man."</p> <p>Free Play:  Jack wrote a letter for his mom. He dictated what I should write.  Jack: "Write &lt;two wheeler&gt; and write a &lt;2&gt; above the number name &lt;two&gt;."</p>	LDF5	
Thu, 11 May 06	<p>Asa brought me two biscuits wrapped in paper with my name &lt;Aunty Jenni&gt; written on it.  Jack: "I can see writing."  Teacher: "What does it say?"  Jack: "I don't know!"  T: "It says &lt;Aunty Jenni&gt;."</p> <p>Creative Activities:  I suggested that the children paint a picture of their mother for Mothers' Day. I wrote &lt;Mom&gt; on the blackboard outside for them to write on their pictures. Michelle, Jack and Asa did this activity.</p> <p>Queenstown Private Hospital Outing:  While waiting for our "tour guide", I suggested that the children read the "<i>LIFE</i>" magazine to keep them busy. Jack and Asa were very excited about reading the magazine with me.</p>	LDF5  LDF 5	Photo:
Fri, 12 May 06	<p>Letterland:  Jack, pointing at the Sammy Snake flashcard displayed on the whiteboard: "I see the Yoyo Man and Sammy Snake."</p>		

**WEEK 6: 15 – 19 May 2006**

DATE	ENTRY DETAIL	SAMPLE REF	PHOTO REF
Mon, 15 May 06	<p>Letterland Day  Michelle, Jack and Mihle dressed up for this school event.</p> <p>I wrote a Thank You letter to Jack.</p>	TDF 6	Photo: Michelle, Jack & Mihle
Tue, 16 May 06	<p>Creative Activities:  While putting out empty medicine boxes and newspapers today for making dinosaurs, Jack found a Mathematics supplement amongst the newspapers.</p>	LDF 6	

DATE	ENTRY DETAIL	SAMPLE REF	PHOTO REF
	Jack: "Look, Aunty Jenni, they're thinking." I explained the difference between the convention for "thinking" and "speaking" in a comic strip.		
Wed, 17 May 06	Classroom Resources: Today Jack and Ann were looking at the Alphabet poster displayed in the Writing Corner. Jack asked me: "Why does this say <m> (sound) for Munching Mike and it's got a (picture) monkey?" Teacher: " Because <m> (sound) for Munching Mike ..." Jack: "And <m> (sound) for monkey."  Jack pointed to the print on a poster which read <Vertebrates and Invertebrates> and said: "Vases of Violets" pointing to <v>.		<b>Photo:</b> Jack & Ann
Thu, 18 May 06	Creative activities: Dinosaur pictures – joining the dots according to the order of the numbers Michelle, Jack and Asa coped well. Mihle struggled.	<b>TDF 6</b> <b>LDF 6</b>	
Fri, 19 May 06	Painting outside: I suggested that the children paint dinosaur eggs and write the words <egg yolk> on their picture. Michelle, Asa and Mihle did this activity. Jack was absent.	<b>LDF 6</b>	

#### WEEK 7: 22 – 26 May 2006

DATE	ENTRY DETAIL	SAMPLE REF	PHOTO REF
Mon, 22 May 06	Free Play: Jack brought me his writing he'd done at home over the weekend. Jack, showing me the first side of his work: "I just wrote. I didn't know it said <cow>. I didn't copy. My mother wrote capital Sammy Snake <S>." Jack, showing me the other side: "These weren't capital things. I made them capitals." It appears that he copied the text from his <u>Children's Bible Stories</u> book at home. Jack insisted that I show the children his work – which I did.  Free Play: Jack asked if he could look at my Letterland book to which I agreed. I noticed that he and two friends were making letters with their bodies. Jack: "Look Aunty Jenni, I can do Annie Apple!"  Observation: Since asking Jack and Asa why their writing is so small and suggesting that they write bigger, their writing has improved.	<b>LDF 7</b>	<b>Photo:</b> Jack & Joss
Tue, 23 May 06			
Wed, 24 May 06	Morning Ring: I wrote the date on the flipchart < 24 May 2006> and then said it: "Today is the twenty-fourth of May, two thousand and six." Teacher: "What sound do we get when we write Ticking Tess and Hairy Hat Man next to one another?" Michelle: "<th> (sound)"  I wrote <th> words on the whiteboard <b>third</b> <b>three</b>		



DATE	ENTRY DETAIL	SAMPLE REF	PHOTO REF
	<p>devised (<i>.I</i>) to indicate a finger space between words. He also got a friend to write on his paper.</p> <p>Environmental print: Jack brought me his <i>KELLOGG'S COCO POPS TREAT</i> wrapper. He asked me to show it to the class and then add it to the class environmental print display on the white cupboard. I obliged.</p> <p>Observation: Michelle, Jack and Asa give their full attention when I read stories. Mihle's concentration is weak. He seems to look around the classroom.</p>		
Wed, 31 May 06	<p>Workbook: Workbook: When marking the children's work, Jack insisted that a "sentence" is a long word although I told him twice "It's called a sentence."</p>		
Thu, 1 Jun 06	<p>Free Play: Data collecting Jack: "I'm writing everybody's name down (points to the names). I'm going to ask them what their favourite animal is." Teacher: "Good." Jack: "Is this Lukhanyo's whole name?" Teacher: "Yes." Jack, pointing at another name: "And this?" Teacher: "It says Lulutho."</p> <p>Story Time: I read the story about <i>Bouncy Ben</i> from the Letterland Book and discussed words that start with &lt;b&gt;. Jack who usually sits at the back of the class, jumped and rushed up to me and said: "Bed and bread sound the same."</p> <p>In passing today, Jack said: Teachers don't watch TV. They read books so that they can get clever and teach children!"</p>		
Fri, 2 Jun 06			

#### WEEK 9: 5 – 9 June 2006

DATE	ENTRY DETAIL	SAMPLE REF	PHOTO REF
Mon, 5 Jun 06	<p>Free Play: Ann was reading/saying the names of the letters from the Letterland flashcards displayed in the classroom e.g. &lt;Sammy Snake&gt; while Jack was writing them down on his clipboard.</p> <p>Observation: Jack seems to have grasped the concept of capital letters (upper and lower case).</p>	LDF 9	Photo: Ann dictating to Jack
Tue, 6 Jun 06	<p>Workbook: Jack pointed to the word &lt;June&gt; on the teacher's A3 worksheet example and said, Jack: "Look my name starts with that and all the words &lt;nose&gt;, &lt;nest&gt;, &lt;neck&gt; and &lt;nine&gt; have got Eddy Elephant and Naughty Nick."  Then he pointed to his work and said:</p>		

DATE	ENTRY DETAIL	SAMPLE REF	PHOTO REF
	<p>Jack: "Check I did a proper two &lt;2&gt;."</p> <p>While I was marking Mihle's work he said:            Jack: "Aunty Jenni that starts with my name. This."            (Pointed to the word &lt;June&gt; written in Mihle's workbook.)</p>		
Wed, 7 Jun 06	<p>Free Play:            Jack's mother arrived at school very excited this morning. She showed me a book Jack made the previous night while he was at home with his father. She was playing tennis. His father stapled the pages together for him. He copied part of the name of the author from a book his father was reading &lt;GRAHAM&gt;. He wrote &lt;2&gt; and &lt;ch&gt;. He wrote the date &lt;6 June 2006&gt; on his own, from memory, and he drew a picture of his mother playing tennis. His mother was delighted and astonished at her son's literacy development!</p> <p>Later, Jack asked me:            Jack: "Aunty Jenni, are you gong to show everyone what I did?"            Teacher: "Yes (which I did)."</p> <p>The children have been asking me how I spell my name. I wrote it on the whiteboard &lt;Jennifer&gt;. Immediately Jack said: "It starts with my name." I discussed how my name has two Naughty Nicks. I also discussed nick names &lt;Jenni/fer&gt; &lt;Jessi/ca&gt;</p> <p>Story Time:            I read <u>Clocks and more clocks</u> by Pat Hutchins. Afterwards while we were discussing the story I said:            Teacher: "Time is always tick ticking by."            Jack: "Just like Ticking Tess!"</p>	LDF9	
Thu, 8 Jun 06	<p>Phonic awareness:            Jack: "&lt;Buhle&gt; and &lt;book&gt; start the same."</p> <p>My <u>Little Puffin Finger Rhyme</u> book was lying on the theme table. Jack picked it up and flipping through the pages he said: "This is rhymes only!"            Teacher: "How do you know that?"            Jack: "I see the letters."</p>		
Fri, 9 Jun 06	<p>Phonic awareness:            Jack: "When you say &lt;hat&gt; and &lt;had&gt; they start the same like Hairy Hat Man."</p> <p>Free Play: Data collecting            Over-generalisation of sign (./.)</p> <p>Story time:            At the end of the story Jack shouts out: "The end!"</p>	LDF 9	

**APPENDIX 7c**

**JOURNAL ENTRIES**

**Name: Asa**

**DOB: 7 February 2000**

**WEEK 1: 10 – 13 April 2006**

DATE	ENTRY DETAIL	SAMPLE REF	PHOTO REF
Mon, 10 Apr 06			
Tue, 11 Apr 06			
Wed, 12 Apr 06			
Thu, 13 Apr 06			
<b>Fri, 14 Apr 06</b>	<b>GOOD FRIDAY</b>		

**WEEK 2: 18 – 21 April 2006**

DATE	ENTRY DETAIL	SAMPLE REF	PHOTO REF
<b>Mon, 17 Apr 06</b>	<b>FAMILY DAY</b>		
Tue, 18 Apr 06	Free Play: Asa made a card for her Mom. She took a stamp off another envelope and glued it onto her envelope. Then she proceeded to decorate the envelope and seal it with glue.		
Wed, 19 Apr 06	Free Play: Today Asa and her friend, Ida designed a chart using the clipboards and rulers provided in the Writing Corner.		
Thu, 20 Apr 06			
Fri, 21 Apr 06			

**WEEK 3: 24 – 28 April 2006**

DATE	ENTRY DETAIL	SAMPLE REF	PHOTO REF
Mon, 24 Apr 06	Free Play: Some children were “reading” a Nursery Rhyme poster displayed in the classroom and copying text from the previous week’s flipchart. Asa was inspired by Soso and also started copying.  Asa copied the days of the week and the temperature from the whiteboard.  Attendance Register: Michelle wanted to make an Attendance Register. I showed her the Class Attendance Register and explained how a register consists of rows and columns. The children’s names are written on the left and the days of the week <b>&lt;Monday&gt;</b> , <b>&lt;Tuesday&gt;</b> , <b>&lt;Wednesday&gt;</b> , <b>&lt;Thursday&gt;</b> , <b>&lt;Friday&gt;</b> and <b>&lt;Total&gt;</b> are written on the right. Teacher: “How many names do you want on your register?” Michelle: “Ten.” Teacher: “I will draw the rows and columns for you and you can write your friends’ names.” After she had written five names, she asked me to help her. I suggested she get her friends’ name sticks from the Writing Corner and copy them. Then I took the name sticks and read the names to her. When she heard the	   <b>LDF 3</b>   <b>LDF 3</b>	<b>Photo:</b> Soso and Lukho          <b>Photo</b>

DATE	ENTRY DETAIL	SAMPLE REF	PHOTO REF
	names of the friends she wanted, she selected them and copied/wrote the names herself.  When Asa saw Michelle making an Attendance Register, she decided to make one as well.		
Tue, 25 Apr 06	Asa made a card and she drew a chart and wrote the word "snake" at the top of each column		
Wed, 26 Apr 06			
<b>Thu, 27 Apr 06</b>	<b>FREEDOM DAY</b>		
<b>Fri, 28 Apr 06</b>	<b>SCHOOL HOLIDAY</b>		

#### WEEK 4: 1 – 5 May 2006

DATE	ENTRY DETAIL	SAMPLE REF	PHOTO REF
<b>Mon, 1 May 06</b>	<b>WORKER'S DAY</b>		
Tue, 2 May 06	Asa identified °C on the left side of the thermometer.	<b>TDF4 LDF4</b>	
Wed, 3 May 06	Theme Discussion: Michelle brought four packets of seeds to school which her mother had labelled <crushed mielies>, <oats>, <sorghum> and <mielies>. During the discussion, I let Michelle stand in front of the class and talk about the different seed (Show and Tell).  Jack was quick to point out that <oats> looks like "Oatees".  Later during the day, Asa wrote a letter to her mother in which she copied the words <oats>, <sorghum> and <mielies> from the labels on the seed packets which were displayed on the theme table. She made her own envelope from the paper and glue provided on the trolley in the Writing Corner and then asked me to seal it with glue. Asa: "Please can you pritt it?" Teacher: "What are you making?" Asa: "A letter for my mom."  Workbook: 4 four Asa's handwriting has got smaller lately. Could she be copying my writing on the whiteboard and flipchart?		
Thu, 4 May 06	Free Play: Asa wrote a letter and then told me about her letter. Asa, pointing to the drawings in her picture: "This is a heart. This is the sun ..."		
Fri, 5 May 06	Asa made a card using drawings and some words e.g. LOVE Asa		

#### WEEK 5: 8 – 12 May 2006

DATE	ENTRY DETAIL	SAMPLE REF	PHOTO REF
Mon, 8 May 06	Environmental print: Asa brought a KFC advertisement from <i>The Rep</i> to school today. She was the only child who responded to this request (Friday, 5 May 2006).  Birthday Party Invitations: Diana brought her birthday party invitations (in the shape	<b>LDF 5</b>	

DATE	ENTRY DETAIL	SAMPLE REF	PHOTO REF
	<p>of a wand/star) to school. Teacher: "What is an invitation?" Jack: "It tells you if you can go to the party or not."</p> <p>This birthday invitation caught Asa's attention and she decided to make her own star. Asa: "Please, can you make me a star. I want to make a nice letter." I cut a star template out of cardboard for her. She traced and cut out a star on which she wrote some children's names.</p> <p>Observation: Generally, the class's response to my request to bring literacy materials e.g. environmental print, the temperatures for the day, words from home has been poor. However, Michelle, Jack and Asa have responded well.</p>	LDF 5	
Tue, 9 May 06	<p>Free Play: Asa asked me to staple her book together for her. Teacher: "I see you want it portrait." Asa: "Yes, teacher."</p> <p>Observation: Asa is still tracing stars today. I think her interest in this activity was stimulated by Diana's "wand/star" birthday party invitations.</p>	LDF 5	
Wed, 10 May 06	<p>Free Play: Asa made a star and wrote Monday and Tuesday's temperatures in the middle.</p> <p>Asa brought the Dinosaur book I'd used in the theme discussion this morning to me and asked me to read a section to her. Asa: "Teacher, what is happening here?"</p> <p>Story Time: I read the Yoyo Man story from the Letterland book. Asa noticed that both words &lt;Happy Birthday&gt; pasted on the flipchart from my birthday (Sat 6 May 2006) ended with the Yoyo Man &lt;y&gt;.</p>	LDF 5  LDF 5  TDF 5	
Thu, 11 May 06	<p>Asa brought me two biscuits wrapped in paper with my name &lt;Aunty Jenni&gt; written on it. Jack: "I can see writing." Teacher: "What does it say?" Jack: "I don't know!" Teacher: "It says &lt;Aunty Jenny&gt;."</p> <p>Creative Activities: I suggested that the children paint a picture of their mother for Mothers' Day. I wrote &lt;Mom&gt; on the blackboard outside for them to write on their pictures. Jack, Michelle and Ase did this activity.</p> <p>Free Play: Asa looking at pictures in the dinosaur book. Asa: "Look, this one caught a fish."</p> <p>Queenstown Private Hospital Outing:</p>	LDF 5    LDF 5	

DATE	ENTRY DETAIL	SAMPLE REF	PHOTO REF
	While waiting for our "tour guide", I suggested that the children read the "LIFE" magazine to keep them busy. Jack and Asa were very excited about reading the magazine with me.		Photo
Fri, 12 May 06	<p>Classroom Resources: Asa saw the flashcard &lt;table&gt; and said: "Ticking Tess, Annie Apple, Dippy Duck, Lucy Lamp Lady, and Eddy Elephant." Teacher: "Yes, Asa. (Pointing to &lt;b&gt; teacher explains) This is Bouncy Ben because his tummy points to the right. It is not Dippy Duck because Dippy Duck's tummy points to the left."</p> <p>Free Play: Asa asked me to staple her "Attendance Register". I started stapling the book landscape. Quickly, she said: "No, Aunty Jenni, staple it here!" Teacher: "Do you want it portrait?" Asa: "Yes, Aunty Jenni."</p> <p>Observation: I've noticed that Asa's handwriting has got smaller lately. It appears that she is copying mine.</p>	LDF 5	

#### WEEK 6: 15 – 19 May 2006

DATE	ENTRY DETAIL	SAMPLE REF	PHOTO REF
Mon, 15 May 06	<p>Letterland Day Michelle, Jack and Mihle dressed up for this school event. Asa did not get dressed up. Her grandmother wrote a note.</p> <p>Free Play: Asa wrote a letter and pasted a picture on it which she cut out from a magazine.</p>	LDF 6	Photo: Michelle, Jack & Asa
Tue, 16 May 06			
Wed, 17 May 06	<p>Free Play: I wrote a &lt;B&gt; with a black koki pen on the back of Sandra's hand to remind her to bring her Homework Book to school tomorrow. When the other children saw this, they also wanted me to write on their hands! I asked Asa: "What letter would you like on your hand?" Asa: "Capital Annie Apple." Afterwards, I asked the children if they wanted a small or a capital letter written on their hand.</p>		
Thu, 18 May 06	<p>Creative activities: Dinosaur pictures – joining the dots according to the order of the numbers Michelle, Jack and Asa coped well. Mihle struggled.</p> <p>Asa received a birthday party invitation from a friend which she asked me to read to her.</p>	TDF 6 LDF 6  TDF 6	
Fri, 19 May 06	<p>Creative Activities: Painting I suggested that the children paint dinosaur eggs and write the words &lt;egg yolk&gt; on their picture. Michelle, Asa and Mihle did this activity. Jack was absent.</p> <p>Free Play: Asa wrote a whole page of &lt;y&gt; all on her own.</p>	LDF 6  LDF 6	

**WEEK 7: 22 – 26 May 2006**

DATE	ENTRY DETAIL	SAMPLE REF	PHOTO REF
Mon, 22 May 06	Observation: Since asking Jack and Asa why their writing is so small and suggesting that they write bigger, their writing has improved.		
Tue, 23 May 06			
Wed, 24 May 06	Free Play: Asa knows how to fold a letter neatly and put it in an envelope. She is also able to write neatly on a line.		
Thu, 25 May 06	Environmental Print: Asa brought The Rep (Fri, 19 May 2006) to school to show me the Letterland Day photographs (pg 6) and a KFC advert (pg 8).  Free Play: Asa found a scrap Class List amongst the papers in the paper tin. She proceeded to colour the children's names in various colours to indicate which class they were in.  Asa knows how to draw a border on the edges of a card.	LDF 7  LDF 7	
Fri, 26 May 06			

**WEEK 8: 29 May – 2 June 2006**

DATE	ENTRY DETAIL	SAMPLE REF	PHOTO REF
Mon, 29 May 06	Workbook: Hairy Hat Man Worksheet Michelle and Jack (subjects who speak English as home language) were able to identify 5 x h's easily. Asa and Mihle (subjects who speak English as first additional language) experienced difficulty.  Asa dawdled and chatted throughout the activity. My impression was that she didn't enjoy the activity. In fact she only found 2 x h's and did not write the date.  Creative Activities: Painting I suggested the children paint a colourful picture of the activities they do during the day. I said it could be portrait or landscape and also suggested that they write <day> starting in the top left corner to allow for enough space to fit the word on the paper. Michelle, Jack and Asa did the activity.	TDF 8 LDF 8	<b>Photo:</b> Jack & Asa painting <day> outside
Tue, 30 May 06	Observation: Emotionally distressed I've noticed that Asa has been out of sorts for the last few days – inattentive, disobedient and the standard of work has deteriorated (workbook). She hasn't produced much "spontaneous" writing, either.  Asa's paternal grandmother/guardian (Nolundi) came for the Research Parent Interview, today. Nolundi has raised Asa since birth and has found the task of parenting strenuous in her old age. Until February this year, Asa was under the impression that Nolundi was her mother and not her grandmother.  In February, Asa's biological mother (28 years) arrived in Queenstown and said she wanted to "get to know" her child. She moved into Nolundi's house and took over the responsibility of looking after her daughter, Asa, as well		

DATE	ENTRY DETAIL	SAMPLE REF	PHOTO REF
	<p>doing the general housework.</p> <p>In the last week, it appears that the biological mother has grown tired of the responsibility of looking after Asa. Since she doesn't have a job, her father suggested that she move to Umtata to be with her family.</p> <p>The biological mother has informed Nolundi of her intention to take Asa to Umtata in the near future. Nolundi is completely opposed to this move because she believes the biological mother does not have Asa's emotional, socio-economic and educational interests at heart.</p> <p>It appears that the biological mother has been manipulating Asa by saying things like: "Your granny won't let you come to Umtata with me, etc."</p> <p>Nolundi maintains Asa is confused. I agreed with her and mentioned how Asa's behaviour and performance in the classroom had deteriorated lately. Nolundi said that hopefully the biological mother would be leaving Queenstown 3/4 June. I asked her to keep me informed.</p> <p>Observation: Michelle, Jack and Asa give their full attention when I read stories. Mihle's concentration is weak. He seems to look around the classroom.</p>		
Wed, 31 May 06	<p>Free Play Today I observed Asa "role-play" reading. She was holding the book the right way up, turning the pages appropriately and "inventing" the story.</p> <p>Story Time: Asa requested that I read <u>Just a minute</u> by Teddy Slate to the class which I did.</p>	<b>LDF 8</b>	
Thu, 1 Jun 06	<p>Free Play: Data collecting Asa, very excited: "Aunty Jenni, look what I did!" (She showed me a chart she'd drawn.) Now, I'm going to write who likes butterflies, snakes and dogs."</p>		
Fri, 2 Jun 06			

**WEEK 9: 5 – 9 June 2006**

DATE	ENTRY DETAIL	SAMPLE REF	PHOTO REF
Mon, 5 Jun 06	<p>Environmental Print: Asa brought me <i>The Rep</i>. Asa: "Look inside." On pg 2 I found a picture of our class while on the outing to the Queenstown Private Hospital (11 May 2006). I showed the picture to the class.</p> <p>Story Time: Asa requested that I read Owen's prayer book titled <u>Prayers for little boys</u> to the class which I did.</p>	<b>LDF 9</b>	
Tue, 6 Jun 06			
Wed, 7 Jun 06			
Thu, 8 Jun 06			
Fri, 9 Jun 06			

**APPENDIX 7d**

**JOURNAL ENTRIES**

**Name: Mihle**

**DOB: 31 October 2000**

**WEEK 1: 10 – 13 April 2006**

DATE	ENTRY DETAIL	SAMPLE REF	PHOTO REF
Mon, 10 Apr 06			
Tue, 11 Apr 06			
Wed, 12 Apr 06			
Thu, 13 Apr 06			
<b>Fri, 14 Apr 06</b>	<b>GOOD FRIDAY</b>		

**WEEK 2: 18 – 21 April 2006**

DATE	ENTRY DETAIL	SAMPLE REF	PHOTO REF
<b>Mon, 17 Apr 06</b>	<b>FAMILY DAY</b>		
Tue, 18 Apr 06			
Wed, 19 Apr 06			
Thu, 20 Apr 06			
Fri, 21 Apr 06			

**WEEK 3: 24 – 28 April 2006**

DATE	ENTRY DETAIL	SAMPLE REF	PHOTO REF
Mon, 24 Apr 06	Mihle was very distressed today and kept asking to go home. I found out that his parents were back from Cape Town for the week He was not interested in doing any writing.		
Tue, 25 Apr 06	Mihle is still showing signs of anxiety. This is evident in his work which appears to have regressed (Workbook - four leaves).	<b>LDF 3</b>	
Wed, 26 Apr 06			
<b>Thu, 27 Apr 06</b>	<b>FREEDOM DAY</b>		
<b>Fri, 28 Apr 06</b>	<b>SCHOOL HOLIDAY</b>		

**WEEK 4: 1 – 5 May 2006**

DATE	ENTRY DETAIL	SAMPLE REF	PHOTO REF
<b>Mon, 1 May 06</b>	<b>WORKER'S DAY</b>		
Tue, 2 May 06	<p>Mihle arrived at school very excited today. He brought me four pictures which he drew at home over the weekend.                      Teacher: "Can you tell me about your pictures?"                      Mihle, pointing to the drawing: "This is my mother. This is my father."                      Teacher, pointing to the drawing of a car: "What is this?"                      Teacher: "Do you know what this is in English?"                      Mihle: No response.                      Teacher: "Ok. Can you tell me what it is in Xhosa?"                      Mihle: "i-moto"                      Teacher: "Yes. It's a motor car."</p> <p>Although happier, Mihle's work is still below average.</p> <p>Environmental print:                      Mihle built the Pokeman model he found in his SIMBA chip packet.</p>	<p><b>LDF 4</b></p> <p><b>Leaf Worksheet</b></p> <p><b>LDF4</b></p>	

DATE	ENTRY DETAIL	SAMPLE REF	PHOTO REF
Wed, 3 May 06	Observation: Mihle appears to have recovered emotionally. The quality of his work and enthusiasm has improved.	<b>Worksheet: f four 3 May 2006</b>	
Thu, 4 May 06	Workbook: Mihle does not seem to understand the concept of a border. He pasted one of his pictures over the border and not inside it. Teacher, pointing to border: "Mihle, do you know what this is called?" Mihle: "No." Teacher: "It's called a border. You must paste your pictures inside the border."  Free Play: Mihle wrote his First Name and Surname on an envelope. Teacher, pointing to the envelope: "Mihle, do you know what this thing is called?" Mihle: "A border." (An envelope is the same shape as a border.) Teacher: "Yes. It has the same shape as a border. It is called an envelope and it is used for posting letters."	<b>LDF4</b>          <b>LDF4</b>	
Fri, 5 May 06			

#### WEEK 5: 8 – 12 May 2006

DATE	ENTRY DETAIL	SAMPLE REF	PHOTO REF
Mon, 8 May 06	Free Play; Mihle is still enjoying drawing pictures on envelopes.	<b>LDF 5</b>	
Tue, 9 May 06	Free Play: Mihle's emotional well-being has stabilised and he is very focussed on his spontaneous writing today. His writing is much improved. He drew a picture of two people. Teacher: "What did you draw today?" Mihle: "My Mommy and Daddy." Teacher: "Let me write <b>&lt;Mommy&gt;</b> and <b>&lt;Daddy&gt;</b> on the whiteboard so that you can write it on your picture." Mihle proceeds to have a couple of attempts at writing <b>&lt;Mommy&gt;</b> and <b>&lt;Daddy&gt;</b> on his picture.		
Wed, 10 May 06	Free Play; Mihle is very happy and relaxed today. After my help yesterday, he seemed to show more initiative today. He drew 5 hearts on a piece of paper today and wrote the symbols <b>&lt;1&gt;</b> , <b>&lt;2&gt;</b> , <b>&lt;3&gt;</b> , <b>&lt;4&gt;</b> , <b>&lt;5&gt;</b> and number names <b>&lt;one&gt;</b> , <b>&lt;two&gt;</b> , <b>&lt;three&gt;</b> , <b>&lt;four&gt;</b> , <b>&lt;five&gt;</b> in each heart. Although his vocabulary in English is rather limited, it appears that he wrote the number names from memory. He also wrote <b>&lt;HAPPY BIRTHDAY&gt;</b> and <b>&lt;Wednesday&gt;</b> on his picture which he might have copied from the flipchart.	<b>LDF 5</b>	
Thu, 11 May 06	Creative Activities: I suggested that the children paint a picture of their mother for Mothers' Day. I wrote <b>&lt;Mom&gt;</b> on the blackboard outside for them to write on their pictures. Michelle, Jack and Asa did this activity.		
Fri, 12 May 06	Environmental print: After snack time, Mihle brought me his empty <i>NIKNAK</i> packet and asked me to show it to the class.		

DATE	ENTRY DETAIL	SAMPLE REF	PHOTO REF
	Observation: Mihle's emotional well-being has improved greatly and so has his handwriting (painting: 11 May 2006).		

**WEEK 6: 15 – 19 May 2006**

DATE	ENTRY DETAIL	SAMPLE REF	PHOTO REF
Mon, 15 May 06	Letterland Day Michelle, Jack and Mihle (Bouncy Ben) dressed up for this school event.  Free Play: Mihle coloured in a piece of scrap paper.	<b>LDF 6</b>	<b>Photo:</b> Michelle, Jack & Mihle
Tue, 16 May 06			
Wed, 17 May 06			
Thu, 18 May 06	Creative activities: Dinosaur pictures – joining the dots according to the order of the numbers Michelle, Jack and Asa coped well. Mihle struggled.	<b>TDF 6</b> <b>LDF 6</b>	
Fri, 19 May 06	Creative Activities: Painting I suggested that the children paint dinosaur eggs and write the words <b>&lt;egg yolk&gt;</b> on their picture. Michelle, Asa and Mihle did this activity. Jack was absent.	<b>LDF 6</b>	

**WEEK 7: 22 – 26 May 2006**

DATE	ENTRY DETAIL	SAMPLE REF	PHOTO REF
Mon, 22 May 06	Free Play: Mihle is still enjoying writing on envelopes and copying text from the classroom resources. He drew shapes (circle, square, triangle and rectangle) on a envelope and then wrote the names underneath each. He also coloured in the shapes different colours.	<b>LDF 7</b>	
Tue, 23 May 06			
Wed, 24 May 06			
Thu, 25 May 06	Observation: Mihle enjoys copying text from the classroom using a clipboard.		
Fri, 26 May 06	Free Play: Mihle drew on three envelopes today. On the first, envelope he wrote the letters (g, q, f, t) and he drew pictures of Sammy Snake, the Yoyo Man and Oscar Orange. He copied these pictures from the Letterland flashcards. On the second envelope, he drew the pictures for Dippy Duck and Annie Apple. On the third envelope, He drew Hairy Hat Man.	<b>LDF 7</b>	

**WEEK 8: 29 May – 2 June 2006**

DATE	ENTRY DETAIL	SAMPLE REF	PHOTO REF
Mon, 29 May 06	Workbook: Hairy Hat Man Worksheet Michelle and Jack (subjects who speak English as home language) were able to identify 5 x h's easily. Mihle and Asa (subjects who speak English as first additional language) experienced difficulty. Jack: "I got one capital Hairy Hat Man." Mihle could only find 2 x h's and then he came to me and said: "I can't find Hairy Hat Man." I asked Jack to help Mihle. With Jack's assistance, Mihle completed the task successfully.  Free Play:	<b>TDF 8</b> <b>LDF 8</b>	

DATE	ENTRY DETAIL	SAMPLE REF	PHOTO REF
	Mihle is still drawing on envelopes. I decided to ask him why he preferred drawing on envelopes. Teacher: "Do you know what an envelope is used for?" Mihle: "No." Teacher: "It's used for posting a letter. Rather draw on write on a piece of paper and then put it in an envelope."	LDF 8	
Tue, 30 May 06	Free Play: Mihle copied children's birthdays from the Birthday Chart. Teacher: "Would you like me to show your work to the class?" Mihle: "Yes. I want you to." Observation: Michelle, Jack and Asa give their full attention when I read stories. Mihle's concentration is weak. He seems to look around the classroom.	LDF 8	
Wed, 31 May 06	Free Play: 1) Mihle wrote <nurse> downwards, probably to fit it on the page once he'd completed his painting. He explained to him that we write in rows from left to right. 2) He asked me to staple some pages together for him to make a book. He copied words from the environmental display in his book. I noticed he had the spine of the book on the right and not on the left. I showed Mihle how to hold a book the correct way, i.e. the spine must always be on the left-hand side.	LDF 8	
Thu, 1 Jun 06			
Fri, 2 Jun 06	Free Play: Mihle showed me his work. Teacher: "Mihle, tell me what you did today." Mihle: "Cat (points to his drawing of a cat)" Teacher: "What else?" Mihle: "There (points to his drawing of a clock)!" Today I used a clock to demonstrate time. He drew a clock from the real one hanging on the wall. Mihle also drew a picture of the SA flag. Teacher: "Show me where this picture is." Mihle pointed to the SA flag displayed on the wall. Teacher: "Good."	LDF 8	

**WEEK 9: 5 – 9 June 2006**

DATE	ENTRY DETAIL	SAMPLE REF	PHOTO REF
Mon, 5 Jun 06	Free Play: Mihle drew a picture of a cat and a dog and wrote the words <cat> and <dog> from memory under them. He wrote these words without any assistance from me. It appears that Mihle's grandmother/guardian has been encouraging him to write at home.	LDF 9	
Tue, 6 Jun 06			
Wed, 7 Jun 06			
Thu, 8 Jun 06	Free Play: For the first time, Mihle drew a chart today and then wrote the letters of the alphabet in each block (copied from the Letterland Alphabet displayed in the Writing Corner). He was able to read all the names (Letterland) of the alphabet to me.		
Fri, 9 Jun 06	Free Play: Drawing pictures on envelopes.	LDF 9	









## APPENDIX 8b

### Summary Totals of Indicators – Tool for Analysing Children’s Emerging Literacy

	<b>Indicators</b>	<b>Michelle</b>	<b>Jack</b>	<b>Asa</b>	<b>Mihle</b>
<b>1</b>	<b>Content, Organisation and Contextual Understandings</b>	<b>106</b>	<b>110</b>	<b>98</b>	<b>87</b>
1.1.	talks about own drawing and writing	9	10	5	8
1.2	states purpose of own "writing", e.g. "This is my shopping list."	3	1	5	0
1.3	recognises own name or part of it in print, e.g. "My name starts with that."	3	3	0	0
1.4	writes own name correctly	15	11	20	24
1.5	creates and uses drawings to convey a message as a starting point for writing	0	3	7	12
1.6	is aware that print carries a message	23	17	26	28
1.7	reacts to environmental print	9	10	5	4
1.8	asks questions about printed words, signs and messages asking, "What does that say?"	7	10	2	0
1.9	is keen to share written language discoveries with others	18	22	8	7
1.10.	responds to and uses terminology such as: sound, word, letter, rhyme, beginning, middle, end	10	14	15	4
1.11	displays reading like behaviour e.g. holding the book the right way up, turning the pages appropriately, looking at words and pictures, using pictures to construct ideas, tells the story from memory	9	9	5	0
<b>2</b>	<b>Concepts and Conventions</b>	<b>78</b>	<b>88</b>	<b>61</b>	<b>44</b>
2.1	flips or reverses letter or numbers	7	6	6	5
2.2	uses upper and lower case indiscriminately	1	3	1	2
2.3	mixes letters, numerals and invented letters	0	5	4	1
2.4	shows an awareness of directionality, e.g. knows that print goes from left to right and from top to bottom	13	12	17	16
2.5	makes attempts at familiar forms of writing, using known letters, e.g. in lists, messages or cards	9	6	14	6
2.6	recognises rhyming words	1	4	0	0
2.7	recognises and names some common letters of the alphabet	11	14	5	2

	<b>Indicators</b>	<b>Michelle</b>	<b>Jack</b>	<b>Asa</b>	<b>Mihle</b>
2.8	recognises some words and letters in context, e.g. "That says dog."	10	14	1	1
2.9	leaves a space between word like clusters of letters	7	6	6	2
2.1	demonstrates some knowledge of letter/sound relationships in context, e.g. points to <i>ship</i> and says "sh" or recognises the sound represented by the initial and most salient letters in words	14	12	2	2
2.11	distinguishes between numerals and letters	5	6	5	7
<b>3</b>	<b>Strategies</b>	<b>27</b>	<b>32</b>	<b>24</b>	<b>32</b>
3.1	experiments with and over-generalises print conventions, e.g. puts a full stop after each word	1	3	0	0
3.2	copies and traces letters with some successful formation	23	24	20	23
3.3	uses print resources in classroom, e.g. charts, flashcards, etc	3	5	4	9
<b>4</b>	<b>Attitude</b>	<b>9</b>	<b>17</b>	<b>11</b>	<b>0</b>
4.1	selects books to look at/read for pleasure	3	2	1	0
4.2	self-selects texts/books on basis of interest or familiarity	2	9	5	0
4.3	may ask for favourite stories to be read	0	0	3	0
4.4	expresses enjoyment by joining in orally and responding emotively when listening to familiar stories	2	4	1	0
4.5	eagerly anticipates book-reading events that are part of the daily routine	2	2	1	0
<b>5</b>	<b>Physical Development</b>	<b>28</b>	<b>26</b>	<b>20</b>	<b>26</b>
5.1	forms letters in various ways, e.g. by using own body to show shapes, writing in sand, etc	0	2	0	0
5.2	manipulates writing tools like crayons and pencils	28	24	20	26
		<b>248</b>	<b>273</b>	<b>214</b>	<b>189</b>

## APPENDIX 9a

### RED CLASS NEWSLETTER 3

13 April 2006

Dear Parents

The Red Class won the class prize for raising the most money (R 11 000) for the Fun Walk. Our reward for this achievement was a trip to the Whistle Stop for a treat. Yesterday, the Red Class went to the Whistle Stop in style! Sean Russell kindly provided the transport and some children got the opportunity to travel in a limousine. When we got there, I took the children on a tour around the petrol station and through the restaurant to create an awareness of print in the environment. The children had a wonderful time playing in the Playing Area and then settled down to enjoy a hamburger and chips. This was followed by a cooldrink with a scoop of ice-cream. The children each received a "goodie bag" and a balloon when they left. It was a great outing, both socially and intellectually. I am very proud to say that the children's behaviour was impeccable. Thanks to the PTA and Sean!

At the end of the First Term you received your child's Progress Report. If you feel that you have any concerns about your child's progress and would like to discuss them with me, please make an appointment to see me with the secretary. The sooner, the better.

The Second Term is a busy term and a stage in you child's development which shows rapid growth. The themes are very interesting and I would like to encourage

the children to bring objects (related to the theme topics) from home to show their classmates. If your child shows an interest in a particular topic, take him/her to the library to get books or look up information on the Internet and print it.

### LITERACY PROGRAMME

l = Lucy Lamp Lady  
t = Ticking Tess  
j = Jumping Jim

### NUMERACY PROGRAMME:

4 four

### LIFE SKILLS PROGRAMME

Some things I would like you to do at home:

- Restrict your child's TV viewing to under an hour a day. TV makes very little contribution to your child's development.
- Play games with your child. Kick a ball, run, work in the garden, cook in the kitchen, wash the car, etc. There is no such thing as quality time. For a young child, every second of every day should be quality time! The brain never stops developing.
- Do things like buying groceries together or buying parts for the car. Going to the shop is a fantastic reading, maths and sorting activity. The best thing about such outings is that your child does it with the most important people in his/her life, you.

Happy Easter!  
Regards

## APPENDIX 9b

### RED CLASS NEWSLETTER 4 5 May 2006

Dear Parents

The seasons are visibly changing and it will soon be winter. Discuss these changes with your child while you walk in the garden or drive in the car. Our themes for this month are:

2 – 12 May 06: Bones, Skeletons,  
Dinosaurs and Me

15 – 26 May 06: Helping Professions

#### LITERACY LEARNING PROGRAMME

##### Letterland

j = Jumping Jim

h = Hairy Hatman

b = Bouncy Ben

n = Naughty Nick

Encourage your child to write his/her name and words from English books, newspapers and magazines with an HB triangular pencil. Ask him/her to identify the letters s/he has learned this year (Clever Cat, Oscar Orange, Annie Apple, Dippy Duck, Golden Girl, Quarrelsome Queen, Sammy Snake, Fireman Fred, Ticking Tess, Lucy Lamp Lady).

Teach your child the following finger rhyme:

Ten little squirrels sat on a tree

The first two said: "Why what do we see?"

The next two said: "A man with a gun!"

The next two said: "Let's run, let's run."

The next two said: "Let's hide in the shade."

The next two said: "Why we're not afraid!"

Then, BANG went the gun and away they all ran!

#### NUMERACY LEARNING PROGRAMME

Teach your child the symbols: 1, 2, 3, 4, and 5

And, the number names (read and write):

One, two, three, four and five

Let your child sort objects according to the colours: red, blue and yellow.

#### LIFE SKILLS LEARNING PROGRAMME

At home teach your child the following life skills:

- To share with others
- To behave with responsibility and discipline
- To exercise patience and wait for his/her turn
- To make choices on his/her own
- To occupy him/herself

#### IMPORTANT DATES

Please read the notices in the Homework Book about these events and involve your child. S/He needs to feel accepted and part of the group.

**Thursday, 11 May 2006:** School outing to the Queenstown Private Hospital

**Friday, 12 May 2006:** Prestige Photos (Neat hairstyles please!)

**Monday, 15 May 2006:** Letterland Day

**Friday, 26 May 2006:** Starfish Dinner of Hope

**Friday, 2 June 2006:** PTA Steak Evening

Regards ☺



## APPENDIX 9c

### RED CLASS NEWSLETTER 5

2 June 2006

Dear Parents

Winter has arrived with a vengeance! Please make sure that your child is warmly dressed. It appears that some children come to school without breakfast. It is essential that your child has breakfast before coming to school. It is a fact that children under achieve as they cannot concentrate and work on an empty stomach.

#### Colds and coughs

Many children have got coughs and colds. Even the teacher has had a raspy voice for the last three days! Please teach your child to blow his/her nose and keep it clean. If your child is not well, please keep him/her at home until s/he is feeling well again.

#### Building puzzles

With the June holidays ahead, I would like to encourage you to build puzzles with your child on those cold wintry days. By November, your child is expected to build a 36 piece puzzle. For now, a 15 – 20 puzzle is sufficient.

To help you at home, I would like to suggest you use my method of building puzzles because it will create uniformity for your child.

##### Step 1

Tip all the pieces out of the box and sort them into **3 piles**, namely:

- the 4 corners. There are always only **4 corner pieces** because a puzzle is mostly rectangular.
- the frame (outside) pieces. These are the pieces with **one** straight side.
- the inside pieces. I call them the "curly wurly" pieces. They do not have any straight edges.

##### Step 2

Let the child look at the picture and put the corner pieces in the correct places.

##### Step 3

Now build the frame with the outside pieces i.e. the pieces with one straight side. It will now look similar to a picture frame.

##### Step 4

Finally, build the inside of the puzzle with the inside (curly wurly) pieces. Bingo!

I believe once a child has a strategy for building a puzzle, it will make the activity fun regardless of whether s/he is building a 12 or 100 piece puzzle. Remember to start off with a 12 piece, then a 15 piece, 20 piece, 24 piece, 36 piece, etc. Have fun!

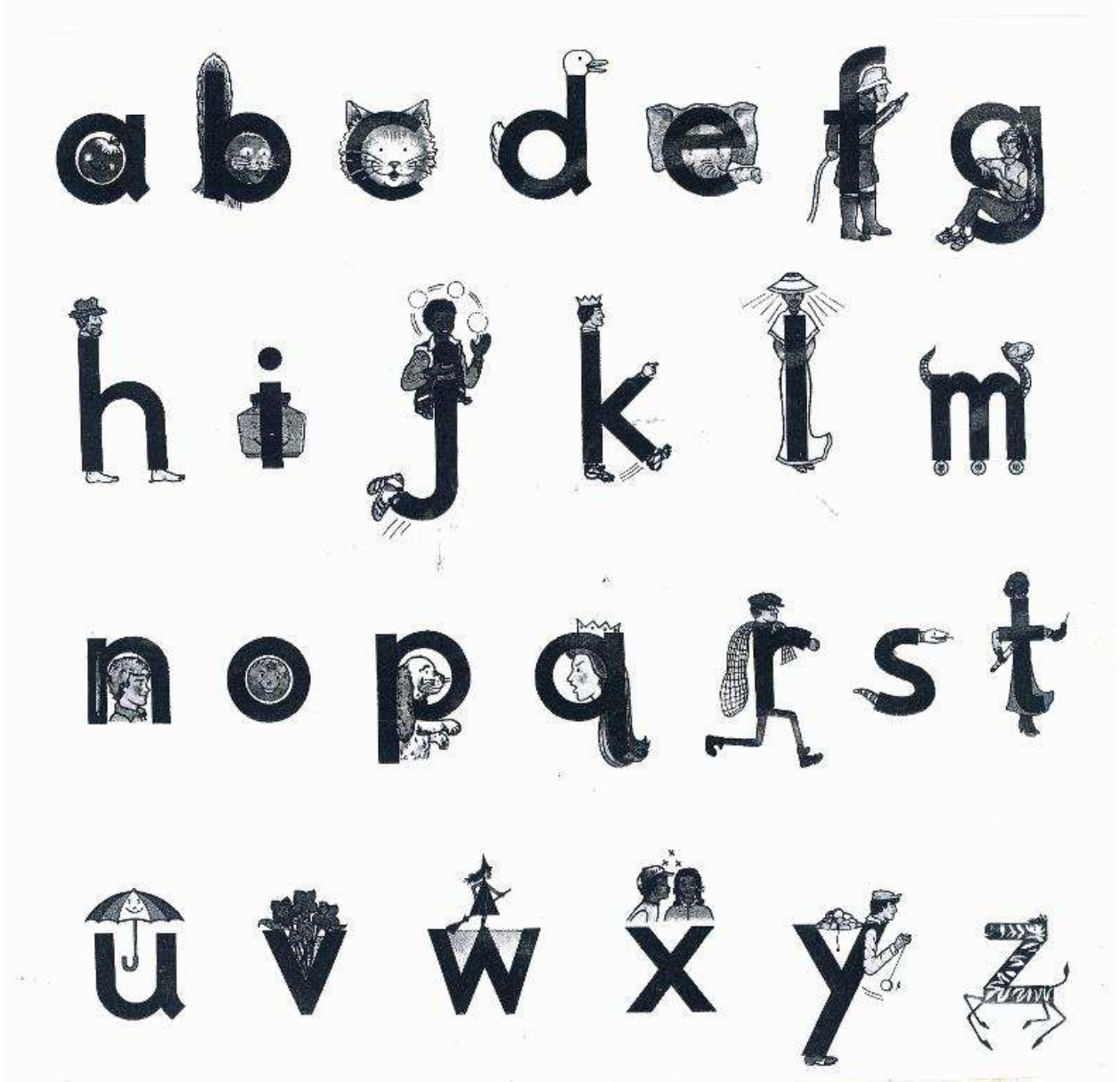
Encourage your child to copy words from books, magazines and newspapers during the holidays. Please make sure that your child does not press hard with a pencil because it looks rather untidy. It is better to press softly. Let your child write the date on his/ her work.

Have a wonderful winter holiday with your child and keep warm!

Regards ♡



APPENDIX 10a



APPENDIX 10b

Letterland Sequence

c	o	a	d	g	q
Clever Cat	Oscar Orange	Annie Apple	Dippy Duck	Golden Girl	Quarrelsome Queen
s	f	l	t	i	u
Sammy Snake	Fireman fred	Lucy lamp Lady	Ticking Tess	Impy ink	Uppy Umbrella
j	y	h	b	n	m
Jumping Jim	Yoyo Man	Hairy Hat Man	Bouncy Ben	Naughty Nick	Munching Mike
r	p	e	k	v	w
Robber Red	Poor Peter	Eddy Elephant	Kicking King	Vases of Violets	Wicked Water Witch
x	z				
Max & Maxine	Zig Zag Zebra				

APPENDIX 11

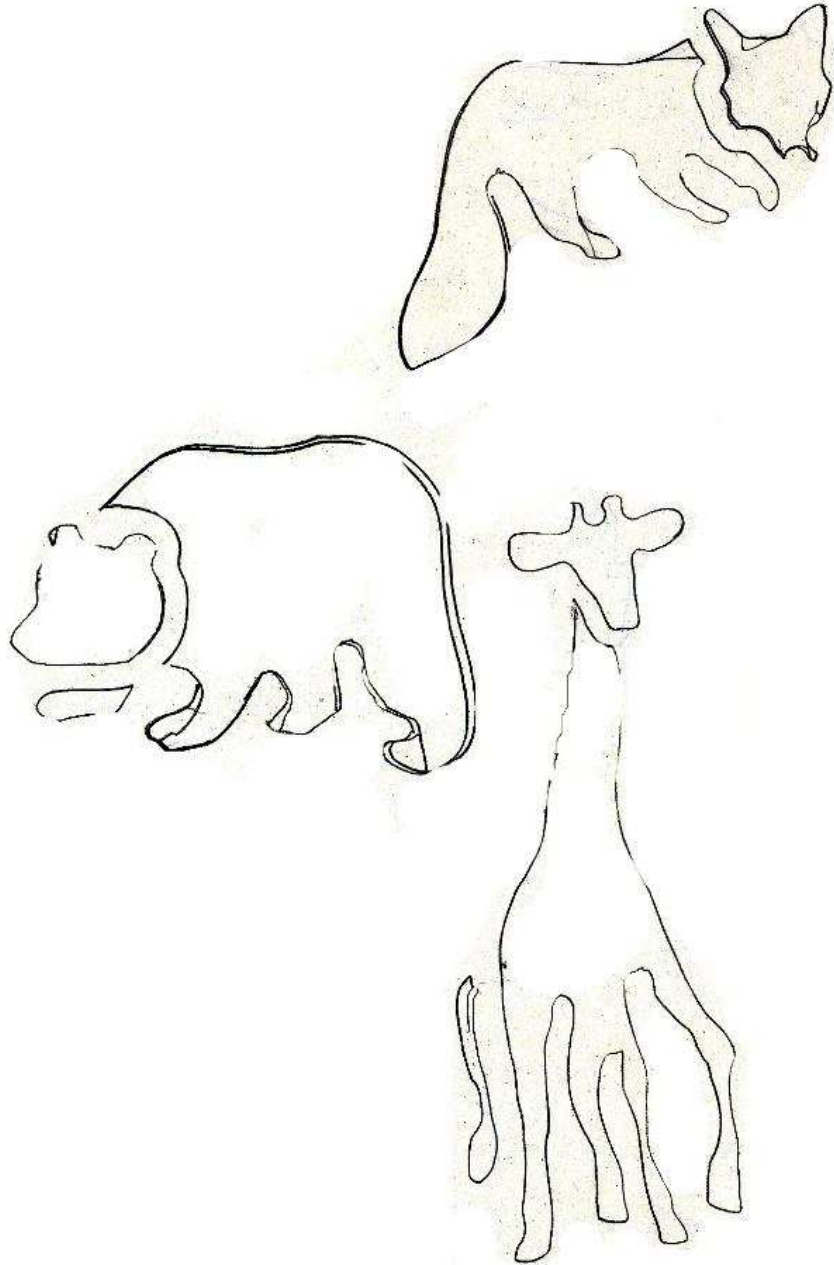


APPENDIX 12

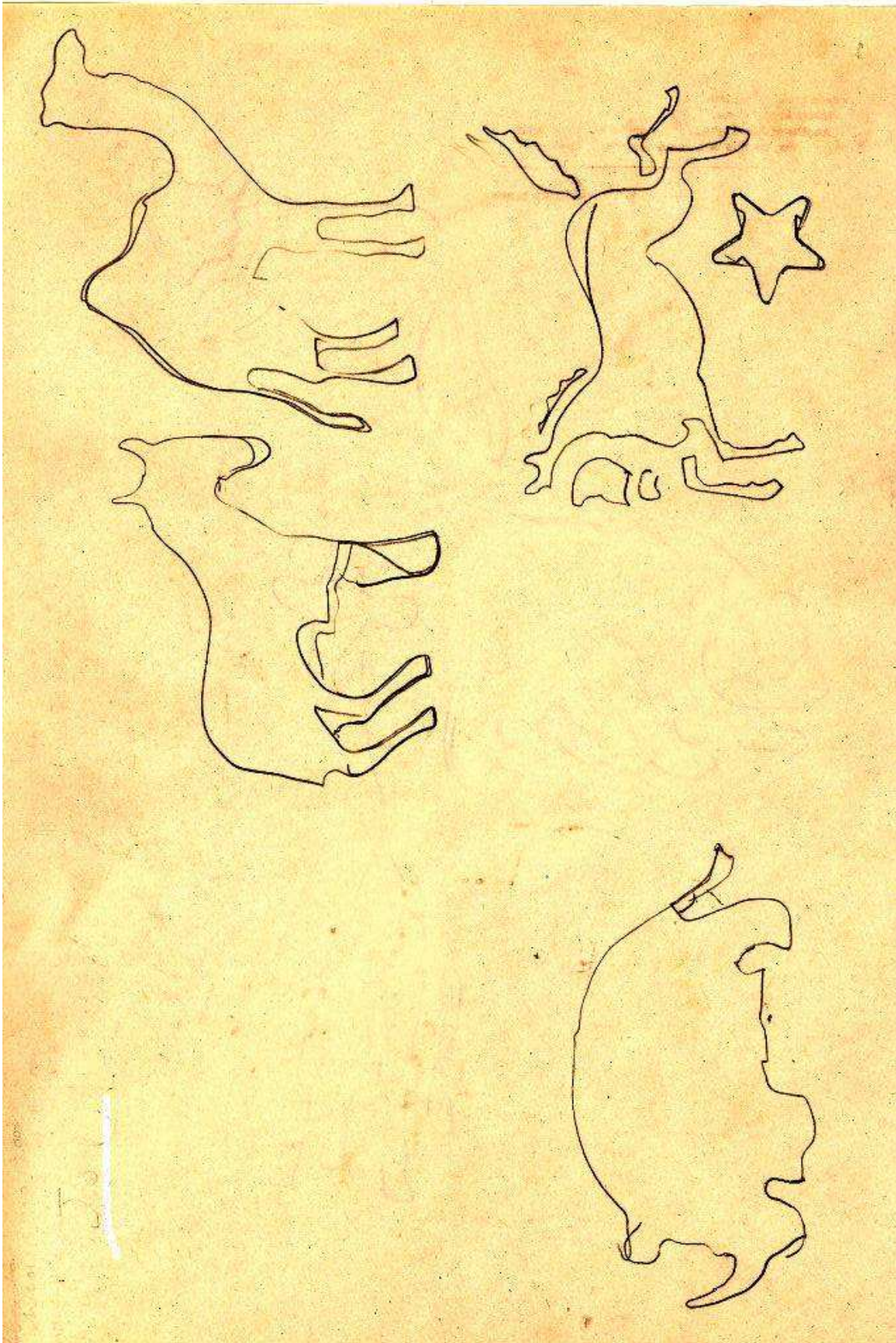
	Names	M	T	W	Th	F	TOTAL
1	Nicci						
2	Kayla						
3	Jessica						
4	Somila						
5	Masah de						
6	Somila						
7	Dayna						
8	Simi						
9	Sarah						
10	Amy						

	M	T	W	Th	F	S	S
24 May Ashleigh							
Sam							
Nicci							
Kelly							
Kayla							
Amy							
Megan							

APPENDIX 13a



APPENDIX 13b



Tuesday, 16 May



# Maths

## ALGEBRA: ANALYTICAL GEOMETRY

Analytical geometry uses algebraic methods to analyse shapes and prove results relating to shapes. When we work in the Cartesian plane and we calculate dimensions of shapes algebraically, we are doing analytical geometry. We can use analytical methods to investigate the characteristics of geometric shapes and relationships between geometric shapes. In this lesson we will introduce some of the most basic but most important formulae that we use in analytical geometry.

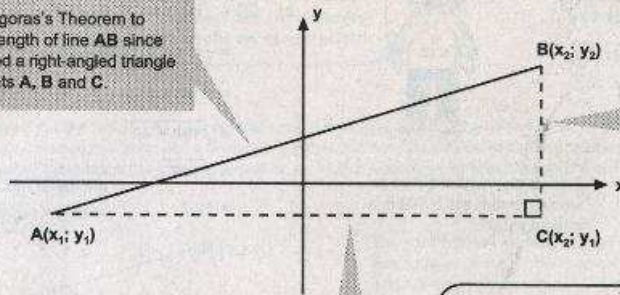
### A) The distance formula

This formula gives us a method of calculating the distance between points in the plane. That means it enables us to calculate lengths of line segments. We say a lot about relative lengths of shapes, so this is a really important formula!



Let's have a look at how we derive a general formula for the distance between two points:

We use Pythagoras's Theorem to calculate the length of line AB since we have formed a right-angled triangle by joining points A, B and C.



The length of this side of the triangle is  $y_2 - y_1$ .

The length of this side of the triangle is  $x_2 - x_1$ .

The co-ordinates of C are worked out using the co-ordinates of A and B. Can you see how this is done?

By Pythagoras's Theorem we know that the square of the hypotenuse is equal to the sum of the squares of the other two sides of the triangle. We use this to find our formula.

In  $\triangle ABC$

$$AB^2 = AC^2 + BC^2$$

$$AB^2 = (x_2 - x_1)^2 + (y_2 - y_1)^2$$

$$\therefore AB = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$$



We can use the distance formula to calculate and determine things such as:

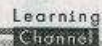
- The **length** of a line segment;
- The **perimeter** of a shape;
- Whether triangles are equilateral, isosceles or scalene; and
- Whether quadrilaterals are squares, rectangles or other special quadrilaterals.



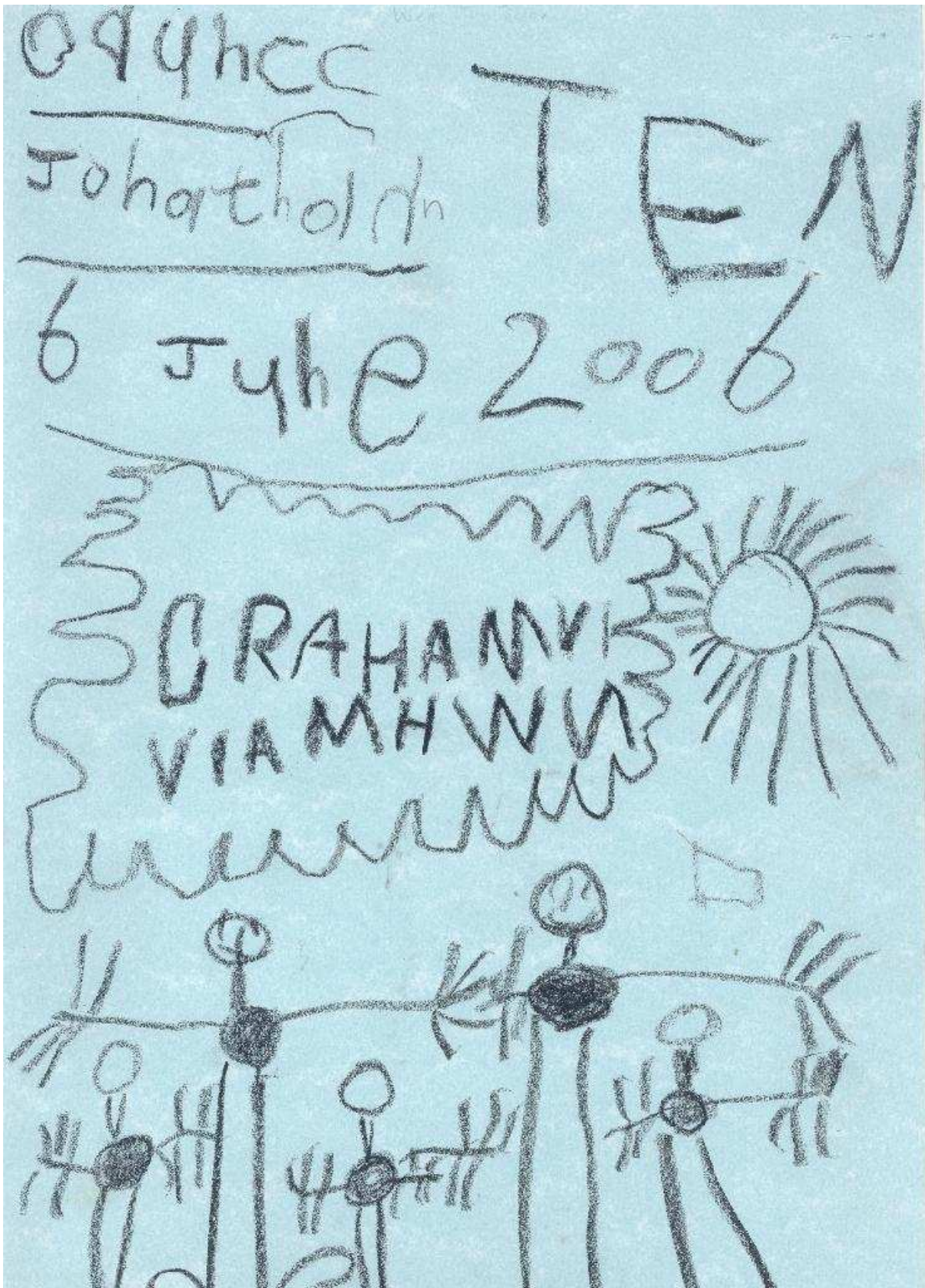
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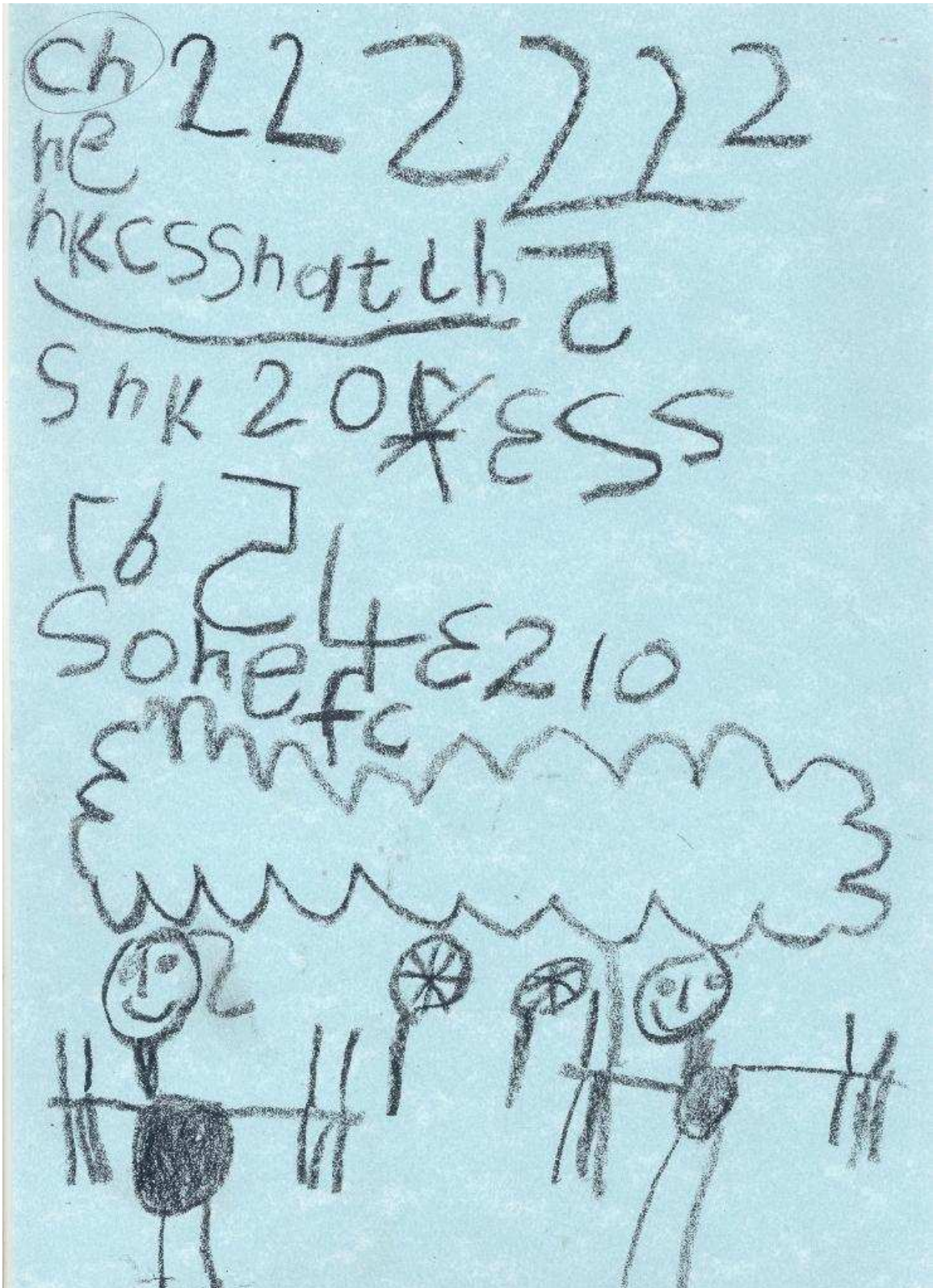


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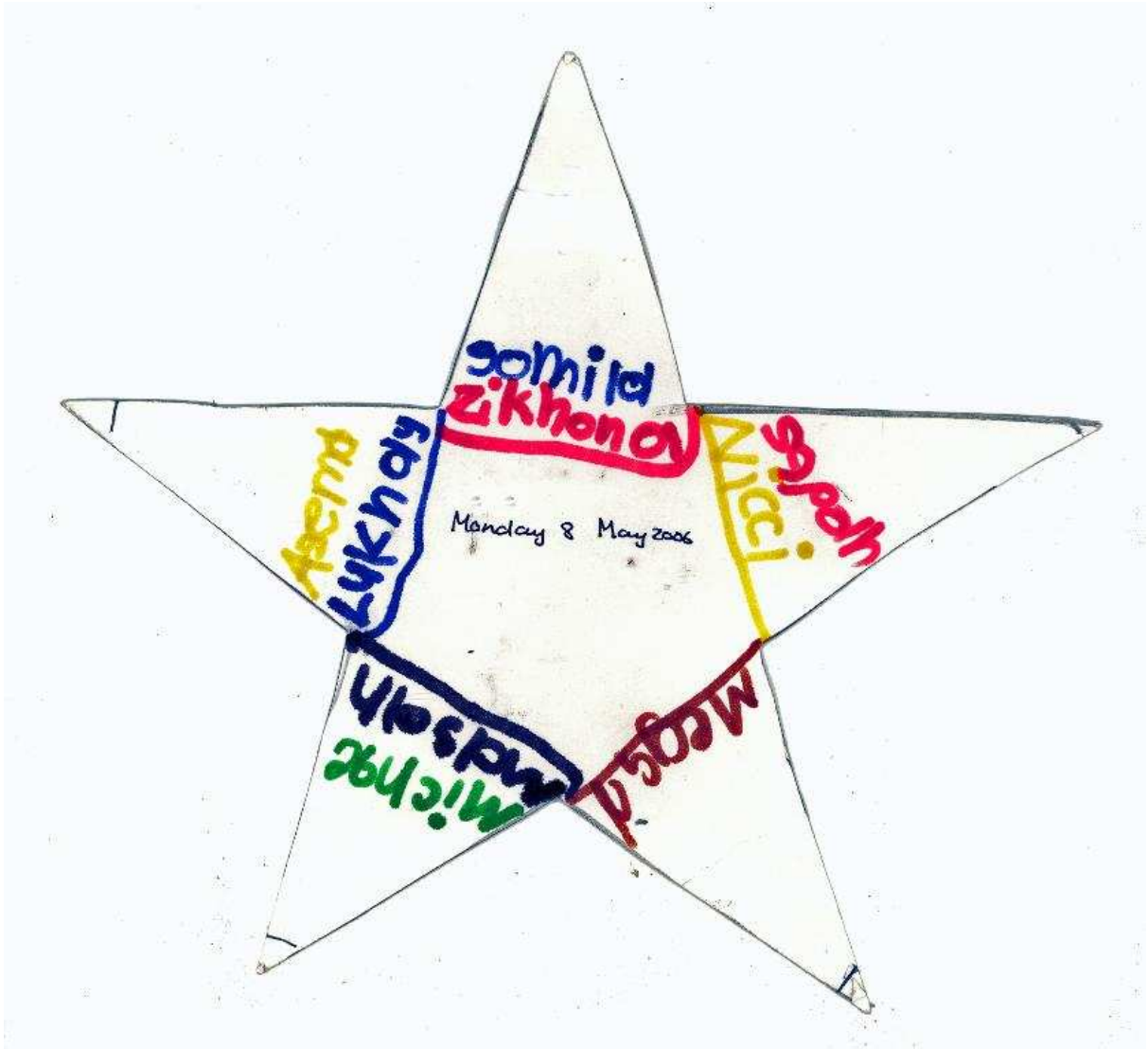




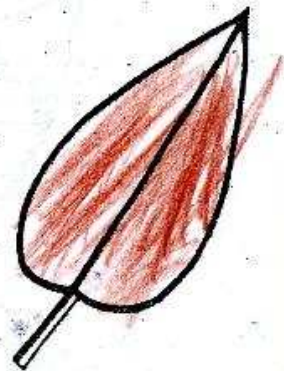
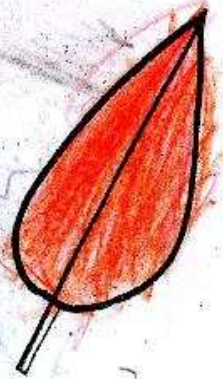
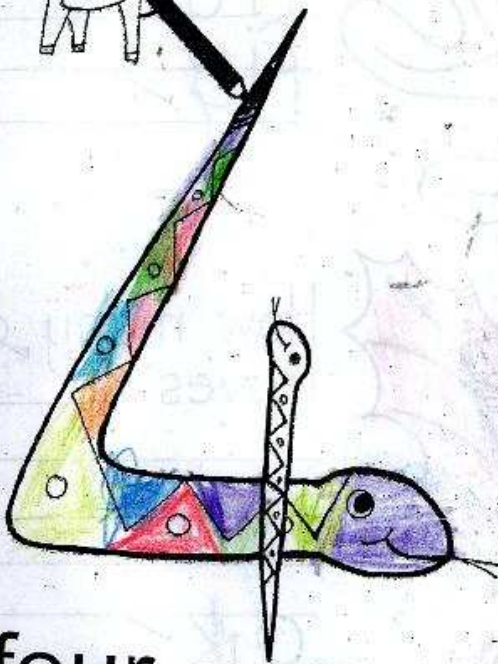
APPENDIX 16a



APPENDIX 16b



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APPENDIX 18



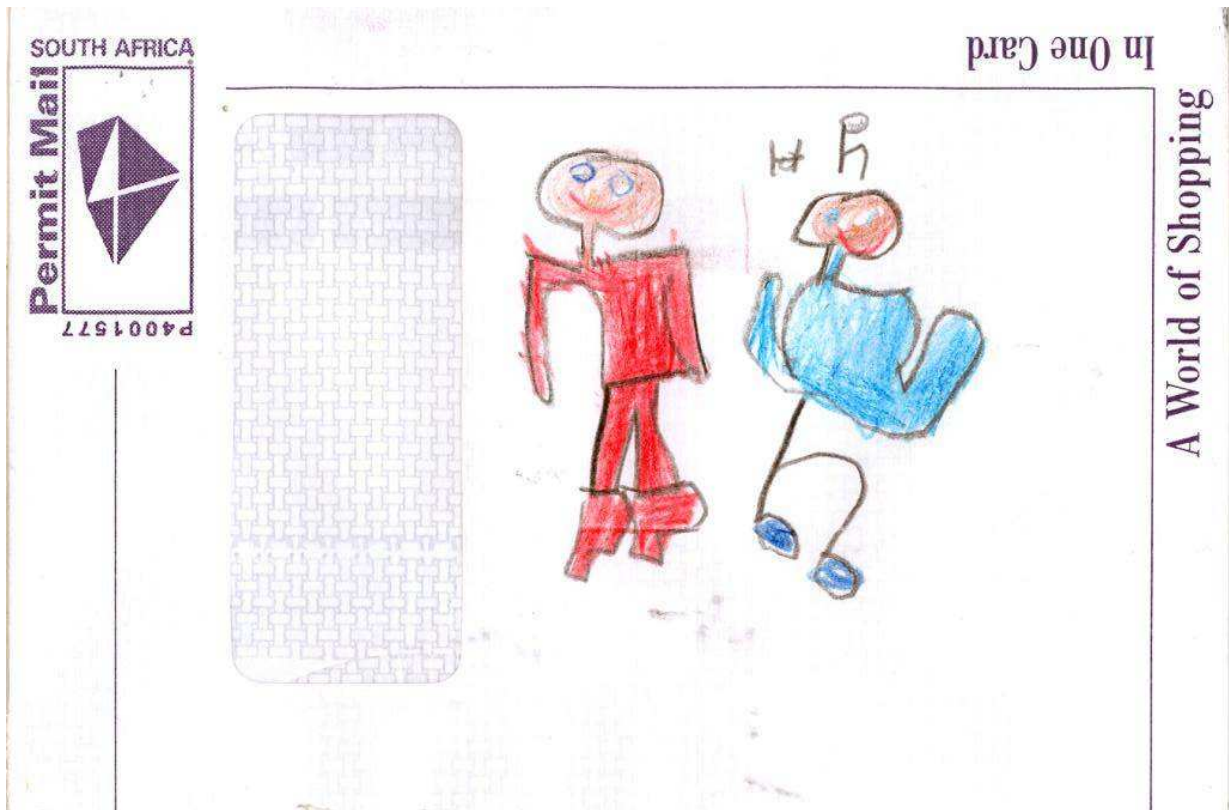
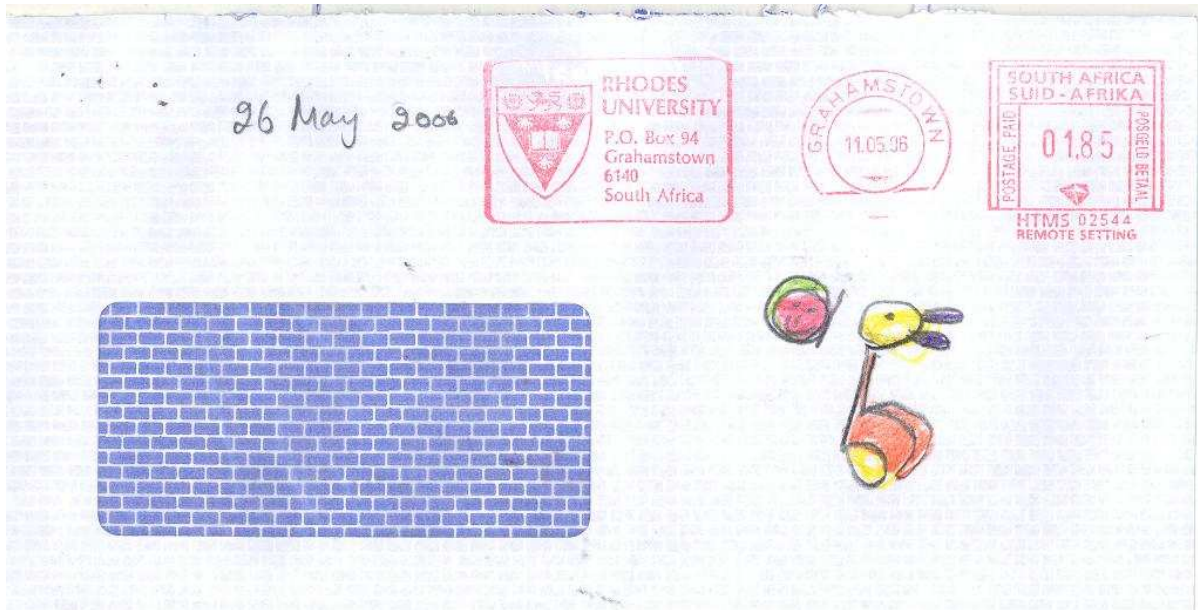
APPENDIX 19



APPENDIX 20



APPENDIX 21



APPENDIX 22

