

Using Reading to Learn Pedagogy to enhance the English First Additional Language Teachers'
Classroom Practice

A thesis submitted in fulfilment of the requirements for the degree of

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BY

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ABSTRACT

Drawing from the Hallidayan, Bernsteinian and Vygotskian theories of Systemic Functional Linguistics, Pedagogic Discourse and Social Learning, this study examined the role that Rose's (2005) *Reading to Learn* (RtL) pedagogy could play in the development of teachers' pedagogic practices in the teaching of English First Additional Language. The study participants teach English First Additional Language in Black, materially and economically disadvantaged rural primary schools in Kuruman, the Northern Cape Province, South Africa. As study participants, 4 intermediate phase and 4 senior phase teachers of English First Additional Language were purposively selected from 6 rural schools. Located within the Critical Paradigm, Subjective Epistemology and Mixed-Method approach, the study used documentary evidence, semi-structured interviews and *RtL* pedagogy as research instruments. Research findings reveal that *RtL* enriched and advanced teachers' pedagogic practice in the teaching of reading and writing. As a consequence, teachers' classroom practice of the 8 study participants improved as evidenced as their content knowledge expanded, the quality of teaching developed and their perceptions of themselves as professionals was transformed. An accompanying finding is that teachers acquired the tools to teach reading and the reading and writing proficiencies of learners in their classrooms improved.

DECLARATION

I, Rethabile Mawela (Student number 15M0053) declare that this thesis:

.....,

is my own work and written in my own words. Where I have drawn upon the words or ideas of others, I have acknowledged the authors by using the reference practices as set out by Rhodes University Educational Guide to referencing.

.....

Rethabile Mawela (Signature)

.....

Date

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DEDICATION

I dedicate this thesis to my late father, Pastor Paul Mpaluri Mawela, and to my grade 1 teacher, Mrs Martha Nana Mawela, who planted this dream in me and fuelled it through constant support.

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CHAPTER 1

INTRODUCTION, ORIENTATION AND OVERVIEW OF THE STUDY

1.1 INTRODUCTION

The goal of this chapter is to give the background as well as the context of my study which used the Reading to Learn (RtL) pedagogy as an intervention strategy to develop the teachers of English First Additional Language (FAL). The goal of my study was to equip English FAL teachers with pedagogic approaches that enhance their teaching practice and convert them into effective and efficient educators. The ultimate goal was that when their classroom practice is enhanced, then it would enable them to teach reading and writing in a way that will change the current poor reading and writing proficiencies of learners in rural South African schools. The research questions that guided the study are outlined in this chapter. The research design based on intervention paradigm is also presented. The overview of all the chapters concludes the chapter.

1.2 BACKGROUND OF THE STUDY

1.2.1 ANNUAL NATIONAL ASSESSMENTS IN SOUTH AFRICA

Reading is the process of constructing meaning from written texts. It is a complex skill requiring the coordination of a number of interrelated sources of information (Anderson et al., 1985, p. 7). This definition of reading suggests that in order for learners to acquire education they need to master the skill of reading. It also suggests that failure to master the skill may spell doom to the dream of acquiring education for any learner, thus placing reading as the central ingredient of education. United Nations Educational, Scientific and Cultural Organization (UNESCO, 2012) states that reading is an important skill for successful learning. It indicates that many of the learners who repeat grades and those who drop out of school do so because they cannot read and write. Education aims at producing people who can think independently and the ability to read is required for one to obtain formal education.

Unfortunately, reading has become one of the challenging areas in the education arena with statistics displaying lack of reading skills. Numerous diagnostic tests have shown that South African learners struggle to read. One such endeavour was the introduction of Annual National Assessments by the Department of Basic Education.

Annual National Assessments (ANA) are standardised national tests for languages and Mathematics in the intermediate phase (Grades 4-6) and the senior phase (Grades 7-9). The purpose of these assessments was to measure the performance level of the learners within the country. The aim of the Department of Education (DBE) was for teachers to use the ANA results for remedial purposes, and for district officials to use the results to come up with improvement plans. The goal of the DBE was for 60% of learners to achieve acceptable levels of literacy by 2014 and 90% of learners to achieve acceptable levels by 2024 (DBE, 2017).

Van Der Berg (2015) states that even though the education systems in the world are expected to reduce learning gaps in order for all learners from all social classes to be achievers, this is not the case; on the contrary, the education systems are seen to maintain the social divide. He reports on an analysis of ANA results from 2011 to 2014 which shows that learners from poor schools perform worse than learners from affluent schools. The analysis further indicated that learners whose literacy skills are developed by Grade 4 have more chances of getting university entrance in Grade 12. This suggests that by Grade 4 it can be determined whether the learner will qualify to go to university or not.

Below are tables that display the analysis of ANA results by official school poverty quintile for the years 2012, 2013 and 2014. The Department of Education has divided the schools according to the levels of poverty in the communities. The quintile one schools are the poor schools and the quintile five schools are affluent schools. It is disturbing to note that the schools that produce the lowest scores on the ANA are the quintile one and two schools. The John Taolo Gaetsewe district schools, the focus of this study, are in the quintile one and two categories (DBE, 2014).

Table 1.1: Analysis of ANA by official school poverty quintile (adapted from ANA results (2014))

2012	English First Additional Language Average percentage mark				
GRADE	QUINTILE 1	QUINTILE 2	QUINTILE 3	QUINTILE 4	QUINTILE 5
4	31.5	31.9	34.5	38.0	44.7
6	33.0	33.9	36.3	39.8	50.2
9	31.3	32.5	35.6	38.8	46.5
2013	English First Additional Language Average percentage mark				
4	36.7	38.9	40.2	44.5	54.8
6	43.3	45.0	46.9	51.3	59.2
9	30.4	31.7	33.9	37.2	47.5
2014	English First Additional Language Average percentage mark				
4	38.7	40.2	42.7	46.5	49.8
6	43.0	44.7	46.6	50.6	60.0
9	32.4	33.6	34.7	37.0	42.9

Even though the administration of ANA was discontinued in September 2015, it had given the DBE and all educationists a clear picture of the poor reading and writing condition of the learners.

Another diagnostic tool that has continually shown dismal results for the South African learners is the Progress in International Reading Literacy Study (PIRLS). This is an international study that compared the performance of South African Grades 4 and 5 children in reading

literacy to that of children from other countries. The study revealed that in 2006, 78% of Grade 5 children in South Africa had not achieved the 24 basic reading skills required for learning. This means the South African national average reading proficiency has been shown to be far lower than the international standard. PIRLS positioned the literacy levels of South African Grade 4 and 5 children the lowest of the 40 participating countries (Chisholm 2004b and PIRLS 2006)

In 2010 the same test was written again and it revealed that 77% of Grade 4 learners could not read. This test was written once more in 2016 and this time the Grade 4 learners wrote with other Grade 4 learners from all over the world. A total of 319 000 pupils from different countries around the globe wrote the test and a sample of 12 810 South African learners from 293 schools became part of that number. The South African learners wrote the test in their preferred languages. The research outcome is that 78% of the Grade 4 learners cannot read for meaning. They failed even to respond to lower order questions of who, where, why, etc. The fact that the South African learners performed poorly in 2006, in 2010 and in 2016 suggests that there has been no improvement over the ten years (Fengu, 2017).

These disappointing reports call for researchers and educationists to seek for solutions to the plight of young South Africans.

1.2.2 Ineffective Teaching Methods

The 2013 Diagnostic Report for ANA revealed that one of the reasons for the poor literacy and numeracy performance is “ineffective teaching methods” (DBE, 2014, p.7). The teaching of reading is cited in many seminal studies as probably one of the most problematic areas in the educational arena, resulting in dismal statistics in Literacy and Numeracy both in South African schools and internationally (Saville-Troike, 1984; Wells, 1986; Pretorius, 2002; Ribbens, 2008). The trajectory of these results points to some serious deficiencies, necessitating the adoption of literacy interventions in schools in many education systems and calling for concerted efforts by researchers to diagnose these trends.

Literature on teacher education (Chisholm, 2009; Van der Merwe & Nel, 2012; Pretorius, et al., 2016) seems to suggest that South African colleges of education and universities do not

adequately prepare pre-service teachers to teach reading; as a result, many primary school teachers do not know how to teach reading. This emanates from a history of teacher education systems that were not synchronised and which designed teacher education programs that had no comprehensive curriculum to teach pre-service teachers how to teach reading. The Centre for Development Enterprise (CDE) stated that the government's quality assurance committee reported that the quality of teacher education programs is low and that the universities generally fail to address the needs of the education system (CDE, 2015).

In addition, the National Reading Strategy report stated, "Many Foundation Phase teachers have not been explicitly trained to teach reading" (DOE, 2008, p. 8). Thus, the majority of teachers exit colleges of education and universities with teaching diplomas and degrees, but when they get to the classrooms, they discover that their learners cannot read. They find themselves faced with the task to teach reading, a skill they are not equipped with themselves.

Whenever the poor reading and writing scores of learners are discussed, the role played by the educators tends to be part of the discussions. This is understood because the primary role of teachers, especially language teachers is to teach learners to read and write. It is unfortunate that the teachers are themselves ill equipped for the important role of teaching reading. It can be assumed that as long as the challenge of ineffective teaching methods is not addressed and resolved, the South African learners will continue to produce low reading scores in the diagnostic tests.

1.2.3 Curricular Systems of South Africa over the years

The indigenous people of South Africa provided formal and informal education before the coming of people from other continents; this was the pre-colonial era. The curriculum consisted of traditions, legends, tales, etc. Formal education involved initiation schools where rituals and skills were imparted. The first educators were the biological mothers at infancy and as the child grew older the clan and the whole community became involved in the education of the child. The child was educated for the whole community not for himself alone. The purpose of education during the pre-colonial era was "to prepare and integrate the young into various social roles." The curriculum focused on ensuring that the young ones anchored

the social structures, laws, language and values of the society; indigenous education was relevant for the needs of the people at that time (Seroto, 2011, p. 78).

When the colonial era came it brought mission education and slave education, established in 1658. These education systems offered religious instruction and the European form of education. The purpose for these education systems was to evangelize the indigenous people and to provide them with skills for manual labour, and it was relevant for the needs of the people at that time (Jansen, 1990).

Differentiated curriculum which resulted in the formation of Bantu Education in 1953 came after the colonial era. The purpose of the curriculum was to, "...ensure that the whites maintained their supremacy, while the mass of Africans were confined to a humbler position (Burchell, 1976, p. 70; cited by Jansen, 1990)." This curriculum was relevant for the needs of the people at that time as well.

Unfortunately, there seems to be a gap between the curriculum used at this moment and the needs of South Africans today. A lot of effort has been taken by the government of South Africa to bridge the gap between the white and black populations in the school system. The government has removed school fees in the poor community schools with the aim of allowing every South African access to education. It allocates more money to the schools that are in poor communities. There is also the feeding scheme program provided in the schools for poor communities.

However, de-racializing the South African school system did not change the differences in the level of education. The majority of black schools are intellectually impoverished, because they are the very schools that were disadvantaged by the Bantu Education system. Parents who belong to the middle class send their children to well-functioning schools where they pay school fees while parents who belong to the working class, which makes up 80% of the South African population, send their children to no-fee schools; the intellectually impoverished schools. This cycle is repeated over and over to the point where inequality is higher today than it was in 1994. Most of the learners from the poor communities are unable to get university entrance requirements and the few who manage to enter university have serious reading and writing challenges, because of ineffective teaching methods they were exposed to during their basic education years (Barada, 2014; Motala, 2015).

It seems the curricular systems that have been in operation since 1994 do not cater for the needs of South Africans. There is need for a curriculum that will be suitable for the new generation; one that will take into account the historical background of the black people of South Africa and the historical background of the Europeans who have become South Africans over the 400 years. The curriculum that will accommodate all people who make up the rainbow nation and that curriculum will lead us to a class-less 22nd century.

1.2.4 Decolonising the Curriculum

In his contribution to the debate on decolonising the curriculum, Mgqwashu (2016) argues that a contextual approach to the definition of decolonising the curriculum will help academics to critically look at the curriculum and see how it groups people into unequal social classes. He further states that a praxis approach gives room to all stakeholders to discuss and come up with a curriculum that negates the unequal social classes; one that will equally benefit everyone in South African Higher education.

In addition, Fomunyam (2017) states that the “#MustFall” movements made the need for decolonising the curriculum imperative. He reports findings from a case study conducted at a South African university of Technology on the engineering curriculum; the findings are that there are four key areas that need to be decolonised: theory and practice, language, academics and pedagogy. He agrees with Mgqwashu (2016) that removing colonial ideologies and epistemologies is only part of the process of decolonising the curriculum, more needs to be done to achieve this goal.

The debate on decolonising the curriculum has been going on in institutions of higher learning in South Africa in the last three or four years. There is a general agreement among academics that the curriculum needs an overhaul; however, there are different voices on how this needs to be done. To compound this debate, the “#MustFall” movements also took to the stage in the past three years.

1.3 THE GOAL OF THE RESEARCH

It is against this background of the troubled education system in South Africa that this study was conducted. The poor reading and writing proficiencies of learners in South African schools which places the country as the lowest in terms of literacy in the world. Ineffective teaching methods contributing to the low literacy rate and the cause for the ineffective teaching methods which drive the argument back to institutions of higher learning and how well they prepare pre-service teachers to teach reading during training. The debate around decolonising the curriculum resonates with the plight of learners in disadvantaged communities. The chain of dysfunctional education system seems not to break.

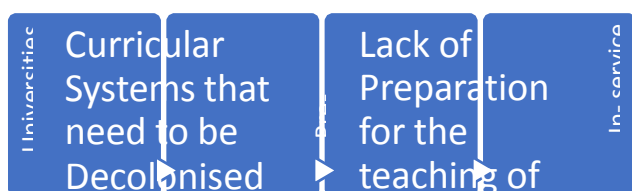


Figure 1.1: Background to the Intervention Study

In an attempt to respond to some of the challenges South Africa is faced with, the goal of this research was to equip English First Additional Language (FAL) teachers with a pedagogic approach that would enhance their practice and convert them into efficient and effective teachers. In pursuing this goal, the study was guided by the following questions:

- What role can the RtL pedagogy play in enhancing the English FAL teachers' teaching practice?
 - a. In what way does explicit focus on the teaching of reading and writing develop the teachers' teaching quality?

- b. How does the use of the Scaffolding Interaction Cycle expand the content knowledge of the teachers?
 - c. To what extent can the RtL pedagogy influence the teachers' construction of their identities?
- What contribution can the RtL, used as a pedagogic tool, make in improving the reading and writing proficiencies of learners of English FAL?

1.4 SIGNIFICANCE OF THE STUDY

This study contributes to the on- going discussion about the need to provide teachers with pedagogic approaches that enhance their classroom practice in order to produce teaching quality. A number of studies have been conducted where large numbers of teachers were equipped with pedagogic approaches that enhanced their classroom practice (Gore et al., 2004; Schulze, 2015).

Even though a number of studies have been done to equip teachers with pedagogic approaches that enhance their practice, to my knowledge few such studies have been conducted in South Africa. Also, this is the first study, to be conducted in South Africa that used the RtL pedagogy as a teacher development strategy. The other studies that have been conducted in South Africa where the RtL pedagogy has been employed were to improve the reading and writing proficiencies of learners.

Secondly, the study attempts to fill the gap left by universities and colleges of education in South Africa that do not adequately prepare pre-service teachers to teach reading. A number of studies conducted in recent years show that many institutions of higher learning do not train the pre-service teachers to teach reading (Reed, 2014; Balfour, 2012; Taylor, 2016).

The eight participants in this study are experienced teachers who have been in the field for ten years and more. Through the semi-structured interviews, I was informed that only one of them was trained to teach reading during pre-service training.

1.5 RESEARCH METHODOLOGY

Since this was an intervention study, it was situated in the critical research paradigm. This is a paradigm that advocates for changes in social, educational, political, economic and all other systems. Its goal is to confront the stereotypes in society by eliminating inequality and injustice in all its forms. One of the strengths of the critical research paradigm is that it does not only confront inequalities and injustices, it also offers alternatives to the status quo in order to effect change. A qualitative approach was adopted to collect and analyse data with only one aspect analysed through the quantitative approach (Asghar, 2013).

Eight English FAL teachers were observed teaching where they employed the RtL pedagogy. Each of them was observed six times, making it a total of 48 lessons observed. Each one of them was interviewed six times and their written documents were taken and analysed. Data collection was in three phases. The first phase was the teaching of the RtL module where the researcher trained the participants to use the pedagogy. The second phase was classroom observations, semi- structured interviews and collection of written documents. The third phase was collection of the learners' scores. The classroom observations, semi-structured interviews and written documents were analysed qualitatively. The learners' test scores were analysed quantitatively.

1.6 OVERVIEW OF THE CHAPTERS

This study is organised into nine chapters:

This chapter gives the context of the study and the general introduction to the study. Chapter 2 reviews literature on teacher education in South Africa and it looks at what teaching quality is. Chapter 3 is also a literature review chapter and it focuses on the RtL pedagogy, the reasons for choosing the pedagogy, other approaches to the teaching of reading, the theories that inform the pedagogy and how the pedagogy works. A detailed discussion of the scaffolding interaction cycle is given and the benefits of the pedagogy.

In Chapter 4 discussion is the theoretical framework of the study. The Systemic Functional Linguistics (SFL) is the theoretical framework and the analytical tool of the study. There is also discussion of the genre theory from which SFL comes.

Chapter 5 is the methodology chapter and it has already been discussed. The research situates itself in the critical research paradigm. The chapter looks at the data generating instruments used and those are classroom observations, semi-structured interviews, and documents written by the participants. An additional instrument is the learners' test scores.

Chapter 6 analyses the classroom observation data. Data was collected and arranged in terms of themes that emerged during analysis. The themes are scaffolding, teaching language in context, teaching reading and teaching writing through the use of material that was read.

In Chapter 7 focus is analysis of semi-structured interviews and written documents. The SFL mood analysis is used to analyse this data.

The next chapter, Chapter 8, analyses the test scores of the learners. These scores are for the baseline test the participants administered at the beginning of the intervention and at the end of 2016. Another baseline test was administered at the beginning of the academic year, 2017, and the final test was administered at the end of June 2017 when the data collection process ended.

In Chapter 9 this study is wrapped up. This is done through a summary of the findings of the study, recommendations and the best teaching approach. The chapter ends by identifying areas of future research.

1.7 CONCLUSION

This chapter introduced the study by giving the background of the study, which was concern over the low reading and writing scores of learners in South African schools, the ineffective teaching methods that are partly a result of lack of preparation at teacher training institutions, curricular systems in South Africa which stratify the society and the on-going debate to decolonise the curriculum. The goal of this research was presented next, and it was to equip English FAL teachers with a pedagogic approach that enhanced their classroom practice. Then the questions that guided this study were tabulated followed by the significance of the study. The research methodology was briefly discussed and an overview of the study was given.

CHAPTER 2

TEACHER EDUCATION AND TEACHING QUALITY

2.1 INTRODUCTION

Since the purpose of this study is to enhance the English First Additional Language (FAL) teachers' quality of teaching, it is imperative to look at teacher education in South Africa and to conceptualise teaching quality. The key concepts that drive this chapter are teaching quality and teacher education in South Africa. This chapter defines teaching quality and it presents approaches that can be used to enhance the teachers' teaching quality. It further endeavours to establish whether or not pre-service teachers are adequately prepared for service when they exit the teacher education institutions in South Africa.

2.2 TEACHING QUALITY

Teaching quality is defined as instruction that enables a wide range of students to learn. This strong instruction is the kind of instruction that responds to the demands of the learning area, the goals of that learning area and the context of the students. This definition by Darling-Hammond has been adopted as the working definition for this study. Three elements that must be taken care of in order for teaching quality to be produced are: the content knowledge of the teacher must be expanded; the classroom practice of the teacher must be enhanced; and the way in which the teacher constructs his/her identity needs to be positive (Darling-Hammond, 2012).

Another description of teaching quality in terms of productive pedagogies is that it requires a deep commitment to the provision of understanding of important concepts through meaningful learning experiences that occur in environments that support learning and values diversity. Teaching quality is measured by using the yardstick of understanding of concepts, meaningful learning experiences and supportive classroom environment (Gore et al., 2004).

This intervention study aimed at enhancing the teachers' classroom practice. The intervention therefore expanded the content knowledge of the participants, enhanced their classroom practice and influenced the way in which they construct their identities. To accomplish this

goal, the study used Reading to Learn (RtL) pedagogy as an intervention tool for 18 months. After the intervention the participants were able to produce teaching quality.

As a result of the intervention, this study argues that the RtL pedagogy is a pedagogic approach that enhances the classroom practice of English FAL educators. The study further proposes that teaching quality can improve the reading and writing proficiencies of learners of English FAL in the Intermediate and Senior phases.

2.3 APPROACHES USED TO ENHANCE THE QUALITY OF TEACHING

A number of studies have been conducted for the purpose of providing teachers with skills that would enhance their classroom practice to produce teaching quality. This is a response to the concern that has been raised around many education systems that the teachers do not provide teaching quality. This section will look at a few of those studies.

Gore et al. (2004) conducted an intervention study where 30 pre-service teachers were trained to use productive pedagogies in their teaching practice classes. The goal of the study was for the participants to produce quality teaching. Even though the intervention tool used in that study was productive pedagogies and not RtL pedagogy, the goal of producing teaching quality was the same as the goal of this current study. The goal of this study was for the participants to produce teaching quality.

Reporting on a number of studies conducted in Australia and North America, Schulze (2015) advocates for the use of Systemic Functional Linguistics (SFL) to develop the teachers' content knowledge and their ability to plan instruction that supports academic literacy development. The studies referred to are similar to this study as the goal was to develop the content knowledge of the teachers and the classroom practice. The other similarity is that SFL was used as the analytical tool. However, the studies differ in that those studies used SFL as the intervention tool, whereas this study used RtL pedagogy as the intervention tool.

In a report on creating a comprehensive system of evaluating and supporting effective teaching, Darling-Hammond (2015) advocates for a professional development system that supports effectiveness for all teachers. In the report she gives the difference between teaching quality and teacher quality. Teacher quality is a list of personal traits, skills,

understandings and dispositions a teacher comes with into the career. Teaching quality on the other hand is classroom approach that gives all the students in the classroom a chance to learn; teaching quality is a trait of teacher quality.

It is clear from these studies that the need for teaching quality among teachers is serious and that different approaches have been used to provide the pre-service and in-service teachers with skills to assist them to produce teaching quality. This study resonates with the other studies conducted on teacher development. It sought to provide the participants with skills to provide teaching quality. The next section looks at teacher education in South Africa to determine whether or not this intervention study was necessary.

2.3 TEACHER EDUCATION IN SOUTH AFRICA

The appalling literacy scores of intermediate and senior phase learners in South Africa have opened a platform for debate on the causes of these poor reading skills among learners. The debate has identified many reasons for the lack of reading among the learners, one of which is that teachers do not teach learners the skill to read.

Among the many factors responsible for the poor reading scores of Intermediate school learners in South Africa are educators who are not proficient in English as a medium of instruction. They are not familiar with methods of teaching reading. In addition, when outlining the challenges of implementing the National Reading Strategy (DOE, 2008) the report indicated that many teachers simply do not know how to teach reading and their understanding of teaching literacy is limited (Naidoo, Reddy and Dorasamy, 2014).

The Human Sciences Research Council conducted research in 77 primary schools in Limpopo. The research instrument was classroom observation. The findings were that very little reading took place in the classrooms and in 12% of the Foundation Phase classrooms, reading was not taught. This study together with other small-scale studies conducted in different parts of South Africa revealed that there is limited teaching of reading and writing in the Foundation Phase (Hoadley, 2012).

In another study, 87% of the teachers in 134 rural primary schools monitored by National Education Evaluation and Development Unit (NEEDU, 2016) did not have appropriate

methods to teach reading. This suggests that learners in rural South Africa are either not taught to read or they are taught via ineffective pedagogic approaches.

This revelation prompted this study to look at teacher education to find out if pre-service teachers are adequately prepared to teach reading when they exit the teacher training institutions. Chisholm (2009) narrates a historical background of teacher education in South Africa which shows that colleges of education before 1994 had been structured to produce teachers who would carry out the aims of the apartheid regime. When the post-apartheid regime took over there were a lot of challenges regarding categorising the colleges. This developed into a debate which focused on many aspects of teacher education among which were the need to ensure quality of teacher education which many colleges could not provide; hence they were referred to as “glorified high schools”.

Sadly, teacher education programmes, even in the post-1994 era, are varied and there is no concrete structure to guide universities and colleges on training pre-service teachers to teach reading explicitly (Balfour, 2012).

Chisholm (2009) states that one of the points made to argue for the re-opening of colleges of education is that university education is too theoretical and abstract; thus it fails to appropriately train primary school teachers.

The Centre for Development Enterprise (CDE, 2015) reported that the government’s quality assurance committee stated that the quality of teacher education programs is low and that teachers were not adequately trained and educated. It stated that university B. Ed programs have lower entrance requirements than other undergraduate programmes. This means the student teachers who register for B. Ed are not the best students in the university. Also, there are challenges in coherence, content and cognitive demand. The universities generally fail to address the needs of the education system.

Van der Merwe and Nel (2012) confirm that research conducted in South Africa indicates that the preparation for pre-service teachers to teach reading is inconsistent across universities with no comprehensive curriculum to teach them how to teach reading.

In her report on research that involved five South African universities that offer Initial Teacher Education programs (ITE), Reed (2014) indicated that there is not much training of the pre-

service teachers on the teaching of reading; actually, only one of the universities in the sample trains pre-service teachers to teach reading.

In response to whether or not the Initial Teacher Education programs prepare the pre-service teachers to teach reading and writing in South Africa, Taylor (2016) says there is still a lot of room for improvement. The pre-service teachers are themselves struggling readers and the institutions of higher learning do not do much to equip them to teach reading.

The NEEDU (2013) report stated that the Department of Basic Education (DBE) has introduced a lot of projects in an attempt to improve the reading and writing levels of learners in South Africa; yet there is still a challenge in the instruction of reading and no uniformity in all the provinces. The Department of Higher Education (DHE) has established guidelines for initial teacher education (ITE) programs and has provided bursaries to improve the quality of teachers. Unfortunately, the quality of teachers from the institutions of higher learning is still poor. The new teachers still exit universities and colleges with low content knowledge and teaching skills.

The challenge of initial teacher education seems not to be a uniquely South African phenomenon. Schulze (2015) cites literature in The US that shows that this is a global challenge. The main concern he raises is that new teachers have limited knowledge of the content they are to teach, and this limitation negatively impacts on their quality of teaching. The end result is that learners of English do not get quality instruction.

Even though there is improvement in the initial teacher education sector, there are still significant shortfalls in the training of the teachers, especially when it comes to the teaching of reading. This gap accounts for the low reading proficiency of learners in South African primary schools. It is this gap that this research seeks to fill. The provision of an effective pedagogy to teach reading positioned this study as useful in the current South African context.

2.4 IDENTIFYING THE GAP

In order for the reading scores of learners in the intermediate and senior phase to improve, the learners must know how to read. Research reveals that explicit instruction of reading is important at school, if the reading scores of learners in South African schools are to improve.

Other studies also recommend that the teaching of reading be provided at school. This suggests that there is a relationship between the poor reading performance of the learners and explicit instruction (Bharuthram (2012); Van Staden and Bosker, 2014).

Unfortunately, many primary school teachers were not trained to teach reading during pre-service training. Of the eight participants in this study, only one was trained to teach reading during pre-service training. This means there is need for the in-service teachers to be provided with tools that will help them teach effectively.

Thus, the gap identified by this study was that teachers of English FAL do not know how to teach reading, as a result of lack of adequate pre-service preparation. This study attempted to fill that gap by establishing an intervention study. The RtL pedagogy was used as a pedagogic approach that enhances the teachers' classroom practice.

2.5 CONCLUSION

This chapter defined teaching quality as the kind of instruction that gives all the learners the opportunity to learn. In other words, all the learners in a class have the potential to perform at their best, regardless of social class or academic ability. A number of studies have been conducted where pre-service and in-service teachers were equipped with teaching approaches that transformed them into effective teachers.

Moreover, this chapter looked at the reason for the poor reading and writing scores in the country. Research shows that the learners in the Foundation Phase, Intermediate Phase and Senior Phase are mostly not taught how to read, because the teachers do not know how to teach reading. The teachers do not know how to teach reading, because they themselves have not been trained to teach reading.

The gap identified by this study was that teachers of English FAL do not know how to teach reading. The study is relevant for the situation in South Africa at present as it provides RtL pedagogy as a teacher development strategy.

CHAPTER 3

THE READING TO LEARN PEDAGOGY

3.1 INTRODUCTION

One of the reasons for the poor reading proficiencies of learners in South African schools was identified in Chapter 2, as teachers who are not skilled to teach reading. Several studies show that teacher training institutions do not adequately prepare pre-service teachers to teach reading. It is this gap that this study attempted to fill by providing a pedagogic approach that enhanced the teachers' classroom practice. This chapter discusses the Reading to Learn (RtL) pedagogy; it gives reasons for choosing this pedagogy and the scaffolding interaction cycle steps. The chapter first looks at the reasons for choosing this pedagogy; secondly, it presents the difference between the pedagogy and other pedagogies. Then it gives a brief discussion of the theories that inform the pedagogy. After that it focuses on the six interaction cycle steps and the conclusion.

3.2 REASONS FOR CHOOSING THE RTL PEDAGOGY

This section discusses the reasons for choosing the RtL pedagogy as an intervention strategy for this study. The two main reasons are that the RtL pedagogy is a pedagogy that can enhance the teacher's classroom practice and that direct instruction yields better results and is preferred for the poor reading scores of learners in South African schools.

3.2.1 The RtL Pedagogy enhances the teachers' classroom practice

Since the goal of this study was to develop the teachers of English First Additional Language (FAL), it was necessary to identify a pedagogy that would enhance their practice. The RtL pedagogy is a six-step scaffolding interaction cycle that provides support for all the learners regardless of social class or academic ability. When the teacher employs the RtL pedagogy, not only the learners benefit, but his or her teaching quality develops as well. The participants in this study explicitly taught learners how to read, they taught all the genres in context and they used read texts to create written assignments. This explicit focus on the teaching of

reading and writing enabled all the learners in their classes to acquire the reading and writing skills. Using this approach repeatedly for 18 months enhanced their classroom practice.

Secondly, the interaction cycle is repetitive by nature and it requires ample preparation on the part of the teacher because he/she plays an important role in scaffolding the learners and removing the scaffolds when the learners have mastered the concepts. This involves explaining functions of words in sentences and functions of sentences in paragraphs during detailed reading, creativity as the teacher guides the learners to reconstruct the text during joint reconstruction and a lot of content knowledge from the teacher as he/she takes the learners from one step to the other. Thus, consistent use of the scaffolding interaction cycle expanded the content knowledge of the participants.

Thirdly, when the teacher's classroom practice has been developed and his or her content knowledge expands as a result of the RtL pedagogy, the teacher begins to construct his/her identity differently. Instead of identifying himself or herself just as a teacher the descriptive words change to words that show confidence and competence. Through the use of the RtL pedagogy the participants in this study constructed positive identities of themselves.

Consequently, the RtL pedagogy was chosen as the intervention tool for this study because of its ability to enhance the English FAL teachers' teaching practice. It enhanced the classroom practice of the participants in this study by enhancing their teaching quality, by expanding their content knowledge and by influencing the manner in which they construct their identities.

3.2.2 Direct Instruction versus Total Immersion

Many scholars have conducted studies on the teaching of reading and have made assumptions and generalisations about the teaching and learning process, including literacy reading instruction. In the articulation of their various positions on reading literacy emerge two strong voices: those who draw inspiration from the Immersion Theory (IT) and those who come from a Direct Instruction (DI) orientation. The proponents of the Immersion Theory advocate for print rich environments which will expose learners to constant reading and improve their language proficiency. This approach gives learners the opportunity to understand the whole text and the chance to practice the listening, speaking, reading and

writing skills all in one organic unit (Mgqwashu & Makhathini, 2017; Ling, 2012; Mol and Bus, 2011; Elley, 2000).

There are, however, limitations to the IT. Firstly, it does not attend to systematisation of the teaching of grammar, except for the aspects of grammar that appear in the text being read. Secondly, this approach apportions the teacher an insignificant role of a “well-meaning bystander” (Cope & Kalantzis, 1993) in the hope that learners will assimilate grammatical rules, a typical role for teachers associated with progressivist theories. This is a crucial limitation of the approach for, getting the overall sense of the text, although vital, does not supersede the experience of generating and learning new vocabulary whilst learning to read and reading to learn. While frequent exposure to print media does impact positively on academic success, especially in instances where the reading development happens before formal schooling, the tendency with this conception is to marginalise the learners whose socio-economic conditions, backgrounds and circumstances do not really accommodate this experience. For a variety of reasons, not all learners benefit from early instruction in their home, at least not along the lines of development of technical reading skills at early childhood levels, like some Immersion Theorists would have it believed. There are certain assumptions and dangerous generalisations that are implied in the notions that lend themselves to the perpetuation of a stratified society.

In contrast, the proponents of the Direct Instruction Theory advocate for explicit reading instruction where the teacher plays a major role guiding the learning process and making sure that the organisation of instruction and the teacher-learner interaction are effective and efficient. This approach gives learners the opportunity to learn concepts and skills of reading and it improves the literacy scores of learners. Most importantly, this approach allows rural school districts to improve student achievement, despite their ‘geo-social’ disadvantage. Studies based on this approach, for example, have demonstrated that when teachers fully understand the program, and when the students are introduced to it at an early age, it can yield positive results. It is within this Direct Instruction (DI) orientation that RtL pedagogy which was used as classroom intervention in this study is founded (Mgqwashu & Makhathini, 2017).

The RtL pedagogy was chosen as the intervention approach for this study because it enhances the teachers' classroom practice. It was also preferred because it belongs to the DI orientation which gives the teacher an active role in the teaching-learning process. The pedagogy is not learner centred, it is not teacher centred as well, but it is content centred. Both the teacher and the learner have active roles to play in the teaching-learning process.

3.3 THE RTL PEDAGOGY COMPARED AND CONTRASTED WITH OTHER PEDAGOGIES

It is a fact that the RtL is not the only pedagogy that teaches reading, there are other approaches as well. This section briefly discusses some of the other approaches and compares them with the preferred RtL approach.

3.3.1 Orton-Gillingham Method

The Orton-Gillingham method is one of the oldest methods of teaching learners how to read. Even though it was specifically designed to teach learners with learning disability, dyslexia, it has been used even in main stream classes. The method focuses on teaching letters and sounds. The learners are taught letters by sound, writing, seeing and touching them. This multisensory approach helps the learners to identify letters in words; thus helping them to decode the words. This method helps learners to read at word level; however, it does not deal with comprehension (Ritchey & Goeke, 2006).

3.3.2 Reading Mastery

One of the methods within the direct instruction orientation is Reading Mastery which was developed by Dr Siegfried Engelmann. It focuses on phonemic awareness and sounds of letters; then it moves on to reading words and passages as well as developing vocabulary. In its later stages, the method deals with fluent decoding and comprehension. The learners are grouped according to their ability levels determined by the assessment tests that come with the program. Research conducted in the USA using this method yielded positive results. The main challenge with it is that it is costly. The books that learners use as well as other material that is used when using this methodology costs approximately \$1000 for each grade level (US Dept. of Education, 2013).

3.3.3 The Phonetic method and the Whole Language method

Two of the common methods used to teach reading are whole language method and phonetic method. The whole language method focusses on meaning; the learners need to understand the text before they can learn to recognize the letters. One of the advantages of this approach is that it uses writing, speaking and listening skills. The teacher may read a passage to the learners, then they recite the passage back to the teacher. Another advantage is that this approach is learner-centred. One of the disadvantages of this method is that the teacher does not teach basic skills of reading; the learner ends up with almost no knowledge of the letters (Decker, 2007).

The second common method is the phonetic reading method through which the teacher teaches the learners to recognize letters, sounds and words. The main advantage of this approach is that learners acquire the skill to read, to recognise words. This approach has a number of disadvantages; it tends to be rigid and boring for the learners to learn lists of words and sounds. The main challenge of this approach is that while the learners may acquire the skill to read, their comprehension skill is not developed, so they do not read for meaning. Decker advocates for a balanced method of teaching reading which incorporates the teaching of reading skills with the whole language approach, so that the learners can read well and understand what they read (Decker, 2007).

3.3.4 Silent Reading

Silent reading, though much encouraged, is not useful for learners who struggle to read. They need to hear a knowledgeable other reading in order for them to learn how to read. Another ineffective approach to the teaching of reading is the one where learners take turns to read a sentence or a few sentences each, around the class. While it ensures that all learners read, it humiliates those who struggle to read. Research has shown that in order for learners to be fluent readers they need more support, more guided oral reading and more practice (Hasbrouck, 2006).

3.3.6 The RtL Approach

All these approaches and many more have been used to teach reading. They have some advantages. However, the Orton- Gillingham approach does not deal with comprehension. The RtL approach focuses on the comprehension of the text, it is important for the learners to grasp the meaning of the text. Like the RtL pedagogy, Reading Mastery falls within the direct instruction orientation. However, Reading Mastery is costly. Unlike Reading Mastery, the RtL approach is not costly, because the teacher uses material which is available without incurring expenses. The difference between RtL and the phonetic and whole language approaches. The phonetic approach fails to provide understanding of the text while the whole method approach fails to teach basic reading skills. Silent reading does not help a struggling reader.

In order to meet the needs of this study the RtL pedagogy offers better literacy outcomes than these other approaches. It is a pedagogic approach which focuses on the teaching of reading and it uses read material to create written assignments. Through this approach the learners acquire reading skills, writing skills, their comprehension is ignited and grammar is taken care of. This means the approach is balanced as it offers the learner all the literacy skills he needs for academic purposes.

3.4 THE THEORIES THAT INFORM THE RTL PEDAGOGY

The RtL pedagogy has been drawn from three theoretical backgrounds: the code theory by Bernstein, the zone of proximal development by Vygotsky and systemic functional linguistics by Halliday. This section gives a brief discussion of the three theories and shows how the pedagogy has been structured to respond to the concerns raised by the three theorists.

3.4.1 Bernstein's Code Theory

In his code theory, Bernstein described the regulative discourse, the day to day jargon that gives identity and relations in society and the instructional discourse, the special jargon used to instruct and to impart knowledge in formal education. The regulative discourse is the one used at home and in the community; every child is socialised into the regulative discourse, so when he/she goes to school for formal education he/she already knows the regulative

discourse. At school the teachers use the instructional discourse to teach skills and to impart knowledge. Bernstein argued that the code of schooling is better grasped by children from middle class homes than those from the working class. This is because the children from middle class homes are exposed to this code first at home. The children from the working class, on the other hand, only meet this code at school. Bernstein went on to state that the difference makes children from middle class homes perform better and enjoy school better than those from working class homes and thus, the poor remain poor and the middle class maintain their position (Rose, 2005; Jones, 2013).

Furthermore, Bernstein proposed that formal education categorises people into social classes; it is a primary classifier in society. He argued that education classifies people through three message systems called, curriculum, pedagogy and assessment. The curriculum covered in the schools is chosen by the dominant group, the pedagogic approaches used in the classrooms are meant to uplift the curriculum which represents the dominant group. Assessment groups learners into achievers and non-achievers. Those who achieve are naturally those who grasp the instructional discourse used at school, their achievement becomes a source of motivation and they learn more in order to achieve more. Those who do not grasp the instructional discourse easily tend to struggle and they do not achieve, their failure to achieve demotivates them and they remain non-achievers. So, according to Bernstein, the learners are placed into social classes' right from school (Cause, 2010).

3.4.2 Vygotsky's Zone of Proximal Development

Vygotsky developed the Zone of Proximal Development (ZPD) which is the distance between what the child knows, what he can do on his own and what he does not know, what he can only do with the guidance of a more knowledgeable other. An important factor in Vygotsky's theory is that there is a relationship between learning and development. He said children learn from birth and when they go to school they already know certain things. The difference is in the curriculum they learn at home and at school as well as the pedagogic approaches used in the two entities. When the children are assessed, the results of the assessment indicate the actual developmental level of the children; the assessment results show exactly what they know and what they can do. The learners' ZPD are not the same, so the teacher needs to cushion the learners by giving them opportunities to learn from one another in

groups and gradually remove support until all learners master the concept (Vygotsky, 1978 in Gauvain and Cole, 1997).

While assessing the development level of the children is good, Vygotsky says it is not enough; it should not be concluded that the children's development ends there. The children have a potential to learn more; it is therefore necessary to take into account what the children can do with help from the teacher and from their peers. This is what he considers to be the zone of the children's proximal development. This zone is not concepts that are complex and too difficult for the children to achieve, but it is made up of concepts that increase the level of difficulty gradually. The ultimate goal is that the zone of proximal development become the actual level of development as the children continue to learn and to develop (Vygotsky, 1978 in Gauvain and Cole, 1997).

3.4.3 Halliday's Systemic Functional Linguistics

Systemic Functional Linguistics (SFL) is a theory of language that deals with the functions of language. Focus is on meaning; the role of words in a text. After sighting a number of psychologists who listed a number of functions for language, Halliday and Hasan (1989) give the main purpose or the main function of language. They describe the four components in the semantics in every language; the experiential, the interpersonal, the logical and the textual components. The experiential component helps language users to understand the meaning of the sentence in line with real life experiences. The interpersonal component helps language users to understand the meaning of the sentence according to interactions between people, social interaction. The logical component helps language users to understand the meaning of the sentence in terms of logical relations. The textual component helps language users to understand the sentence in terms of the grammar, the rhythm and the theme. The four components are interwoven in the sentences and texts that are written. They cannot be separated, but they all contribute towards overall meaning of language.

Furthermore, Halliday says reading involves recognising patterns of language at three levels: the level of text, the level of the sentence and the level of the word. At the level of the text, the reader must be able to understand what the text is all about and to be able to follow the sequence of events. At the level of the sentence, the reader must be able to understand the

structure of the sentence, how words are arranged in phrases and the meaning of each phrase. At the level of the word, the reader must be able to know the meaning of each word and how to spell it. All these levels have to be learnt concurrently and this will help the reader to be a fluent reader and to read with understanding (Rose, 2005).

3.4.4 Summary of Theories that inform the RtL pedagogy

In response to the concerns raised by the three theories, the RtL pedagogy has been structured to democratize the classroom. The learner who comes to class with the regulative discourse only, is given the same opportunity as the learner who comes to school with the regulative discourse and the instructional discourse. They are all given the opportunity to perform at their highest. Secondly, the teacher teaches all the learners to read. During the reading exercises meanings of words and their grammatical functions are dealt with. In that way the learners grasp the full meaning of the text and the function of language at the level of the text, at the level of the sentence and at the level of the word. Thirdly, the repetitive style of the 6 steps offer the support needed by all the learners in the class. Through the scaffolding interaction cycle steps of the pedagogy the teacher meets every learner at his or her zone of proximal development and is able to transform the learners' ZPD to the zone of their actual development.

3.5 THE SCAFFOLDING INTERACTION CYCLE

3.5.1 The Pedagogy

The RtL pedagogy focusses on the teaching of reading and writing. It was developed to enable meaningful classroom participation of, children who come from less advantaged backgrounds, and frequently experience a gap between home and school literacy practices. Principles from Vygotsky's idea of learning as a social process, Halliday's conception of language as embedded in social context, and Bernstein's notion of pedagogic discourse, are put together in the development of RtL pedagogy to scaffold learners whose literacies do not necessarily match with those that schooling requires (Rose, 2005).

To realise the goals of the RtL pedagogy, a Scaffolding Interaction Cycle has been implemented. This cycle suggests that, in engaging with written texts, teachers need to

ensure that learners are provided with prompts or cues they need to understand sequences of meanings at the level of the whole text, paragraph, sentence, wording, and sound/letter patterns. It insists that the pattern needs to be repeated through each activity in the sequence that makes up the scaffolding approach. In applying the Scaffolding Interaction Cycle, each activity during the lesson sequence draws on the discourse pattern of the text to provide the degree of support learners require to understand and recognise patterns of meaning in the text at a number of levels: the genre of the text and the way meaning unfolds, the sentences and wording of the text, and the sound/letter or spelling patterns in the text. It is in this way that RtL enables learners at all levels of education to read and write successfully at levels appropriate to their age, grade and area of study.

The steps in the Scaffolding Interaction Cycle are:

1. ***Prepare before reading*** - In this step the teacher reads the text out loud and summarises it. The learners listen and get the idea of the passage;
2. ***Detailed reading*** - In this step the learners read the passage, sentence-by-sentence. The teacher gives meanings of words in each sentence. All the learners can read after the teacher and develop confidence in reading that passage;
3. ***Preparing before writing*** - At this point, the learners manipulate sentences on card board strips to practice spelling (Primary School). Or make notes from the passage to practice spelling in that exercise of taking notes (High School);
4. ***Joint reconstruction***- The whole class writes a new story, passage on the chalkboard. Here the class uses the same words in the passage read, to create a new story, new events, new characters, new setting. In factual texts, the passage read is re-written via the notes that the learners wrote. The language used is the learners' language. This is a whole class activity or a group activity;
5. ***Individual reconstruction*** - At this point the learner writes a new story, as an individual, using the same words to create his/her story. In factual texts, the passage is re-written via the notes, but this time the learner writes alone; and,
6. ***Independent writing***- This is the final step where the learners are given a task. Here they write as individuals and the task is assessed.

Rose has developed a six-stage curriculum cycle for the explicit teaching of reading and writing, which is represented below

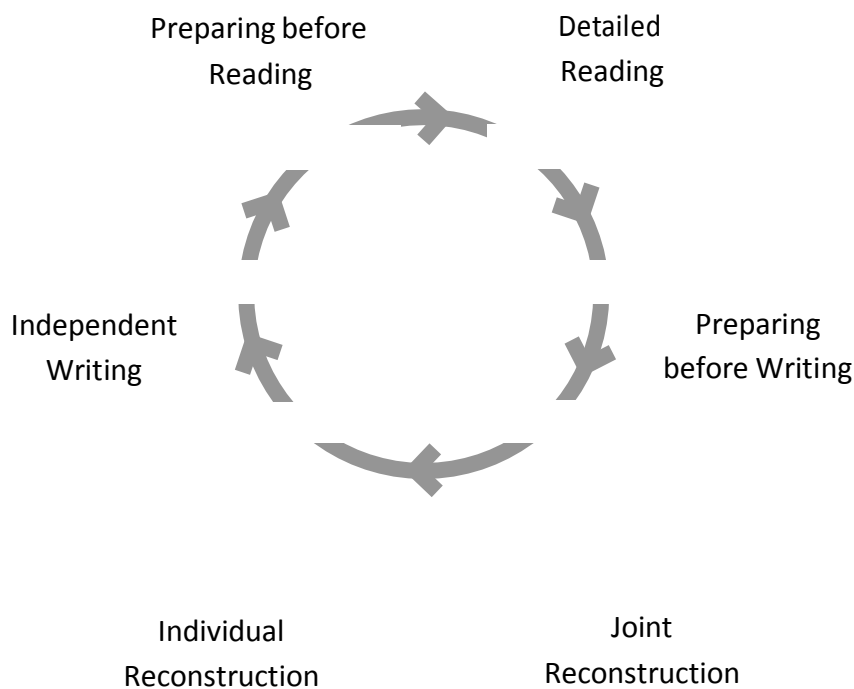


Diagram 3.1: RtL Pedagogy's scaffolding interaction cycle (from: Martin & Rose 2005, pg. 263).

3.5.2 How the Participants in this study employed the pedagogy

STEP 1: Prepare before reading- The participants introduced a theme related to the story and then narrated the story, but the narration would stop at the climax. The purpose was to rouse the interest of the learners. All the learners would be eager to know how the story ends. The struggling learners were accommodated in that they would get the idea of what the passage is all about, through the listening skill.

After narrating the story or summarising the passage, the participants read the story while learners followed silently in their books. This gave the learners the chance to see the words and listen to pronunciation, etc.

STEP 2: Detailed reading- In this step the participants read the passage and the learners read after them. The learners were instructed to point at the words being read. They dwelled on this step for a while, because the whole class read after them, then different groups would read after the participant.

After that the learners would read with the participant. Then the learners would read on their own. All these activities were done as a whole class and as groups. In addition, there would be discussion of vocabulary. This repetition helped struggling readers not to feel left out. They were cushioned by reading with other learners and they read the passages over and over until they grasped the skill to read.

STEP 3: Preparing before writing- In order to meet the requirements of CAPS document, the curriculum that is currently in operation in South Africa, the participants covered one unit in two weeks. They therefore dwelled on this step several days. They would answer comprehension questions, cut up strips of paper to rebuild the story, fill in the missing words, summarise, learn language structures, learn visual literacy, learn poetry and practice spelling.

All these activities were done from the story designated for that unit. The struggling learners were supported through group work activities.

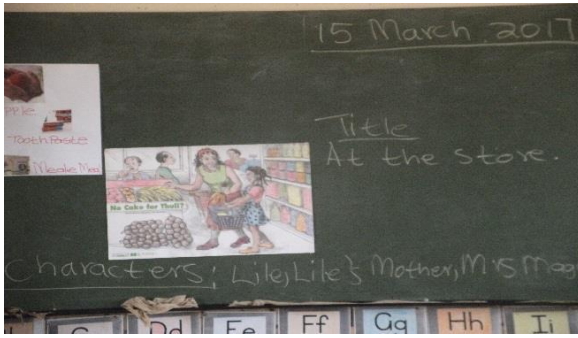
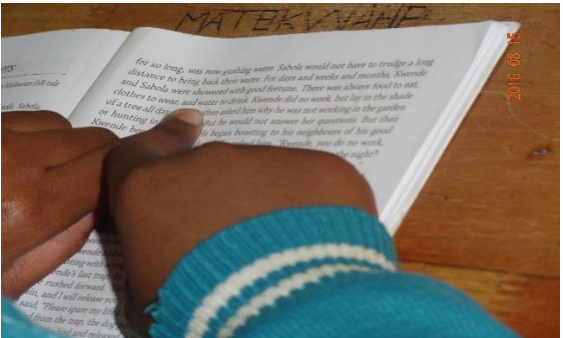
STEP 4: Joint reconstruction- Using the story for that unit the whole class would create a new story or passage. The words in the passage were used to write the new story. But they would come up with new events, new characters and new setting.

Since the learners would have practiced spelling in the previous step, in this step they would write as groups or the whole class. The fact that the story they had been reading daily was used as the foundation to create a new story gave the learners the support they needed. They did not struggle to come up with vocabulary as the vocabulary in the story was utilised. This approach solved the problems such as spelling, vocabulary, word order and lack of creativity; these are common challenges when it comes to creative writing. Once more, both struggling learners and gifted learners were supported, because even gifted learners struggle to write well structured, error free essays.

In addition, the participants used this step to teach all creative writing genres. If the CAPS document stated that they teach letter writing, or diary entry, or dialogue, etc. they used this step to teach the particular genre and in each case the story or passage was used as the foundation to create the creative writing assignments.

STEP 5: Individual reconstruction: At this point the learners were assigned to write a new story as individuals. The story for the unit was still used to create the new story. In this way the participants were gradually removing scaffolds, because the learners were gaining confidence.

STEP 6: Independent writing - By this time learners have been supported over the nine days of the unit. This is the tenth and final day of the unit; the learners are ready to be given a task and assessed. The participants gave either formal task or a test on this day.

	
Step 1- Prepare before reading	Step 2- Detailed reading
	
Step 3- prepare before writing	Step 3- Manipulating sentences

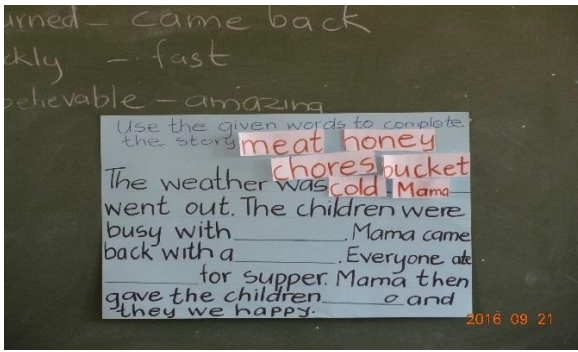
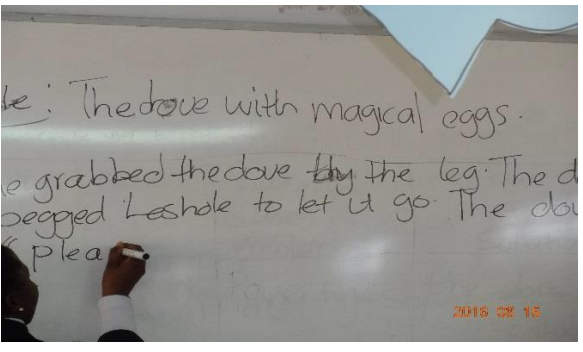
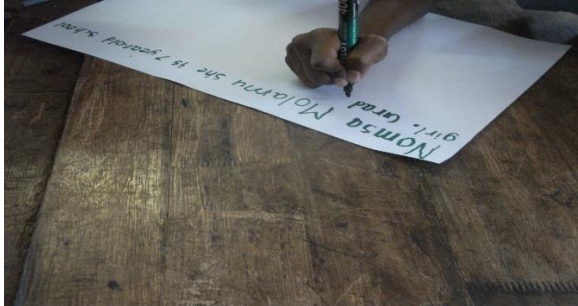
	
Step 3- Fill in the missing words	Step 4- Joint reconstruction
	
Step 5- Individual reconstruction	Step 6- Independent writing

Figure 3.1: The six scaffolding interaction steps followed by the participants

3.5.3 The Benefits of RtL pedagogy

The participants in this intervention study used the Scaffolding Interaction Cycle for 18 months and they reaped the benefits of the exercise. The list of benefits written below was gathered from the participants during some of the semi- structured interviews.

Some of the benefits of the pedagogy are:

- It enhances communicative language teaching and learning that is emphasized by CAPS document
- It maximises participation of all learners in the classroom
- It enforces community learning advocated by Vygotsky
- It encourages collaboration instead to completion
- It curbs disturbances in the classroom since it ensures that all learners participate in the lessons

- f. It improves reading and it motivates learners to read on their own
- g. It instils confidence in learners to do oral presentations
- h. It plants values of respect and equality
- i. It enhances the learners' writing skills

More importantly, the pedagogy benefited the participants themselves. The following list of benefits was also gathered from the participants themselves during semi- structured interviews. Some of the benefits of the pedagogy for the teacher are:

- a. It expands the content knowledge of the teacher. In order for the lesson to be a success the teacher has to read the passage thoroughly, understand word meanings, word functions and word classes
- b. It enhances the teaching quality of the teacher. When the teacher uses an approach that enables him/her to reach all the learners in the class then the teacher is a good teacher
- c. It forces the teacher to plan on time and to plan for the entire unit
- d. It influences the teachers to construct positive identities of themselves

These benefits and many more resulted in developed teachers, all eight participants developed in terms of teaching quality, content knowledge and the way in which they construct their identities.

3.6 The Complexity of RtL in Process

One of the limitations of the RtL pedagogy as outlined in the research conducted by Millin (2016) on Grade 11 learners in Western Cape is the competency of teachers. If the teachers are incompetent then they will not be able to impart the reading and writing skills to the learners, even with an effective pedagogic tool like RtL in their hands. Fortunately, this study focused on the development of the teachers themselves. The intervention focused on equipping the participants with the RtL pedagogy in order for their classroom practice to improve.

In the early stages of this study the participants struggled to fit the Six steps Interaction Cycle into their regular CAPS curriculum. So, during the first and second terms of 2016, three of the eight participants (Malebogo, Tabudi, and Kobela) would teach using the RtL approach then they would change to the traditional approach whenever they had tasks to cover such as tests, essays

and other tasks required by the Department of Education. However, as they continued to grasp the concepts of the pedagogy they gradually incorporated it into the curriculum.

Secondly, at the beginning of the intervention all the participants indicated in the post-lesson interviews that the pedagogy was time consuming during the preparation of the lessons. This was because they had to prepare for the nine lessons of the two week cycle almost in one sitting. The pedagogy required them to prepare lessons that would cover the grammatical concepts and genres in the CAPS document for each unit or two week cycle and align them with the six steps of the interaction cycle. They found this tedious and time consuming as opposed to what they had be used to. But, during the interviews conducted during the second, third and fourth terms of 2016 their attitude had changed. They reported that even though the preparation took a considerable amount of time, it was done once in two weeks. The added advantage they highlighted was that they went into class ready and adequately prepared to teach because the lessons were prepared early enough.

Below is an excerpt from the interview conducted in January 2016. Followed by an excerpt from the interview conducted in June 2016.

Researcher: What is your impression of this methodology? You just began using it today.

Shyla: I think it is a good methodology. I will continue to use it because I can see that it will help my learners to read. My only worry is that it is time consuming. I spent the greater part of my weekend preparing for the two weeks.

Interview with Shyla (January 2016)

Researcher: One of your concerns last term was the tediousness of the method when you prepare for class. Are you getting used to that?

Shyla: Oh! That! I now enjoy the whole thing, because instead of preparing every day for the next lesson I now prepare once in two weeks. The other thing is that I have become more confident because I know exactly what I'm gonna teach each day. I like this.

Interview with Shyla (June 2016)

Another cause for concern came from the participants who taught grade 9. When they first introduced the RtL pedagogy to their learners they received mixed reactions from their learners. The dominant reaction was that the learners felt the idea of reading over and over was boring and childish. They reminded the teachers that they are at Senior Phase they do not need to be treated like Foundation Phase learners. This reaction unsettled some of the participants who were still trying to gain confidence on the pedagogy themselves.

Below is an excerpt from the interview conducted in January 2016; followed by an excerpt from the interview conducted in August 2016.

Researcher: What is your first impression of this methodology?

Lubelihle: It is a good methodology... My grade 9 learners don't like it. Some of them tell me that they are not pre-scholars, I must not make them read the same thing over and over.

3.7 CONCLUSION

The RtL pedagogy caters for struggling learners who are overlooked by some theories that only accommodate the dominant learners. Bernstein's theory highlights the fact that formal education is conscious of curriculum, pedagogy and assessment. Assessment groups learners into achievers and non- achievers. Those who grasped the concepts and achieve, use their achievement to source motivation whilst the non- achievers become demotivated and begin to disrupt lessons, get depressed and even take drugs. With this pedagogy Rose sought to redress the problem of social class and his theory discourages individuality and it helps the learners to learn values.

Above all, the RtL pedagogy was preferred for this study because of its ability to enhance the teachers' teaching practice. The participants developed in terms of teaching quality, they were able to reach all their learners at their zones of proximal development. Their content knowledge expanded, they had to read and understand the passage before going to teach. The pedagogy also influenced the manner in which the participants constructed their identities. So, this pedagogy was not only useful and helpful for the learners, but it benefitted the participants as well.

CHAPTER 4

THEORETICAL FRAMEWORK

4.1 INTRODUCTION

This study used Learning to Read: Reading to Learn (RtL) as an intervention pedagogic approach to enhance the English First Additional Language teachers' teaching quality and transform them into effective teachers. This chapter focuses on the theories that inform the pedagogy: genre theory within which there is Vygotsky's Zone of Proximal Development (ZPD) and Halliday's Systemic Functional Linguistics (SFL). Of the two theories, Halliday's SFL was preferred for use as the theoretical, conceptual framing and analytical tool for this study. It was preferred because of its potential to offer this study the lenses to engage with data. SFL also assisted the researcher to measure the effectiveness of the intervention on the participants.

The chapter begins with a discussion of genre theory, then Vygotsky's Zone of Proximal Development, followed by the Systemic Functional Linguistics. The next section is SFL mood analysis and the reason for choosing this particular theory for the study.

4.2 GENRE THEORY

Genre theory comes from Halliday's functional model which focused on the use of language in social contexts. In the classroom, learners use language to explain, to describe, to argue, to review and to narrate. Martin and colleagues later coined these activities "genres": each genre requires steps to be taken in order for the ultimate product to result. Martin and Rothery are among the first developers of this approach. Genre-based teaching came about as a response to the whole language approach which had been used and which had failed to take care of the needs of academic writing. In Systemic Functional Linguistics, texts are described as procedures, descriptors, recounts and expositions. In Rhetorical Genre Studies, genre is part of the social process; the focus is on socializing individuals (Derewianka, 2015; Paltridge, 2014).

Proponents of genre theory were concerned about *what* the learners were learning and *how* they were learning. They were opposed to both the traditional teacher-centred approach and the progressivist learner-centred approach. For them, the teaching/learning approach is more effective as it enables the teacher and the learner to play active roles in the teaching and learning process. They argued that the teacher provides the skill and the support that the learner needs at the beginning of the process and as the learner acquires the skill and gains confidence, the teacher gradually withdraws his or her support until the point at which the learner reaches competence; this is Vygotsky's idea of scaffolding (Derewianka, 2015).

Halliday sees learning as something that occurs through social interaction between parent and child, and between teacher and learner and when the learner engages with texts, artefacts and practices of discourse community. So, instead of learner or teacher, the focus has shifted to the context; the teacher is now challenged to come up with productive contexts for learning. Genre theory aims at making learning accessible to all learners. It does this by using Halliday's model of language in context. The key stages of the teaching/learning cycle are:

1. Deconstruction of the genre. This is where the teacher uses a model text to explain the features of the particular genre and its purpose.
2. Joint construction. This is where the teacher and the learners together write a text in the target genre.
3. Independent construction. The learners at this stage feel competent to write the text in the target genre on their own (Derewianka, 2015).

Language for Specific Purposes (LSP) is an approach that teaches linguistic features of specific skills used in certain contexts. This approach does not teach texts in isolation. Discourse analysis focuses on language in action; this means it looks at texts within their social use. Genre analysis on the other hand, focuses on the structure and the vocabulary used for specific texts. In genre analysis there are texts which are used over and over by different writers as templates for situations that are repeated in social settings; the templates or formats are called "typified acts of communication" (Hyland, 2013, p. 1).

LSP is well known for using genre as text. Analysts in this area look for clusters of register, style, lexis and other features that identify particular genres. Also, genre analysis views the

way members of communities structure their texts to communicate in ways unique to those communities. This can be observed in in-group abbreviations, acronyms and other special terms. Over time these texts find their way beyond closed communities to larger communities (Hyland, 2013).

Below is a list of characteristics of genre pedagogy as outlined by Hyland (2013):

Table 4.1: Characteristics of genre theory, Hyland (2013)

Explicit	Makes clear what is to be learnt to facilitate acquisition of writing skills
Systematic	Provides a coherent framework for focusing on both language and contexts
Needs-based	Ensures that course objectives and content are derived from target needs
Supportive	Gives teachers a central role in scaffolding students' learning and creativity
Empowering	Provides access to the patterns and possibilities of variation in valued texts
Critical	Gives students the resources to understand and challenge valued discourses
Consciousness raising	Increases teachers' awareness of texts confidently to advise students on writing

LSP practitioners use genre pedagogy in order to help learners acquire the skills needed in real life situations. They are able to scaffold the learners by giving them strategies to write texts and withdraw the support when learners have acquired the skills (Hyland, 2013).

4.3 ZONE OF PROXIMAL DEVELOPMENT

Vygotsky's Zone of Proximal Development (ZPD) is the distance between what a learner can do on his own and what he does not know, or what he or she can only do with the guidance of a more knowledgeable other. The zone refers to the area just above what the learner can do confidently. Vygotsky suggested that the teacher must increase the level of difficulty slowly in order for the learner to be challenged to learn more, but not to overwhelm the learner with difficult material; this later came to be called scaffolding. The term, 'scaffolding', was coined by Bruner and his colleagues, Wood and Ross. The term first appeared when Bruner, Wood and Ross described tutoring as the process in which an adult or an expert helps a child or one who is not an expert. They stated,

"... 'Scaffolding' process that enables a child or novice to solve a problem, carry out a task or achieve a goal which would be beyond his unassisted efforts. This scaffolding consists essentially of the adult 'controlling' those elements of the task that are initially beyond the learner's capacity. Thus permitting him to concentrate upon and complete only those elements that are within his range of competence. The task thus proceeds to a successful conclusion." (Wood et al., 1976; p. 90).

The learners' ZPD are not the same, so the teacher needs to cushion the learners by providing opportunities to learn from one another in groups and gradually remove support until all learners master the concept (Eddy, 2010; Vygotsky, 1978 in Gauvain and Cole, 1997).

Like Vygotsky, Bruner (1978) emphasized that the role of the teacher or knowledgeable other is important in the teaching/learning process. For him, the purpose of education is to facilitate and encourage the child's thinking and problem-solving skills. He mentioned scaffolding as helpful, structured interaction between an adult and a child with the aim of helping the child reach a specific goal.

An important factor in Vygotsky's theory is that there is a relationship between learning and development. He said children learn from birth and when they go to school they already know certain things. The difference is in the curriculum they learn at home and at school as well as the pedagogic approaches used in the two entities. When the children are assessed, the

results of the assessment indicate the actual developmental level of the children; the assessment results show exactly what they know and what they can do (Vygotsky, 1978 in Gauvain and Cole, 1997).

While assessing the development level of the children is good, Vygotsky said it is not enough; it should not be concluded that the children's development ends there. The children have the potential to learn more and it is therefore necessary to take into account what the children can do with help from the teacher and from their peers. This is what Vygotsky considers to be the Zone of the children's Proximal Development. This zone is not about concepts that are complex and too difficult for the children to understand, but it is made up of concepts that increase the level of difficulty gradually. The ultimate goal is that the Zone of Proximal Development becomes the actual level of development as the children continue to learn and to develop (Vygotsky, 1978 in Gauvain and Cole, 1997).

Furthermore, this theory solves the problem created by teacher-centred approaches and learner-centred approaches. In teacher-centred approaches, the teacher knows everything and imparts knowledge to the children. The challenge with this approach is that it advantages the advanced learners. They grasp the concepts and they perform well in assessment tasks. The less advanced children struggle to grasp the concepts taught by the teacher and do poorly in assessment tasks. The learner-centred approach allows learners to explore knowledge and they are assessed according to their different abilities. The advanced children explore and discover more and more concepts and this advantages them. The less advanced children explore simple concepts that are easy for them to master and they are never challenged. So, both these approaches advantage the advanced children and disadvantage the less advanced children. In other words, these approaches maintain the social classification of children as achievers and non-achievers, as described by Bernstein in his code theory. The Zone of Proximal Development theory advocates that all children can operate at their highest level regardless of whether they are advanced or less advanced, as long as the teacher supports them until they can work independently (Rose, 2005).

Below is a representation of the ZPD theory:

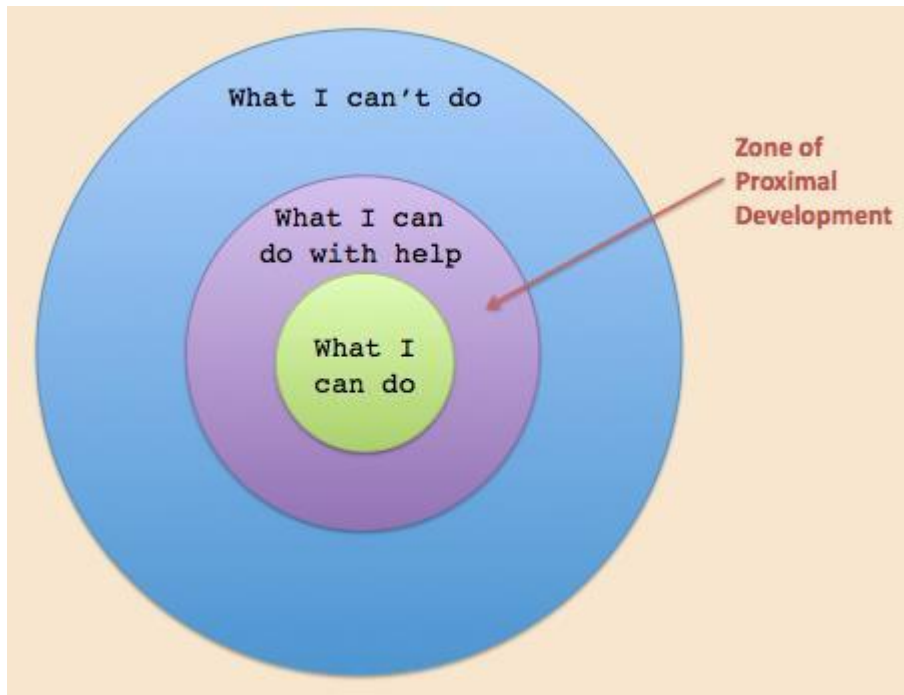


Figure 4.1: Vygotsky's ZPD (adapted from InnovativeLearning.com)

4.4 SYSTEMIC FUNCTIONAL LINGUISTICS

Almurashi (2016) defines Halliday's Systemic Functional Linguistics (SFL) as a theory of language which highlights the relationship between language, text and context. It focuses on the manner in which language is used in different situations for different purposes and how it serves as a communicative motivation in the process of learning a language. It also serves as a useful tool for analysing texts. It has as its roots in works done by linguists like Malinowski and Firth, about the centrality of the context of situation. When collecting data, SFL does not assess the thoughts of the participant, but it assesses the meaning of the written or spoken words. It does not concern itself with structure of language but with the function of language.

Systemic Functional Linguistics (SFL) focuses on meaning rather than grammatical rules. One of its strengths is context, because the context is that which gives meaning. The two contexts that exist within SFL are cultural context and situational context. The cultural context refers to jargon or different genres used in socially accepted structures. The situational context deals with the immediate situation or the immediate context of the genre (Schulze, 2015).

Further exploration of the situational context reveals register, which is composed of three parameters known as semiotic functions. The three semiotic functions are: Field, which deals

with the external reality of the text or the list of topics to be covered in a particular genre and is made up of processes, participants and circumstances; Tenor, which focuses on relationships between those participating in the linguistic act or the role that language plays in expressing feelings and attitudes of the speaker or author; and Mode, which is the means or vehicle through which communication takes place or the method chosen by the speaker or writer to convey the message (Schulze, 2015; Banks, 2002; Almurashi, 2016).

The semantic component of SFL has three meta-functions. The three meta-functions are the ideational meta-function, interpersonal meta-function and textual meta-function. The ideational meta-function is the part of meaning that deals with external reality in the text; the content of the message. The interpersonal meta-function deals with the relationship between the addressor and the addressee and between the speaker and his message. The textual meta-function is the part of the meaning which makes a text into a text; for example, a letter or an essay, instead of just many words put together (Banks, 2002).

Ideational or experiential meta-function is composed of transitivity. Transitivity has three components which are processes, participants and circumstances. Interpersonal meta-function has three components which are mood, modality and pronoun. Textual meta-function has two components which are theme and rheme.

There is a connection between the semiotic parameters of register and the semantic meta-functions of genre:

SEMIOTIC FUNCTIONS (REGISTER)	SEMANTIC FUNCTIONS (GENRE)
Field	Ideational/Experiential meta-function
Tenor	Interpersonal meta-function
Mode	Textual meta-function

The semiotic functions are meant to explain the natural understanding people have of language. Field refers to the range of topics or what the text is about. Tenor refers to the role language plays in constructing relationships among participants. Mode refers to the method

chosen by language users to share information. On the other hand, when the focus is on language itself, SFL describes a tri-stratal model of language with three levels. The levels are discourse-semantics, lexico-grammar and phonology, graphology or orthography. Discourse-semantics has three meta-functions which are ideational meta-function, interpersonal meta-function and textual meta-function, which have already been described. The semiotic functions and the semantic functions fall under the umbrella of context, a very important concept of SFL theory. The context of culture refers to all the approaches in which language can be used to communicate meaning in socially recognized ways. The context of situation relates to the immediate environment in which the text occurs (Schulze, 2015; Almurashi, 2016).

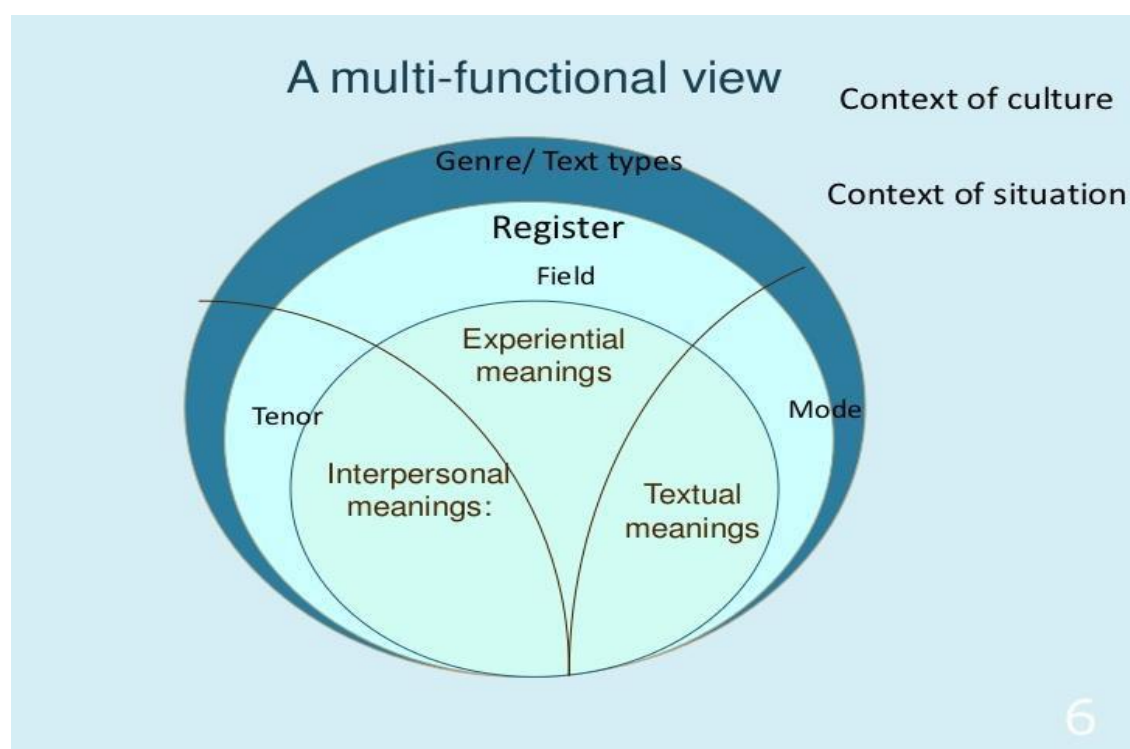


Figure 4.2: Stratified Model of Language in relation to context of situation and context of culture (Martin, 1992)

4.4 SYSTEMIC FUNCTIONAL LINGUISTICS META-FUNCTIONS

Halliday categorises language into three broad meta-functions: the experiential, interpersonal and textual meta-functions. These three meta-functions deal with different situations and different modes of meaning clauses. The interpersonal meta-function of a speech shows the relationship between the speaker and the audience. In interpersonal meta-function, the focus is on mood, modality and pronoun. Mood is made up of subject and finite. In communicative language there are four basic roles: giving information; demanding information; giving goods and services; and demanding goods and services. These are also referred to as stratification; in other words they are acts of meaning within discourse semantics. These are commonly labelled as statement, question, offer and command. The table below shows how these communicative roles are translated into grammatical structure for analysis purposes (Ye, 2010).

Communicative language	Usual label	Grammatical structure	Example
Giving information	Statement	Declarative clause	
Demanding information	Question	Interrogative clause	What progress will we have made?
Giving goods & services	Offer		
Demanding goods & services	Command	Imperative clause	So let us ... spirit of patriotism

The positioning or sequence of the subject and finite in the clause determines the role the clause plays. If subject ^ finite (^ means followed by) = declarative clause/mood. If finite ^ subject = interrogative clause/mood (Ye, 2010).

This means that in order to analyse the oral text, one needs to first identify clauses, then identify the subject and finite in each clause, then see the sequence of the subject and finite in order to determine the mood of the clause.

The interpersonal meta-function focuses on modality. According to Halliday, modality shows the extent to which a proposition is valid. Modality is the expression used by the speaker to show his/her conviction about what he/she is saying. It is made up of modalisation, where the speaker judges the validity of his proposition. He uses the scale “possible”, “probable”, and “certain” and the scale of usuality, which is “sometimes”, “usually”, “always”. The second component of modality is modulation, which displays how confident the speaker will be if his/her proposition becomes successful. It shows “the degree of obligation (allowed, supposed, required) and inclination (willing, keen, determined) (Ye, 2010, p. 148).

The examples of modal operators are “will”, “can”, and “must”. For example, “The road ahead will be long”. Will shows a high level of certainty about the validity of the proposition the speaker makes. Can shows a low level of certainty (level of modulation) about the proposition the speaker makes. It suggests that the speaker is encouraging listeners to do as he/she says but leaves them to make the decision themselves. Must shows the highest level of modal commitment, it carries a command. For example, “What we’ve achieved gives us hope for what we can and must achieve tomorrow” (Ye, 2010).

Thirdly, the interpersonal meta-function focuses on personal pronoun. A personal pronoun establishes a relationship between the speaker and the audience; this makes it carry interpersonal meaning. “I” or “We” refer to the speaker. “You” refers to the listeners. The role of the first personal pronoun, “I” and its anamorphous, “us” or “our” is effective in that it shortens the distance between the speaker and the listeners. The role of the second personal pronoun, “you”, is to include the listener in the speech so as to form a dialogue. This approach also brings the listener close to the speaker for it establishes interaction between the two (Ye, 2010).

4.6 MOOD ANALYSIS

Embedded within the interpersonal meta-function are mood, modality, and pronoun. Mood can be used to analyse spoken and written texts. Mood analysis is a Systemic Functional Linguistic tool for analysing spoken or written texts. It has two classifications: mood and residue. The mood classification is further sub-divided into subject, which determines the mood of the clause, and finite, which expresses the tense and view of the presenter or author. These two sub-divisions of mood are the ones that determine the role that the clause plays. For instance, when the subject is followed by a finite the clause displays a declarative mood. When the finite is followed by subject the clause displays an interrogative mood (Mehwish et al., 2015).

Furthermore, the second classification of mood analysis is residue. Residue is sub-divided into predicator, which denotes the part of the verb that shows event; complement, which satisfies the argument of the clause; and adjunct, which identifies the location, time, place and manner of the events (Mehwish et al., 2015).

Interpersonal meta-function of a spoken and written text represents the manner in which the speaker and listener and the spoken of interact, or how the writer and reader interact. The speaker uses language to influence the listeners and to express his/her viewpoint on the matter under discussion. Mood is an important component that keeps communication going (Ye, 2010).

The roles of the speaker and the listener or the writer and the reader are displayed in the form of the four basic speech roles: giving information; demanding information; giving goods and services; and demanding goods and services. The purpose of a spoken text is usually to express the opinion of the speaker and to convince the listeners to join the speaker in his/her viewpoint. The function that words play and the meaning intended by those words is the main focus of interpersonal meta-function (Ye, 2010; Mehwish et al., 2015).

This study purposed to find out the opinions of the participants on the pedagogy under study. Furthermore, the study desired to assess whether or not the pedagogy was effecting the desired change in the content knowledge, teaching practice and the way in which the participants constructed their identities. The SFL mood analysis was therefore preferred for this study; because two of the data collecting instruments, semi- structured interviews and written documents, required the researcher to understand the viewpoint of the participants about the RtL pedagogy. The researcher also needed to measure the improvement of the participants in terms of content knowledge, teaching practice and identity. The mood choices made by the participants in the spoken and written texts were informative, because they reflected the functional meanings of the texts.

4.7 CONCLUSION

This chapter discussed Genre theory, within which the RtL pedagogy falls. Genre theory is that which deals with the use of language in social settings. Its main concern is what learners learn and how they learn. It is neither child-centred nor teacher- centred, but it is context-centred. Vygotsky's ZPD theory is one of the theories found within Genre theory; it is also one of the theories that inform the RtL pedagogy. It emphasizes that the teacher needs to provide support to the learners until they master the particular concept; and that when the concept

has been mastered the support must be withdrawn. Such support was referred to by Bruner together with his companions, Wood and Ross, as “scaffolding”.

The main thrust of this chapter was SFL theory which is the theoretical framework as well as the analytical tool of this study, a theory that focuses on the relationship between language, text and context. The main focus of this study was to develop the classroom practice of the participants. To achieve that goal SFL was preferred and in particular the mood analysis. Since this was an intervention study, SFL theory was used to evaluate whether the content knowledge of the participants was expanding, the classroom practice of the participants was developing and the way in which they construct their identities.

CHAPTER 5

RESEARCH METHODOLOGY CHAPTER

5.1 INTRODUCTION

This chapter focuses on the research methods used to generate data in this study. It details the location of the research, research methodology, research approach, sampling, data generating instruments and data analysis. The chapter is outlined this way: first the goal of the research together with the questions that guided the study will be discussed. Secondly, the critical research paradigm in which this study was located will be discussed. Thirdly, the case study will be discussed. Fourthly, the process of selecting participants, data collection instruments and the process of collecting data will be discussed. The last section will be data analysis, discussion and ethical consideration.

5.2 RESEARCH GOALS AND QUESTIONS

The goal of this study was to equip English FAL teachers with pedagogic approaches that would enhance their teaching quality and transform them into effective teachers. It further aimed at demonstrating how their improved practice enabled them to teach reading and writing in a way that changed the poor reading and writing proficiencies of learners in their rural classrooms. The intended end result was to provide teachers of English FAL with a pedagogic tool that would enable them to teach reading and writing in a way that would change the current poor reading and writing proficiencies of learners in rural South African schools. The research questions that guided the study were the following:

- What role can the RtL pedagogy play in enhancing the English FAL teachers' teaching practice?
- In what way does explicit focus on the teaching of reading and writing develop the teachers' teaching quality?
- How does the use of the Scaffolding Interaction Cycle expand the content knowledge of the teachers?

- To what extent can the RtL pedagogy influence the teachers' construction of their identities?
- What contribution can the RtL, used as a pedagogic tool, make in improving the reading and writing proficiencies of learners of English FAL?

5.3 CRITICAL RESEARCH PARADIGM

This study is situated in the critical research paradigm. This is a paradigm that advocates for changes in social, educational, political, economic and all other systems. Its goal is to confront the stereotypes in society by eliminating inequality and injustice in all its forms. One of the strengths of the critical research paradigm is that it does not only confront inequalities and injustices, it also offers alternatives to the status quo in order to effect change (Asghar, 2013).

Realism differs from positivistic and interpretivist paradigms because of the different ontological and epistemological underpinnings of the paradigms. Positivism focuses mainly on quantitative approaches and it applies methods of natural science. It asserts that all researchers will reach the same outcomes given the same data, regardless of their values. This approach is a value neutral approach. Interpretivism focuses mainly on qualitative approaches and it applies methods of social science. It asserts that acquired knowledge comes from studying what people do, how they act and what they think. Their thoughts are important to the researcher. Realism on the other hand, embraces both qualitative and quantitative approaches. It applies methods of both natural and social sciences. It asserts that in addition to observable patterns there are also deeper structures that cannot be easily observed (Easton, 2010; Bhaskar, 2008).

There are two major types of realism. The first type is empirical realism which says reality can be understood with proper use of methods. The second type is critical realism which says knowledge of reality is a result of social conditioning. It argues that there are inequalities and injustices in society which must be challenged. It brings alternatives to the status quo in order to offset injustices. It is within this critical realism that this study is situated, for it purposed to advantage the disadvantaged rural classrooms (Dobson, 2003; Bhaskar, 2008).

Critical research paradigm has as its roots in critical theory which was introduced by George Hegel and Karl Marx in the eighteenth and nineteenth centuries respectively. Critical theory focuses on power relations. It views the world with a political lens where groups of people are liberated while other groups are oppressed. With this view in mind, it seeks to emancipate those who are oppressed. The critical research paradigm responds to three questions: the ontological question, the epistemological question and the methodological question (Guba & Lincoln, 1994).

Firstly, the ontological perspective of critical theory is historical realism, which states that a collection of political, racial, gender, and economic factors that have been repeated over and over for many years become crystallized and taken as real and normal in society (Guba & Lincoln, 1994). The research site of this study is a historically disadvantaged area in rural South Africa. The teachers are the main source of knowledge and the fact that many of them are not equipped with appropriate pedagogic skills suggests that the learners in those villages will forever perform below their counterparts who attend school in towns and in townships.

Secondly, the epistemological perspective of critical theory is transactional and subjectivist, which means the would-be-knower and the object to be known are connected and in this connection the values of the would-be-knower influence the search for knowledge (Guba & Lincoln, 1994). The participants in this study were teachers of English First Additional Language (FAL) whose frustration was the low reading and writing proficiencies of the learners in their classrooms. As a researcher and a teacher educator, I shared the teachers' concern. My values as a researcher and an experienced teacher educator influenced our search into the cause of the low reading and writing proficiencies of the learners and the subsequent solution.

Thirdly, the methodological approach of critical theory is dialogic and dialectical. This means there must be communication between the investigator and the investigated. The communication must be transformative so as to awaken the investigated to the ills of historical reality and to map out ways of changing or challenging those ills. In my search for solutions I used data collection instruments that allowed dialogue between me and the teachers. The dialogue helped us to collectively identify the problem and allowed us to

establish an intervention program that helped bring about the desired change (Guba & Lincoln, 1994).

Rose's (2006) RtL methodology was used as a tool to improve the reading and writing skills of the marginalised Pitjantjatjara tribe of Australia. His studies revealed that the marginalised groups in Australia needed a teaching approach that would help them fit in with their counterparts in middle school. The introduction of the methodology produced positive results which changed the status quo. The site of this South African study was the Joe Morolong Municipality in Kuruman. Very few indigenous people in this area are educated. The most educated among them are teachers, most of whom are under-qualified. There has been a migration of working class adults to the mines and to the big cities in search of employment, which has left the children with illiterate grandmothers, other relatives and other care-givers. The children have no one to motivate them to go to school and there are no books for them to read at home except the Setswana Bible. The Annual National Assessments (ANA) conducted over three consecutive years showed that the reading proficiencies of these learners was very low. One of the reasons for the poor literacy scores has been cited as "ineffective teaching methods" (DBE, 2014, p.7). The situation of the learners in these villages resonates with the situation of the learners from the Pitjantjatjara indigenous community in that they also come from illiterate, semi-literate, poor communities. Also, both the Pitjantjatjara people and the Batswana people in Kuruman, South Africa hail from an oral background where reading is almost foreign. This study therefore focused on providing the participating teachers with appropriate skills to teach reading through the RtL pedagogy. The intervention transformed the teachers into effective teachers who were able to teach reading in a way that improved the reading and writing proficiencies of learners in their rural classrooms; thus giving the learners an opportunity to be at par with their counterparts in town schools.

Critics of this paradigm say Bhaskar's alternative mode of argument that ontological claims can only be justified if they come from research widely done, is not convincing. They also oppose Archer's position that critical realist's perspective should be given prominence in research. Such critics are proponents of empirical research and the main argument they put forward is that philosophy should not be disconnected from empirical research (Kemp, 2005). Even though these criticisms are valuable, they do not dispute the main strength of critical

realism which is to confront inequalities and injustices. It is this strength that makes this paradigm suitable for this study.

5.4 THE RESEARCH DESIGN

5.4.1 Case Study

I used a case study approach within the critical research paradigm. Case studies were originally used by scientists to test theories; over the years Social Sciences and other disciplines also began using case study. A case study is “a research method that involves investigating one or a small number of social entities or situations about which data are collected using multiple sources of data and developing a holistic description through an iterative research process.” (Easton, 2010; p. 119). The case study design is one of the best approaches in the critical research paradigm for it helps the researcher to find causal explanations of conditions. Causality is the relationship between an action and the outcome. In other words, in critical realism it is important for researchers to explain how things happen and why they happen the way they do (Wynn & Williams, 2012).

Case study research is challenging, for it requires the researcher to be highly skilled. Furthermore, when structured and processed closely it can provide high quality data. It can be used when the research asks how and why things happen; when the participants in the study cannot be manipulated; when the researcher wants to assess the context in which the particular issue under study occurs; and when there is no clear line separating the context from the issue being studied. The case study was suitable for this study because I was able to observe the teachers in their classrooms doing what they do on regular basis. The teachers taught the lessons in their comfort zones and they interacted with their learners the way they would have, even in my absence. Also, the school time tables were not affected in any way. My observation schedule was controlled by the time tables of the participants. This gave me data that was based on authentic observations. (Yin, 2014).

One of the things to consider when one chooses to use a case study is the unit of analysis. Since it is a fact or a situation observed by the researcher, he/she needs to determine whether he/she is analysing an individual or a program. In this study the unit of analysis was the impact

of the RtL pedagogy on the classroom practice of the participants (Baxter & Jack, 2008; Hyett et al., 2014; Yin, 2003).

Furthermore, Wynn and Williams (2012) introduce five methodological principles for conducting case studies within the critical realist paradigm. The first principle is exploration of events. This principle states that the researcher must identify the situation or event being studied. The second principle is explication of structure and context. This principle says the researcher must identify the contextual environment in which the situation or the event occurs. The third principle is retroduction. This principle states that the researcher must identify systems or structures that may have caused the situation in question to be the way it is. The fourth principle is empirical corroboration. This principle says the researcher must make sure that the mechanisms he/she proposes are powerful enough to bring the required change. The fifth principle is triangulation and multi-methods. The last principle dictates that the researcher must employ many instruments to source data. These principles were suitable for my study since it was situated in the critical realism paradigm. In the table below, I tabulate the way in which my study followed the five principles:

Table 5.1: Methodological principles of critical realism (adapted from Wynn & Williams, 2012, p. 796)

CRITICAL REALISM PRINCIPLE	EXAMPLES FROM THE CURRENT STUDY
Exploration of Events	The initial cause of concern, poor reading scores of learners in disadvantaged communities
Explication of Structure and Context	Lack of academic support from home & the teachers' lack of skills to teach reading
Retroduction	The teachers' lack of skills to teach reading; a result of inadequate preparation from pre-service teacher training institutions
Empirical Corroboration	Intervention program which equipped teachers with the pedagogic tool that transformed their practice
Triangulation & Multi-methods	This study used interviews, classroom observations and documents to source information and effect change

5.4.2 Multiple-Case Study

Multiple-case study is described as having specific focus on examining a particular phenomenon using different research generating instruments. A multiple case study enables the researcher to explore differences within and between cases. The goal is to multiply the findings of the phenomenon under study. Choosing a single or multiple case studies depends on the goal of the study. I used a multiple-case study, because it enabled me to replicate findings and generate rich data. Since this was an intervention study many cases were useful in order to see whether change was effected (Yin, 2009; Baxter & Jack, 2008; Hyett et al., 2014).

A comparison of single case study and multiple case study shows that in multiple case study the researcher is able to compare and contrast the different cases. Secondly, the researcher is able to analyse data in each case and across cases. Multiple case studies can be expensive and time consuming, but the evidence that comes from this type of case study is more reliable. The eight participants and their classes each constituted a case. The eight participants were located in six schools and the schools were in six villages. The schools were far apart and they were located in villages that had no tarred roads which were often in very poor condition. This posed a challenge for me during the data collecting stage; nevertheless, the data collected was rich and worth all the pain incurred (Yin, 2014; Baxter & Jack, 2008; Hyett et al., 2014).

Even though they all taught in rural schools, participants in this study varied in terms of teaching experience, qualifications, teaching ability and content knowledge. It was necessary for this study to have many cases in order to determine whether or not the RtL pedagogy could be used as a pedagogic tool to develop teachers.

5.5 MIXED METHOD RESEARCH

Creswell (2009) defines mixed method research as research that combines qualitative and quantitative research methods. Researchers use this approach in order to broaden understanding and to build on the gaps left by the other approach. The advantage of this approach is that the researcher can find with one approach what he cannot find with the

other approach. In order for me to assess the impact of the RtL pedagogy on the participants' content knowledge, classroom practice and identities, the mixed approach was a preferred approach.

5.5.1 Concurrent Triangulation Approach

The concurrent triangulation approach is one where qualitative and quantitative data is collected, then compared and contrasted. This comparison is often referred to as corroboration. The quantitative and qualitative methods are used separately. This study used qualitative data. Creswell (2003) describes qualitative research as research that allows people to be observed in their natural context. The researcher observes people, examines documents and interviews people. It allows for different ways of collecting data so that the researcher has more sources of information from which to come out with findings. This study used the qualitative approach in that the researcher observed the teachers teach in their classes, interviewed them after the lessons to get their impressions and their views on the RtL pedagogy which was the intervention tool. The documents that were written by the participants were also examined, where they wrote about their impression of the pedagogy.

On the other hand, this study also used the quantitative approach. Creswell (2013) describes quantitative research as research in which data is collected, analysed and interpreted in a manner that can be quantified. This approach deals more with the statistics in a research. The quantitative approach was used in order to analyse the test scores learners got from baseline test and subsequent tests they wrote, and to check the frequency of the reading to learn lessons observed.

5.5.2 Qualitative Approach

Qualitative research is a situated activity that locates the observer in the world. Qualitative research consists of a set of interpretive, material practices that make the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them. (Denzin & Lincoln, 2011, page 3).

Qualitative research approach is one in which the researcher makes knowledge claims based on experiences, attitudes and opinions of the people researched in order to establish patterns and to bring about change. It is used for the purpose of exploring and understanding meanings people have of a particular human problem or situation. The data is collected in the natural setting of the participants and from it the researcher finds themes and interprets them. Since this study depended heavily on what the participants said during interviews, what they wrote in their documents and how they taught in their classrooms, it was predominantly a qualitative research (Creswell, 2003; 2013).

5.5.3 Characteristics of Qualitative Research

Qualitative research approach has several characteristics. For the purposes of this study only some of these will be discussed. Unlike in the quantitative approach, context plays an important role in qualitative research. Whether it is the classroom or the dynamics of the group in a discussion the context influences the findings of the research. As a qualitative researcher I observed participants in their real life contexts. The challenges they had to deal with in their classes and the way in which they struggled to use the pedagogy and their gradual development were points of interest for me. The participants were not taken to a laboratory or to some place away from their natural domain, the classroom. Also, face to face interactions with the participants were carried out in this research. Secondly, qualitative researchers derive meaning from the data they collect; this is why they use multiple sources of data instead of one instrument. They use different instruments such as observations, interviews and conversations. After collecting all the data, they study the data in order to make sense of it. In this study, interviews, classroom observations and written documents were used to obtain data and these many sources helped to balance the participant bias and the researcher bias. After collecting the data, it was studied and interpreted in order to make sense of it (Roller & Lavrakas, 2015; Creswell, 2009).

Thirdly, the researcher is the instrument of data collection. The researcher is central to the research in that he/she directly gathers data. The data is collected through observation, or through analysis of documents or through direct conversations or interviews. Even if the qualitative researcher uses an instrument, the instrument is his/her design not a generic instrument designed by other people. In this study, the researcher observed the participants

in their classrooms, interviewed them herself and examined the documents they wrote; without asking someone else to do these things. Next, is complex reasoning skills required of a qualitative researcher. He/she needs reason through inductive and deductive logic. He/she needs to come up with themes that respond to the research questions and at times he/she may need to collaborate with the participants interactively in order to ensure that the themes emerge according to the research findings. After collecting data I had to reason through inductive and deductive logic to see themes that emerged from the data. Lastly, qualitative research values the opinions, impressions and experiences of the participant. The researcher makes sure he/she listens carefully and acknowledges the input of the participant; so that the final outcome is work that has been collaboratively worked on. During the data collection process I kept revisiting the participants and asking them to verify that what I had recorded was an accurate account of what they said or did (Roller & Lavrakas, 2015; Creswell, 2009).

5.6 QUANTITATIVE APPROACH

Quantitative research is research that creates meaning and new knowledge. It involves statistics and numbers in its design. It is independent of the researcher, so data is used objectively to measure reality. It can be used to respond to relational questions. It is also described as a form of empirical investigation that tests theories by examining relationships among variables. This study was qualitative by nature for it sought to develop the classroom practice of the participants through interviews, written documents and classroom observations, instruments that do not deal with statistics. However, a statistical approach was also used to compile the number of clauses in the interviews, the number of clauses in the written documents and the number of lessons observed. Secondly, the chapter that analysed the learners' work was mainly quantitative, because there were marks for the pre-test and post-test written by the learners (Williams, 2007; Creswell, 2013).

There are different types of quantitative research. The first type is descriptive design, which is meant to describe a phenomenon. The researcher does not begin the research with a hypothesis. He/she depends on the observation done during data collection stage. The second type is correlational design, which focuses on the relationship between variables, but it does not look for causes. The third type is quasi-experimental design, this type searches for cause and effect relationship between two variables. There are usually two groups compared.

The control group is exposed to the variable while the other group is not exposed to the variable; the two groups are then compared. The fourth type is experimental designs; this type uses Scientific methods to establish a cause and effect relationship among variables in a study. For the purposes of this study the quasi- experimental design was used. The participants administered a pre-test at the beginning of the intervention and a post-test at the end of the year in 2016. They administered a pre-test and a post-test in 2017 as well. The two tests were compared to see if there was improvement in the learners' reading and writing proficiencies after they were exposed to the RtL pedagogy (Creswell, 2013; Campbell & Stanley, 1963).

5.6.1 Characteristics of Quantitative Approach

Quantitative research is objective; it deals with numbers and logic. It is characterised by results that are based on a large sample which represents the large population. Secondly, the research can be replicated because the results are highly reliable. Thirdly, the researcher has a clear question which requires an objective answer. Also, data is in the form of numbers, statistics and it is presented in tables, charts, figures, and other forms (Williams, 2007; Creswell, 2003).

5.6.2 Linking the Two Methods

The pragmatist position argues that an integration of quantitative and qualitative approaches can advance an understanding of the phenomenon under investigation. Denzin (1978) developed the concept of triangulation which is identified in four ways. Data triangulation is the use of different data generating instruments to gather data. The data collected in this case can be both qualitative and quantitative. Investigator triangulation uses different researchers. Theory triangulation uses different theoretical viewpoints to interpret the same data. Methodological triangulation uses different methods to study the same phenomenon.

For this study, data triangulation was used whereby classroom observations, interviews and written documents were used to generate data. The documents gathered produced data that was analysed qualitatively and quantitatively. In this manner the two methods were linked. The advantage was that the study was able to give better understanding of the phenomenon under study; establishing that the RtL pedagogy can develop the classroom practice of

educators and at the same time it can improve the reading and writing proficiencies of learners of English FAL.

5.7 SAMPLE AND PARTICIPANT SELECTION

A sample is a part of a statistical population whose properties are studied to gain information about the whole (Webster, 1985). When a sample refers to people it is a set of people selected from a larger group of people for the purpose of an investigation. My study covered a period of 18 months during which I interacted with teachers of English who taught the intermediate and the senior phases. My specific goal was to equip them with a pedagogic approach that would enhance their practice and transform them into effective educators.

5.7.1 Sampling Method

One of the most important steps in research is choosing the sample, and deciding on the size of the sample. The fact that the research needs to know which specific units to choose and the reason for that choice makes this a difficult task. There are different types of sampling. Purposive sampling is a deliberate choice made by the researcher. The sample in this case would be the people who can best respond to the research question. It is also advisable to ensure that as part of the sample the researcher chooses participants who may disagree with him/her. The different views brought by that participant will balance the data collected. The second type of sampling is convenience sampling. This type is where the researcher chooses people who are available or those who will not inconvenience him/her in any way. It is good in that the people are willing to participate in the study; however, it is not the best type because those who are always willing to be involved are not always knowledgeable. Also, the data obtained from such a sample may be biased. The third type is snowball sampling which is when the researcher is informed about another person who may have more information about the issue being researched. The researcher may go and deal with this additional participant if that will help enrich the data. Caution needs to be exercised here because snowball sampling can cause problems if it is for the sake of convenience. Another type of sampling is random sampling which is a statistically defined sample which represents a particular population. This is when the researcher chooses any group of people who constitute half or 10% or a certain percentage of the total population. I used purposive sampling as I needed educators who were experienced and confident with their classroom

practice. I also chose two who whose classroom practice left a lot to be desired. There was also a snowball effect in that I had initially planned to use six educators, but two of the chosen ones brought their colleagues with them and the colleagues were eager to be part of the group (Yin, 2011).

5.7.2 Sample Size

There is no rule that governs the number of participants in a study. It depends on the information the researcher is looking for and the instruments he/she intends to use (Yin, 2011). My target group was the educators of English in the intermediate and senior phases that were enrolled for the Bachelor of Education (B. Ed) in-service course. The whole class was composed of 36 educators. Six educators were initially chosen to form the sample; however, it transpired that there were four intermediate educators and four senior phase educators, making it a total of eight teachers. The eight participants constitute 22% of the class.

5.7.3 Sampling Criteria

Purposive sampling was done for this study. The sample was chosen according to criteria I had made up beforehand. The criteria that were used to select the sample were:

- Teaching abilities in the lessons I had observed during their first year of enrolment in the B. Ed program;
- Academic achievement in general;
- Years of experience as teachers in the respective grades; and
- The location of the schools where they teach, I specifically wanted educators in rural schools.

In all the cases, however, each participant selected was given a choice to be involved, or not to be involved in the study. Even though the rest of the teachers in the second year B. Ed. began using the RtL pedagogy in the second term of 2016, the teachers selected to be participants began using the methodology during the first term of 2016. This early start enabled me to give them individual attention to ensure that they mastered the methodology.

Table 5.2: SUMMARY OF PARTICIPANTS

PARTICIPANT	GENDER	QUALIFICATIONS	ENGLISH FAL TEACHING EXPERIENCE	GRADES TAUGHT
Tabudi	Male	Secondary Teachers Diploma	10 years	Grade 4
Notoane	Male	Primary Teachers Diploma	22 years	Grade 4
Malebogo	Female	University Diploma in Education; ACE	14 years	Grade 6
Nondumiso	Female	B. Tech.; University Diploma in Education	32 years	Grade 6
Shyla	Female	B.A. Languages; Diploma in Education	11 years	Grade 9
Nnyambeni	Male	B.A.; Higher Education Diploma	23 years	Grade 9
Lubelihle	Female	Diploma in Education	14 years	Grade 9
Kobela	Female	Primary Teachers Diploma	9 years	Grade 9

5.8 DATA COLLECTION METHODS

This study was a multiple case study with eight participants. Each participant and his or her class constituted a case; this means there were eight cases altogether. The data generating instruments used were semi-structured interviews, written documents and classroom observations.

5.8.1 Classroom Observations

Classroom observation is a qualitative method of measuring classroom behaviours from direct observations. It is obtaining, recording and assessing what the observer sees in the classroom. The three purposes of observation are to describe instructional practices, to investigate inequity for different students and to improve the teachers' classroom instruction. The classroom observations that were done in this study were for the purpose of improving the teachers' classroom instruction. There were post observation discussions between the observer and the observee where the instructional approach employed by the observee and the impact thereof on the learners was discussed (Silva, 2008; Malderez, 2003).

Classroom observation was useful for this study because:

- It gave the researcher direct access to social interactions between the teacher and the learners, which provided rich data;
- It provided permanent and systematic records of interactions in the classroom. All the lessons were recorded on video, photographs were taken and the classroom evaluation tool was used; and
- It enriched data collected through semi- structured interviews and written documents.

The disadvantages of classroom observation as a data collecting instrument are that it takes a lot of time and resources. Secondly, it is susceptible to observer bias. These disadvantages were addressed by using other data collecting instruments; and those were semi-structured interviews and written documents (Simpson & Tuson, 2003).

5.8.1.1 Non-Participant Observation

A non-participant observer is one who does not participate in the teaching and learning activities of the class. I was a non-participant observer in the classrooms of the teachers. I was always positioned in a place where I would not hinder the learners from learning and I never assisted the teacher in any way. This afforded me the opportunity to watch real teaching and learning as the teachers interacted with their learners (Simpson & Tuson, 2003).

5.8.1.2 Data Collection Matrix

A data collection matrix is a template used by the researcher to record the activities that he/she is observing. The template particularly records activities that respond to the research questions. Since the purpose of the classroom observations was to see how explicit focus on the teaching of reading and writing develop the teachers' teaching quality, an RtL classroom observation tool was used (Wingate, 2017).

5.8.1.3 Classroom Observation Tool

Firstly, I developed a Reading to Learn (RtL) lesson observation tool. The purpose of the observation template was to see if the teacher follows the six steps of the interaction cycle. The second purpose was to see the impact of this pedagogy on the teaching quality of the teacher. The goal of the intervention was for the teachers in the study to devote time to explicit instruction on how to read, learn from reading, and use read texts to construct written assignments. The desired outcome was for their content knowledge to increase and for their instruction to enable a wide range of learners to understand the concepts. So, the study aimed at using the RtL pedagogy to develop the teachers in terms of subject knowledge and teaching quality. Teaching quality is described as instruction that enables a wide range of students to learn (Darling-Hammond, 2012).

Below is the classroom observation tool that was used:

LEARNING TO READ READING TO LEARN MODULE

CLASSROOM OBSERVATION TOOL

YEAR 2/3

TEACHER:	SCHOOL:	DATE:			
CLASS:	Number of learners:	Length of lesson:			
LESSON TOPIC:					
LESSON	A	B	C	D	
LESSON INTRODUCTION					
Is the introduction interesting & appropriate for the lesson?					
PREPARING BEFORE READING					
Is educator summarising the topic & sequence of the text?					
Is he/she modelling the text by reading?					
DETAILED READING					
Is the educator giving the learners opportunity to read in detail?					
Is he/she attending to all the reading cues like punctuation, voice projection, etc.?					
Are the learners enabled to understand paragraphs, sentences, words?					
Is the educator using appropriate scaffolding techniques?					
SENTENCE MAKING					
Have the learners jumbled up sentences & put them back together?					
Have the learners practiced pronunciation and spelling?					

JOINT RECONSTRUCTION				
Is the class/groups writing & creating new stories from the original text?				
Have the learners been given a chance to write on the chalkboard or in their books or on strips of paper?				
Is the educator teaching other genres using the text for that particular unit, according to CAPS?				
In the teaching of other genres, are the learners adequately scaffolded in line with RtL?				
INDIVIDUAL RECONSTRUCTION				
Is the learner given a chance to write a new story on his/her own from the original text?				
Is there informal and/or formal assessment?				
TIME MANAGEMENT				
Is time managed properly during the lesson?				
ENVIRONMENT				
Is the classroom print-rich?				
Is the classroom environment conducive to learning?				
Is the educator in control of the class?				
Is the objective of the lesson being realised?				
TEACHER LESSON PLAN				
Was the lesson plan properly done?				

(Adapted from Reading to Learn South Africa, template)

Secondly, for the purpose of analysis a data analysis matrix was developed specifically for classroom observations. It assisted searching for the key elements observed which speak to the question asked by this study. The research question answered by classroom observation was to observe how explicit focus on the teaching of reading and writing develops the teacher's teaching quality.

Since the RtL pedagogy is based on genre theory it has been structured in a way that follows the SFL model of language in context, which is

- a. Deconstruction of genre - the teacher models the text
- b. Joint construction - the teacher and the learners write the text together
- c. Independent construction - the learners write the text on their own

Thirdly, the Scaffolding Interaction Cycle steps of the pedagogy offer support for all the learners in the classroom, even the struggling learners are accommodated. Vygotsky advocated for ample teacher support and his Zone of Proximal Development (ZPD) says the teacher needs to provide support to the learners when they acquire a new skill. This support needs to be provided until the learners gain confidence. As the learners gain confidence, the teacher should gradually withdraw support until the individual learners reach competence in the acquired skill (Derewianka, 2015).

Next, the RtL pedagogy advocates for the teaching of language in context. This means the explanation and the examples provided by the teacher should be relevant to the context of the learners.

Finally, the pedagogy is in line with the meta-functions of SFL. The meta-functions of SFL require the teacher to negotiate the ideational (content), the interpersonal (the relationship between those participating in the linguistic act) and the textual (texts such as letter, essay, postcard and other genre) functions effectively (Banks, 2002).

The four themes that emerged during the classroom observation are scaffolding, teaching language in context, focus on reading, and using read material to construct written assignments. The four questions that guided the inquiry were: does the participant adequately scaffold the learners in line with RtL pedagogy? Does he/she teach language in context? During the teaching of reading, does the participant attend to all reading cues like

punctuation, voice projection and animation? Does the participant use read texts to create written assignments? These guiding questions helped me to sift through large amounts of data to identify the four themes essential for this study.

Description of the four themes/elements:

The four key elements observed during the classroom practice of the participants are scaffolding, using language in context, focus on reading, and using read material to construct written assignments. Following is a brief description of the elements:

a. Scaffolding

Scaffolding has been described as providing learners with a lot of support in the initial stages of learning a new concept, then removing the support when the learners have acquired the concept. The teacher can provide this support in many ways and at different levels. Discussions on quality education and instructional approaches usually include scaffolding as one of the elements. This support includes providing a supportive classroom environment such as print-rich classrooms, use of teaching-learning aids, repetition of concepts and group activities. By nature of its scaffolding interaction cycle, the RtL pedagogy has scaffolding as one of its elements (Denhere et al., 2013; Anghileri, 2006; Wood et al., 1976).

Print-rich classrooms: Before the intervention, the classrooms of the participants were bare; there was no print on the classroom walls and no reading corners. When they were introduced to the RtL pedagogy their classrooms changed. The classrooms are now print-rich, including the work done by the learners as well as work done by the participants. The work done during Step 3 (prepare before writing) and Step 4 (joint reconstruction) is pasted on the walls. This gives learners the opportunity to read and familiarise themselves with spelling and the concepts learnt.

Use of teaching-learning aids: Before the intervention the participants did not see the importance of using visual and audio aids. They now use representational tools which revolve around formal and informal language. These tools evoke images familiar to children. They enhance the learners' understanding of the concepts.

Repetition of concepts: The first and second steps of the RtL pedagogy provide a lot of scaffolding for the learners. In Step 1 (prepare before reading) the teacher narrates the story

about to be read, but the summary does not cover the whole story; this is in order to rouse the interest of the learners. In Step 2 (detailed reading) the teacher reads the story while the learners follow silently in their books. This gives the learners a chance to see the words as they are read. Then the teacher reads the story again with the learners reading after him/her. Then the learners read the story on their own. This procedure is repeated over and over until the learners are in a position to read even in pairs or as individuals. In addition, the same story or text used on day one of the cycle will be repeated throughout the days of the particular unit. So, the lessons observed revealed that there was repetition of concepts which assisted in supporting the learners with poor reading skills.

Group activities: Vygotsky stated that learners are social beings who learn through socialising in groups. In line with this, Anghileri also emphasized the importance of group work. She postulated that in learners' manageable groups learning takes place through peer collaboration when they solve a particular problem together. The RtL pedagogy discourages individuality and it creates an atmosphere where dominant learners and struggling learners read and write together in groups. Step 2 (detailed reading), Step 3 (prepare before writing) and Step 4 (joint reconstruction) are group activities and whole class activities that scaffold learners and prepare them for Step 5 (individual reconstruction) and step 6 (independent writing). The lessons observed detailed a lot of whole class activities and a lot of group activities (Denhere et al., 2013; Anghileri, 2006).

b. Teaching Language in Context

The second element that emerged during observation is the use of language in context. Context is the environment or the space in which language occurs. Meaning is derived from the words used, the situation in which the words are spoken and the social environment.

Systemic Functional Linguistics (SFL) advocates that language can be learned easily when the environment of its real use is brought into the classroom. This means the written and spoken texts must be interpreted within their context. Halliday talked about language as substance; this is when the learner tries to learn the language. Language as instrument: this is when the learner learns through language. Language as object: this is when the learner learns about language, referring to grammar, genres, register, etc. (Figueiredo, 2010).

The SFL theory which is the theoretical framework of this study, advocates for the teaching of language in context. As a result, the RtL interaction cycle involves teaching language in context. This is done through lesson introductions, explanations done by the teacher and the use of models or teaching aids. The participants taught by using introductions, explanations that brought complex content to the context of the learners and they used models that contextualised the content learnt.

Lesson introductions: The participants used introductions drawn from the learners' prior knowledge of other subjects, their knowledge of the world and their experiences in order to promote connection in curricular. Tapping on the learners' prior knowledge is a concept supported by theorists like Piaget, a constructivist, who said learners acquire new knowledge by connecting it to prior knowledge and their experiences (Campbell & Campbell, 2009).

Explanations done by the teacher: The communicative approach in language teaching focuses on the function of language and it integrates form and function. Halliday and Matthiessen (2014) discuss the functions of language which are mainly to make sense of our environment and to interact with others. Language gives words to human experience, it construes human experience. Language provides the theory of human experience. This theory of human experience is referred to as ideational meta-function, which is further divided into two components: experiential and logical components. In addition to construing, language enacts our relationships with people around us. This enacting aspect of language involves giving orders, asking questions, showing an attitude to the people we interact with. In other words, this is language in action. It is referred to as interpersonal meta-function. The third function is grammar which deals with the construction of text. It focuses on the ability for language to function, so it provides regulations on how to express the words, or texts. It is textual meta-function. The participants in this study explained difficult words to the learners by using texts with illustrations, by using gestures when they narrated stories and when they described things. When they taught parts of speech like verbs, nouns, adjectives, and other genres they taught in context. Also, when they taught new concepts they integrated the content with other subjects like Mathematics, Life Sciences, Life Orientation, etc.

The use of models: A model is a representation of a person or thing or a proposed structure on a smaller scale than the original. They are used to contextualise the learning content. As

mentioned earlier, Anghileri (2006) says that representations provide powerful visual imagery and these can facilitate discussions and they can be tools for thinking. The participants used audio-visual aids and models during their lessons in order to contextualise the content.

c. Reading

The third element that emerged during observations is reading. The RtL pedagogy was developed for the purpose of democratizing the classroom, to enable children from less advantaged backgrounds who experience a gap between home and school literacy practices to be able to read at grade appropriate levels. It encourages all learning around the teaching of reading. The first step (prepare before reading) is for the teacher to narrate the story or the text for the day. This helps struggling readers to get the idea of what the story is about, thus reducing anxiety. Next, the teacher reads the passage while learners follow silently in their books. This helps learners to learn the words and get the pronunciation. This is followed by the second step (detailed reading) where the teacher reads and the learners read after him/her. After that the learners read in groups and it is repeated over and over. This repetition helps struggling readers to crack the code and it supports competent readers by giving them confidence.

During detailed reading, there are a number of activities that make the pedagogy different from other reading approaches. First, the learners are instructed to point at the words with their fingers which helps them to identify words they are reading. It also helps them master the spelling of the words when writing time comes. Secondly, unlike in many traditional classrooms, the learners read in groups. This supports struggling learners to master the reading concepts. Thirdly, the learners read sentence by sentence while the teacher gives meanings of words. The detailed explanation enables learners to understand the text, the paragraphs, the sentences as well as the words in the passage. Fourth, while the learners read the teacher attends to reading cues like punctuation, voice projection and animation. The participants used Step 1 (prepare before reading) and Step 2 (detailed reading) in most of their lessons (Martin and Rose, 2005).

d. Writing

The fourth element that emerged during classroom observations was the teaching of writing. Of the four learning skills, listening, speaking, reading and writing, the most difficult is writing. This lack of writing skills is displayed in the poor ANA and PIRLS scores (DBE, 2014; Fengu,

2017).

The RtL pedagogy gives learners an opportunity to learn how to write. Step 3 (prepare before writing) prepares learners to write constructively. They manipulate sentences on charts, they fill in missing words, cut up strips of papers and jumble up words in order to re-align them in the sequence of the story and they practice spelling. It is also in Step 3 where the teacher assists learners to shift from informal social language to academic language.

Cummins (1989) differentiates between Basic Interpersonal Communication Skill (BICS) and Cognitive Academic Language Proficiency (CALP). BICS is language used in social situations for the purpose of interacting with other people like the playground, telephone and lunch room. These interactions are context embedded and they are not cognitively demanding. CALP refers to formal academic learning. This level includes the listening, speaking, writing and reading skills. This academic language includes skills such as comparing, classifying, synthesizing, evaluating and inferring. Academic tasks are context reduced and the language is cognitively demanding. Through activities in Step 3 (prepare before writing), the participants were able to help learners shift from non-academic to academic language where they would use the register necessary for the writing of genres such as letter, essay, etc. They covered central ideas of a topic which are crucial and established complex connections to central concepts. In this manner they helped learners to develop critical thinking skills as they engaged with curriculum.

In Step 4 (joint reconstruction) the whole class re-writes the story. The sequence of the story they have been reading for the first three to four days is used to write a new story. The setting, characters and the title of the original story are replaced with new ones. The brainstorming, the planning and the writing of this new story are done by the whole class. Learners take turns to write on the chalkboard or on charts or they write in their exercise books. The group activity cushions the weak learners and gives them a chance to write while at the same time it supports the competent learners and gives them a chance to write better.

In Step 5 (individual reconstruction) the learner is given a chance to write a new story based on the original story. By this time the learner has read the story over and over and has written a new story based on the original one with his peers. He/she is now in a position to practice writing on his/her own. The sequence of the original story does not change, only the title, the

setting and the characters change. The scaffolding nature of this interaction cycle is that the learner is supported all the way until he comes to a point where he is ready to write on his own.

In Step 6 (independent writing) the learner is now ready to write another text which will be assessed. Even at this step the learner writes the genre he/she has been writing. It is assumed that at this point the learner has reached the point of confidence. It is important to note that the teachers use read texts to teach writing. This suggests that it is only when the learner can read that he/she is taught to write and that reading leads to writing.

5.9 SEMI- STRUCTURED INTERVIEWS

The eight participants were interviewed after the lesson presentations that drew from the principles underpinning the *RtL pedagogy*. These interviews were based on: whether or not the lesson plan had been drafted in line with the Language Arts Curriculum principles; whether or not the lesson presentation focussed on learning language; learning through language; learning about language; what role the lesson played in the teaching of reading; how the lesson impacted on the learners' abilities to read and why it impacted on their abilities to read in that particular manner. Semi-structured interviews were used because they enabled the study participants to interact with me freely and they allowed me to ask follow-up or probing questions (Du Plooy, 2009). During the interview process, the deviations (if any) and/or modifications from the original lesson plans in executing the lesson was discussed; this helped to assess the extent to which the intervention drew from the *RtL pedagogy* as set out in the study. For Schuh & Upcraft (2001), semi-structured interviews involve some planning, but there is liberation to diverge the course of the interview based on the study participants' responses. These interviews were audio-recorded and transcribed afterwards.

The first set of interviews was conducted during the first term of 2016. However, not much was gathered from those interviews because they reflected the hopes and doubts of the teachers that the new methodology would bring the desired outcomes. Much was gathered from the subsequent interviews in the second, third and fourth term of 2016, as well as the first and second terms of 2017. As the participants engaged with the methodology they gained confidence and they began to see improvements both in their own practice and in the reading and writing proficiencies of their learners. There were a total number of six interviews conducted with each participant, which means a total number of 48 interviews were

conducted. The SFL mood analysis was used to analyse the semi-structured interviews.

5.10 DOCUMENTARY EVIDENCE

Documentary evidence for this study included learners' test scores, participants' personal journals and school experience portfolios. At the beginning of the intervention the participants administered standardised baseline tests to their learners. The first test was an oral reading test which tested the learners' fluency in reading. The results of this test showed that the majority of Grade 9 and Grade 6 learners can read at basic level. However, most of the Grade 4 learners could not read even at the lowest level. The second test was a written one which tested reading, comprehension and writing proficiencies of the learners. The results of this test indicated that even though the learners could read, they could not comprehend and their writing skills left a lot to be desired. At the end of 2016, another baseline test was administered by the participants. This routine was repeated in January 2017 at the beginning of the academic year. Since the participants were teaching new cohorts of learners in the same grades, it was necessary for them to establish the level of reading and writing of the learners. The last baseline test was administered in June 2017 when the data collection phase of this study ended. Quantitative analysis of these tests indicate that the learners' reading, comprehension and writing proficiencies improved when they were exposed to the RtL pedagogy.

Secondly, the participants' personal journals were analysed. A journal is defined as a written record of one's thoughts, experiences and observations. A journal entry can be written daily or once in a while when there is a need; unlike other written texts a journal can be written according to the feelings of the writer; there are no rules as to how it must be written. The three main advantages of writing a journal are to preserve memories, to improve writing and to sharpen senses. As part of the requirements for the B. Ed (in- service) course, the students are required to keep a journal and write in it over the three year period. The purpose of this requirement is to give the students a chance to improve their writing. Even though the journals are not assessed, the lecturers take turns to read them from time to time in order to ensure that the students do this task. It was while reading some of the journal entries that I came across journal entries written by the participants of this study, which spoke to the questions asked by this study. In their journal entries they wrote about their impressions of

the pedagogy. The fact that these journal entries were written by the participants outside the requirements of this study authenticates the entries (Creative Writing Now, 2017).

Thirdly, the participants' school experience portfolio essays were analysed. A portfolio is a compilation of academic work and other forms of educational evidence assembled for the purpose of evaluation course work, learning progress, reflecting on academic progress as well as classroom practice progress. It is also defined as a purposeful collection of the teacher's work which shows evidence of the teaching done (Great Schools Partnership, 2016; Venn, 2000). As part of the B. Ed English (in-service) course the students compile a school experience portfolio. The purpose of the portfolio is for the students to demonstrate how they have progressed in the two years or three years while they were enrolled at the university. In the portfolio compiled at the end of their second year they write three essays indicating how their subject knowledge has increased, classroom practice has improved and how they have developed professionally. For each essay they attach appendices as evidence of their growth.

A perusal of these essays led me to discover that six (75%) of the eight participants referred to the RtL pedagogy in the reflective essays. Two of the six participants wrote about the RtL pedagogy in the subject knowledge reflective essay and four of the six participants wrote about the RtL pedagogy in the classroom practice reflective essay. Extracts from these essays were analysed. Below is an explanation of the analysis process for written documents as well as semi-structured interviews.

Mood analysis is a Systemic Functional Linguistic (SFL) tool to analyse spoken or written texts. It has two classifications: mood and residue. The mood classification is further sub-divided into subject, which determines the mood of the clause, and finite, which expresses the tense and view of the presenter or author. These two sub-divisions of mood are the ones that determine the role that the clause plays. For instance, when the subject is followed by finite the clause displays a declarative mood. When the finite is followed by subject the clause displays an interrogative mood (Mehwish et al., 2015).

Furthermore, the second classification of mood analysis is residue. Residue is sub-divided into predicator, which denotes the part of the verb that shows event, complement, which satisfies the argument of the clause, and adjunct, which identifies the location, time, place and manner of the events (Mehwish et al., 2015).

There are three clausal moods within the mood analysis. The declarative mood outlines facts and opinions of the speaker or author. In this study, the declarative mood was used by the

educators as they referred to their practice as teachers of English. The imperative mood outlines the authority of the speaker or doer above the addressee or the ones spoken about. It is usually an instruction for the recipient to act upon. The interrogative mood outlines a question mostly in conversation in order to get information. Sometimes the question is a rhetoric one used to highlight a particular point (Mehwish et al., 2015; Adetomokun, 2012).

In order to evaluate the functional meaning of the spoken and written texts the SFL mood analysis was used. First, the texts were dissected into clauses. Secondly, from the clauses the mood choices of the authors of the spoken and written texts were determined. Thirdly, the finites used by the authors were interrogated. A total number of 107 spoken texts were analysed and a total number of 169 written texts were analysed.

5.11 DATA COLLECTION

Data collection process was in three phases and it took 18 months.

5.11.1 Phase 1-RTL Module

I am a lecturer in an Institute affiliated with the University. The institute offers B. ED English Language Teaching to in-service teachers and one of my responsibilities is to teach a module called *Learning to Read: Reading to learn* methodology. This is a teacher development module which aims at improving the teaching methods employed by teachers in their classrooms. Hence, one of the assignments under this module is classroom based. This assignment requires students to implement the RtL methodology. Before this assignment, students are introduced to the methodology. This initial engagement was designed to enable critical self-reflection on the part of the students in terms of their practices as teachers of English as First Additional Language.

After the initial engagement, I introduced the RtL Methodology to the B. Ed English students who are English FAL teachers in the Northern Cape. In the first lecture I discussed the poor results of the Annual National Assessment which had been of interest in South Africa for several months in 2015. Since the teachers are members of SADTU (a popular teachers'

union), they were eager to discuss this matter. The discussion led to the reasons for the poor reading and writing skills of the learners in the township and rural schools. At the end of the discussion, the teachers agreed with me that there is a need for intervention in the classrooms which the Annual National Assessment tests did not provide. I then introduced the historical background of the RtL Methodology and the theories that inform it. At the end of the lecture, the teachers expressed their interest to learn more about this methodology which offered a solution to the problems they face in their classrooms.

In the subsequent workshops I delved into the practical side of the methodology. My focus was on training them to use the methodology. These subsequent lectures came in the form of workshops which were conducted in the afternoons when teachers knocked off from school; for two days in a week. Each workshop was two hours long, this means a total of four hours was dedicated to the teaching and learning of the RtL Methodology during the first term of 2016, four hours in the second term, four hours in the third term and additional two hour workshops during contact teaching times in January, April, June, August 2016.

Before training began I recorded some lessons on video where I taught a Grade 6 class using the RtL pedagogy. These video lessons became useful at the time of training. After going through the six steps of the RtL Methodology with the teachers I played the lessons I had taught and they served as demonstration lessons. This was helpful for the teachers, because they were able to witness the methodology in a real classroom setting and it prompted them to ask questions on aspects they did not understand. Later, when the time came for the teachers to use the methodology in their classrooms they watched these demonstration lessons as they prepared for their lessons.

Also, since the main assignment of the RtL Module was for teachers to use the methodology in their classrooms, I visited their classrooms once every term to assess their teaching. The teachers were required to begin using the methodology in the second term and they were to use it till the fourth term. They were required to choose one class in which they would apply this methodology and to continue using the methodologies they had been using to teach their other classes. The rationale behind this instruction was for the teachers to test the methodology themselves and to compare it with other methodologies. This, they could accomplish by having an experimental group and a control group. Bates & Karp (2014) state that one of the advantages of having an experimental group and a control group is that the

data collected from the research group is compared to the data collected from the control group; this helps the researcher to determine the impact of the independent variable. In this case, the teachers would find out if the RtL Methodology brought the desired improvement on the reading, writing and comprehension skills of the learners.

In addition, as part of the requirements of this module, the teachers were tasked to administer a baseline test which was to test the reading, writing and comprehension skills of the learners in their classes. The purpose of this task was to establish where learners were in terms of the ability to read and to use what they have read to produce written texts. This baseline data was generated at the beginning of the second term, 2016; just before the teachers began to use the RtL Methodology.

Lastly, the RtL Module I taught as a second year module helped to develop the teachers by forcing them to reflect critically on their practices as teachers of English FAL. The presentations were done in a form of workshops which were spread out in two hour sessions throughout the year; which ended up with a total number of 20 hours. The module identified the teaching approaches used by teachers to teach reading as the cause for the low reading, writing and comprehension scores in the township and rural South African schools. It also focused on the argument behind the establishment of the RtL methodology, how the methodology functions, how Bernstein's Code theory, Vygotsky's ZPD, and Halliday's SFL theories inform this pedagogic approach and a detailed view of the Systemic Functional Linguistic theory. It was used as an intervention measure to empower the English FAL teachers in the Intermediate and Senior phase classes of the schools in the Northern Cape, South Africa.

5.11.2 Phase 2

5.11.2.1 Classroom Observations

Phase 2 began with classroom observations. The first set of classroom observations took place during term 1 of 2016. The classroom observation schedule was done in collaboration with the participants. Each participant was to be observed once a term according to the original plan. However, due to ill health, I was unable to visit their classrooms during term 2 of 2016. To compensate for the loss, I visited their classrooms two times in the third term. This assisted

me to catch up with my data collection schedule. I was able to observe each participant four times in 2016 and twice in 2017. The total number of observed lessons was 48 and they were video-recorded; pictures were also taken during the lessons as evidence.

The participants chose the genre they were going to teach. This means I did not dictate to the participant the particular area to teach. However, the participants and I had agreed that they would try to teach a different area or genre every time I went to observe their lessons. The purpose for this was to allow me to observe them teach grammar, short stories, poetry, oral, and creative writing. This would give me a broad picture of the strengths and weaknesses of the participants in terms of classroom practice. Below is a summary of lessons observed:

Table 5.3: Summary of lessons observed

lesson	M.	N.	K.	NDUMI	L.	S.	NNYAM	T.	TOTAL
Reading	1	2	1	2	1	1	2	2	12
Grammar	1	1	1	1	1	1	2	1	9
Oral	1		1	1		1			4
Visual Lit.	1	1	1		1	1	1	1	7
Creative Writing	1	1	1	1	2	1	1	1	9
Short story		1	1	1	1	1			5
Poetry	1							1	2
TOTAL	6	6	6	6	6	6	6	6	48

5.11.2.2 Semi-structured Interviews

Each participant was interviewed after the lesson observation. These observations took place the next period after the lesson observed or during break time, depending

on the teaching time table of the teacher at his or her school. The interviews were conducted in any suitable private place; most times they were conducted in the Head of Department's office or in the principal's office. The managers of the schools where the participants are stationed were very supportive of this study. The advantage of conducting the interviews immediately after the lesson presentations/observations was that both the researcher and the teacher still remembered the details of the lesson.

The interview questions started with general matters and ended up with specific questions on the use of the pedagogy. The first question was to ask the teacher to talk about his/her

lesson, the things that went well with the lesson and the things that did not go very well. Then I would ask specific questions pertaining to the use of the pedagogy in the lesson. There were a total of 6 interviews per participant which resulted in 48 interviews. The interviews were audio-recorded.

Table 5.4: Summary of Interviews Conducted

TERM	M.	N.	K.	NDUMI	L.	S.	NNYAM	T.
1/2016	1	1	1	1	1	1	1	1
2/ 2016	1	1	1	1	1	1	1	1
3/2016	1	1	1	1	1	1	1	1
4/2016	1	1	1	1	1	1	1	1
1/2017	1	1	1	1	1	1	1	1
2/2017	1	1	1	1	1	1	1	1
TOTAL	6	6	6	6	6	6	6	6
GRAND TOTAL								48

5.11.2.3 Written Documents

The journal entries were collected at the end of 2016. I requested the participants to allow me to read their journal books to see if there was anything written about the RtL pedagogy. This routine was repeated at the end of the data collecting process in July 2017. The participants were not required to write journal entries for this study. It was assumed that if the pedagogy had any impact on the participants, then they would write about it. The assumption yielded positive results when all eight participants had one or two entries written about their impressions of the pedagogy.

Secondly, the school experience portfolio reflective essays were discovered in November 2016 when I was marking the portfolios, as exam equivalent. I only discovered one, because I am one of the three markers of portfolios at the end of the year. However, in January 2017 when I requested the participant whose portfolio I had marked to give me permission to photocopy the reflective essay, it came to my attention that there were five others who had referred to the pedagogy in their reflective essays. I then obtained permission to photocopy them and use them as part of data.

Lastly, the pre-test and post-test mark lists were collected from each participant. These tests were collected after the participants had marked them. The mark lists were of interest to this study. These were analysed quantitatively.

5.12 TRANSCRIPTION OF DATA

The observed lessons were video-recorded and photos were taken during the lessons. These were later transcribed. The semi-structured interviews were audio recorded and transcribed after each interview session.

I did all the transcription and after that I gave the participants copies of the transcribed work, in order for them to verify whether or not what I had written was an accurate transcript of what had transpired.

5.13 DATA ANALYSIS

Data analysis was done after the data collection process had been completed. It involved going through the large amount of data and determining what would be useful for the

purpose of this study. There are many different approaches to analysing data qualitatively. The process of making sense of the data and coming up with themes can be daunting, because there are no clear rules for qualitative analysis. Miles stated,

The most serious and central difficulty in the use of qualitative data is that methods of analysis are not well formulated. For quantitative data, there are clear conventions the researcher can use. But the analyst faced with a bank of qualitative data has very few guidelines for protection against self-delusion, let alone the presentation of unreliable or invalid conclusions to scientific or policy-making audiences. How can we be sure that an 'earthy', 'undeniable', 'serendipitous' finding is not, in fact, wrong? (Miles, 1979:591; as quoted in Creswell, 2007).

Nevertheless, for analysing data I followed the Miles and Huberman framework for qualitative data analysis, as suggested by Creswell (2007). I reduced the data through editing, summarising and categorising the raw data. I then displayed the data through the use of tables, graphs and diagrams. This process helped me to remove data that does not speak to the questions asked by this study. After that process I was able to draw conclusions based on the themes that emerged while I was re-arranging and reducing raw data.

Since Systemic Functional Linguistics is the analytical tool for this study, I used the SFL mood analysis approach to analyse written and spoken texts, in other words I analysed the semi-structured interview responses from participants as well as the written documents through the SFL mood analysis approach. This helped me to understand the functional meaning of the clauses in the written and spoken texts. Systemic Functional Linguistics (SFL) also helped me to analyse the manner in which the participants construct their identities.

The Merriam-Webster dictionary (1828) defines identity as the distinguishing character or personality of an individual. Another definition is sameness of essential or generic character in different instances. Identities can be constructed in line with age, race, class, ethnicity, gender, generation and many other classifications. Popular understanding is that identity is a static phenomenon, which suggests that one assumes a particular identity and maintains it forever. However, research has shown that identity at the level of social construction is a phenomenon that changes from time to time as a result of a change in circumstances; identity can be constructed and reconstructed in communicative practice according to the mind-set of the people involved. This understanding of identity as dynamic and not static is the one used in this study, for it shows that the participants have always been identified by their social class, as educators. However, as a result of this intervention study there is a shift in the

manner in which they identify themselves. The study looks at the linguistic choices made by the participants during semi-structured interviews and in their written documents to construct and reconstruct their identities. This is done through the mood analysis of SFL which breaks down the text into clauses, subject and finite as well as the predicator and complement (Adetomokun, 2012; Pavlenko & Blackledge, 2004; Schneider, 2003).

Lastly, I analysed the test scores from the learners of the participants using the quantitative approach. I placed the marks of the pre- and post- tests on graphs to see improvement or lack thereof in terms of class averages.

5.14 VALIDITY AND RELIABILITY

Bricki (2007) describes validity and reliability as trustworthiness. He says that the researcher has to ensure that the findings of the study are the actual findings, not the impression of the researcher. He challenges the researcher to make sure that the tools he/she uses can be used elsewhere, are systematic, and are credible and transparent. For the purpose of this study, classroom observations, interviews and written documents were used in order to gather rich data. This helped to avoid the biases of the researcher.

In addition, Creswell (2009) says that it can only be agreed that the findings are valid when the researcher and the participant together with the reader see them as valid findings. I collaborated with the participants when I transcribed the raw data in order to ensure that the findings of this study were reliable and valid.

5.15 CREDIBILITY

Research findings are considered credible if they match real life situations. The research design followed by the researcher, the participants in the study and the context all determine whether or not the findings are credible. The research design I followed has been used in other studies and has been replicated. The participants are teachers employed by the DBE in Kuruman, Northern Cape, South Africa. Their experiences as teachers of English FAL made the findings of the research credible. The research was conducted in their classrooms, the natural environment and the classroom observations were done during normal school hours (Creswell, 2007).

Also, I used different data collecting instruments to source data. I used classroom observations, semi-structured interviews and written documents. What the participants said during the interviews was supported by what they wrote in their journal entries as well as the school experience portfolio reflective essays. The same sentiments were also visible during the classroom observations (Creswell, 2007).

In addition, prolonged engagement is described as a technique where the researcher remains with the participants and engages them for a long time. This helps to solidify the relationship of the researcher with the participants and this will in turn allow the researcher to source genuine data. My engagement with the participants covered a period of 18 months; this allowed me to see the participants from different angles and it helped me get accurate data during observations and interviews (Pandey & Patnaik, 2014).

5.16 ETHICAL CONSIDERATION

Resnik (2011) defines ethics as norms for a standard that inform a person about acceptable and unacceptable behaviour. Unlike laws, ethics tend to be informal. He goes on to explain that different fields of study have different norms and standards of behaviour.

According to Bogdan and Biklen (2003), before the researcher can gain access to the context where he or she will collect data, it is necessary to seek permission from those who control access.

Because the study forms part of the Thuthuka 2015 research project, permission to conduct the research was established and consent from the Department of Higher Education and Training (DHET) in 2015. However, for this particular study I sought permission to conduct the research from the Department of Basic Education (DBE) Northern Cape, the John Taolo Gaetsewe District Office in Kuruman and the principals who are the gatekeepers of the schools where research was carried out. The concerned teachers were informed about the research that was to be conducted amongst them before I began. Co-operation and collaboration was emphasised as fundamental throughout the research process. The participants were not exposed to any harm during the process. They were also assured that confidentiality and anonymity through elimination of school names and names of the participants would be maintained. To maintain anonymity, pseudonyms or false-names of the

schools such as codes of schools have been used. All participants were further requested to complete the consent form that outlines the reason and the purpose of the research. The parents of the concerned learners, through the help of the Principal and the School Governing Body, received letters requesting involvement of their children.

In addition, since the participants were students of the researcher they were given the freedom not to participate in the study; they were also allowed to withdraw from the study whenever they felt like withdrawing. The consent forms they signed were written to that effect. The other advantage was that the classroom observations are part of the B. ED course. The participants were therefore not exposed to unnecessary pressure. On the contrary, they were at an advantage because they got the chance to use the pedagogy, master it and assess its claims.

5.17 CONCLUSION

This chapter focused on the methodology implemented in this study. The chapter is principal to my study as it tabulates the instruments used to gather data and analyse it to respond to the questions asked by this study. It is also pivotal in that it gives direction to the presentation and data analysis that is in the following chapters: Chapter 6, Chapter 7 and Chapter 8.

CHAPTER 6

ANALYSIS OF LESSONS OBSERVED

6.1 INTRODUCTION

This chapter analyses data generated through classroom observations. Its purpose is to show that explicit focus on the teaching of reading and writing develops the teachers' teaching quality. Through the employment of the RtL pedagogy, the teaching quality of participants in this intervention study developed. Teaching quality in this study is measured in terms of understanding of concepts, meaningful learning experiences, and supportive classroom environment (Gore et al., 2004). The four themes or elements that emerged during the analysis of observed lessons constitute teaching quality. I observed the eight participants teaching lessons where they employed the RtL pedagogy. Each participant was observed once a term. This means each participant was observed six times. The total number of lessons observed is 48. A classroom observation tool was designed, the purpose for which was to see if the teachers followed the interaction cycle steps as outlined in the RtL pedagogy. The second purpose was to keep track of the impact the pedagogy had on the teachers' teaching quality.

Secondly, for the purpose of analysis I developed a data analysis template specifically for classroom observations. It assisted me to search for the key elements observed which speak to the question asked by this study. The research question considered by classroom observation explored how explicit focus on the teaching of reading and writing develops the teacher's teaching quality. The four key elements observed during the classroom practice of the participants are scaffolding, using language in context, focus on reading, and using read material to construct written assignments.

The chapter is organised into four sections. The first section deals with the summary of lessons observed. The second section is a brief discussion of the four elements from the lessons observed. The third section deals with the analysis of lessons observed for each participant. The fourth section provides a discussion of the analysed lessons and I wrap up the chapter with a conclusion.

6.2 SUMMARY OF LESSONS OBSERVED

Table 6.1: Summary of Observed Lessons

No. of lessons	Reading lessons	Grammar lessons	Oral lessons	Visual literacy lessons	Creative writing lessons	Lit. short story lessons	Lit. Poetry lessons
48	12	9	4	7	9	5	2
RtL Steps used	Step 1 & 2	Step 2 & 3	Step 2, 3 & 4	Step 2, 3 & 4	Step 4 & 5	Step 2, 3, 4	Step 2, 3, 4
Elements of RtL employed	Scaffolding, lang. in context, reading	Scaffolding, lang. in context, reading, writing	Scaffolding, lang. in context, reading	Scaffolding, lang. in context, reading, writing	Scaffolding, lang. in context, reading, writing	Scaffolding, lang. in context, reading, writing	Scaffolding, lang. in context, reading, writing

The four elements of RtL pedagogy that emerged from the lessons were observed in the classrooms of all the eight participants. There were 12 reading lessons taught by the participants. The elements that emerged from the reading lessons were scaffolding, teaching language in context, and detailed reading. The elements that came up from the nine Grammar lessons were scaffolding, teaching language in context, reading and writing. From the four oral lessons observed emerged scaffolding, teaching language in context, and reading elements. The elements seen in the seven visual literacy lessons were scaffolding, teaching language in context, reading and writing. There were nine creative writing lessons observed and from them the scaffolding, teaching language in context, reading and writing elements came up. From the five short story lessons observed the elements that came up were scaffolding, teaching language in context, reading and writing. There were two poetry lessons observed and the elements that emerged were scaffolding, teaching language in context, reading, and writing.

The scaffolding element was in all 48 lessons, the teaching language in context element was in all 48 lessons, reading was done during all 48 lessons and writing was done in 30 lessons. This means that the scaffolding, teaching language in context and reading elements were clearly demonstrated in 100% of the lessons observed and the writing element was demonstrated in 63% of the lessons observed.

6.3 BRIEF DISCUSSION OF THE FOUR ELEMENTS

This section focuses on the reasons for choosing the four elements as essential for this study. Since the goal of this study was to provide participants with a pedagogic tool that enhances their teaching quality, the elements of a lesson sought for were the ones that enhance their teaching quality.

Scaffolding is understood as providing learners with a lot of support in the initial stages of learning a new concept, then removing the support when the learners have acquired the concept. One of the strands used to measure quality teaching is supportive classroom environment, which states that the learners must be exposed to an environment conducive to learning. This strand is addressed by the scaffolding element of the RtL pedagogy (Denhere et al., 2013; Gore et al., 2004).

By nature of its scaffolding interaction cycle, the RtL pedagogy has scaffolding as one of its elements. The participants scaffolded their learners by providing print-rich classrooms, using teaching-learning aids during the lessons, repeating concepts over and over until the learners mastered them and by grouping learners according to abilities where gifted and weak learners worked on tasks together in groups.

Another strand used to measure quality teaching is meaningful learning experiences, which emphasizes that what the learners learn in the class must be in line with their real life situations. Teaching language in context is an element of the RtL pedagogy which responded to this strand of quality teaching. Context is the environment or the space in which language occurs. Meaning is derived from the words used, the situation in which the words are spoken and the social environment (Figueiredo, 2010; Gore et al., 2004).

Systemic Functional Linguistics, one of the theories upon which the RtL pedagogy has been anchored, advocates for the teaching of language in context. As a result, the RtL interaction cycle involves teaching language in context. The participants introduced the lessons in interesting ways that eased the learners into the lessons, during the lessons they offered explanations that brought complex content to the context of the learners and they used models that contextualised the content learnt.

The third strand used to measure quality teaching is understanding of concepts, which means learners must be provided with skills that help them reach deep understanding of concepts and skills that will prepare them for real life service. The reading and writing elements of the RtL pedagogy addressed this strand. In an attempt to eliminate illiteracy in the classroom, the RtL pedagogy anchors all learning around the teaching of reading. Of the four learning skills – reading, writing, speaking and listening – the most difficult is the writing skill. The RtL pedagogy devotes time to the teaching of writing. The participants explicitly taught learners how to read and they used read material to create written assignments (Martin & Rose, 2005; Gore et al., 2004).

Analysis of the four elements became essential for this study because they constitute quality teaching. The diagram below shows the four elements which when applied in the lessons demonstrate that the participants' quality teaching has developed.

6.4 ANALYSIS OF LESSONS FOR EACH PARTICIPANT

This section focuses on the individual participants' lessons how they showed that they have developed in terms of teaching quality.

6.4.1 Malebogo's Observed Lessons

Table 6.2: Summary of Malebogo's Observed Lessons

PARTICIPANT: MALEBOGO		CLASS: Grade 6b		
DATE	LESSON TOPIC	GENRE	RTL STEPS USED	ELEMENTS OF RTL EMPLOYED
3 rd March 2016	Sally and the Limpet	Reading	Step 1 & Step 2	Scaffolding, lang. in context, reading
19 th Aug 2016	Dana's Flower Garden	Grammar	Step 2 & Step 3	Scaffolding, lang. in context, reading, writing
20 th Sept 2016	My Town	Oral (list to instructions)	Step 2, Step 2 & Step 4	Scaffolding, lang. in context, reading
3 rd Nov 2016	The Big Chase	Visual Literacy	Step 2, Step 3 & Step 4	Scaffolding, lang. in context, reading, writing
27 th March 2017	Fire Fighting Heroes	Creative writing (essay)	Step 2, Step 3 & Step 4	Scaffolding, lang. in context, reading, writing
17 th May 2017	I Went to the Barber	Poetry	Step 2, Step 3, Step 4 & Step 5	Scaffolding, lang. in context, reading, writing

The table above displays the six lessons taught by Malebogo. The scaffolding element was employed in all the six lessons observed. She taught language in context; this was evident in all the six lessons. She explicitly taught her learners how to read and gave them opportunities to read in all the six lessons. She used texts that the learners were reading to teach writing; this is evident in four of the lessons observed.

First, the scaffolding element: Malebogo's classroom was print-rich. She used audio and visual aids during her lessons. She repeated concepts she taught several times until her learners mastered the concepts. Also, she placed her learners in groups for many activities. Her learners were grouped according to abilities; she had competent learners, average learners and struggling learners in the same groups. This allowed her learners to interact with one another and to share ideas. In this manner she provided scaffolds for her learners.

Below are pictures that demonstrate Malebogo's scaffolding endeavours:

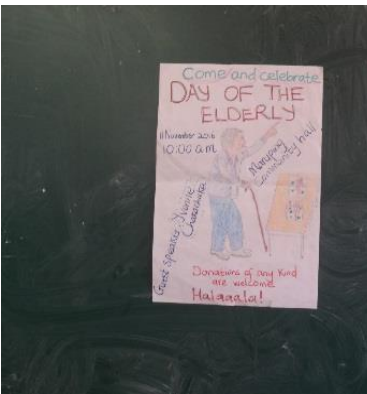
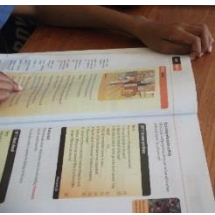
		
<i>Malebogo's classroom library</i>	<i>Malebogo's teaching aid</i>	<i>Step 2- detailed reading</i>

Figure 6.2: Malebogo's scaffolding endeavours

Secondly, the teaching language in context element: Malebogo was able to use language in context through her lesson introductions, her explanations and the models she used. For example, as part of her lesson on the 19th August 2016 she taught procedural text. She chose "how to make a flower garden" as a whole class activity because the story for that unit was, Dana's Flower Garden.

Below is an extract from the lesson:

Teacher Malebogo:	How many of you have a garden at home? (Most of the learners raise their hands). Alright we are going to follow the steps of creating our own flower garden. What is the first thing we must do?
Learner 1:	First clear piece of ground you plan to use for a flower garden.
Teacher Malebogo:	Ok. Good. Is that the first step? What do we clear the ground with? Remember in our story Dana used a tool in her garden. What was it?
Learner 1:	With a ... spade
Teacher Malebogo:	Yes, very good. So, first I take a spade. Go write that on the chalk board (the learner writes on the board). Good! What is the second step?
Learner 2:	Second, I clear piece of ground I plan to use for a flower garden.
Teacher Malebogo:	Well done! Come write that (the learner writes on the board). Then what is the next step?
Learner 3:	Then I dig a hole in the garden.
Teacher Malebogo:	Very good! Why do we dig a hole?
Learners:	To put seed.
Teacher Malebogo:	Yes. Next I dig a hole to put the seed in. Write that on the chalkboard (the learner writes on the board). Good! How deep must the hole be?
Learner 2:	10 meters deep.
Teacher Malebogo:	10 meters deep? Do we agree with her? Let us take out our rulers and check what is written there (learners take out their rulers. Hands go up). Yes?

Learner 3:	The hole must be 10cm deep.
Teacher Malebogo:	Very good! Now all of you show me 10cm on your rulers (the learners point at their rulers). Very good. So 10m would be too deep for the seed. Alright, what is the next step?
Learner 4:	Next, I cover the seed with soil.
Teacher Malebogo:	Very good. Come write that (the learner writes on the board). Good! What is the next step?
Learner 5:	Then I put water.
Teacher Malebogo:	Very good! Then I water the garden. Write that on the board (the learner writes on the board). Good! What do we use to water the garden?
Learners:	Bucket.
Teacher Malebogo:	Yes, a bucket. What is the shape of the bucket?
Learner 6:	The bucket is round.

In this lesson Malebogo was able to link the knowledge of writing a procedural text with the learners' knowledge of the world. Since they are in a farming community the learners know about planting. She also integrated Mathematics in the lesson by referring to shapes and depth.

Another example of teaching language in context is the poetry lesson she taught on the 17th May 2017. The title of the poem was, "I went to the Barber" in line with the story for that unit. The story for that unit was about a child who wanted to be a barber, so Malebogo created a saloon theme with her learners. The saloon model brought the real world situation into her classroom.

Below is the saloon theme created by Malebogo:



Hair Saloon Theme- teaching language in context

Figure 6.3: Hair Saloon theme created by Malebogo

Thirdly, the teaching of reading element: In all the lessons observed Malebogo gave her learners opportunities to read. During Step 2 (detailed reading) she instructed the learners to point at the words with their fingers and she made them read in groups. Secondly, the learners read sentence by sentence while she gave meanings of words. The detailed explanation enabled learners to understand the text, the paragraphs, the sentences as well as the words in the passage. Thirdly, while the learners read she attended to reading cues like punctuation, voice projection and animation.

Fourth, the use of read text to teach writing element: In Step 3 (prepare before writing) she gave the learners a chance to practice spelling and the writing of other genres. In Step 4 (joint reconstruction) she guided them through re-writing the text they had read. She made it a point to use read material to teach writing and this helped her learners to acquire the writing skills.

Below are detailed reading activity and writing activity:

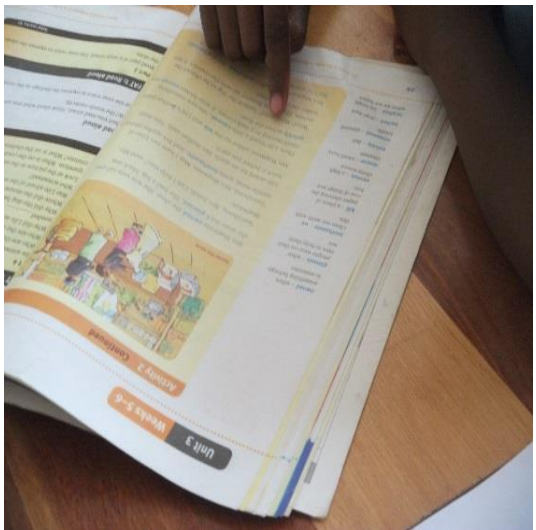
	
Step 2- detailed reading	Step 4- joint reconstruction

Figure 6.4: Detailed reading and joint reconstruction in Malebogo's class

6.4.2 Notoane's Observed Lessons

Table 6.3: Summary of Notoane's Observed Lessons

PARTICIPANT: NOTOANE		CLASS: Grade 4		
DATE	LESSON TOPIC	GENRE	RTL STEPS USED	ELEMENTS OF RTL EMPLOYED
2 nd Feb 2016	The Porridge Pot	Reading	Step 1 & Step 2	Scaffolding, lang. in context, reading
22 nd Aug 2016	I Can Dance	Reading	Step 1 & Step 2	Scaffolding, lang. in context, reading
16 th Sept 2016	I Can Dance	Grammar	Step 2 & Step 3	Scaffolding, lang. in context, reading, writing

4 th Nov 2016	A Silly Girl	Literature	Step 2, Step 3	Scaffolding, lang. in context, reading
3 rd March 2017	Modjadji The Rain Queen	Creative writing (essay)	Step 2, Step 3 & Step 4	Scaffolding, lang. in context, reading, writing
7 th June 2017	At the Store	Visual Literacy	Step 2, Step 3 & Step 4	Scaffolding, lang. in context, reading, writing

Above is a table displaying the six lessons taught by Notoane. The scaffolding element, teaching language in context element, and the explicit teaching of reading element were employed in all the six lessons observed. He used read texts to teach writing; this is evident in three of the lessons observed.

The scaffolding element: Notoane's classroom was print-rich. He used teaching-learning aids during his lessons. He repeated concepts until his learners mastered the concepts. He also placed his learners in groups according to their abilities; he had competent learners, average learners and struggling learners in the same groups. This allowed his learners to interact with one another and to share ideas. In this manner he provided scaffolds for his learners.

Notoane's scaffolding endeavours:

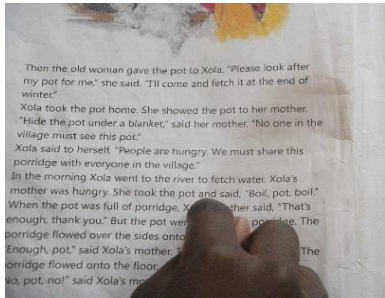
		
Notoane's print-rich classroom	Notoane's teaching aids	Step 2- detailed reading

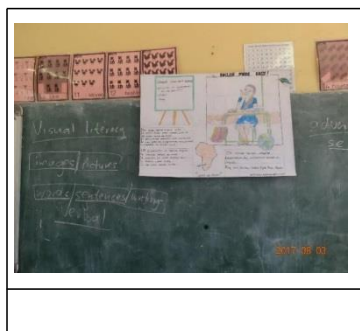
Figure 6.5: Notoane's scaffolding endeavours

The teaching language in context element: Notoane used language in context through his lesson introductions, his explanations and the models he used. For example, to introduce his lesson on the 7th June 2017 he used the story for that unit and connected the story with the learners' real life context and the visual literacy lesson he was to teach that day. Below is the introduction of that lesson followed by the poster he used for the same lesson.

Teacher Notoane:	Learners tell me, what is the title of the story we have been reading?
Learners:	At The Store
Teacher Notoane:	Good! What items did Lile's mother buy at the store?
Learner 1:	Mealie meal
Teacher Notoane:	Very good! What else?
Learner 2:	Toothpaste
Teacher Notoane:	Toothpaste, good! What else?
Learner 3:	Five apples
Teacher Notoane:	Yes, five apples. Very good. Do we only buy goods from a store?
Learners:	Yes... (others) No...
Teacher Notoane:	Alright! Those who say no. Where else can we buy goods?
Learner 4:	We can buy from the market
Teacher Notoane:	Do we agree with him?
Learners:	Yes, we agree with him

Teacher Notoane:	What do they sell at the market?
Learner 4	Chickens
Teacher Notoane:	Very good. What else?
Learner 5:	Sheep and goats and cows
Teacher Notoane:	Well done! Now tell me, if your father wants to sell a cow or a goat, how are we going to see that your father sells goats or cows?
Learner 6:	He will write on a card board and put it on the fence or the wall for people to see
Teacher Notoane:	Good! What is written on that card board?
Learner 3:	Selling goats for R200
Teacher Notoane:	Very good! What is that cardboard with the information “selling goats for R200” called? (the learners do not know) It is an advertisement. What is it?
Learners:	It is an advertisement

Below is the advertisement used for the lesson that day:



Visual literacy teaching aid- Advertisement

Figure 6.6: Visual Literacy teaching aid prepared by Notoane

In this lesson Notoane was able to link the visual literacy lesson with the learners' real life situation. He also managed to scaffold the learners using the story for that unit which had to do with selling and buying. The poster of an advertisement also linked the lesson with the real world.

The teaching of reading element: in all the lessons observed Notoane gave his learners opportunities to read. During step 2 (detailed reading) he instructed the learners to point at the words with their fingers and he made them read in groups. Secondly, the learners read sentence by sentence while he gave meanings of words. The detailed explanation enabled learners to understand the text, the paragraphs, the sentences as well as the words in the passage. Thirdly, while the learners read he attended to reading cues like punctuation, voice projection and animation.

The writing element: In step 3 (prepare before writing) he gave the learners a chance to practice spelling and the writing of other genres. In step 4 (joint reconstruction) he guided them through re-writing the text they had read. He used read material to teach writing and this helped his learners to acquire the writing skills.

Detailed reading activity and prepare before writing activity:

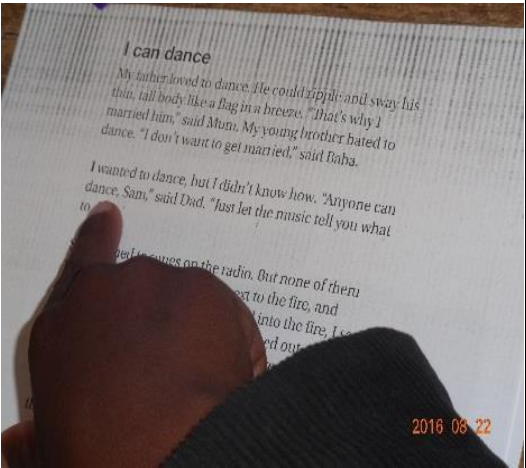
	
Step 2- detailed reading	Step 3- prepare before writing

Figure 6.7: Detailed reading and prepare before reading activities in Notoane's class

6.4.3 Kobela's observed lessons

Table 6.4: Summary of Kobela's observed lessons

PARTICIPANT: KOBELA		CLASS: Grade 9a		
DATE	LESSON TOPIC	GENRE	RTL STEPS USED	ELEMENTS OF RTL EMPLOYED
2 nd March 2016	Heavy Metal	Reading	Step 1 & Step 2	Scaffolding, lang. in context, reading
23 rd Aug 2016	Leonard and the Tortoise	Grammar	Step 2 & Step 3	Scaffolding, lang. in context, reading, writing
22 nd Sept 2016	The Hare and the Buck	Creative writing (essay)	Step 2, Step 3 & Step 4	Scaffolding, lang. in context, reading, writing
13 th Oct 2016	Strange Encounter	Literature	Step 2 & Step 3,	Scaffolding, lang. in context, reading
23 rd Feb 2017	Tow Old Women make a Bet	Oral (role play)	Step 2, Step 3 & Step 4	Scaffolding, lang. in context, reading
24 th May 2017	I am The Man	Visual Literacy	Step 2, Step 3 & Step 4	Scaffolding, lang. in context, reading, writing

The six lessons taught by Kobela have been displayed in the table above. She scaffolded her learners in all the six lessons observed. She taught language in context in all the six lessons. She explicitly taught her learners how to read and gave them opportunities to read in all the six lessons. She used read texts to teach writing; this is evident in three of the lessons observed.

One, the scaffolding element: Kobela's classroom was print-rich. She used teaching aids during her lessons. She repeated concepts she taught until her learners mastered them. Also, she placed her learners in groups for many activities. Her learners were grouped according to abilities; competent learners, average learners and struggling learners were grouped together. This allowed her learners to interact with one another and to share ideas. In this manner she provided scaffolds for her learners.

Kobela's scaffolding activities:

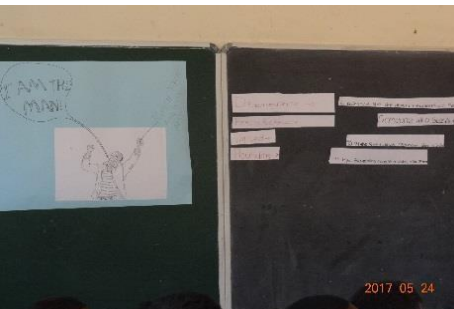
		
<i>Kobela's print-rich classroom</i>	<i>Kobela's teaching aids</i>	Kobela's class- spelling exercise

Figure 6.8: Kobela's scaffolding activities

Two, teaching language in context element: Kobela was able to use language in context through her lesson introductions, her explanations and the models she used. For example, for her lesson on the 23rd February 2017 she tasked her learners to role play. In that lesson she was able to link the lesson on conversational English with the learners' real world. Discussions about strict parents, lazy siblings and smart pets are common among teenagers. The task was:

Teacher Kobela:	Class, I want one volunteer to come to the front and give us a summary of the story we have been reading.
Learner 1:	The title of the story is “Two old women make a bet” The story is about two old women who were friends. One day they argued about which husband was more foolish. Each of them said her husband was the biggest fool. So, the two of them decided to make a bet to see which husband was the biggest fool.
Teacher Kobela:	Well done! Clap hands for her (learners clap hands). Ok! Who was the biggest fool?
Learner 2:	The villagers could not decide which man was the biggest fool.
Teacher Kobela:	Very good! Now for our lesson today you are going to role-play. In your groups, give one another roles. Group 1 & 2: two classmates argue that their younger brothers/sisters are very lazy. Each says his/her brother/sister is the laziest. Role-play Group 3 & 4: two friends argue that their mothers are very strict. Each says his/her mother is the strictest. Role-play Group 5 & 6: two boys argue that their dogs are wise. Each says his dog is the wisest. Role-play Prepare yourselves and then after 20minutes you will come and role-play here in front.
Teacher Kobela:	Remember to follow the format of the story we read

Three, the reading element: In all the lessons observed Kobela gave her learners opportunities to read. During Step 2 (detailed reading) she instructed the learners to point at the words with their fingers and she made them read in groups. Secondly, the learners read sentence by sentence while Kobela gave meanings of words. The detailed explanation enabled learners to understand the text, the paragraphs, the sentences as well as the words in the passage.

Thirdly, while the learners read the teacher attended to reading cues like punctuation, voice projection and animation.

Four, the writing element: In Step 3 (prepare before writing) the teacher gave the learners a chance to practice spelling and the writing of other genres. In Step 4 (joint reconstruction) they were guided through re-writing the text they had read. Kobela used read material to teach writing and this helped her learners to acquire the writing skills.

Prepare before writing and independent writing:



Figure 6.9: Prepare before writing and independent writing activities in Kobela's class

6.4.4 Nondumiso's Observed Lessons

Table 6.5: Summary of Nondumiso's Observed Lessons

PARTICIPANT: NONDUMISO		CLASS: Grade 6		
DATE	LESSON TOPIC	GENRE	RTL STEPS USED	ELEMENTS OF RTL EMPLOYED
1 st Feb 2016	Bongi and the Bully	Reading	Step 1 & Step 2	Scaffolding, lang. in context, reading
24 th Aug 2016	Lolo's Lesson	Grammar	Step 2 & Step 3	Scaffolding, lang. in context, reading, writing
21 st Sept 2016	Sweet Honey Nights	Reading	Step 1 & Step 2	Scaffolding, lang. in context, reading
28 th Oct 2016	Lion and Tiger	Creative writing (letter)	Step 2, Step 3 & Step 4	Scaffolding, lang. in context, reading, writing
22 nd Feb 2017	Putting White Lions Back into the Wild	Oral (debate)	Step 2 & Step 3	Scaffolding, lang. in context, reading
5 th June 2017	Kudu's Wonderful Horns	Literature	Step 2, Step 3 & Step 4	Scaffolding, lang. in context, reading, writing

Nondumiso's observed lessons have been displayed on the table above. In all her six lessons, she employed the scaffolding, using language in context and the reading elements for all the six lessons observed. She used read texts to teach writing; this is evident in three of the lessons observed.

First, the scaffolding element: Nondumiso's classroom was print-rich. She used audio and visual aids during her lessons. She repeated concepts until her learners mastered the concepts

and she placed her learners in groups for many activities. Nondumiso’s learners were grouped according to abilities; competent learners, average learners and struggling learners in the same groups. This allowed her learners to interact with one another and to share ideas. In this manner she provided scaffolding for her learners.

Nondumiso’s print-rich classroom, teaching aid, fill in spaces and monitoring group work:

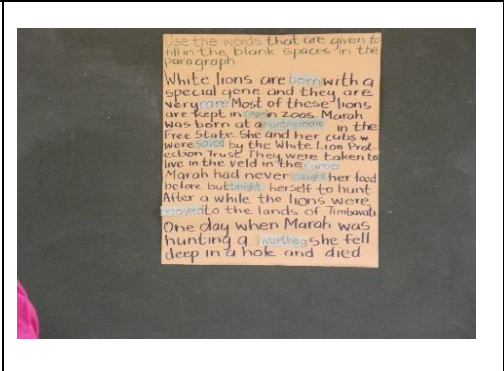
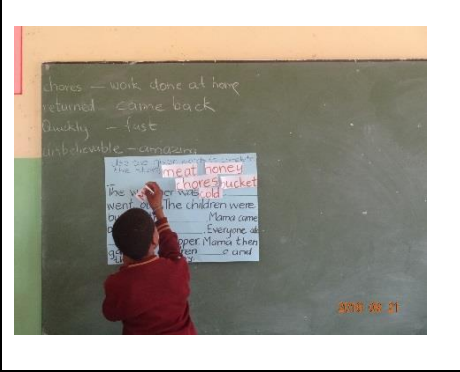
	
Nondumiso’s print-rich classroom	Nondumiso’s teaching aid
	
Step 3- fill in the missing words	Nondumiso monitoring group activity

Figure 6.10: Nondumiso’s print-rich classroom, teaching aid, fill in and monitoring group work

Second, teaching language in context element: Nondumiso was able to use language in context through her lesson introductions, her explanations and the models she used. For example, for her lesson on the 1st February 2016 she introduced the lesson by a discussion on bullying. In this introduction, she linked the reading lesson to Life Orientation, another subject that the learners do and she was able to help them relate the lesson with their real life experiences.

Below is part of the introduction to that lesson:

Teacher Nondumiso:	(writes the word, “bully” on the board) What do you understand by the term “bully”?
Learner 1:	It is someone who hurts you
Teacher Nondumiso:	Very good! Someone who hurts you. Have you ever been bullied?
Learners:	Yes.
Teacher Nondumiso:	Share your experience with us
Learner 2:	A big boy in Grade 4 used to make me carry his school bag everyday
Teacher Nondumiso:	That was sad. So what did you do?
Learner 2:	I carried the bag for the whole year. Fortunately, he stopped coming to school when we got to Grade 5.
Teacher Nondumiso:	Sorry about that and thank you for sharing. Now I want you to tell me types of bullying. You learn about bullying in Life Orientation. Right?
Learners:	Yes
Teacher Nondumiso:	Good! Give me the different types of bullying
Learner 3:	Verbal bullying
Teacher Nondumiso:	Very good! Another type?
Learner 4:	Physical bullying

Prepare before writing and poster on Bullying:

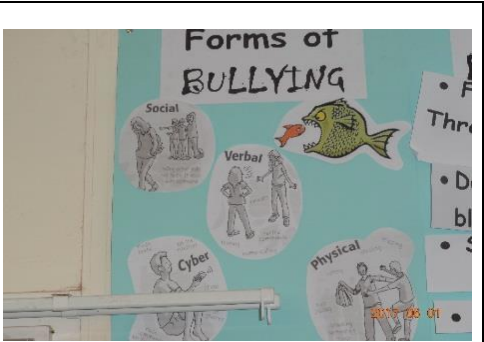
	
Step 3- cutting up strips of paper	Nondumiso's class- poster on Bullying

Figure 6.11: Prepare before writing activity and poster in Nondumiso's class

Third, the reading element: In all the lessons observed Nondumiso gave her learners opportunities to read. During Step 2 (detailed reading) she instructed the learners to point at the words with their fingers and she made them read in groups. Secondly, the learners read sentence by sentence while she gave meanings of words. The detailed explanation enabled learners to understand the text, the paragraphs, the sentences as well as the words in the passage. Thirdly, while the learners read she attended to reading cues like punctuation, voice projection and animation.

Fourth, the writing element: In Step 3 (prepare before writing) Nondumiso gave the learners a chance to practice spelling and the writing of other genres. In Step 4 (joint reconstruction) she guided them through re-writing the text they had read. She used the material read in the course of that unit to teach writing and this helped her learners to acquire the writing skills.

Detailed reading and prepare before writing:

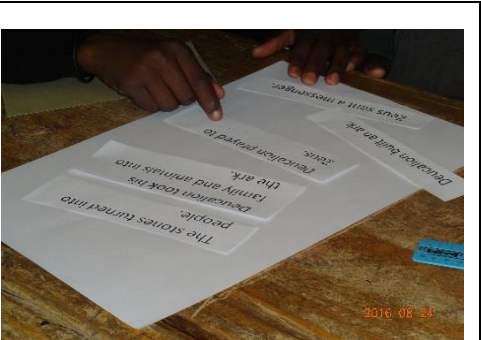
	
Step 2- detailed reading	Step 3- rebuilding the story

Figure 6.12: Detailed reading and prepare before writing activities in Nondumiso’s class

6.4.5 Lubelihle's Observed Lessons

Table 6.6: Summary of Lubelihle's Observed Lessons

PARTICIPANT: LUBELIHLE		CLASS: Grade 9d		
DATE	LESSON TOPIC	GENRE	RTL STEPS USED	ELEMENTS OF RTL EMPLOYED
26 th Jan 2016	The Girl with Large Eyes	Reading	Step 1 & Step 2	Scaffolding, lang. in context, reading
15 th Aug 2016	The Bird with Golden Feathers	Creative writing (essay)	Step 4 & Step 5	Scaffolding, lang. in context, reading, writing
15 th Sept 2016	I was Here	Literature	Step 2, Step 3 & Step 4	Scaffolding, lang. in context, reading, writing
11 th Oct 2016	The girl with large eyes (revision)	Creative writing (letter)	Step 4 & Step 5	Scaffolding, lang. in context, reading, writing
1 st March 2017	The Soccer Match	Grammar	Step 2 & Step 3	Scaffolding, lang. in context, reading, writing
19 th May 2017	All about Sharks	Visual Literacy	Step 2, Step 3 & Step 4	Scaffolding, lang. in context, reading, writing

The table above displays the 6 lessons taught by Lubelihle. The scaffolding element, teaching language in context, and the teaching of reading were employed in all the six lessons observed. She used texts that were read in that unit to teach writing; as is evident in five of the lessons observed.

Scaffolding element: Lubelihle provided scaffolds for her learners by developing a print-rich classroom. She used audio and visual aids during her lessons. She repeated concepts she taught until her learners mastered them. Also, she grouped her learners according to abilities; she had competent learners, average learners and struggling learners in the same groups. This allowed her learners to interact with one another and to share ideas.

Lubelihle’s scaffolding activities:

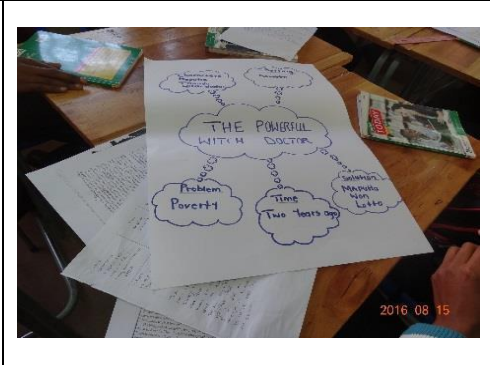
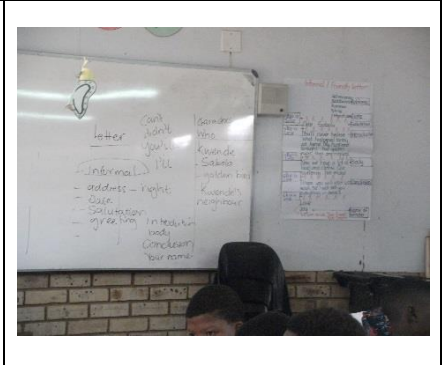
		
Lubelihle’s vocabulary tree	Lubelihle’s learning aids	Models the concepts- a model of a letter

Figure 6.13: Lubelihle’s scaffolding activities

The teaching language in context element: Lubelihle was able to use language in context through her lesson introductions, her explanations and the models she used. For example, to introduce her visual literacy lesson on the 19th May 2017, she tasked three learners to advertise their cell phones to the class. This connected her lesson with Business Studies and with the learners’ real world.

Teaching language in context:



Lubelihle's visual literacy teaching aids

Figure 6.14: Visual Literacy teaching aids in Lubelihle's class

The teaching of reading element: in all the lessons observed Lubelihle gave her learners opportunities to read. During Step 2 (detailed reading) Lubelihle instructed the learners to point at the words with their fingers and she made them read in groups. Secondly, the learners read sentence by sentence while she gave meanings of words. The detailed explanation enabled learners to understand the text, the paragraphs, the sentences as well as the words in the passage. Thirdly, while the learners read Lubelihle attended to reading cues like punctuation, voice projection and animation.

The use of read texts to teach writing element: In Step 3 (prepare before writing) she gave the learners a chance to practice spelling and the writing of other genres. In Step 4 (joint reconstruction) she guided them through re-writing the text they had read. Lubelihle made it a point to use read material to teach writing and this helped her learners to acquire the writing skills. For example, when she taught letter writing Lubelihle used material that was read to create written assignments.

The tasks were:

Teacher Lubelihle:	Who is the protagonist in the story?
Learner 1:	The girl with large eyes
Teacher Lubelihle:	Good! Who are the minor characters?
Learner 2:	Fish
Teacher Lubelihle:	Good! Who else?
Learner 3:	The girl's father
Teacher Lubelihle:	Yes. The father of the girl. Who else?
Learner 4:	The girl's brother
Teacher Lubelihle:	Very good. What is the problem in the story?
Learner 5:	The girl with large eyes gets married to a fish
Teacher Lubelihle:	Good! How is the problem resolved?
Learner 6:	The girl's father kills the fish
Teacher Lubelihle:	If you were the girl and your husband was killed, how would you feel?
Learner 1:	I would feel bad. I would never forgive my father
Teacher Lubelihle:	Ok. What about others? Would you all react this way?
Learners:	Yes... (others) No...
Teacher Lubelihle:	Alright! Today we will write letters. Then in that letter you will express your feelings.

Lubelihle's detailed reading and letter writing activity:

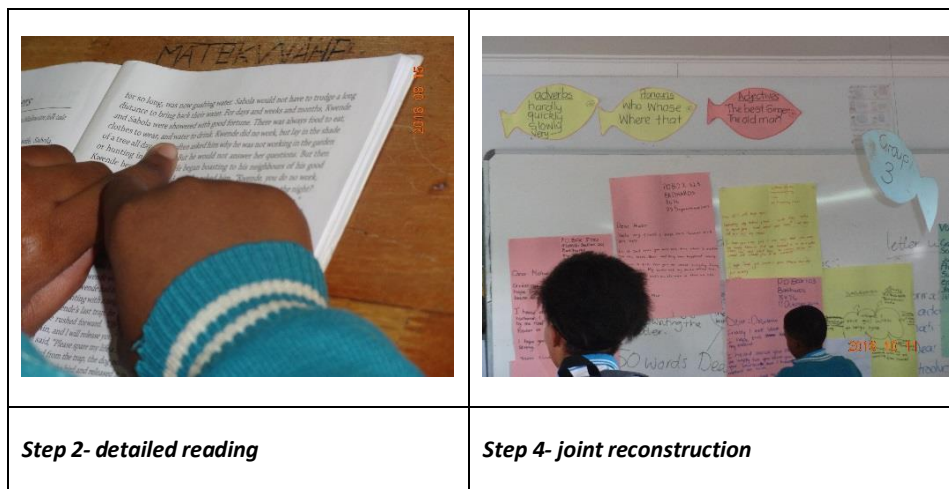


Figure 6.15: Detailed reading and joint reconstruction activities in Lubelihle's class

6.4.6 Shyla's Observed Lessons

Table 6.7: Summary of Shyla's Observed Lessons

PARTICIPANT: SHYLA		CLASS: Grade 9e		
DATE	LESSON TOPIC	GENRE	RTL STEPS USED	ELEMENTS OF RTL EMPLOYED
26 th Jan 2016	The Magic Doll	Reading	Step 1 & Step 2	Scaffolding, lang. in context, reading
15 th Aug 2016	Roof's Dilemma	Oral (role play)	Step 2, Step 3 & Step 4	Scaffolding, lang. in context, reading
15 th Sept 2016	The Rage of the Sea wind	Literature	Step 2, Step 3 & Step 4	Scaffolding, lang. in context, reading, writing
11 th Oct 2016	Wasis Marries Seboosis	Creative writ. (dialogue)	Step 4 & Step 5	Scaffolding, lang. in context, reading, writing
1 st March 2017	Unbeatable Passion	Grammar	Step 2 & Step 3	Scaffolding, lang. in context, reading, writing
19 th May 2017	How Junk food Affects your grades	Visual Literacy	Step 2, Step 3 & Step 4	Scaffolding, lang. in context, reading, writing

Displayed above are the six lessons taught by Shyla. She employed the scaffolding element in all the six lessons observed. She taught language in context in all the six lessons. She explicitly taught her learners how to read and gave them opportunities to read in all the six lessons. She used the texts that were read to teach writing; this is evident in four of the lessons observed.

One, the scaffolding element: Shyla provided scaffolds for her learners by developing a print-rich classroom. She used audio and visual aids during her lessons. She repeated concepts she taught until her learners mastered them. Also, she grouped her learners according to abilities; she had competent learners, average learners and struggling learners in the same groups. This allowed her learners to interact with one another and to share ideas.

Shyla's scaffolding activities:

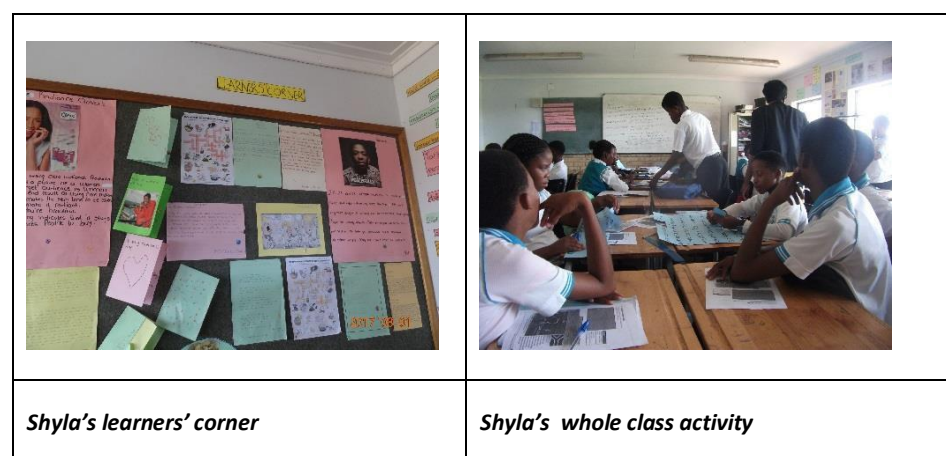


Figure 6.16: Shyla's scaffolding activities

Two, the teaching language in context element: Shyla used language in context through her lesson introductions, her explanations and the models she used. For example, Shyla's oral lesson on the 15th August 2016 was a role play of elections. What made the lesson relevant is that there were municipal elections all over South Africa during that month. There were campaigns all over on all media. The story, "Roof's Dilemma" is about a village polling station where multitudes of villagers have been bribed to vote for Marcus. Roof, one of the campaign boys encourages people to vote for his master, Marcus, but when he gets into the booth to vote he is not sure whether voting for Marcus is an honourable thing. Through this lesson, Shyla was able to link the oral lesson with current events in the country and with Life Orientation. Below is an extract of the lesson:

Teacher Shyla:	What was the main event in the drama we've been reading?
Learner 1:	Elections
Teacher Shyla:	Right! Which two political parties were involved in the elections?
Learner 2:	POP party and PAP party
Teacher Shyla:	Good! Why were people congratulating Marcus before election results?
Learner 3:	Because all the villagers had been given money and promised car if they voted for Marcus. And they had come in large numbers
Teacher Shyla:	Good! Why was Roof in a dilemma?
Learner 4:	He had received the bribe from Marcus, but his conscience told him that the other guy was the right candidate
Teacher Shyla:	True! Very good! Do you think there is bribing here in South Africa in order for people to get votes?
Learners:	Yes...
Teacher Shyla:	If someone gives you money to vote for him, will you vote? (Learners give different answers). Right! For our oral task today we have elections. Your group is your political party. You will be given a chance to campaign. I will give you 30minutes to prepare yourself. Task: - Choose a name for your party. It must not be any of the existing parties in the country. Come up with your own party name - Choose campaign manager & people - Choose the leader of the party - Present your campaign speech

Role-play and teaching aid for visual literacy lesson:

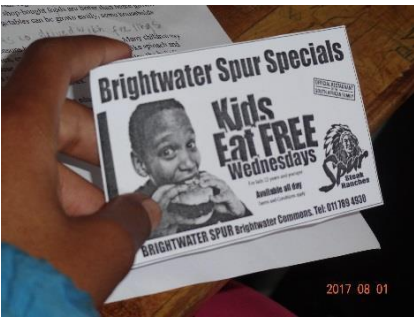
	
<i>Roleplay- elections picture</i>	<i>Visual literacy- teaching aid</i>

Figure 6.17: Role play poster and visual literacy teaching aid

Three, the teaching of reading element: in all the lessons observed Shyla gave her learners opportunities to read. During Step 2 (detailed reading) Shyla instructed the learners to point at the words with their fingers and she made them read in groups. Secondly, the learners read sentence by sentence while Shyla gave meanings of words. The detailed explanation enabled learners to understand the text, the paragraphs, the sentences as well as the words in the passage. Thirdly, while the learners read Shyla attended to reading cues like punctuation, voice projection and animation.

Four, the use of read text to teach writing element: In Step 3 (prepare before writing) she gave the learners a chance to practice spelling and the writing of other genres. In Step 4 (joint reconstruction) she guided them through re-writing the text they had read. She made it a point to use read material to teach writing and this helped her learners to acquire the writing skills.

Shyla's reading and writing activities:

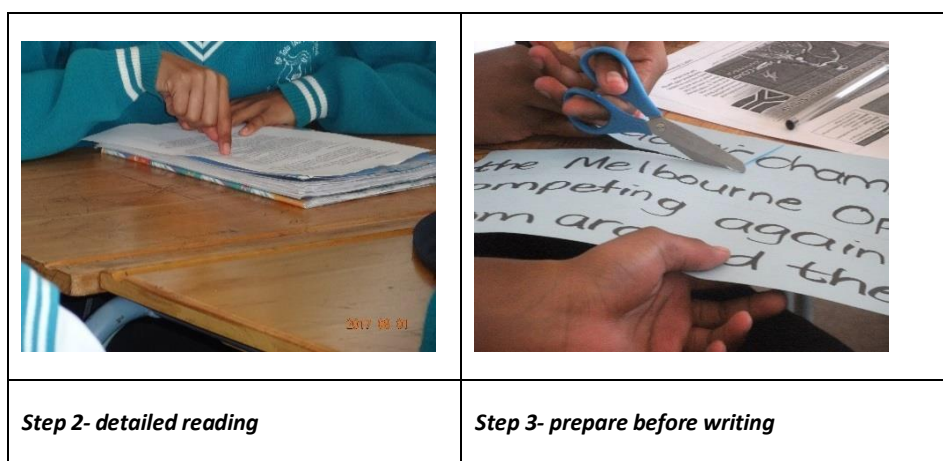


Figure 6.18: Shyla's reading and writing activities

6.4.7 Nnyambeni's Observed Lessons

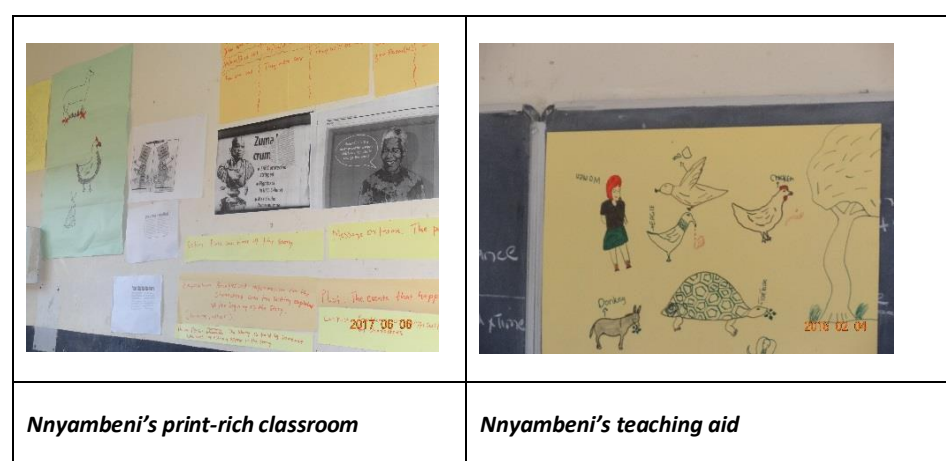
Table 6.8: Summary of Nnyambeni's Observed Lessons

PARTICIPANT: NNYAMBENI		CLASS: Grade 9b		
DATE	LESSON TOPIC	GENRE	RTL STEPS USED	ELEMENTS OF RTL EMPLOYED
4 th Feb 2016	The People could Fly	Reading	Step 1 & Step 2	Scaffolding, lang. in context, reading
25 th Aug 2016	Strange Encounter	Creative writing (essay)	Step 4 & Step 5	Scaffolding, lang. in context, reading, writing
22 nd Sept 2016	Tow Old Women make a Bet	Reading	Step 1 & Step 2	Scaffolding, lang. in context, reading
27 th Oct 2016	Leonard and the Tortoise	Grammar	Step 2 & Step 3	Scaffolding, lang. in context, reading, writing
23 rd Feb 2017	The Hare and the Buck	Grammar	Step 2 & Step 3	Scaffolding, lang. in context, reading, writing
6 th June 2017	I am The Man	Visual Literacy	Step 2, Step 3 & step 4	Scaffolding, lang. in context, reading, writing

The table above displays the six lessons taught by Nnyambeni. The scaffolding element was employed in all the six lessons observed. He taught language in context; this was evident in all the six lessons. He explicitly taught his learners how to read and gave them opportunities to read in all the six lessons. Nnyambeni used the story that was read to teach writing; this is evident in four of the lessons observed.

The scaffolding element: Nnyambeni's classroom is print-rich. He used audio and visual aids during his lessons and he repeated concepts several times until his learners had mastered these. Also, he grouped his learners according to their abilities; he had competent learners, average learners and struggling learners in the same groups, thus allowing his learners to interact with one another and to share ideas. In this manner he provided scaffolding for his learners.

Nnyambeni's print-rich classroom and teaching aid:



Nnyambeni's scaffolding activities:

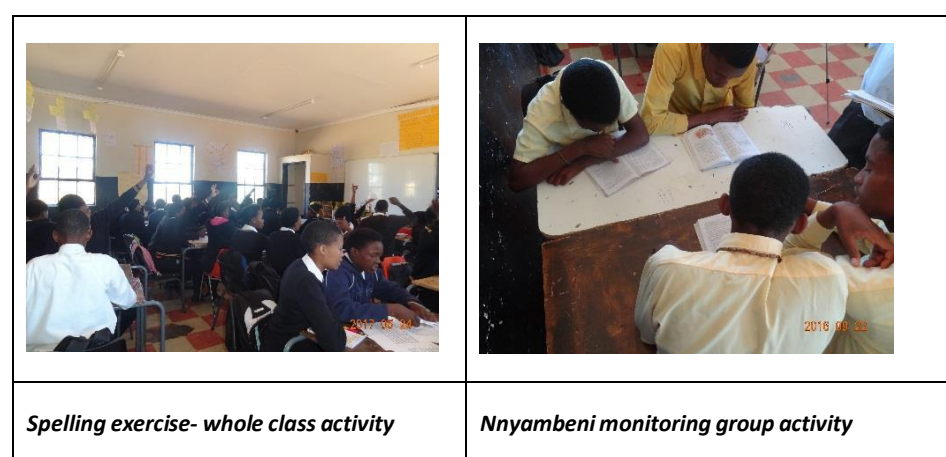


Figure 6.19: Nnyambeni's print-rich classroom, teaching aid and other scaffolding activities

The teaching language in context element: Nnyambeni was able to use language in context through his lesson introductions, his explanations and the models he used. For example, to introduce his lesson on the 6th June 2017 he used the story for that unit and connected the story with the learners' real life context as well as Economics and Business studies to the visual literacy lesson he was to teach that day.

Below is an extract from that lesson followed by the model he used for the same lesson:

Teacher Nnyambeni:	What weakness did the main character in the story we've been reading have?
Learner 1:	He was a thief
Teacher Nnyambeni:	Good! What was in the store?
Learner 2:	It was a supermarket which sold food and other things
Teacher Nnyambeni:	Yes. Good! Mention the items sold
Learner 3:	Beans and mealie meal
Teacher Nnyambeni:	That's right! And...
Learner 4:	Toothpaste and soap
Teacher Nnyambeni:	Very good! What do you normally buy at our local village market?
Learner 5:	Eggs and chicken feet
Teacher Nnyambeni:	How much do they cost?
Learner 5:	Boiled eggs cost R1 each and chicken feet cost R1. 50 for two
Teacher Nnyambeni:	That sounds like reasonable price. I went to the market over the weekend to buy mashonzha (Mopani worms) and thungulifha (cockroaches). I was charged an exorbitant price
Learner 4:	How much did they charge you?
Teacher Nnyambeni:	I was charged R10 for a packet of mashonzha and R10 for a packet of thungulifha.

Learner 6:	That was very expensive. They normally charge R7.50 for a packet. Maybe they charged you more because you are a teacher. (the whole class laughs)
Teacher Nnyambeni:	I brought some with me today for lunch. I would like us to create an advertisement to sell our own mashonzha and our own thungulifha. Before we do the task as a class, let us remind one another what the features of an advertisement are, from your Economics or Business studies class.
Learner 7:	An advert usually has a slogan
Teacher Nnyambeni:	Good! What else?
Learner 8:	The font size changes according to what the seller wants the buyer to see first
Teacher Nnyambeni:	Very good! What else?
Learner 9:	The advertiser uses language that attracts people to buy
Teacher Nnyambeni:	Well done! We are now going to create our advertisement. Let us use these points as our guidelines: a. The name of the item b. The slogan c. The target audience d. What picture will we draw e. What attractive words will we use

Nnyambeni's teaching language in context activities:

	
<i>Thungulifha- model for the context</i>	<i>Visual literacy teaching aid</i>

Figure 6.20: Nnyambeni's teaching language in context activities

The teaching of reading element: in all the lessons observed Nnyambeni gave his learners opportunities to read. During Step 2 (detailed reading) he instructed the learners to point at the words with their fingers and he made them read in groups. Secondly, the learners read sentence by sentence while he gave meanings of words. The detailed explanation enabled learners to understand the text, the paragraphs, the sentences as well as the words in the passage. Thirdly, while the learners read he attended to reading cues like punctuation, voice projection and animation.

The writing element: In Step 3 (prepare before writing) he gave the learners a chance to practice spelling and the writing of other genres. In Step 4 (joint reconstruction) Nnyambeni guided them through re-writing the text they had read. He used read material to teach writing and this helped his learners to acquire the writing skills. Nnyambeni's detailed reading and writing activities:

	
<i>Step 2- detailed reading</i>	<i>Step 4- joint reconstruction</i>

Figure 6.21: Reading and writing activities in Nnyambeni's class

6.4.8 Tabudi's Observed Lessons

Table 6.9: Summary of Tabudi's Observed Lessons

PARTICIPANT: TABUDI		CLASS: Grade 4a		
DATE	LESSON TOPIC	GENRE	RTL STEPS USED	ELEMENTS OF RTL EMPLOYED
11 th Feb 2016	Ant and Dove	Reading	Step 1 & Step 2	Scaffolding, lang. in context, reading
12 th Aug 2016	Anna Goes to the clinic	Creative writ (dialogue)	Step 4 & Step 5	Scaffolding, lang. in context, reading, writing
14 th Sept 2016	The Talking Fish	Reading	Step 1 & Step 2	Scaffolding, lang. in context, reading
26 th Oct 2016	Why dogs chase cars	Grammar	Step 2 & Step 3	Scaffolding, lang. in context, reading, writing
28 th Feb 2017	Digging	Poetry	Step 2, Step 3 & Step 4	Scaffolding, lang. in context, reading, writing
5 th May 2017	Grandma and Thuli at the Market	Visual Literacy	Step 2, step 3 & Step 4	Scaffolding, lang. in context, reading, writing

Tabulated above are the six lessons taught by Tabudi. The scaffolding element was employed in all the six lessons observed. He taught language in context; this was evident in all the six lessons. He explicitly taught his learners how to read and gave them opportunities to read in all the six lessons. He used the story for that unit to teach writing; this is evident in four of the lessons observed.

The scaffolding element: Tabudi's classroom is print-rich. He used audio and visual aids during his lessons. He repeated concepts several times until his learners mastered the concepts. Also, Tabudi grouped his learners according to their abilities; he had competent learners, average learners and struggling learners in the same groups. This allowed Tabudi's learners to interact with one another and to share ideas. In this manner he provided scaffolding for his learners.

Tabudi's scaffolding activities:

		
Tabudi's print-rich classroom	Tabudi's class- practicing spelling	Tabudi-monitoring group activity

Figure 6.22: Tabudi's scaffolding activities

The teaching language in context element: Tabudi used language in context through his lesson introductions, his explanations and the models he used. For example, in his grammar lesson on the 26th October 2016 he used the story for that unit, "Why dogs chase cars" to teach Nouns and Pronouns. He used the story as the context for the grammar lesson instead of teaching grammar in isolation.

Below is an extract from that lesson:

Teacher Tabudi:	What is the title of the story we have been reading?
Learners:	Why dogs chase cars
Teacher Tabudi:	Good! Who are the characters in the story?
Learner 1:	Dog, Leopard and Donkey
Teacher Tabudi:	Very good! Who else?

Learner 2:	Taxi driver
Teacher Tabudi:	Yes! The taxi driver. Why does the dog chase the car?
Learner 3:	Because the taxi driver ran away with his change
Teacher Tabudi:	Yes, very good! Let us look at part of the story. (Teacher gives learners handouts of two paragraphs from the story). Let us read the extract together.
Learners:	(Detailed reading)
Teacher Tabudi:	In the first sentence we are told that people began to drive. What did they begin to drive?
Learner 4:	cars
Teachers Tabudi:	Good! Underline the word cars. (The learners underline the word cars). The cars were driven on something. What is it?
Learner 5:	On bumpy roads
Teacher Tabudi:	Good! Underline roads (learners underline roads). The roads wind through something. Through what?
Learner 1:	Through lush green forests
Teacher Tabudi:	Good! Underline forests (learners underline forests). We are told about three animals. What animals are they?
Learners:	A dog, a leopard, and a donkey
Teacher Tabudi:	Very good! Underline dog, leopard, donkey (the learners underline the words). Ok. What is common about the words you have underlined?
Learner 2:	They tell us names of animals

Teacher Tabudi:	Ok. Yes, they tell us names of animals. But are all the underlined words names of animals? (Teacher writes: cars, roads, forests, dog, leopard, donkey on the chalkboard). Let us read this list on the board together
Learners:	Cars, roads, forests, dog, leopard, donkey
Teacher Tabudi:	Are these all names of animals?
Learner 6:	No. there are names of things
Teacher Tabudi:	Thanks! There are names of animals, of things and what else?
Learner 7:	Forest
Teacher Tabudi:	Yes. What is a forest?
Learner 8:	A place where animals stay
Teacher Tabudi:	Very good. It is a place. Now there is a word we use to identify all these words. Names of place, things and animals and people. What do we collectively call them?
Learner 3:	Adverbs
Teacher Tabudi:	Adverbs? Try again
Learner 9:	Noun
Teacher Tabudi:	Excellent! They are nouns. Our lesson today is on Nouns. A Noun is a name of a place, a thing, a person or animal. Let us search for more Nouns in the story.

The teaching of reading element: in all the lessons observed Tabudi gave his learners opportunities to read. During Step 2 (detailed reading) Tabudi instructed the learners to point at the words with their fingers and he made them read in groups. Secondly, the learners read sentence by sentence while he gave meanings of words. The detailed explanation enabled

learners to understand the text, the paragraphs, the sentences as well as the words in the passage. Thirdly, while the learners read he attended to reading cues like punctuation, voice projection and animation.

The writing element: In Step 3 (prepare before writing) he gave the learners a chance to practice spelling and the writing of other genres. In Step 4 (joint reconstruction) Tabudi guided them through re-writing the text they had read. He used read material to teach writing and this helped his learners to acquire the writing skills.

Tabudi's detailed reading and writing activities:

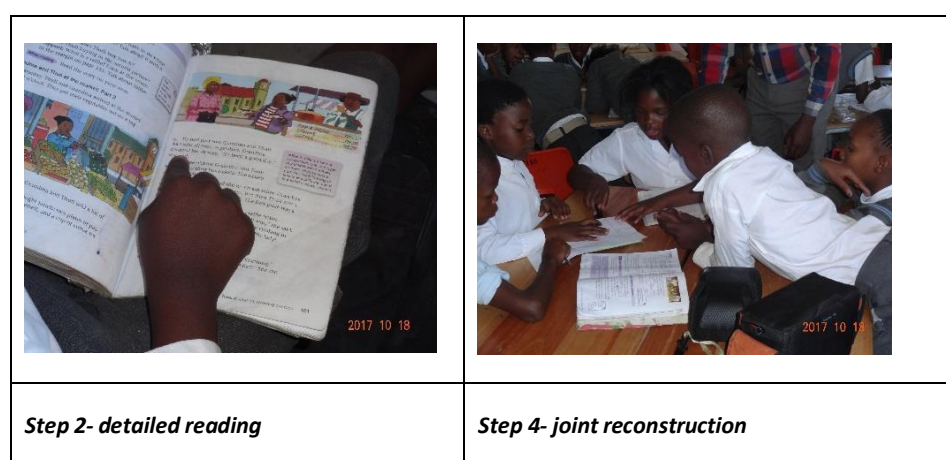


Figure 6.23: Detailed reading and writing activities in Tabudi's class

6.5 SUMMARY OF LESSONS OBSERVED

Teaching quality is strong instruction that enables a wide range of students to learn. In productive pedagogy, teaching quality requires the teacher to instil an understanding of concepts through meaningful learning experiences in a supportive classroom environment. According to productive pedagogy, in order to measure the effectiveness of the teacher in the classroom there are teaching standards that must be adhered to such as: understanding of concepts; meaningful learning experiences; and supportive classroom environment (Darling-Hammond, 2012; Gore et al., 2004).

As a result of using the RtL pedagogy, the eight participants provided quality teaching. The four elements that emerged during the analysis of observed lessons meet the standards of effective teaching. The standards are: understanding of concepts, and the eight participants

were able to explicitly teach reading and use read material to create written work. The second standard is meaningful learning experiences, where the eight participants taught language in context. They linked curriculum coverage with the learners' real life situations, with other learning areas that the learners do at school, and they taught genres in the context of the texts they read. The third standard is supportive classroom environment. The eight participants scaffolded their learners through print-rich classrooms, teaching-learning aids, repetition of concepts and grouping the learners. These endeavours provided support for the learners.

6.6 CONCLUSION

The purpose of this chapter was to analyse the role played by the RtL pedagogy in enhancing the teachers' teaching practice. The data analysed was gathered through classroom observations. By employing the RtL pedagogy, the participants demonstrated that explicit focus on the teaching of reading and writing develops the teachers' teaching quality.

Analysis of the 48 lessons observed shows that the eight participants provided quality teaching while they used the RtL pedagogy as their teaching approach. They explicitly taught learners how to read, they taught all the genres in context and they used the texts they were using to teach reading to create written assignments. Based on this analysis, it can be argued that the RtL pedagogy has a positive impact on the teachers' classroom practice.

CHAPTER 7

ANALYSIS OF SEMI-STRUCTURED INTERVIEWS AND WRITTEN DOCUMENTS

7.1 INTRODUCTION

Chapter 6 focused on the analysis of observed lessons. The findings thereof showed that explicit focus on the teaching of reading and writing develops the teachers' teaching quality. This chapter is a continuation of the analysis part of this study where data generated is analysed through semi-structured interviews and written documents. Its purpose is to find out how the use of the Scaffolding Interaction Cycle expands the content knowledge and teaching quality of the teachers; it is also to establish the extent to which the RtL pedagogy can influence the teachers' construction of their identities. Data is also discussed and interpreted in line with the goal of this study which was to equip English FAL teachers with pedagogic approaches that would enhance their teaching quality and transform them into more effective teachers.

The chapter is organised into three sections. The first section is a brief overview of the Systemic Functional Linguistics analysis process followed in this chapter. The second section deals with the analysis of the participants' responses during semi-structured interviews. The third section deals with the analysis of documents written by the participants about their practice and about the RtL pedagogy and then the conclusion follows.

7.2 AN OVERVIEW OF THE ANALYSIS PROCESS

Systemic Functional Linguistics (SFL) has been used as the theoretical, conceptual and analytical tool for this study. For the purpose of analysis, the SFL mood has been chosen and it breaks down the spoken and written texts into clauses which are further dissected into subject, finite, predicator and complement. The chronological order of the subject and the finite in a clause determines the mood of the clause. The finite expresses the tense of the clause and most importantly, it determines the view of the presenter or author of the text (Mehwish et al., 2015).

In this analysis process the mood of the clause was used to find out if the intervention expanded the content knowledge and developed the teaching quality of the participants. The finite and the subject of the clause were used to measure the extent to which the pedagogy influenced the participants' construction of their identities. Below is a diagram showing the analysis process.

7.3 ANALYSIS OF PARTICIPANTS' RESPONSES DURING SEMI-STRUCTURED INTERVIEWS

In this section the focus is on the structural aspects of the language used by educators during interviews. The purpose of this is to evaluate the functional meaning of the texts; another purpose is to identify the subjects and finites used by the participants in order to determine how they construct their identities. To achieve this goal, the Systemic Functional Linguistics Mood analysis is used. The section is outlined this way:

- the mood choices made by the participants during interviews
- the subjects chosen by the participants
- the finites used by the participants
- the individual participants' responses
- summary of semi-structured interviews

7.3.1 Mood Choices

Following is a table that shows the mood choices made by the participants during semi-structured interviews.

Table 7.1: Mood Choices- (Adapted from Adetomokun, 2012)

PARTICIPANT	DECLARATIVE MOOD	IMPERATIVE MOOD	INTERROGATIVE MOOD	INDIVIDUAL TOTAL
Malebogo	15	-	-	15
Notoane	20	-	-	20
Kobela	11	-	-	11
Nondumiso	11	-	-	11
Lubelihle	12	2	-	14
Shyla	15	1	-	16
Nnyambeni	13	-	-	13
Tabudi	7	-	-	7
GROSS TOTAL	104	3	0	107
PERCENTAGE	97.2%	2.8%	0	100%

As displayed in the table above, the dominant mood used by the participants during interviews was the declarative mood. The total number of clauses analysed is 107 and 104 (97.2%) of them are declarative. This suggests that the participants expressed themselves strongly as they talked about their experiences in the classroom as well as their opinions on their practice and the challenges thereof. Since they were giving facts about themselves, it makes sense to have them use the declarative mood. One of the features of the declarative mood is that the speaker gives information. Since the participants were giving information in

interview settings, it was normal to have the declarative mood dominate the interviews. This mood strengthens the appeal of the text to the listener and it displays social realities. Teachers by nature are leaders in society; this respectable social status gives them the right to speak with authority, especially when it comes to matters concerning the teaching/learning process (Banda, 2005; Adetomokun, 2012, Mehwish et al., 2015).

Furthermore, three (2.8%) of the 107 clauses are in the imperative mood. The imperative mood denotes authority. It shows that the speaker has authority over the listener or, as in this case, the one spoken about (the third person). The chosen verb, “make” suggests that the learners are compelled to read and to follow whatever the instruction from the teacher may be (Mehwish et al., 2015).

7.3.2 Analysis of the Subject

The subject of the clause is very important because it carries the identity of the author of the spoken or written text. Halliday (2014) describes the subject of the clause as the theme of the clause because it tells us what the clause is all about. For this study the subjects of the clauses were important as they personalised the different identities constructed by the participants. The subject and the finite of the clause determine the identity the author constructs of himself or herself. Only the last interview was analysed in terms of the subject, the reason being that the last set of interviews was conducted at the end of the intervention and the conversations centred on the impact of the intervention. (Adetomokun, 2012). The table below shows the frequency of subjects in participants’ responses during interviews:

Table 7.2: Subjects used by participants

PARTICIPANTS	1 st PERSON SINGULAR "I", "MY"	1 st PERSON PLURAL "WE"	2 nd PERSON "YOU"	THIRD PERSON "HE", "SHE", "IT", "THEY"	TOTAL
MALEBOGO	4	-	-	4	8
NOTOANE	7	-	-	3	10
KOBELA	3	-	-	1	4
NONDUMISO	6	-	-	-	6
LUBELIHLE	3	-	-	3	6
SHYLA	9	-	-	2	11
NNYAMBENI	1	-	-	3	4
TABUDI	3	-	-	-	3
TOTAL	36	0	0	16	52
%	69	0	0	31	100%

The total number of subjects used by participants during the last set of interviews is 52. The personal pronoun, "I" together with the possessive pronoun "My" are the dominant subjects of the clauses at 69%. The participants did not use the plural form of the personal pronoun and the second person was not used. The third person was used to refer to learners and the pedagogy; 31% of the clauses had the third person as the subject. The dominance of the personal pronoun, "I" as the subject, allowed the participants to identify themselves as individuals. They did not ascribe a group identity to themselves, but they took the position of

being individuals who have been developed through the intervention. For instance, Malebogo, "I am now a best teacher" (clause 2, last interview); Notoane, "I can also do research" (clause 4, last interview); Kobela, "I am now a good teacher" (clause 4, last interview); Nondumiso, "I have developed" (clause 6, last interview); Lubelihle, "I have become innovative" (clause 3, last interview); Shyla, "I have developed" (clause 7, last interview); Nnyambeni, "I wish all the educators in my school would be exposed to it" (clause 3, last interview); Tabudi, "I can now help learners ..." (clause 3, last interview). Thus, by using the personal pronoun, "I" as the subject of the clauses, the participants identify themselves as best teacher, one who can do research, is innovative, and developed; identities they did not subscribe to before the intervention.

7.3.3 Analysis of the Finite

The finite was used in the clauses analysed. The finite details the part of the clause that makes it possible to argue about the subject participant. Data in this study shows the finites used frequently during the interviews. In order to measure the impact of the intervention on the participants, only the last interview was analysed in terms of the finite. The table below shows the frequency of the finites used during semi-structured interviews:

Table 7.3: Frequency of the finites in the conversations

FINITES	Malebogo	Notoane	Kobela	Nondumiso	Shyla	Lube	NNYA	Tabudi	TOTAL	%
am/is/are	4	-	1	1		1	2		9	17.6
was	1	2	1	1		2		1	8	15.7
Could/can	1	1	1	1				1	5	9.8
Has/have	1	1		1	2	3	1	1	10	19.6
use		1							1	1.9

enjoy		1			2				3	5.9
do		1							1	1.9
Didn't						2			2	3.9
respond			1						1	1.9
No longer				1					1	1.9
relied				1					1	1.9
know						1			1	1.9
prepare						1			1	1.9
developed	1	1							2	3.9
wish							1		1	1.9
talks		1							1	1.9
Came up		1							1	1.9
Could not						1			1	1.9
indicates					1				1	1.9
TOTAL	8	10	4	6	5	11	4	3	51	100%

The possessive auxiliary verb, “have” has been used more frequently (23%). It is followed by the auxiliary verb, “am” together with its other forms, “are”, “is” and “am” at 20.1%. The positive use of these finites shows the manner in which the participant constructs his/her identity. The possessive auxiliary verb and the auxiliary verbs have been used by the participants to show their attitude towards the RtL pedagogy. They identify themselves as

teachers who have developed, who are now knowledgeable and competent after the intervention.

This construction of the teachers' identities, together with the analysis of the subject in the previous section, responds to the third sub-question asked by the study. The positive attitude they have towards themselves as educators shows that the RtL pedagogy has influenced them to construct positive identities. It is interesting to note that all eight participants used positive finites to construct their identities. This confirms that all of them have been positively influenced by the pedagogy.

7.3.4 Analysis of the responses by individual participants

The total number of participants was eight. The total number of clauses analysed was 107.

7.3.4.1 MALEBOGO

1st Interview

Clause 1: I let them sit next to those who can read

I	let	them sit	next to those who can read
Subject	finite	predicator	complement
MOOD: DECLARATIVE		residue	

Clause 2: and hope they will learn from them

and hope	they	will learn	from them
Adjunct: conjunctive	subject	finite	complement
MOOD: DECLARATIVE			

Clause 3: but I do not know how to teach reading and even if I could

but	I	do not know	how to teach reading	and even if I could
Adjunct: conjunctive	Subject	finite	predicator	adjunct: circumstantial
MOOD: DECLARATIVE				

Clause 4: I would not have the time to teach reading and still cover the syllabus

I	would not	have the time	to teach reading and still cover the syllabus
Subject	finite	complement	predicator
MOOD: DECLARATIVE			

Clause 5: I think it is a good methodology

I	think it is	A good methodology
Subject	finite	complement
MOOD: DECLARATIVE		

Clause 6: but it is difficult

but	it	is	difficult
Adjunct: conjunctive	subject	finite	complement
MOOD: DECLARATIVE			

Clause 7: I am used to a different way of teaching

I	am used to	a different way of teaching
Subject	finite	complement
MOOD: DECLARATIVE		

LAST INTERVIEW

Clause 1: the RtL method developed my content knowledge

The RtL method	developed	my content knowledge
Subject	finite	complement
MOOD: DECLARATIVE		

Clause 2: I am now a best teacher

I	am now	a best	teacher
Subject	finite	predicator	complement
MOOD: DECLARATIVE			

Clause 3: because before, my knowledge of the subject was limited

because before	my knowledge	of the subject	was limited
Adjunct: conjunctive	subject	Predicator	finite

MOOD: DECLARATIVE

Clause 4: even my learners could challenge me

even	my learners	could	challenge me
Adjunct: conjunctive	subject	finite	complement
MOOD: DECLARATIVE			

Clause 5: this is now a thing of the past, thanks to RtL

this	is now	a thing of the past	thanks to RtL
Subject	finite	predicator	adjunct
MOOD: DECLARATIVE			

Clause 6: my vocabulary has also improved

my vocabulary	has	also improved
Subject	finite	complement
MOOD: DECLARATIVE		

Clause 7: I am sharing my new found knowledge with my colleagues

I	am sharing	my new found knowledge	with my colleagues
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Subject	finite	predicator	complement
MOOD: DECLARATIVE			

Clause 8: many are interested, for they see the change in me

many	are interested	for they see	the change in me
Subject	finite	predicator	complement
MOOD: DECLARATIVE			

Above are the transcribed oral responses of the first participant, Malebogo, during the first and the last semi-structured interviews. Only the clauses that responded to the questions asked by the overall study were analysed. There are 15 clauses uttered by this participant. All 15 clauses are in the declarative mood. This participant had strong convictions about her classroom practice and the challenges thereof, hence the use of the declarative mood.

In the first interview this participant expressed her lack of skills when it came to the teaching of reading, yet she was not keen to acquire the skills, because in her opinion teaching reading would waste her time and she would not cover the syllabus, which was her main aim. She reluctantly agreed to be a participant in this intervention study, because she felt the new teaching approach was complicated.

It is interesting that in the last interview, a year and six months after the first interview, the participant still expresses herself in strong language, this time as a teacher whose practice has been enhanced. Her confidence is displayed even in her decision to teach her colleagues the new pedagogy which has developed her practice.

During the last interview, this participant used eight finites, four of which are the dominant auxiliary verbs, “am”, “are”, and “is”. She also used eight subjects of clauses and the dominant one was the first person singular, “I” and the possessive pronoun, “my”. These subject and

finite choices show that after the intervention she identified herself as an effective teacher as a result of the RtL pedagogy. The mood choice made by the participant shows that the pedagogy has expanded the content knowledge of this participant; at the same time, it has developed her teaching quality.

7.3.4.2 NOTOANE

1st Interview

Clause 1: It has been difficult for us

It	has been	difficult for us
Subject	finite	complement
MOOD: DECLARATIVE		

Clause 2: because we would just read in a group and hope that he/she will catch up

because	we	would just	read in a group	and hope that he/she will catch up
Adjunct conjunctive	subject	finite	complement	adjunct
MOOD: DECLARATIVE				

Clause 3: but it was difficult because such learners would be forever isolated

but it was difficult	such learners	would be	forever isolated
Adjunct circumstantial	subject	finite	complement

MOOD: DECLARATIVE

Clause 4: that's the problem that I encountered

that's the problem	that I	encountered
Adjunct circumstantial	subject	finite
MOOD: DECLARATIVE residue		

Clause 5: we would only see it when we come to testing time

we	would	only see it	When we come to testing time
Subject	finite	predicator	complement
MOOD: DECLARATIVE residue			

Clause 6: then you see that it is now five months and this learner still cannot read

then you	see	that it is now five months	and this learner still cannot read
Subject	finite	predicator	complement
MOOD: DECLARATIVE residue			

Clause 7: It seems to be a good methodology

it	seems	to be	a good methodology
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Subject	adjunct	finite	complement
MOOD: DECLARATIVE			

Clause 8: I cannot say much but I am optimistic

I	cannot say	much	but I am optimistic
Subject	finite	predicator	complement
MOOD: DECLARATIVE		residue	

Clause 9: that it will bring some improvement in my class

that	it	will bring	some improvement	in my class
Adjunct conjunctive	subject	finite	predicator	complement
MOOD: DECLARATIVE			residue	

LAST INTERVIEW

Clause 1: I was a boring teacher before I was introduced to the RtL program

I	was	a boring teacher	before I was introduced to the RtL program
Subject	finite	predicator	complement
MOOD: DECLARATIVE			

Clause 2: my only teaching aid was the textbook

my	only teaching aid	was	the textbook
Subject	predicator	finite	complement
MOOD: DECLARATIVE			

Clause 3: but now I use many different teaching aids

but now	I	use	many different teaching aids
adjunct	subject	finite	complement
MOOD: DECLARATIVE			

Clause 4: I can also do research

I	can also	do	research
Subject	adjunct	finite	complement
MOOD: DECLARATIVE			

Clause 5: whereby I enjoy reading theorists like Dr David Rose

whereby	I	enjoy reading	theorists like Dr David Rose
Adjunct conjunctive	subject	finite	complement
MOOD: DECLARATIVE			

Clause 6: who came up with the six curriculum cycle

who	came up	with the six curriculum cycle
Subject	finite	complement
MOOD: DECLARATIVE		

Clause 7: and Vygotsky who introduced zone of proximal development

and Vygotsky	who	introduced	zone of proximal development
Subject	adjunct	finite	complement
MOOD: DECLARATIVE			

Clause 8: as well as Halliday who talks about teaching grammar in context

as well as	Halliday	who talks about	teaching grammar in context
Adjunct conjunctive	subject	finite	complement
MOOD: DECLARATIVE			

Clause 9: my content knowledge as well as my teaching ability have improved

my content knowledge	as well as my teaching ability	have	improved
Subject	adjunct	finite	complement
MOOD: DECLARATIVE			

Clause 10: I really do appreciate RtL

I	really	do appreciate	RtL
Subject	Adjunct circumstantial	finite	complement
MOOD: DECLARATIVE			

Clause 11: because it developed me as a teacher

because	it	developed	me as a teacher
Adjunct conjunctive	subject	finite	complement
MOOD: DECLARATIVE			

These are transcribed oral responses of the second participant, Notoane, during the first and the last semi-structured interviews. Only the clauses that responded to the questions asked by the overall study were analysed. There were 20 clauses uttered by this participant. All 20 clauses are in the declarative mood. Unlike the first one, this participant expressed frustration over his lack of teaching skills during the first interview. In Clause 3, Clause 5 and Clause 6 he discloses the helpless state in which he always found himself. Even though he was not sure what benefits the intervention would bring for him, he was willing to participate.

The transformation in the last interview indicates that the intervention has benefited him. Not only has his classroom practice been enhanced, he has also become a researcher. This means he has developed as a professional.

During the last interview, this participant used 10 finites. There is no dominant finite he uses, except “was” when he referred to his classroom practice before the intervention. However, he uses a variety of dominant finites like the possessive auxiliary, “have” and strong verbs such as, “can”, “do”, and “enjoy”. In the same interview he uses 10 subjects, seven of which

are the first person singular, “I”. The use of these finites and the subject, “I” show that he identifies himself as an effective teacher as a result of the RtL pedagogy.

7.3.4.3 KOBELA

1st Interview

Clause 1: Mem Setlhako and I decided to conduct some remedial classes

Mem Setlhako and I	decided to conduct	some remedial classes
Subject	finite	complement
MOOD: DECLARATIVE		

Clause 2: we took them to the library and gave them books to read

we	took	them to the library	and gave them books to read
Subject	finite	complement	complement
MOOD: DECLARATIVE			

Clause 3: they read on their own

they	read	on their own
Subject	finite	complement
MOOD: DECLARATIVE		

Clause 4: we didn't guide them on how to read

we	didn't	guide	them	on how to read
Subject	Predicator: negative	finite	complement	Adjunct: circumstantial
MOOD: DECLARATIVE				

Clause 5: not to a satisfactory level; the pace was very slow

not to a satisfactory level	the pace	was	very slow
Adjunct: circumstantial	subject	finite	complement
MOOD: DECLARATIVE			

Clause 6: It looks good

it	looks	good
Subject	finite	complement
MOOD: DECLARATIVE		

Clause 7: I want to use it this term to see if there will be improvement

I	want to use	it this term	to see if there will be improvement
Subject	finite	predicator	complement
MOOD: DECLARATIVE			

LAST INTERVIEW

Clause 1: Before I was introduced to RtL method my knowledge was limited

before	I	was introduced	to RtL method	my knowledge was limited
Adjunct: conjunctive	subject	finite	predicator	complement
MOOD: DECLARATIVE				

Clause 2: I can now teach reading, grammar and other genres

I	can now teach	reading, grammar and other genres
Subject	finite	predicator
MOOD: DECLARATIVE		

Clause 3: my learners respond well and they enjoy my teaching style

my learners	respond	well and they enjoy	my teaching style
Subject	finite	predicator	complement
MOOD: DECLARATIVE			

Clause 4: I am now a good teacher because of the method

I	am now	a good teacher	because of the method
Subject	finite	predicator	complement
MOOD: DECLARATIVE			

These are oral responses of the third participant, Kobela, during the first and the last semi-structured interviews. Only the clauses that responded to the questions asked by the overall study were analysed. There are 11 clauses uttered by this participant. All 11 clauses are in the declarative mood. This participant made efforts to provide her learners with reading skills by exposing them to print material. Extensive reading is a research approach that has yielded good results. However, without the ability to read, her learners did not benefit much from her intervention strategies and she felt discouraged. Clause 5 of the first interview displays her helpless condition. It was with curiosity that she became a participant in this study. Clause 7 of the first interview shows her eagerness to test the RtL pedagogy.

The last interview presents Kobela as a developed teacher, which suggests that the intervention benefited her. She describes herself as a good teacher whose learners enjoy her lessons.

During the last interview, this participant used four subjects, three of which are the first person singular, “I”. She also used four finites. Even though she used a few finites, she chose the dominant auxiliary verbs like “am” and strong verbs such as “can” to show the listener that she identifies herself as a good teacher, because of the RtL pedagogy. The subject and finite choices she made demonstrate that this participant identifies herself as a good teacher after the intervention.

7.3.4.4 NONDUMISO

1st Interview

Clause 1: the problem, I tried to mix them with those who can read

the problem	I	tried to mix	them with those who can read
Adjunct: conjunctive	subject	finite	complement
MOOD: DECLARATIVE			

Clause 2: so that they can learn from them

so that	they	can learn	from them
Adjunct: conjunctive	subject	finite	complement
MOOD: DECLARATIVE			

Clause 3: because I was never sure whether they are cooperating with the others or not

because	I	was never	sure whether they are cooperating with the others or not
Adjunct: conjunctive	subject	Finite: negative	complement
MOOD: DECLARATIVE			

Clause 4: this method, when I look at it, I notice that it will help a lot

this method, when	I	look at it	I notice that it will help a lot
Adjunct: conjunctive	subject	finite	complement
MOOD: DECLARATIVE			

Clause 5: I would like to try to use it for the rest of the year to see what difference it will make

I	would like to try	to use it	for the rest of the year	to see what difference it will make
Subject	adjunct	finite	predicator	complement

MOOD: DECLARATIVE

LAST INTERVIEW

Clause 1: before I was introduced to RtL method I used to struggle with classroom management

before	I	was introduced	to RtL method	I used to struggle with classroom management
Adjunct: conjunctive	subject	finite	predicator	complement
MOOD: DECLARATIVE				residue

Clause 2: but through the skills acquired from RtL I no longer struggle to control my learners

but through the skills acquired from RtL	I	no longer struggle	to control my learners
Adjunct: conjunctive	subject	finite	complement
MOOD: DECLARATIVE			

Clause 3: I also relied on the textbook for all the tasks I gave learners

I	also relied	on the textbook	for all the tasks I gave learners
Subject	finite	predicator	complement
MOOD: DECLARATIVE			

Clause 4: but since I started using this method I am able to use newspapers, magazines, etc.

but since	I	started using	this method	I am	able to use newspapers, magazines, etc.
Adjunct: conjunctive	subject	adjunct	predicator	finite	complement
MOOD: DECLARATIVE					

Clause 5: I can choose a text from any of those resources to teach my learners

I	can choose	a text from any of those resources	to teach my learners
Subject	finite	predicator	complement
MOOD: DECLARATIVE			

Clause 6: I have developed; thanks to RtL

I	have developed	thanks to RtL
Subject	finite	complement
MOOD: DECLARATIVE		

Above is the display of transcribed oral responses of the fourth participant, Nondumiso, during the first and the last semi-structured interviews. There were 11 clauses uttered by this participant. All 11 clauses are in the declarative mood. In the first interview this participant expressed frustration over learners who could not read and her failure to help them. She was eager to try out the RtL pedagogy, because she was hoping for a solution to her problems. Clause 4 and Clause 5 of the first interview show her willingness to be part of the study.

The last interview shows that Nondumiso's hopes were met. She identifies areas of her classroom practice that have improved as a result of the intervention. Clause 2 and Clause 5 are identified areas of improvement. She describes herself as one who has developed.

During the last interview, this participant used six finites and six subjects. The dominant subject she chooses is the first person singular, "I". She does not use one finite several times. However, she chose dominant auxiliary verbs like "am" and "can". She also used the dominant possessive auxiliary verb "have". These chosen subject and finites show the confidence she has gathered as an educator through the intervention.

7.3.4.5 LUBELIHLE

1st Interview

Clause 1: I tried, but it is difficult

I	tried	but it is difficult
Subject	finite	complement
MOOD: DECLARATIVE		

Clause 2: maybe it is going to be easy now that we studying a new program

maybe it is going to be easy now that	we	studying	a new program
Adjunct: circumstantial	subject	finite	complement
MOOD: DECLARATIVE			

Clause 3: I think it is a good approach

I	think it is	a good approach
subject	finite	complement
MOOD: DECLARATIVE		

Clause 4: because from the word go we involve the learners

because from the word go	we	involve	the learners
Adjunct: conjunctive	subject	finite	complement
MOOD: DECLARATIVE			

Clause 5: we make them read

we	make	them read
Subject	finite	predicator
MOOD: IMPARATIVE		

Clause 6: we used to read the comprehension for them

we	used to read	the comprehension	for them
Subject	finite	predicator	complement
MOOD: DECLARATIVE			

Clause 7: even if they don't understand we won't tell

even if	they	don't understand	we won't tell
Adjunct: circumstantial	subject	finite	complement
MOOD: DECLARATIVE			

Clause 8: but now with this approach you make them read over and over again and make sure they understand the story

but now with this approach	you	make them read	over and over again	and make sure they understand the story
Adjunct: conjunctive	subject	finite	predicator	complement
MOOD: IMPARATIVE				

Clause 9: so I think it is a good approach

so	I	think it is	a good approach
Adjunct: conjunctive	subject	finite	complement
MOOD: DECLARATIVE			

LAST INTERVIEW

Clause 1: the South African Norms & Standards indicates that an educator should be a researcher and a lifelong learner

the South African Norms & Standards	indicates	that an educator should be	a researcher and a lifelong learner
Subject	finite	predicator	complement
MOOD: DECLARATIVE			

Clause 2: RtL has taught me to be a researcher

RtL	has taught	me to be a researcher
Subject	finite	predicator
MOOD: DECLARATIVE		

Clause 3: because I have become innovative

because	I	have become	innovative
Adjunct: conjunctive	subject	finite	predicator
MOOD: DECLARATIVE			

Clause 4: It is not only my learners who enjoy my lessons

it is not only	my learners	who	enjoy	my lessons
adjunct	subject	predicator	finite	complement
MOOD: DECLARATIVE				

Clause 5: I also enjoy my lessons and I look forward to going to class everyday

I	also	enjoy	my lessons	and I look forward to going to class everyday
Subject	Adjunct: conjunctive	finite	predicator	complement
MOOD: DECLARATIVE				

Above are the transcribed oral responses of the fifth participant, Lubelihle, during the first and the last semi-structured interviews. Of the 14 clauses uttered by this participant, 12 are in the declarative mood and two clauses are in the imperative mood. The skills to teach reading that this participant employed have not yielded positive results. Her first clause spells discouragement. Clause 5 and Clause 8 are imperative. In reference to her learners, Lubelihle used words that show authority. She employs the verb “make” which suggests that she has authority above her learners; she can instruct or command them to do certain activities during the teaching/learning process. Even before she embarked upon the intervention, she could identify the differences between the RtL pedagogy and other approaches. This means she was interested in the pedagogy right from the lectures and workshops on RtL pedagogy, which were presented before the intervention.

In the last interview, Lubelihle, states that she has become a researcher, an innovative teacher and that she enjoys her lessons. It is clear from her description that she has benefited from the intervention.

During the last interview, this participant used five subjects and five finites. Three of the subjects she used are first person singular, “I”. She used the dominant possessive auxiliary verb “have” and the verb “enjoy” more than once. These choices of subjects and finites demonstrate that she identifies herself as a better teacher, as a result of the RtL pedagogy.

7.3.4.6 SHYLA

1st Interview

Clause 1: No, it is not always the case; most of them do not know how to read

no, it is not always the case	most of them	do not know	how to read
Adjunct: circumstantial	subject	finite	complement
MOOD: DECLARATIVE			

Clause 2: and we do not always know what to do with them

and	we	do not always know	what to do	with them
Adjunct: conjunctive	subject	finite	predicator	complement
MOOD: DECLARATIVE				

Clause 3: I think it might help

I	think	it might help
Subject	finite	predicator
MOOD: DECLARATIVE		

Clause 4: because maybe as time goes on I can even ask learners to read separate

because maybe as time goes on	I	can even ask	learners to read separate
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Adjunct: conjunctive	subject	finite	complement
MOOD: DECLARATIVE			

Clause 5: maybe when they do reading aloud I can ask one learner to read aloud

maybe when	they	do reading aloud	I can ask one learner to read aloud
Adjunct: circumstantial	subject	finite	complement
MOOD: DECLARATIVE			

Clause 6: so from there I can get to know who can read and who cannot read

so from there	I	will get to know	who can read and who cannot read
Adjunct: conjunctive	subject	finite	complement
MOOD: DECLARATIVE			

LAST INTERVIEW

Clause 1: I was not trained to teach learners with learning barriers

I	was not trained	to teach learners	with learning barriers
Subject	finite	predicator	complement
MOOD: DECLARATIVE			

Clause 2: I did not know how to handle such learners

I	did not know	how to handle	such learners
Subject	finite	predicator	complement
MOOD: DECLARATIVE			

Clause 3: because I did not have the right methodology

because	I	did not have	the right methodology
Adjunct: conjunctive	subject	finite	complement
MOOD: DECLARATIVE			

Clause 4: I was just giving them extra work, but it was frustrating both the learners and myself

I	was	just giving them extra work	but it was frustrating both the learners and myself
Subject	finite	predicator	complement
MOOD: DECLARATIVE			

Clause 5: because they still could not get things right

because	they	still	could not	get things right
Adjunct: conjunctive	subject		finite	complement

MOOD: DECLARATIVE

Clause 6: but with this RtL methodology I am able to assist those learners

but with this RtL methodology	I	am able	to assist those learners
Adjunct: conjunctive	subject	finite	complement
MOOD: DECLARATIVE			

Clause 7: I can confidently say I have developed professionally

I	can confidently say	I have developed	professionally
Subject	finite	predicator	complement
MOOD: DECLARATIVE			

Clause 8: also, my content knowledge has expanded

also	my content knowledge	has expanded
Adjunct: conjunctive	subject	finite
MOOD: DECLARATIVE		

Clause 9: because when I prepare for lessons I have to know and understand the passage I intend to deliver

because when	I	prepare	for lessons	I have to know and understand the passage I intend to deliver
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Adjunct: circumstantial	subject	finite	predicator	complement
MOOD: IMPERATIVE				

Clause 10: I must know the meanings of the words in the passage and which parts of speech they are

I	must know	the meanings of the words in the passage	and which parts of speech they are
Subject	finite	predicator	complement
MOOD: IMPERATIVE			

Clause 11: This has expanded my content knowledge and vocabulary

this	has expanded	my content knowledge	and vocabulary
Subject	finite	complement	complement
MOOD: DECLARATIVE			

These are transcribed oral responses of the sixth participant, Shyla, during the first and the last semi-structured interviews. There are 17 clauses uttered by this participant. 16 clauses are in the declarative mood and one clause is in the imperative mood. Clause 10 in the last interview is in the imperative mood. In that clause she gives authority to the RtL pedagogy by stating that the teacher “must” know vocabulary and parts of speech before he/she can present a text to the learners.

This participant expresses her frustration in Clause 2 of the first interview, where she states that she did not know how to help the learners who cannot read in her class. She agrees that the RtL pedagogy may bring a solution to her problem; yet, she is sceptical of its effectiveness.

In Clause 4 and Clause 5 of the first interview the listener can sense her scepticism when she suggests activities she might do to augment the implied deficiencies of the RtL pedagogy. Nevertheless, in the absence of a better approach, she agrees to participate in the intervention study.

The last interview presents a confident, developed teacher, who declares that she has developed in different areas of her practice. The imperative Clause 10 she uses in the last interview confirms her development. She wraps up by stating that the RtL pedagogy has developed her. During the last interview, this participant used 11 subjects, nine of which are the dominant first person singular pronoun, “I”. She also used 11 finites, three of which are the dominant possessive auxiliary verb, “have”. She also uses strong auxiliary verbs like “am”. These subjects and finites she employs display that she identifies herself as a competent teacher as a result of the RtL pedagogy.

7.3.4.7 NNYAMBENI

1st Interview

Clause 1: I did not know what to do

I	did not know	what to do
Subject	finite	complement
MOOD: DECLARATIVE		

Clause 2: I used to hand them over to mem Setlhako and Kobela for remedial lessons

I	used to	hand them over	to mem Setlhako and Kobela	for remedial lessons
Subject	adjunct	finite	predicator	complement
MOOD: DECLARATIVE				

Clause 3: not that much, the main problem is that the learners who cannot read are those who are over age

not that much, the main problem is that	the learners	who cannot read	are those who are over age
Adjunct: circumstantial	subject	finite	predicator
MOOD: DECLARATIVE			

Clause 4: That's why they struggle

that's why	they	struggle
Adjunct: circumstantial	subject	finite
MOOD: DECLARATIVE		

Clause 5: I do not know

I	do not know
Subject	finite
MOOD: DECLARATIVE	

Clause 6: it looks good

it	looks	good
Subject	finite	complement

MOOD: DECLARATIVE

Clause 7: but I do not know how it will fit in with the tasks from DBE

but	I	do not know	how it will fit in	with the tasks from DBE
Adjunct: conjunctive	subject	finite	predicator	complement
MOOD: DECLARATIVE				

Clause 8: I will use it this term and see how to fit everything in

I	will use	it this term	and see how to fit everything in
Subject	finite	predicator	complement
MOOD: DECLARATIVE			

Clause 9: it looks like it can improve the learners' reading and writing scores

it	looks like it	can improve	the learners' reading and writing scores
Subject	adjunct	finite	predicator
MOOD: DECLARATIVE			

LAST INTERVIEW

Clause 1: RtL is the right method to use to teach the learners

RtL	is	the right method to use	to teach the learners
Subject	finite	predicator	complement
MOOD: DECLARATIVE			

Clause 2: RtL has developed me

RtL	has developed	me
Subject	finite	predicator
MOOD: DECLARATIVE		

Clause 3: I wish all the educators at my school would be exposed to it

I	wish	all the educators at my school	would be exposed to it
Subject	finite	predicator	complement
MOOD: DECLARATIVE			

Clause 4: it is very good

it	is	very good
Subject	finite	complement
MOOD: DECLARATIVE		

Nnyambeni's transcribed oral responses during the first and the last semi-structured interviews have been tabulated above. Only the clauses that responded to the questions asked by the overall study were analysed. There were 13 clauses uttered by this participant. All 13 clauses are in the declarative mood. In the first and second clauses of the first interview the participant talked about his inability to teach reading. When presented with the RtL pedagogy, he expressed concern over the adaptability of the pedagogy. His concern, as a manager, was to cover the syllabus in line with the demands of the DBE. Yet, his desire to get a solution for the reading challenges in his school made him agree to test the new pedagogy.

In the last interview Nnyambeni had tested the RtL pedagogy and is convinced that it is the best approach to use. He wished that all the teachers in the school he was managing could be exposed to this pedagogy. This suggests that the intervention benefited him.

During the last interview, this participant used four subjects; one of them is the dominant first person singular, "I". Even though he used only four finites, he chose the dominant possessive auxiliary verb "has" and strong verbs such as "is" to show that he identified himself as a developed teacher, because of the RtL pedagogy.

7.3.4.8 TABUDI

1st Interview

Clause 1: we are trying to help, but you know some of them eish! It's a problem

we	are trying	to help	but you know some of them eish! It's a problem
Subject	finite	predicator	complement
MOOD: DECLARATIVE			

Clause 2: I think they were not supposed to be here

I	think	they were not supposed to be here
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Subject	finite	predicator
MOOD: DECLARATIVE		

Clause 3: They were supposed to be somewhere else

they	were supposed	to be somewhere else
Subject	finite	predicator
MOOD: DECLARATIVE		

Clause 4: I am so frustrated that I'm willing to try any methodology

I	am	so frustrated that I'm willing	to try any methodology
Subject	finite	predicator	complement
MOOD: DECLARATIVE			

LAST INTERVIEW

Clause 1: before I was introduced to RtL my content knowledge was limited

before	I	was introduced	to RtL	my content knowledge was limited
Adjunct: conjunctive	subject	finite	predicator	complement
MOOD: DECLARATIVE				

Clause 2: my content knowledge has expanded

my content knowledge	has	expanded
subject	finite	complement
MOOD: DECLARATIVE		

Clause 3: I can now help learners who struggle to read because I know how

I	can now	help	learners who struggle to read	because I know how
Subject	adjunct	finite	predicator	complement
MOOD: DECLARATIVE				

These are transcribed oral responses of the eighth participant, Tabudi, during the first and the last semi-structured interviews. There are seven clauses uttered by this participant, all of which are in the declarative mood. The first three clauses of the first interview present a disgruntled teacher who is almost ready to give up. He goes to the extent of saying the learners under his care are misplaced. He is so frustrated that he is willing to try any methodology with the hope that someday he will get one that will bring a solution to his challenges. He eagerly agrees to be a participant of this intervention study.

The last interview presents Tabudi as a happy teacher, whose classroom challenges have been addressed by the RtL pedagogy. This suggests that the intervention has been of benefit to him.

During the last interview, this participant used three subjects; all in first person singular, “I”; he also used three finites. He chose the dominant possessive auxiliary verb “has” and strong verbs such as “can” to show that he identified himself as a developed teacher, because of the RtL pedagogy.

7.3.5 Summary of Semi-structured interviews

The information gathered from these interviews responds to the three sub-questions asked by this study:

- d. In what way does explicit focus on the teaching of reading and writing develop the teachers' teaching quality?
- e. How does the use of the Scaffolding Interaction Cycle expand the content knowledge of the teachers?
- f. To what extent can the RtL pedagogy influence the teachers' construction of their identities?

Through their use of the declarative mood, the participants have talked about their transformation from incompetent to competent educators by continuously using the scaffolding interaction cycle. In response to the first sub-question, seven of the eight participants (87.5%) indicated that their teaching quality had developed, as a result of using the RtL pedagogy:

Notoane: "my... as well as my teaching ability have improved" (Clause 9).

Kobela: "I can now teach reading, grammar and other genres, I am now a good teacher" (Clause 2 and Clause 4).

Nondumiso: "I can choose a text from any of those resources to teach my learners" (Clause 5).

Lubelihle: "I have become a researcher, I have become innovative, I enjoy going to class" (Clause 2, Clause 3, Clause 5).

Shyla: "But with this RtL methodology I am able to assist those learners" (Clause 6).

Nnyambeni: "RtL is the right method to use to teach learners" (Clause 1).

Tabudi: "I can now help learners who struggle to read" (Clause 3).

One participant does not explicitly talk about her improved practice. She implies that her teaching ability has improved. Malebogo: “even my learners could challenge me. This is now a thing of the past, thanks to RtL” (Clause 4 and Clause 5).

In response to the second sub-question, 50% of them, (Malebogo, Notoane, Shyla and Tabudi) specifically stated that their content knowledge had expanded. 37.5% of them (Notoane, Nondumiso, Nnyambeni) said they had developed. One of them, Shyla, indicated that when one prepares a lesson, one has to know and understand the passage (Clause 9).

The third sub-question considers how the teachers construct their identities. The subjects and the finites employed by all the participants show that they identify themselves as best teacher, developed teacher, good teacher, empowered teacher, etc., all as a direct result of their use of the RtL pedagogy continually for one year, six months. They all attribute their improvement to the pedagogy.

Lastly, through the SFL mood analysis this study has established that the mood choices made by the participants in the responses during interviews show that the use of the Scaffolding Interaction Cycle expanded the content knowledge of the teachers and the explicit focus on the teaching of reading and writing developed their teaching quality. The use of the first person pronoun, “I”, as the subject of the clauses and the use of dominant finites demonstrated that the participants have constructed personal positive identities as a result of their encounter with the pedagogy.

7.4 ANALYSIS OF WRITTEN DOCUMENTS

This section focuses on the analysis of written documents; documents in which the participants wrote about the RtL pedagogy and their opinions of it. The two documents that have been selected for this purpose are journal entries and school experience portfolio essays. Focus is on the structural aspect of the language used by educators in the texts they wrote. The purpose of this is to evaluate the functional meaning of the texts. To achieve this goal, the Systemic Functional Linguistics Mood analysis is used. The section is outlined this way:

- the mood choices made by the participants when they wrote the texts;
- the individual participants’ texts; and

- Summary of all written texts.

7.4.1 Mood Choices

Following is a table that shows the mood choices made by the participants when they wrote journal entries

Table 7.4: mood choices- (Adapted from Adetomokun, 2012)

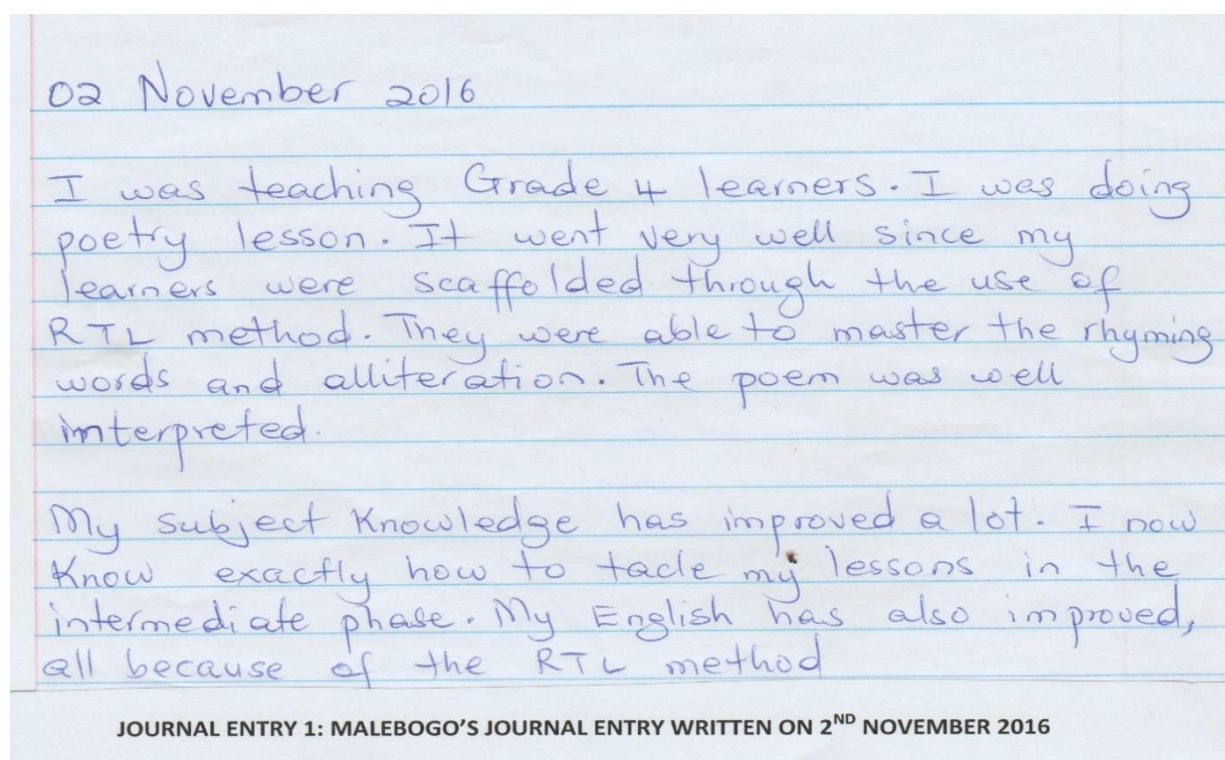
PARTICIPANT	DECLARATIVE MOOD	IMPERATIVE MOOD	INTERROGATIVE MOOD	INDIVIDUAL TOTAL
Malebogo	8	-	-	8
Notoane	14	-	-	14
Kobela	10	-	-	10
Nondumiso	13	-	-	13
Lubelihle	9	-	-	9
Shyla	13	-	-	13
Nnyambeni	15	-	-	15
Tabudi	6	-	-	6
GROSS TOTAL	87	0	0	88
PERCENTAGE	100%	0	0	100%

As displayed in the table above, the dominant mood used by the participants when they wrote journal entries was the declarative mood. The total number of clauses analysed is 88 and all of them are declarative. This is not unusual, considering the fact that these written texts were

mostly narrations of what the teachers had done and what they were doing. Their opinions of the RtL pedagogy are also recorded in strong narrative sentences. As noted in the first section of this chapter, this mood strengthens the appeal of the text to the reader and it displays the real life contexts of the authors of the texts.

7.4.2 Analysis of Journal Entries

MALEBOGO: Journal entry for 2nd November 2016



Clause 1: I was teaching Grade 4 learners

I	was teaching	Grade 4	learners
Subject	finite	predicator	complement
MOOD: DECLARATIVE		residue	

Clause 2: I was doing poetry lesson

I	was doing	poetry	lesson
Subject	finite	predicator	complement
MOOD: DECLARATIVE residue			

Clause 3: it went very well since my learners were scaffolded through the use of RtL method

it	went	very well	since my learners were scaffolded through the use of RtL method
Subject	finite	predicator	complement
MOOD: DECLARATIVE residue			

Clause 4: They were able to master the rhyming words and alliteration

they	were able	to master	the rhyming words and alliteration
Subject	finite	predicator	complement
MOOD: DECLARATIVE residue			

Clause 5: The poem was well interpreted

the poem	was	well interpreted
Subject	finite	predicator
MOOD: DECLARATIVE		

Clause 6: My subject knowledge has improved a lot

my subject knowledge	has	improved	a lot
Subject	finite	predicator	complement
MOOD: DECLARATIVE residue			

Clause 7: I now know exactly how to tackle my lessons in the intermediate phase

I	now know	exactly how to tackle my lessons	in the intermediate phase
Subject	finite	predicator	complement
MOOD: DECLARATIVE residue			

Clause 8: My English has also improved all because of the RtL method

my English	has also	improved	all because of the RtL method
Subject	finite	predicator	complement
MOOD: DECLARATIVE residue			

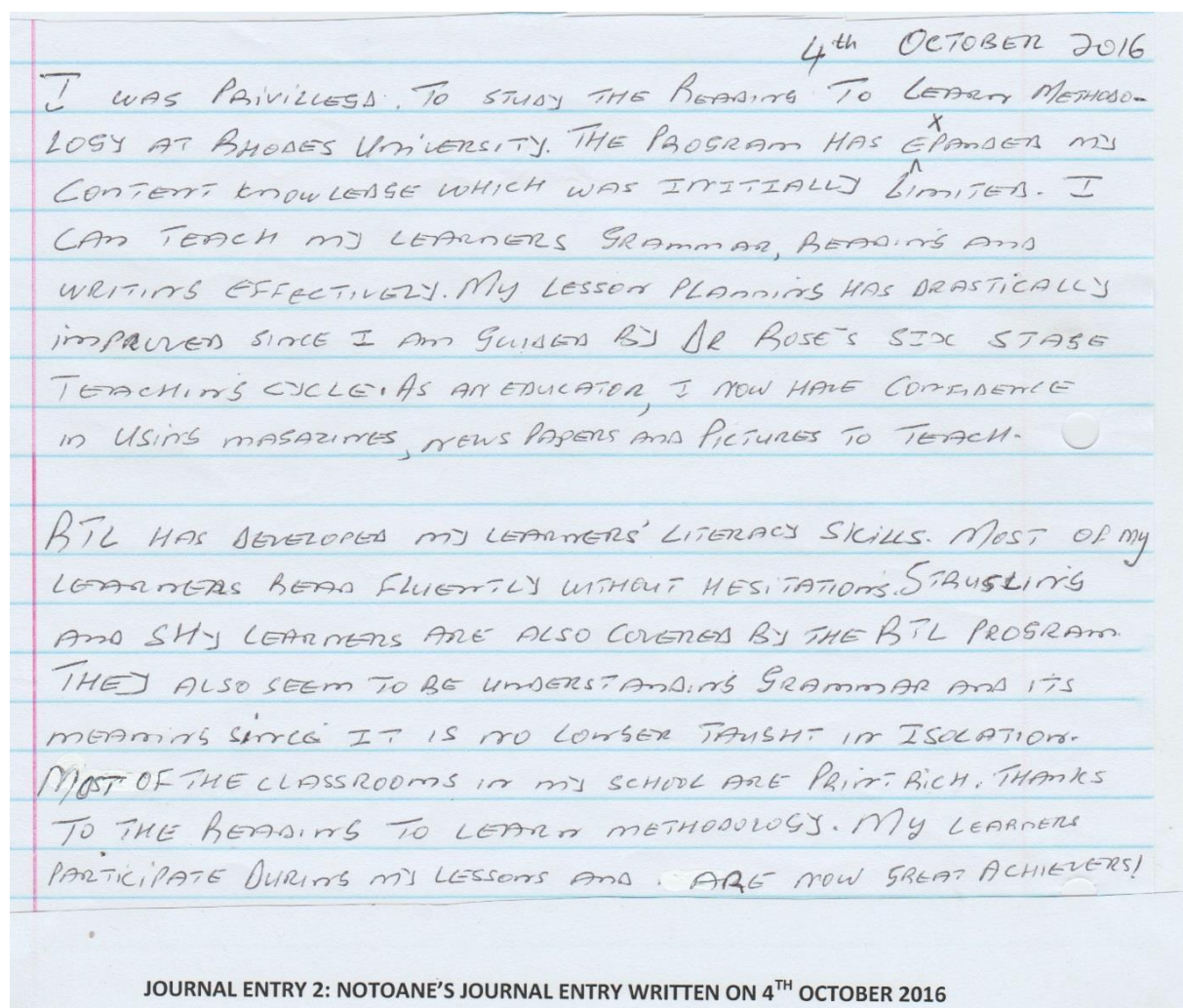
Above is the analysis of a journal entry written by the first participant, Malebogo. The entry was chosen from the participant's journal because of its reference to the RtL pedagogy, which is of interest to this study. There are eight clauses altogether and all of them are in the declarative mood. In this entry, Malebogo narrated what took place in her Grade 4 class and how she has become a better teacher through the employment of the pedagogy. This accounts for the use of the declarative mood.

This participant recorded with satisfaction her reflection of the poetry lesson she taught. Considering the fact that poetry is considered the most difficult literary genre for teachers to teach and for learners to conceptualise and enjoy, it is remarkable that this participant had a successful lesson (Moyana, 1991; Gorlewski and Fogle, 2012). It is rewarding to note that she employed the RtL pedagogy in the teaching of this successful poetry lesson.

In addition, the value of this journal entry lies in Clause 6, Clause 7 and Clause 8. In these clauses the participant states that the RtL pedagogy is the reason for her development. She has developed in terms of teaching quality, content knowledge and vocabulary.

Lastly, the mood choice made by this participant in the journal entry shows that the use of the Scaffolding Interaction Cycle expands the content knowledge of teachers. It also shows that the focus on the teaching of reading and writing develops the teachers' teaching quality. Secondly, the dominant subject chosen by this participant is the first person personal pronoun "I" and she employs the dominant finites "has" and "was". These choices of subjects and finites are the participant's way of negotiating identity. She identifies herself as a good and knowledgeable teacher as a result of her encounter with the RtL pedagogy.

NOTOANE: Journal entry 4th October 2016



Clause 1: I was privileged to study the Reading to Learn methodology at Rhodes University

I	was privileged	to study the Reading to Learn methodology	at Rhodes University
Subject	finite	predicator	complement
MOOD: DECLARATIVE residue			

Clause 2: The program has expanded my content knowledge which was initially limited

the program	has expanded	my content knowledge	which was initially limited
Subject	finite	predicator	complement
MOOD: DECLARATIVE residue			

Clause 3: I can teach my learners grammar, reading and writing effectively

I	can teach	my learners	grammar, reading and writing effectively
Subject	finite	predicator	complement
MOOD: DECLARATIVE residue			

Clause 4: My lesson planning has drastically improved

my lesson planning	has	drastically improved
Subject	finite	complement
MOOD: DECLARATIVE		

Clause 5: since I am guided by Dr Rose's six stage teaching cycle

since	I	am guided	by Dr Rose's six stage teaching cycle
Adjunct: conjunctive	subject	finite	complement
MOOD: DECLARATIVE			

Clause 6: As an educator, I now have confidence in using magazines, newspapers and pictures to teach

as an educator	I	now have	confidence	in using magazines, newspapers and pictures to teach
Adjunct: conjunctive	subject	finite	predicator	complement
MOOD: DECLARATIVE residue				

Clause 7: RtL has developed my learners' literacy skills

RtL	has developed	my learners'	literacy skills
Subject	finite	predicator	complement
MOOD: DECLARATIVE residue			

Clause 8: most of my learners read fluently without hesitations

most of	my learners	read fluently	without hesitations
Adjunct: circumstantial	subject	finite	complement
MOOD: DECLARATIVE residue			

Clause 9: Struggling and shy learners are also covered by the RtL program

struggling and shy	learners	are also	covered by the RtL program
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Adjunct: circumstantial	subject	finite	complement
MOOD: DECLARATIVE			

Clause 10: They also seem to be understanding grammar and its meaning

they	also seem	to be understanding	grammar and its meaning
Subject	Adjunct: conjunctive	finite	complement
MOOD: DECLARATIVE			

Clause 11: Since it is no longer taught in isolation

since	it	is no longer	taught in isolation
Adjunct: conjunctive	subject	finite	complement
MOOD: DECLARATIVE			

Clause 12: most of the classrooms in my school are print-rich, thanks to the Reading to Learn methodology

most of	the classrooms	in my school	are	print-rich	thanks to the Reading to Learn methodology
Adjunct: circumstantial	subject	Adjunct: circumstantial	finite	predicator	complement
MOOD: DECLARATIVE residue					

Clause 13: my learners participate during my lessons

my learners	participate	during	my lessons
Subject	finite	predicator	complement
MOOD: DECLARATIVE		residue	

Clause 14: and are now great achievers!

and	are now	great achievers
Adjunct: conjunctive	finite	complement
MOOD: DECLARATIVE		

The analysis above is of a journal entry written by the second participant, Notoane. The entry was chosen from the participant's journal book because of its reference to the RtL pedagogy. There are 14 clauses altogether and all of them are in the declarative mood. In this entry, Notoane wrote about his experiences with the RtL pedagogy as well as his opinions. This is why the entry only used the declarative mood.

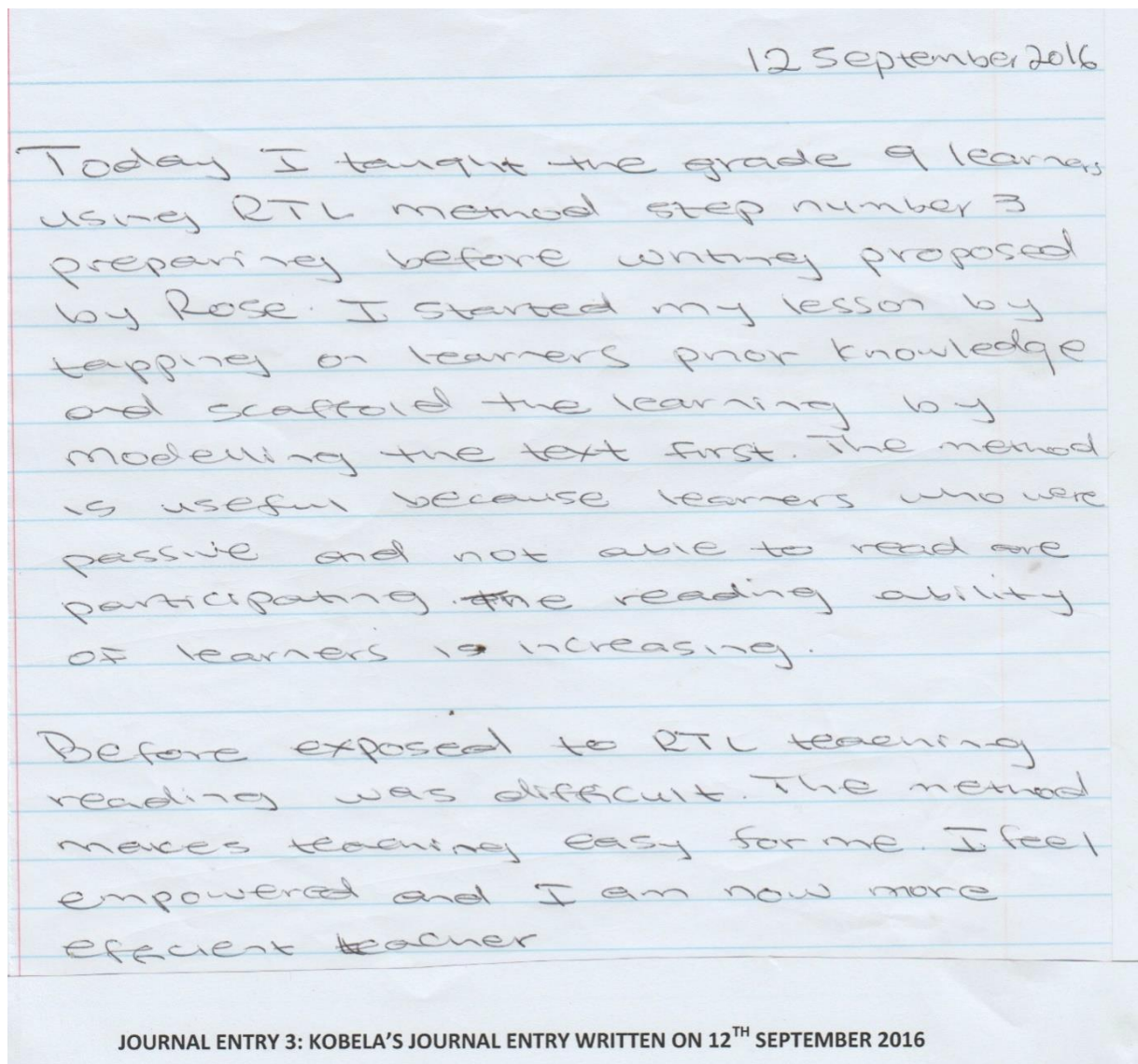
It is in the first six clauses of this journal entry where its value lies, for the purpose of this study. This participant considered himself to have been privileged to be exposed to this pedagogy. He then outlined the manner in which the pedagogy developed him; he has developed in terms of teaching quality and content knowledge.

From Clause 7 to Clause 14 this participant tabulated the advantages of using the RtL pedagogy for his learners. Their reading proficiencies have improved and they have become active participants during his lessons. It is good to note that even the other classes at his school have benefited from the pedagogy.

Lastly, through the use of the declarative mood, this participant has demonstrated that the use of the Scaffolding Interaction Cycle expands the teachers' content knowledge; also that

focus on the teaching of reading and writing develops the teachers' teaching quality. Secondly, this participant used the first person personal pronoun, "I" more than the other pronouns as the subject. He also used finites such as "has", "can", "have" and "am". These subject and finite choices demonstrate that he identifies himself as an effective teacher as a result of the pedagogy.

KOBELA: Journal entry 12th September 2016



Clause 1: Today I taught the Grade 9 learners using RtL method step number 3, preparing before writing, proposed by Rose.

today	I	taught	Grade 9 learners	using RtL method step number 3, preparing before writing, proposed by Rose
Adjunct: circumstantial	subject	finite	predicator	complement
MOOD: DECLARATIVE residue				

Clause 2: I started my lesson by tapping on learners' prior knowledge

I	started	my lesson	by tapping on learners' prior knowledge
Subject	finite	predicator	complement
MOOD: DECLARATIVE residue			

Clause 3: and scaffold the learning by modelling the text first

and	scaffold	the learning	by modelling the text first
Adjunct: conjunctive	finite	predicator	complement
MOOD: DECLARATIVE residue			

Clause 4: The method is useful

The method	is	useful
Subject	finite	predicator

MOOD: DECLARATIVE

Clause 5: because learners who were passive and not able to read are participating

because	learners	who were	passive and not able to read	are participating
Adjunct: conjunctive	subject	finite	predicator	complement
MOOD: DECLARATIVE			residue	

Clause 6: The reading ability of learners is increasing

the reading ability	of learners	is	increasing
Subject	predicator	finite	complement
MOOD: DECLARATIVE			

Clause 7: Before exposed to RtL teaching reading was difficult

before	exposed	to RtL	teaching reading was difficult
Adjunct: conjunctive	finite	predicator	complement
MOOD: DECLARATIVE			residue

Clause 8: The method makes teaching easy for me

the method	makes	teaching easy	for me
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Subject	finite	predicator	complement
MOOD: DECLARATIVE			residue

Clause 9: I feel empowered

I	feel	empowered
Subject	finite	complement
MOOD: DECLARATIVE		

Clause 10: and I am now more efficient teacher

and	I	am now	more efficient teacher
Adjunct: conjunctive	subject	predicator	complement
MOOD: DECLARATIVE		residue	

The journal entry analysed above was written by the third participant, Kobela. The entry was chosen from the participant's journal book because of its reference to the RtL pedagogy, which is of interest to this study. There are 10 clauses altogether and all of them are in the declarative mood. In this entry, Kobela narrated what took place in her Grade 9 class, the advantages of the pedagogy for the learners and how she has become a better teacher through the employment of the pedagogy. This accounts for the use of the declarative mood.

This participant began by recording the RtL interaction cycle step she used for her lesson that day. Then she tabulated the advantages of the pedagogy for her learners. Their reading proficiencies have improved as a result of the pedagogy.

The value of this journal entry lays in clauses 7 to 10. In these clauses the participant wrote a testimony of her transformation from a teacher who struggled to teach reading to an efficient teacher. She has developed in terms of teaching quality.

Lastly, the declarative mood she used shows that explicit focus on the teaching of reading and writing develops the teachers' teaching quality. It also shows that the Scaffolding Interaction Cycle expands the teachers' content knowledge. In addition, the participant used the personal pronoun, "I" as subject of the clauses many times in the journal entry. She also used finites like "is" and "am". These choices she makes show that she identifies herself as a developed teacher as a result of her use of the pedagogy.

07-03-2017

Before I was introduced to the RTL methodology, I used to teach reading without being confident. The RTL methodology developed me a lot in this area.

Today when my senior from Rhodes University came to observe my lesson presentation, one of my activities was on detailed reading which is step 2 of RTL. The learners were participating perfectly in reading. They were pointing the words with their fingers, paying attention to each and every word they were reading and I think they are becoming more used to this style.

Another thing is that in the past I depended mostly on a text book for a reading text but now because of the knowledge I have from RTL, I can even use an article from a newspaper to teach reading and grammar. RTL guides and develops me, I will always hold to it.

JOURNAL ENTRY 4: NONDUMISO'S JOURNAL ENTRY WRITTEN ON 7TH MARCH 2017

Clause 1: Before I was introduced to the Rtl methodology

before	I	was introduced	to the Rtl methodology
Adjunct: conjunctive	subject	finite	predicator
MOOD: DECLARATIVE			

Clause 2: I used to teach reading without being confident

I	used to teach	reading	without being confident
Subject	finite	predicator	complement
MOOD: DECLARATIVE			residue

Clause 3: The RtL methodology developed me a lot in this area

the RtL methodology	developed	me a lot	in this area
Subject	finite	predicator	complement
MOOD: DECLARATIVE			residue

Clause 4: Today when my senior from Rhodes University came to observe my lesson presentation

today	when my senior from Rhodes University	came to observe	my lesson presentation
Adjunct: circumstantial	subject	finite	complement
MOOD: DECLARATIVE			

Clause 5: One of my activities was on detailed reading which is step 2 of RtL

one of my activities	was	on detailed reading	which is step 2 of RtL
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Subject	finite	predicator	complement
MOOD: DECLARATIVE		residue	

Clause 6: The learners were participating perfectly in reading

the learners	were participating	perfectly	in reading
Subject	finite	predicator	complement
MOOD: DECLARATIVE		residue	

Clause 7: They were pointing the words with their fingers, paying attention to each and every word they were reading

they	were pointing	the words with their fingers	paying attention to each and every word they were reading
Subject	finite	predicator	complement
MOOD: DECLARATIVE		residue	

Clause 8: and I think they are becoming more used to this style

and	I	think they are	becoming more used to this style
Adjunct: conjunctive	subject	finite	complement
MOOD: DECLARATIVE			

Clause 9: Another thing is that in the past I depended mostly on a text book for a reading text

another thing is that in the past	I	depended	mostly on a textbook	for a reading text
Adjunct: conjunctive	subject	finite	predicator	complement
MOOD: DECLARATIVE				residue

Clause 10: but now because of the knowledge I have gained from RtL

but now because of the knowledge	I	have gained	from RtL
Adjunct: circumstantial	subject	finite	complement
MOOD: DECLARATIVE			

Clause 11: I can even use an article from a newspaper to teach reading and grammar

I	can even use	an article from a newspaper	to teach reading and grammar
Subject	finite	predicator	complement
MOOD: DECLARATIVE			residue

Clause 12: RtL guides and develops me

RtL	guides and develops	me
Subject	finite	complement
MOOD: DECLARATIVE		

Clause 13: I will always hold to it

I	will	always hold to it
Subject	finite	complement
MOOD: DECLARATIVE		

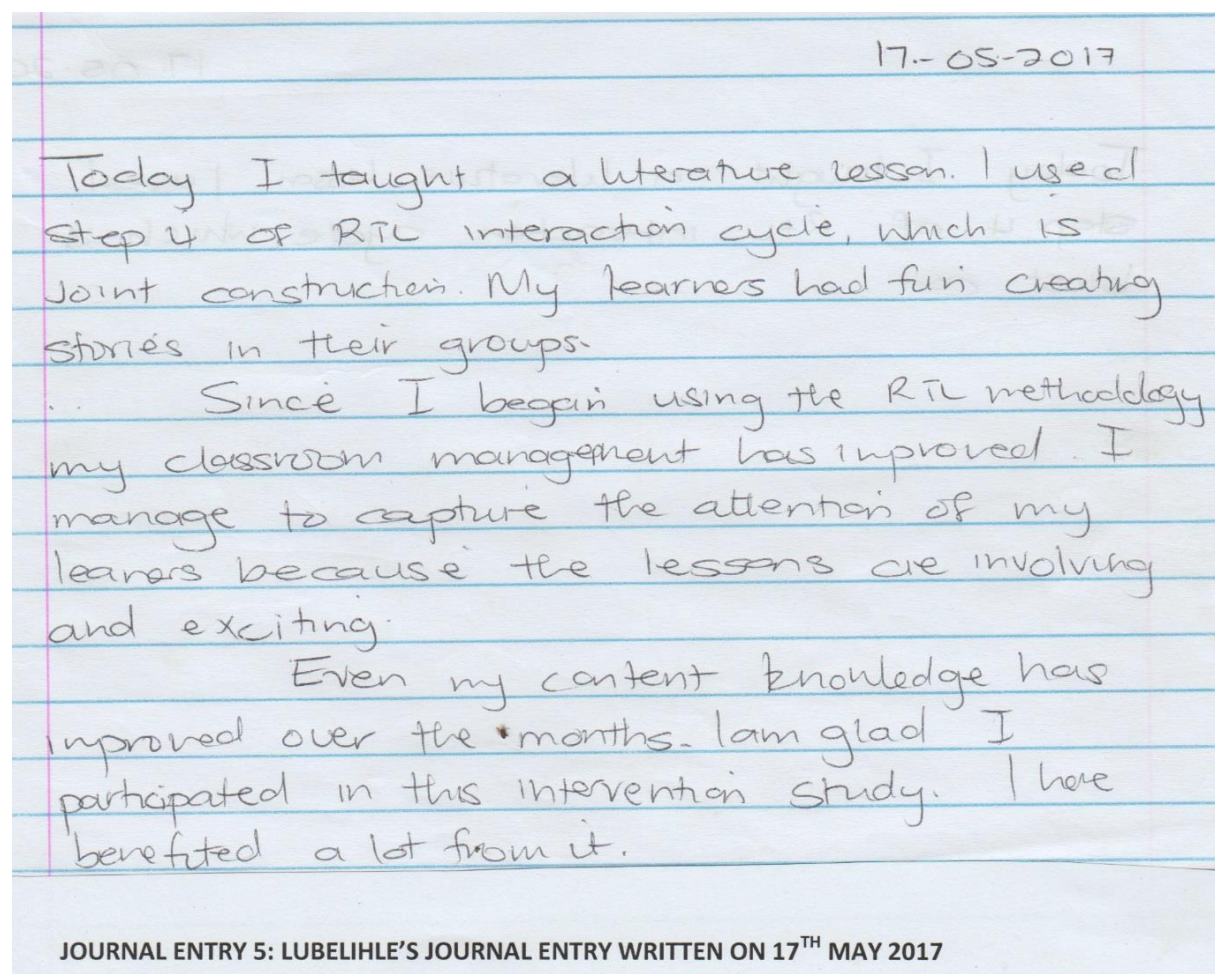
This journal entry was written by the fourth participant, Nondumiso. It was chosen from the participant's journal book. There are 13 clauses altogether and all of them are in the declarative mood. In this entry, Nondumiso narrated her experiences with the RtL pedagogy as well as her opinion of it. This accounts for the use of the declarative mood.

This participant wrote a testimony of her development into an effective teacher who can teach reading. She displayed her understanding of the pedagogy by mentioning the details involved in step 2 of the interaction cycle. She has also become an innovative educator who can use any material as a teaching aid.

Clause 10, Clause 12 and Clause 13 display her allegiance to the RtL pedagogy. She acknowledged that her knowledge has increased and her teaching skills have improved because of her use of the pedagogy. She has developed in terms of teaching quality and content knowledge.

Lastly, through her choice of the declarative mood the participant demonstrated that focus on the teaching of reading and writing develops the teaching quality of the teacher; also, that the interaction cycle expands the content knowledge of the teacher. Her choice of the personal pronoun "I" as subject as well as dominant finites such as "has" and "have" demonstrate the extent to which the RtL pedagogy influenced her construction of identity.

LUBELIHLE: Journal entry 17th May 2017



Clause 1: Today I taught a literature lesson

today	I	taught	a literature lesson
Adjunct: circumstantial	subject	finite	complement
MOOD: DECLARATIVE			

Clause 2: I used step 4 of RtL interaction cycle, which is joint construction

I	used	step 4 of RtL interaction cycle	which is joint construction
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subject	finite	predicator	complement
MOOD: DECLARATIVE		residue	

Clause 3: My learners had fun creating stories in their groups

my learners	had fun creating	stories	in their groups
Subject	finite	predicator	complement
MOOD: DECLARATIVE		residue	

Clause 4: Since I began using the RtL methodology my classroom management has improved

since	I	began using	the RtL methodology	my classroom management has improved
Adjunct: circumstantial	subject	finite	predicator	complement
MOOD: DECLARATIVE		residue		

Clause 5: I manage to capture the attention of my learners

I	manage to capture	the attention	of my learners
Subject	finite	predicator	complement
MOOD: DECLARATIVE		residue	

Clause 6: because the lessons are involving and exciting

because	the lessons	are	involving and exciting
Adjunct: conjunctive	subject	finite	complement
MOOD: DECLARATIVE			

Clause 7: Even my content knowledge has improved over the months

even	my content knowledge	has	improved over the months
Adjunct: conjunctive	subject	finite	complement
MOOD: DECLARATIVE			

Clause 8: I am glad I participated in this intervention study

I	am glad	I participated	in this intervention study
Subject	finite	predicator	complement
MOOD: DECLARATIVE		residue	

Clause 9: I have benefited a lot from it

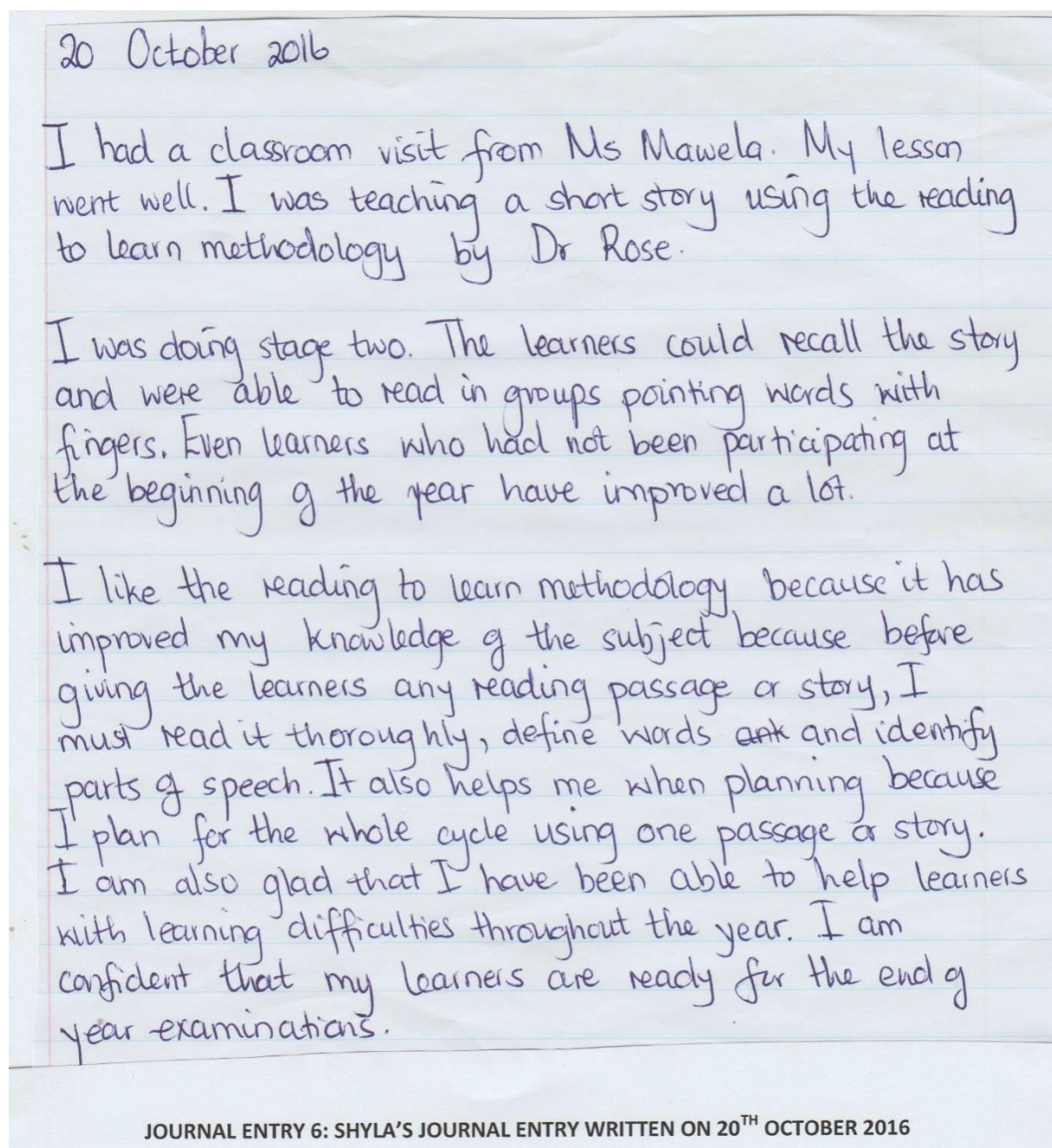
I	have	benefited a lot	from it
Subject	finite	predicator	complement

Lubelihle's journal entry is displayed above. The entry was chosen from the participant's journal book because of its reference to the RtL pedagogy. There are nine clauses altogether and all of them are in the declarative mood. In this entry, Lubelihle narrated what took place in her class on that day and how she has become a better teacher through the employment of the pedagogy. This accounts for the use of the declarative mood.

This participant started with a record of her literature lesson on that day. She indicated that as a result of her employment of the pedagogy, her learners had fun in class. This means the affective filters of the learners was low, since they were able to learn and enjoy the lesson. Krashen's affective filter hypothesis says that in order for the learners to grasp concepts, their affective filters need to be low and this can be possible if the teacher ensures that the environment is conducive to learning (Krashen, 1982).

From Clause 4 to Clause 6 she mentioned a development regarding her classroom management skills as a result of the pedagogy. Classroom management is an aspect of teaching quality. From Clause 7 to Clause 10 Lubelihle praised the pedagogy for her improved content knowledge. She has developed in terms of teaching quality and content knowledge.

Lastly, Lubelihle's use of the declarative mood shows that focus on the teaching of reading and writing develops the teaching quality of teachers. Furthermore, the use of the interaction cycle expands the content knowledge of the teacher. In addition, the choices she makes for her subject and finite show how she negotiates her identity. Most of her subject is "I" and her finite are "had", "has" and "have".



Clause 1: I had a classroom visit from Ms Mawela

I	had	a classroom visit	from Ms Mawela
Subject	finite	predicator	complement
MOOD: DECLARATIVE			residue

MOOD: DECLARATIVE

residue

Clause 6: Even learners who had not been participating at the beginning of the year have improved a lot

even	learners who	had not been participating	at the beginning of the year	have improved a lot
Adjunct: Conjunctive	subject	finite	predicator	complement
MOOD: DECLARATIVE		residue		

Clause 7: I like the Reading to learn methodology because it has improved my knowledge of the subject

I	like	the Reading to Learn methodology	because it has improved my knowledge of the subject
Subject	finite	predicator	complement
MOOD: DECLARATIVE		residue	

Clause 8: because before giving the learners any reading passage or story

because before	giving	the learners	any reading passage or story
Adjunct: conjunctive	finite	predicator	complement
MOOD: DECLARATIVE			

Clause 9: I must read it thoroughly, define words and identify parts of speech

MOOD: DECLARATIVE

residue

Clause 13: I am confident that my learners are ready for the end of year examinations

I	am confident	that my learners are ready	for the end of year examinations
Subject	finite	predicator	complement
MOOD: DECLARATIVE		residue	

Tabulated above is the analysis of a journal entry written by the sixth participant, Shyla. The entry was chosen from the participant's journal book and it was picked because of its reference to the RtL pedagogy, which is of interest to this study. There were 13 clauses altogether and all of them are in the declarative mood. In this entry, Shyla narrated what took place in her class on that day as well as the manner in which she has become a better teacher through the employment of the pedagogy. This accounts for the use of the declarative mood.

This participant reflected on what took place in her class on that day. She displayed her understanding of the RtL pedagogy by mentioning the details of the interaction cycle steps she used during the lesson. Her learners clearly benefited from the approach.

Clauses 7 to 13 give value to this journal entry. In these clauses the participant wrote about her improved content knowledge. She also mentioned her ability to plan her lessons, an aspect of teaching quality, and how her teaching ability has improved. She has developed in terms of teaching quality and content knowledge.

Lastly, Shyla's use of the declarative mood responds to the fact that focuses on the teaching of reading and writing develops the teaching quality of the teacher. Secondly, that the interaction cycle expands the content knowledge of the participant. Another factor is that her choice of subjects and finites displays that the use of the pedagogy influences a teacher to

construct identities of himself or herself. The subject she used was the personal pronoun, “I” as the subject of most of her clauses. The finites she used were “had” and “have”.

1 - 09 - 2016

Before I was immersed into RIL methodology, I struggled to offer a lesson. I was not a Creative, Confident and Critical Thinker. I did not know how to engage Learners of different abilities.

Ms Mawela came to my rescue in January. She introduced RIL methodology to me. The methodology in question provides me with skills and information I need to manage teaching and learning in the classrooms.

Today, Ms Mawela visited my classroom. She was impressed about the way I prepared my learners before reading. I read the text out loud and summarised it so that learners get the idea of the passage. i.e Stage 1 of Ross Curriculum Cycle.

Learners who cannot read and write are no longer giving me headache. I simply incorporate Stage 2. CI model read the text and ask learners to read the passage, sentence-by-sentence. All learners read after me and this helps them develop confidence in reading the passage.

My face is no longer frowning when I am due in class.

Clause 1: Before I was immersed into RtL methodology, I struggled to offer a lesson

before	I	was immersed	into RtL methodolog v	I struggled to offer a lesson
Adjunct: conjunctive	subject	finite	predicator	complement
MOOD: DECLARATIVE				residue

Clause 2: I was not a creative, confident and critical thinker

I	was not	a creative, confident and critical thinker
Subject	Finite: negative	complement
MOOD: DECLARATIVE		

Clause 3: I did not know how to engage learners of different abilities

I	did not know	how to engage learners	of different abilities
Subject	finite	predicator	complement
MOOD: DECLARATIVE			residue

Clause 4: Ms Mawela came to my rescue in January

Ms Mawela	came	to my rescue	in January
Subject	finite	predicator	complement
MOOD: DECLARATIVE			residue

Clause 5: She introduced RtL methodology to me

she	introduced	RtL methodology	to me
Subject	finite	predicator	complement
MOOD: DECLARATIVE			residue

Clause 6: The methodology in question provides me with skills and information I need to manage teaching and learning in the classrooms

the methodology in question	provides	me with skills and information I need	to manage teaching and learning in the classrooms
Subject	finite	predicator	complement
MOOD: DECLARATIVE			residue

Clause 7: Today Ms Mawela visited my classroom

today	Ms Mawela	visited	my classroom
Adjunct: Circumstantial	subject	finite	complement
MOOD: DECLARATIVE			

Clause 8: She was impressed about the way I prepared my learners before reading

she	was impressed	about the way I prepared my learners	before reading
Subject	finite	predicator	complement

MOOD: DECLARATIVE	residue
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Clause 9: I read the text out loud and summarised it

I	read the text	out loud	and summarised it
Subject	finite	predicator	complement
MOOD: DECLARATIVE		residue	

Clause 10: so that learners get the idea of the passage. I.e. stage 1 of Rose's curriculum cycle

so that	the learners	get	the idea of the passage	stage 1 of Rose's curriculum cycle
Adjunct: conjunctive	subject	finite	predicator	Adjunct: circumstantial
MOOD: DECLARATIVE				

Clause 11: Learners who cannot read and write are no longer giving me headache

learners	who cannot read and write	are no longer giving	me headache
Subject	Adjunct: circumstantial	finite	predicate
MOOD: DECLARATIVE			

Clause 12: I simply incorporate Stage 2

I	simply incorporate	Stage 2
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Subject	finite	complement
MOOD: DECLARATIVE		

Clause 13: I model read the text and ask learners to read the passage sentence by sentence

I	model read	the text	and ask learners to read the passage sentence by sentence
Subject	finite	predicator	complement
MOOD: DECLARATIVE		residue	

Clause 14: All learners read after me and this helps them develop confidence in reading the passage

all learners	read	after me	and this helps them develop confidence in reading the passage
Subject	finite	predicator	complement
MOOD: DECLARATIVE		residue	

Clause 15: my face is no longer frowning when I am due in class

my face	is no longer frowning	when I am due in class
Subject	finite	complement
MOOD: DECLARATIVE		

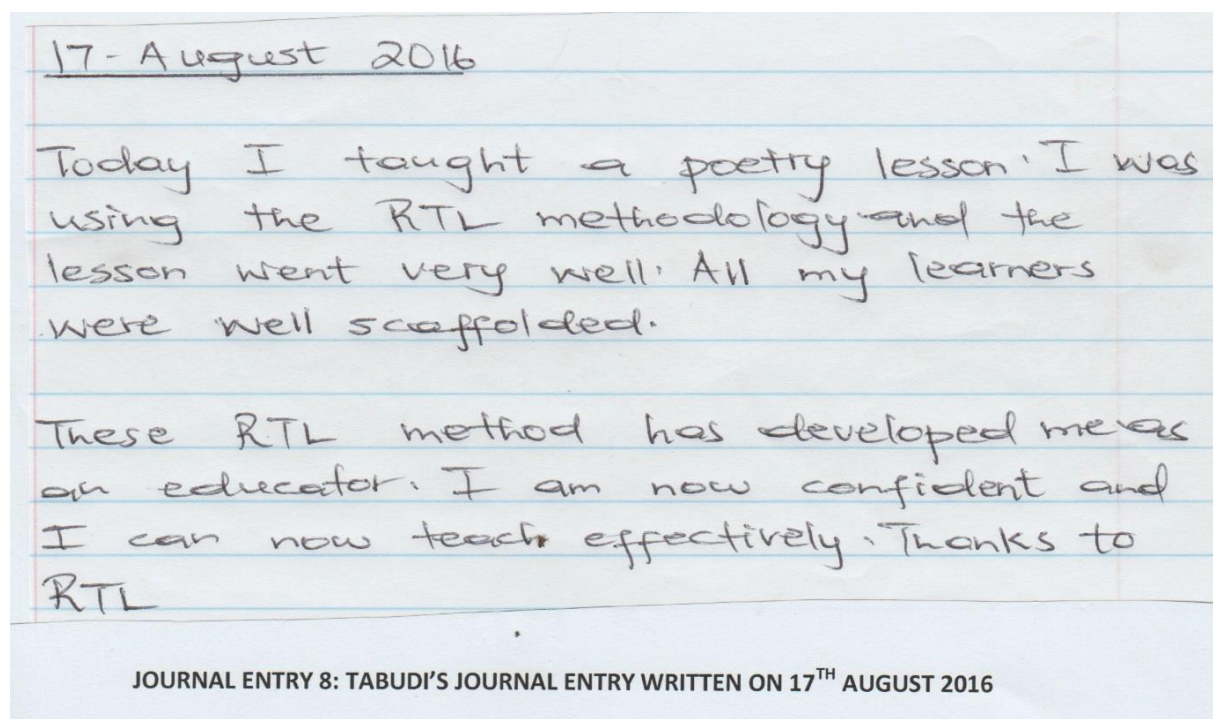
The participant whose journal entry is displayed above is Nnyambeni. The entry was chosen from the participant's journal book because of its reference to the RtL pedagogy. There are 15 clauses altogether and all of them are in the declarative mood. In this entry, Nnyambeni narrated his experiences with the pedagogy and how it empowered him; hence the use of the declarative mood.

From Clause 7 to Clause 14 are details of how he taught reading on the particular day using the pedagogy. He displays his understanding of the pedagogy by mentioning the details of the interaction cycle steps he used to teach reading. Nnyambeni recorded a full account of the benefits of the pedagogy for his learners.

This participant recorded a testimony of his transformation from an unskilled educator who could hardly teach to a skilled one. He stated how his teaching ability has been enhanced through the pedagogy. Clause 15 is an emphasis of his development in terms of teaching quality.

His use of the declarative mood shows that focus on the teaching of reading and writing develops the teaching quality of the teacher; also, the use of the interaction cycle expands the content knowledge of the teacher. Lastly, the subjects he uses and the finites he employs show that the pedagogy has a positive influence on the manner in which teachers identify themselves. The subject he uses a lot is the personal pronoun "I". The dominant finites he uses are "was" and "am".

TABUDI: Journal entry 17th August 2016



Clause 1: today I taught a poetry lesson

today	I	taught	a poetry lesson
Adjunct: circumstantial	subject	finite	complement
MOOD: DECLARATIVE			

Clause 2: I was using the RtL methodology and the lesson went very well

I	was using	the RtL methodology	and the lesson went very well
Subject	finite	predicator	complement
MOOD: DECLARATIVE		residue	

Clause 3: All my learners were well scaffolded

all my learners	were	well scaffolded
Subject	finite	complement
MOOD: DECLARATIVE		

Clause 4: This RtL method has developed me as an educator

this RtL method	has developed	me	as an educator
Subject	finite	predicator	complement
MOOD: DECLARATIVE			residue

Clause 5: I am now confident

I	am now	confident
Subject	finite	predicator
MOOD: DECLARATIVE		

Clause 6: and I can now teach effectively, thanks to RtL

and	I	can now teach	effectively	thanks to RtL
Adjunct: conjunctive	subject	finite	predicator	complement
MOOD: DECLARATIVE				residue

Above is the analysis of a journal entry written by the eighth participant, Tabudi. The entry from the participant's journal book was selected because of its reference to the RtL pedagogy, which is pertinent to this study. There are six clauses altogether, all in the declarative mood. In this entry, Tabudi narrated what took place in his class and how he has become a better teacher through the employment of the pedagogy. This accounts for the use of the declarative mood.

This participant recorded the events of that day and the successes of the lesson he taught. He then wrote about his development as an educator. Tabudi cited the RtL pedagogy as the cause for the development. He described himself as one who is confident; particularly when his content knowledge is sound. This suggests that his content knowledge has increased, and he has developed in terms of teaching quality and content knowledge.

Lastly, his choice of the declarative mood responds to a focus on the teaching of reading and writing which develops teaching quality. It also shows that the use of the interaction cycle expands the content knowledge of the teacher. The choices Tabudi makes of subjects, "I" and the finites he chooses, like "can" and "have" show that the pedagogy can influence the teacher to construct positive identities.

7.4.3 Extracts from School Experience Portfolios

MALEBOGO: Extract from School Experience Portfolio. Reflective Essay: Classroom Practice
November 2016

STUDENT NUMBER: 615K0009

SECTION B REFLECTIVE ESSAY: CLASSROOM PRACTICE

I give my learners support in all aspects through application of Reading to Learn (RtL) by Doctor Rose which is full of scaffolding methods, example, in the first stage (preparing before reading) I read and summarise the story to the class. When I reach the climax, I leave the story in suspense for them to be eager to know how the story will end. This includes even struggling readers as they get the idea of what the story is about through listening. Stage 2 (detailed reading) reading aloud in groups also helps the struggling readers to learn how words are pronounced from others. As they read in groups, the struggling ones are not left out, they are accommodated. Pointing with fingers while reading also helps them to master the spelling which makes them to write correct spelling in creative writing (Appendix). Stage 4 (joint construction) involves everyone as we build the story together by joining all the learners' ideas. This RtL method supports and helps learning and teaching to flow easily (Appendix). Brunner and Anghileri also advocates for this idea of support which they call scaffolding (Appendix). It is the support given during the learning process which is tailored to the needs of the students with the intension of helping them achieve their goals.

I like this paragraph and it fits well in supportive classroom environment but I suggest that you put it under recognition of difference

EXTRACT 2: AN EXTRACT FROM MALEBOGO'S SCHOOL EXPERIENCE PORTFOLIO ESSAY (CLASSROOM PRACTICE)

Clause 1: I give my learners support in all aspects through application of Reading to Learn (RtL) by Dr Rose which is full of scaffolding methods

I	give	my learners Support in all aspects	through application of RtL by Dr Rose which is full of scaffolding methods
Subject	finite	predicator	complement
MOOD: DECLARATIVE			

Clause 2: example, in the first stage (preparing before reading) I read and summarise the story to the class

example, in the first stage	I	read and summarise	the story to the class to the class
Adjunct: circumstantial	subject	finite	complement
MOOD: DECLARATIVE			

Clause 3: when I reach the climax, I leave the story in suspense for them to be eager to know how the story will end

when I reach the climax	I	leave	the story in suspense	for them to be eager to know how the story will end
Adjunct: circumstantial	subject	finite	predicator	complement
MOOD: DECLARATIVE				

Clause 4: This includes even struggling readers as they get the idea of what the story is about through listening

this includes even	struggling readers	as they get the idea	of what the story is about through listening
Adjunct: conjunctive	subject	finite	complement
MOOD: DECLARATIVE			

Clause 5: Stage 2 (detailed reading) reading aloud in groups also helps the struggling readers to learn how words are pronounced from others

Stage 2, reading aloud in groups also helps	struggling readers	to learn	how words are pronounced from others
Adjunct: conjunctive	subject	finite	complement
MOOD: DECLARATIVE			

Clause 6: As they read in groups, the struggling ones are not left out, they are accommodated

as	they	read	in groups	the struggling ones are not left out, they are accommodated
Adjunct: conjunctive	subject	finite	predicator	complement
MOOD: DECLARATIVE				residue

Clause 7: Pointing with fingers while reading also helps them to master the spelling

pointing with fingers	while reading	also helps them to master the spelling
Adjunct: conjunctive	finite	complement
MOOD: DECLARATIVE		

Clause 8: which makes them to write correct spelling in creative writing

which makes	them	to write	correct spelling in creative writing
Adjunct: conjunctive	subject	finite	complement

MOOD: DECLARATIVE

Clause 9: Stage 4 (joint construction) involves everyone as we build the story together by joining all the learners' ideas

Stage 4 (joint construction)	involves everyone	as we build	the story together by joining all the learners' ideas
Adjunct: conjunctive	subject	finite	complement
MOOD: DECLARATIVE			

Clause 10: The RtL method supports and helps learning and teaching to flow easily

the RtL method	supports and helps	learning and teaching	to flow easily
subject	finite	predicator	complement
MOOD: DECLARATIVE			

Clause 11: Brunner and Anghileri also advocate for this idea of support which they call scaffolding

Brunner and Anghileri	also advocate	for this idea of support	which they call scaffolding
subject	finite	predicator	complement
MOOD: DECLARATIVE			

Clause 12: It is the support given during the learning process which is tailored to the needs of the students

it is the support	given	during the learning process	which is tailored to the needs of the students
subject	finite	predicator	complement
MOOD: DECLARATIVE			

Clause 13: with the intention of helping them achieve their goals

with	the intention	of helping	them achieve their goals
Adjunct: conjunctive	Adjunct: circumstantial	finite	complement
MOOD: DECLARATIVE			

Above is the analysis of an extract from the reflective essay of Malebogo's school experience portfolio written as an exam equivalent in November 2016. There are 13 clauses altogether and all of them are in the declarative mood, which displays the authority of the writer on the events recounted or her opinions. In this reflective essay, Malebogo considered her improved classroom practice and mentioned the RtL pedagogy as the tool that enhanced her practice.

Even though this reflective essay was written as a requirement for the B. Ed course in general, this extract on her use of the RtL pedagogy became useful for the claims made by this study, that the pedagogy enhances the teacher's classroom practice. It can be agreed, based on her reflection that this participant has developed in terms of teaching quality, as a result of the RtL pedagogy.

SHYLA: Extract from School Experience Portfolio. Reflective Essay: Subject Knowledge
November 2016

STUDENT NUMBER: 615N0005

SECTION A REFLECTIVE ESSAY: SUBJECT KNOWLEDGE

Before studying at Rhodes I did not feel comfortable inviting other teachers to observe my lessons. I am now confident to share my practise with colleagues. I invite them to my lessons to observe me teaching so that they can empower me. I take all advice positively. I also empower colleagues who invite me to observe their lessons. I think carefully through the feedback to find polite words before I can discuss with the concerned teacher because through feedback I can either strengthen or weaken my ties with the concerned educator. I am even able to contribute strategies that can help the learners to improve their results during departmental meetings (Appendix C4) and workshops. During one of the languages meeting at my school I suggested the Reading To Learn (RTL) method (Appendix C5) for learners who are struggling in languages as a way of intervention. The fellow educators welcomed the idea and a workshop for the RTL will be conducted early next year. I am happy that I can contribute during departmental meetings and workshops unlike before when I used to sit quietly from the beginning to the end of meetings. ✓ good for you!!

**EXTRACT 1: AN EXTRACT FROM SHYLA'S SCHOOL EXPERIENCE PORTFOLIO ESSAY
(SUBJECT KNOWLEDGE)**

Clause 1: I am even able to contribute strategies that can help the learners to improve results during departmental meetings and workshops

I	am even able to contribute	strategies that can help the learners to improve results	during departmental meetings and workshops
Subject	finite	predicator	complement
MOOD: DECLARATIVE			

Clause 2: During one of the languages meeting at my school I suggested the Reading to Learn (RtL) method

during one of the languages meeting at my school	I	suggested	the Reading to Learn (RtL) method
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Subject	finite	predicator	complement
MOOD: DECLARATIVE			

Clause 3: for learners who are struggling in languages as a way of intervention

for	learners	who are struggling	in languages as a way of intervention
Adjunct: conjunctive	subject	finite	complement
MOOD: DECLARATIVE			

Clause 4: The fellow educators welcomed the idea

the fellow educators	welcomed	the idea
Subject	finite	complement
MOOD: DECLARATIVE		

Clause 5: and a workshop for the RtL will be conducted early next year

and	a workshop for the RtL	will be conducted	early next year
Adjunct: conjunctive	subject	finite	complement
MOOD: DECLARATIVE			

Clause 6: I am happy that I can contribute during departmental meetings and workshops

I	am happy	that I can contribute	during departmental meetings and workshops
Subject	finite	predicator	complement
MOOD: DECLARATIVE			

Clause 7: unlike before when I used to sit quietly from the beginning to the end of meetings

unlike before when	I	used to sit	quietly from the beginning to the end of meetings
Adjunct: circumstantial	finite	predicator	complement
MOOD: DECLARATIVE			

Above is the analysis of an extract from the reflective essay of Shyla's school experience portfolio written as an exam equivalent in November 2016. There are seven clauses altogether, in the declarative mood, which displays the authority of the writer on the events recounted or her opinions. In this reflective essay, Shyla examined her increased subject knowledge and mentioned the RtL pedagogy as a useful intervention strategy to address the poor reading and writing skills of the learners in her school. She was even willing to share this new knowledge with her colleagues at school.

Even though this reflective essay was written as a requirement for the B. Ed course in general, this extract on her knowledge of the RtL pedagogy became useful for the claims made by this study; that the pedagogy expands the teacher's content knowledge. It can be agreed, based on her reflection that this participant has developed in terms of content knowledge, because of the RtL pedagogy.

November 2016

STUDENT NUMBER: 615T0006

SECTION A REFLECTIVE ESSAY: SUBJECT KNOWLEDGE

I was introduced to Reading to Learn methodology, which focuses on the teaching of reading and writing. It was developed to democratise the classroom, to enable learning for and ensure meaningful classroom participation of children who come from less background and frequently experience a gap between home and school literacy practices. The RTL give learners support in six teaching cycle, prepare before reading, detailed reading, prepared before writing, joint reconstruction, individual reconstruction and independent writing. These teaching strategies have been proven to enable weak readers rapidly learn to read and write at appropriate levels. Before I was introduced to RTI methodology, it was difficult for me to help learners who are struggling to read and write. I can now help these learners because it's easy to identify those with problems as they read. When they read they point the words with the finger so it is easy to identify those who are not reading and help them immediately. The learners are now interested in reading and write they now enjoy it. They now borrow books to read at home. (Appendix)

EXTRACT 3: AN EXTRACT FROM TABUDI'S SCHOOL EXPERIENCE PORTFOLIO ESSAY
(SUBJECT KNOWLEDGE)

Clause 1: Before I was introduced to RtL methodology, it was difficult for me to help learners who are struggling to read and write

before	I	was introduced	to RtL methodology	it was difficult for me to help learners who are struggling to read and write
Adjunct: conjunctive	subject	finite	predicator	complement
MOOD: DECLARATIVE				

Clause 2: I can now help these learners because it's easy to identify those with problems as they read

I	can now help	these learners	because it's easy to identify those with problems as they read
Subject	finite	predicator	complement
MOOD: DECLARATIVE			

Clause 3: when they read they point the words with the finger

when	they	read they point	the words with the finger
Adjunct: circumstantial	subject	finite	complement
MOOD: DECLARATIVE			

Clause 4: so it is easy to identify those who are not reading and help them immediately

so	it is easy	to identify those who are not reading and help them immediately
Subject	finite	complement
MOOD: DECLARATIVE		

Clause 5: The learners are now interested in reading and write they now enjoy it

the learners	are now interested	in reading and write they now enjoy it
Subject	finite	complement
MOOD: DECLARATIVE		

Clause 6: They now borrow books to read at home

they	now borrow	books	to read at home
Subject	finite	predicator	complement
MOOD: DECLARATIVE			

Above is the analysis of an extract from the reflective essay of Tabudi's school experience portfolio written as an exam equivalent in November 2016. There are six clauses altogether, in the declarative mood, which displays the authority of the writer on the events recounted or his opinions. In this reflective essay, Tabudi reflected on his increased subject knowledge and mentioned the advantages of the RtL pedagogy in the classroom.

Even though this reflective essay was written as a requirement for the B. Ed course in general, this extract on his understanding of the RtL pedagogy became useful for the claims made by this study; that the pedagogy expands the teacher's content knowledge. It can be agreed, based on his reflection that this participant has developed in terms of content knowledge, because of the RtL pedagogy.

NOTOANE: Extract from School Experience Portfolio. Reflective Essay: Classroom Practice
November 2016

STUDENT NUMBER: 615M0054

SECTION B REFLECTIVE ESSAY: CLASSROOM PRACTICE

The reading to learn (RTL) methodology by Doctor Rose has helped me to teach reading and writing. I follow the 6 interaction cycle steps over a period of two weeks, as CAPS document. On the first day I put a picture on the board and ask the learners to talk about what they see. I then narrate part of the story to them. This is step 1 of the interaction cycle. After narrating the story I read the story while they follow silently in their books. Then I read and they read after me, pointing fingers. This is step 2 of the interaction cycle. This step is important for scaffolding the learners who cannot read. I do this over and over assisting them and making sure they identify the words they read and pronounce the correct. I use step 3 of the cycle to teach different genres like grammar, spelling, fill in the missing words, etc. I spend 2 to 3 days on this step. Then step 4 is joint reconstruction where the whole class writes a new story based on the original one. I use this step to teach essay writing, letter writing and other things. Then step 5, individual reconstruction where they write the story as individuals. All these steps take about 9 days to conver. Then on day 10 I give a task to be assessed, independent writing the last step of the cycle. I have become an effective teacher through this method. *good for you!!*

good explanation!!

EXTRACT 4: AN EXTRACT FROM NOTOANE'S SCHOOL EXPERIENCE PORTFOLIO ESSAY (CLASSROOM PRACTICE)

Clause 1: The RtL methodology by Doctor Rose has helped me to teach reading and writing

the RtL methodology	by Doctor Rose	has helped me to teach	reading and writing
Subject	Adjunct: modal	finite	complement
MOOD: DECLARATIVE			

Clause 2: I follow the six interaction cycle steps over a period of two weeks as CAPS document

I	follow	the six interaction cycle steps	over a period of two weeks as CAPS document
Subject	finite	predicator	complement

MOOD: DECLARATIVE

Clause 3: On the first day I put a picture on the board

on the first day	I	put	a picture on the board
Adjunct: circumstantial	subject	finite	complement
MOOD: DECLARATIVE			

Clause 4: and ask the learners to talk about what they see

and	ask	the learners to talk about what they see
Adjunct: conjunctive	finite	complement
MOOD: DECLARATIVE		

Clause 5: I then narrate part of the story to them

I	then narrate	part of the story	to them
Subject	finite	predicator	complement
MOOD: DECLARATIVE			

Clause 7: After narrating the story I read the story while they follow silently in their books

after narrating the story	I	read the story while they follow	silently in their books
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Adjunct: conjunctive	subject	finite	complement
MOOD: DECLARATIVE			

Clause 8: then I read and they read after me, pointing fingers

then	I	read and they read	after me, pointing fingers
Adjunct: conjunctive	finite	predicator	complement
MOOD: DECLARATIVE			

Clause 9: This is Step 2 of the interaction cycle

this	is	Step 2 of the interaction cycle
Subject	finite	complement
MOOD: DECLARATIVE		

Clause 10: This step is important for scaffolding the learners who cannot read

this step	is important	for scaffolding the learners who cannot read
Subject	finite	complement
MOOD: DECLARATIVE		

Clause 11: I do this over and over assisting them

I	do	this over and over assisting them
Subject	finite	complement
MOOD: DECLARATIVE		

Clause 12: and making sure they identify the words they read and pronounce them correctly

and	making sure they identify	the words they read and pronounce them correctly
Adjunct: conjunctive	finite	complement
MOOD: DECLARATIVE		

Clause 13: I use Step 3 of the cycle to teach different genres; for example, grammar, spelling, fill in the missing words

I	use Step 3 of the cycle to teach	different genres; for example, grammar, spelling, fill in the missing
Subject	finite	complement
MOOD: DECLARATIVE		

Clause 14: I spend two to three days on this step

I	spend	two to three days on this step
Subject	finite	complement
MOOD: DECLARATIVE		

Clause 15: Then Step 4 is joint reconstruction where the whole class writes a new story based on the original one

then	Step 4	is joint reconstruction	where the whole class writes a new story based on the original one
Adjunct: conjunctive	subject	finite	complement
MOOD: DECLARATIVE			

Clause 16: I use this step to teach essay writing, letter writing and other things

I	use this step to teach	essay writing, letter writing and other things
Subject	finite	complement
MOOD: DECLARATIVE		

Clause 18: All these steps take about nine days to cover

all these steps	take	about nine days to cover
Subject	finite	complement
MOOD: DECLARATIVE		

Clause 19: then on day 10 I give a task to be assessed, independent writing, the last step of the cycle

then on day 10	I	give	a task to be assessed, independent writing, the last step of the cycle
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Adjunct: conjunctive	subject	finite	complement
MOOD: DECLARATIVE			

Clause 20: I have become an effective teacher through this method

I	have become	an effective teacher	through this method
Subject	finite	predicator	complement
MOOD: DECLARATIVE			

Above is the analysis of an extract from the reflective essay of Notoane's school experience portfolio written as an exam equivalent in November 2016. There are 20 clauses altogether, all in the declarative mood, which displays the authority of the writer on the events recounted or his opinions. In this essay, Notoane reflected on his improved classroom practice and mentioned the RtL pedagogy as being the tool that enhanced his practice.

Even though his essay was a requirement for the B. Ed course in general, this extract was useful for the claims made by this study that the specific pedagogy enhances the teacher's classroom practice. He concluded the reflection by stating that he has become an effective teacher through the use of this pedagogy. It can therefore be agreed that this participant has developed in terms of teaching quality, because of the RtL pedagogy.

LUBELIHLE: Extract from School Experience Portfolio. Reflective Essay: Classroom Practice
November 2016

STUDENT NUMBER: 615M0035

SECTION B REFLECTIVE ESSAY: CLASSROOM PRACTICE

According to the Social Theory of Schooling, while all children learn the community code at home, children from middle class families learn the basics of school code at home therefore children from poor backgrounds are disadvantaged because they go to school with only one code which is their home code. I struggled to help my non-academically gifted learners who only come to school with the community code until I was introduced to Rose's Reading to Learn Theory (RTL) (Appendix: U6). The learning to read methodology has been drawn from three theoretical backgrounds namely the code theory by Bernstein, the zone of proximal development by Vygotsky and systemic functional linguistics by Halliday. It was developed to democratise the classroom, to enable learning for and ensure meaningful classroom participation of children who come from less advantaged background and frequently experience a gap between home and school literacy practices. Before I was introduced to RTL, I did not read for the learners to model reading, I only gave them books to read then write the work from the book. However as advocated by the first stage namely prepare before reading I now read for the learners (Appendix: P18). This helps the learners who struggle to read to learn the words as well as pronunciation. I struggled to help the learners write constructively however I have been equipped on how to prepare before writing, the learners now manipulate the sentences in charts (Appendix: U9) and re-write the stories jointly as a class or in their groups (Appendix: U10). According to the Social Theory of schooling, the level of education and professional status of the children's parents; the number of books and the frequency of parents reading to their children contribute to the poor results. Therefore RTL methodology according to Bernstein (1999) (Appendix: P11), helps the learners who have a less or no reading materials at their homes and those who have illiterate parents.

EXTRACT 5: AN EXTRACT FROM LUBELIHLE'S SCHOOL EXPERIENCE PORTFOLIO ESSAY
(CLASSROOM PRACTICE)

Clause 1: I struggled to help my non-academically gifted learners who only come to school with the community code

I	struggled to help	my non-academically gifted learners	who only come to school with the community code
Subject	finite	predicator	complement
MOOD: DECLARATIVE			

Clause 2: until I was introduced to Rose's Reading to learn theory (RTL)

until	I	was introduced	to Rose's Reading to Learn theory
Adjunct: circumstantial	subject	finite	complement

MOOD: DECLARATIVE

Clause 3: The RtL methodology has been drawn from three theoretical backgrounds namely the code theory by Bernstein

the RtL methodology	has been drawn	from three theoretical backgrounds	namely the code theory by Bernstein
Subject	finite	predicator	complement
MOOD: DECLARATIVE			

Clause 4: The Zone of Proximal Development by Vygotsky and Systemic Functional Linguistics by Halliday

The ZPD	developed	by Vygotsky	and SFL by Halliday
Subject	finite	predicator	complement
MOOD: DECLARATIVE			

Clause 5: it was developed to democratise the classroom

it	was developed	to democratise the classroom
Subject	finite	complement
MOOD: DECLARATIVE		

Clause 6: to enable learning and ensure meaningful classroom participation of children who come from less advantaged background

to enable learning and ensure	meaningful classroom participation	of children who come from less advantaged background
finite	predicator	complement
MOOD: DECLARATIVE		

Clause 7: and frequently experience a gap between home and school literacy practices

and	frequently experience	a gap between home and school	literacy practices
Adjunct: conjunctive	finite	predicator	complement
MOOD: DECLARATIVE			

Clause 8: Before I was introduced to RtL, I did not read for the learners to model reading

before	I	was introduced	to RtL, I did not read for learners to model reading
Adjunct: conjunctive	subject	finite	complement
MOOD: DECLARATIVE			

Clause 9: I only gave them books to read then write the work from the book

I	only gave	the books	to read then write the work from the book
Subject	finite	predicator	complement

MOOD: DECLARATIVE

Clause 10: However, as advocated by the first stage namely, prepare before reading I now read for the learners

However,	as advocated	by the first stage namely,	prepare before reading I now read for the learners
Adjunct: conjunctive	finite	predicator	complement
MOOD: DECLARATIVE			

Clause 11: This helps the learners who struggle to read to learn the words as well as pronunciation

this	helps	the learners who struggle to read	to learn the words as well as pronunciation
Subject	finite	predicator	complement
MOOD: DECLARATIVE			

Clause 12: I struggled to help the learners write constructively

I	struggled to help	the learners write constructively
Subject	finite	complement
MOOD: DECLARATIVE		

Clause 13: however, I have been equipped on how to prepare before writing

However,	I	have been equipped	on how to prepare before writing
Adjunct: conjunctive	subject	finite	complement
MOOD: DECLARATIVE			

Clause 14: The learners now manipulate the sentences in charts

the learners	now manipulate	the sentences in charts
Subject	finite	complement
MOOD: DECLARATIVE		

Clause 15: and re-write the stories jointly as a class or in their groups

and	re-write	the stories jointly as a class	or in their groups
Adjunct: conjunctive	finite	predicator	complement
MOOD: DECLARATIVE			

Clause 16: According to the social theory of schooling, the level of education and professional status of the children's parents

according to	the social theory of schooling	the level of education and professional status	of the children's parents
Adjunct: modal	subject	predicator	complement

MOOD: DECLARATIVE

Clause 17: The number of books and the frequency of parents reading to their children contributes to the poor results

the number of books	and the frequency of parents reading	to their children	contributes to the poor results
Subject	finite	predicator	complement
MOOD: DECLARATIVE			

Clause 18: Therefore, the RtL methodology according to Bernstein helps the learners who have less or no reading material at their homes

therefore,	the RtL methodology	according to Bernstein	helps	the learners who have less or no reading material at their homes
Adjunct: conjunctive	subject	Adjunct: modal	finite	complement
MOOD: DECLARATIVE				

Clause 19: and those who have illiterate parents

and	those who	have	illiterate parents
Adjunct: conjunctive	subject	finite	complement
MOOD: DECLARATIVE			

Above is the analysis of an extract from the reflective essay of Lubelihle's school experience portfolio written as an exam equivalent in November 2016. The 19 clauses are in the declarative mood, which displays the authority of the writer on the events recounted or her opinions. In her essay, Lubelihle reflected on her transformed classroom practice and mentioned that the RtL pedagogy enables learners who come to school with the community code only, to acquire the school code and to fit in with learners from middle class homes.

Even though this essay was written as a requirement for the B. Ed course in general, this extract was useful for the claims made by this study, that the pedagogy enhances the teacher's classroom practice. Lubelihle reflected on the different steps of the pedagogy she employs to strengthen learners with poor reading and writing skills in her classes. Based on Lubelihle's reflection, it can be agreed that this participant has developed in terms of teaching quality, because of the RtL pedagogy.

NNYAMBENI: Extract from School Experience Portfolio. Reflective Essay: Classroom Practice
November 2016

STUDENT NUMBER: 615N0007

SECTION B REFLECTIVE ESSAY: CLASSROOM PRACTICE

We always admit a few learners who cannot read and write. These learners come from our feeder primary schools. Before I was accepted at Rhodes University, they used to drop out of school because they could not cope at the middle school. I did not know how to teach those children because I was not trained to teach basic reading nor basic writing. I really did not know how to help them. I still remember vividly on the 7th January 2016 when I was exposed to reading to learn. That day was my turning point because I was introduced to reading to learn methodology. It is advocated by David Ross, the Australian.

Reading to learn is comprised of six stage curriculum cycle for the explicit teaching of reading and writing. The stages are: prepare before writing (teacher reads the text and summarise it), detailed reading (learners read the passage sentence –by- sentence the teacher gives meaning), preparing before writing (learners make notes from the passage to practice spelling), joint construction (the whole class create a new story), individual reconstruction (individual learner write a new story) and independent writing (learners given an individual task is assessed) they. The main motive behind six stages is to enable weak readers (like the ones we are admitting) to rapidly learn to read and write at the grade appropriate levels, and advanced students to develop language understanding well beyond their independent competence.

I admired Miss Mamabolo when she turned things around in 9B. That was the worst class in everything (noise, dodging, late coming and underperformance) She implemented RTL. The whole class improved. Learners stopped their childish behaviour. I decided to change the methodology I was using and implement RTL. It is paying-off. Learners are doing well. Those who could not write are now able to write and those who could not read can read now.

EXTRACT 6: AN EXTRACT FROM NNYAMBENI'S SCHOOL EXPERIENCE PORTFOLIO ESSAY (CLASSROOM PRACTICE)

Clause 1: We always admit a few learners who cannot read and write

we	always admit	a few learners	who cannot read and write
Subject	finite	predicator	complement
MOOD: DECLARATIVE			

Clause 2: These learners come from our feeder primary schools

these learners	come	from our feeder primary schools
Subject	finite	predicator
MOOD: DECLARATIVE		

Clause 3: Before I was accepted at Rhodes University, they used to drop out of school

before	I	was accepted	at Rhodes University	they used to drop out of school
Adjunct: conjunctive	subject	finite	predicator	complement
MOOD: DECLARATIVE				

Clause 4: because they could not cope at the middle school

because	they	could not cope	at the middle school
Adjunct: conjunctive	subject	finite	complement
MOOD: DECLARATIVE			

Clause 5: I did not know how to teach those children, because I was not trained to teach basic reading nor basic writing

I	did not know how to teach	those children	because I was not trained to teach basic reading nor basic writing
Subject	finite	predicator	complement
MOOD: DECLARATIVE			

Clause 6: I really did not know how to help them

I	really did not know	how to help them		
Subject	finite	complement		

MOOD: DECLARATIVE

Clause 7: I still remember vividly on the 7th January 2016 when I was exposed to Reading to Learn

I	still remember vividly	on the 7 th January 2016	when I was exposed to Reading to Learn
Subject	finite	predicator	complement
MOOD: DECLARATIVE			

Clause 8: That day was my turning point because I was introduced to Reading to learn methodology

that day	was my turning point	because I was introduced to RtL methodology
Subject	finite	complement
MOOD: DECLARATIVE		

Clause 9: I admired Miss Mamabolo when she turned things around in 9B

I	admired	Miss Mamabolo	when she turned things around in 9B
Subject	finite	predicator	complement
MOOD: DECLARATIVE			

Clause 10: That was the worst class in everything (noise, dodging, late coming and underperformance)

that	was the worst	class	in everything
Adjunct: conjunctive	finite	predicator	complement
MOOD: DECLARATIVE			

Clause 11: She implemented RtL

she	implemented	RtL
Subject	Adjunct: modal	complement
MOOD: DECLARATIVE		

Clause 12: The whole class improved

the whole class	improved
Subject	finite
MOOD: DECLARATIVE	

Clause 13: Learners stopped their childish behaviour

learners	stopped	their childish behaviour
Subject	finite	complement
MOOD: DECLARATIVE		

Clause 14: I decided to change the methodology I was using and implemented RtL

I	decided to change	the methodology I was using	and implemented RtL
Subject	finite	predicator	complement
MOOD: DECLARATIVE			

Clause 15: It is paying off, learners are doing well

it	is paying off	learners are doing well
Subject	finite	complement
MOOD: DECLARATIVE		

Clause 16: Those who could not write are now able to write and those who could not read can read now

those who	could not write	are now able to write and those who could not read can read now
Subject	finite	complement
MOOD: DECLARATIVE		

Above is the analysis of an extract from the reflective essay of Nnyambeni's school experience portfolio written as an exam equivalent in November 2016. Only 16 clauses have been analysed, because they spoke to the question asked by this study; all of them are in the declarative mood, which displays the authority of the writer on the events recounted. In this essay, Nnyambeni reflected on his improved classroom practice as a result of using the RtL pedagogy. He described the situation at his school where they admit learners who cannot read and write from time to time and the frustration that goes hand in hand with that.

Although this essay was written as a requirement for the B. Ed course in general, this extract was useful for the claims made by this study, that the pedagogy enhances the teacher's classroom practice. Nnyambeni described the different interaction cycle steps in detail then reflected on how he began to use the pedagogy as well as the rewards of using it. It can be agreed, based on Nnyambeni's reflection that this participant has developed in terms of teaching quality, because of the RtL pedagogy.

7.4.4 Summary of Written Documents

Through their use of the declarative mood, the participants wrote about their classroom practice which had improved as a result their use of the RtL pedagogy. All eight participants (100%) indicated in writing that they had developed in terms of teaching quality. This responds to the first question asked by this study, which investigates whether the explicit focus on the teaching of reading and writing develops the teachers' quality of teaching.

In addition, through the declarative mood the participants wrote about their increased content knowledge as a result of the RtL pedagogy. Six of the eight participants (75%) indicated that they have developed in terms of content knowledge. This responds to the second question asked by this study, which considers whether or not the use of the Scaffolding Interaction Cycle expands the content knowledge of the teachers. Since the journal entries were written by the educators and they are not assessed, it can be concluded that what they have written is true. It is good to note that they all claim that their development was a result of the use of RtL pedagogy.

The third question investigates the extent to which RtL influences the teachers' construction of their identities. The choices of subjects and finites made by the participants allowed them to negotiate identities as a result of the influence from the pedagogy. The RtL pedagogy influenced the teachers' construction of their identities. The participants described themselves as knowledgeable, for example, Malebogo said "I now know exactly how to tackle my lessons" (Clause 7) and "my subject knowledge has improved" (Clause 6). Shyla said "I like the RtL methodology because it has improved my knowledge of the subject" (Clause 7). Secondly, they described themselves as innovative, for example, Notoane noted that "I now have confidence in using magazines, newspapers, etc." (Clause 6) while Nondumiso claimed

that “I can even use an article from a newspaper to teach reading and grammar” (Clause 11). Thirdly, they described themselves as skilled, for example, Notoane explained that “My lesson planning has drastically improved” (Clause 4) and Nnyambeni said that “The methodology in question provides me with skills and information I need to manage teaching and learning...” (Clause 6). Fourthly, they described themselves as empowered, for example, Kobela said (I feel empowered). Next, they described themselves as efficient, for example, Kobela, (I am now more efficient teacher). Finally, they described themselves as effective, for example, Lubelihle pointed out that “I manage to capture the attention of my learners because the lessons are involving and exciting” (Clause 5 and Clause 6) and Tabudi who “can now teach effectively...” (Clause 6). The finites used in the journal entries show that the participants identify themselves as knowledgeable, innovative, skilled, empowered, efficient, and effective educators as a result of their use of the pedagogy.

A perusal through the school experience portfolio essays written as exam equivalent at the end of the teachers’ second year in the B. Ed course revealed that six (75%) of the eight participants wrote about the RtL pedagogy in their reflective essays. Two of them reflected on their development in terms of subject knowledge and in that essay, they included RtL pedagogy as an approach that expanded their knowledge. One of the two, Shyla, even planned to share her knowledge of the pedagogy with her colleagues at work through a workshop. Two participants, Shyla and Tabudi, indicated through their reflection in the essays that they have developed in terms of content knowledge.

Four participants reflected on their development in terms of classroom practice and in their essays they indicated that the RtL pedagogy enhanced their practice. They detailed the scaffolding steps they use to support their learners. They stated that the pedagogy helps them cater for the learners whose reading proficiencies are low. The four participants, Malebogo, Notoane, Lubelihle and Nnyambeni, indicated that through the use of the pedagogy their classroom practice has been enhanced.

Finally, through written documents, this study has demonstrated that the eight participants developed in terms of teaching quality, content knowledge and the way in which they construct their identities. The fact that both the journal entries and school experience

portfolio essays are documents written by the participants independently, outside the expectations of this intervention study, legitimizes the claims made by this study.

7.5 CONCLUSION

The purpose of this chapter was to analyse the impact of the RtL pedagogy on the participants' teaching quality, content knowledge and the way in which they construct their identities. The data analysed was gathered through semi-structured interviews and documents written by the participants.

From semi-structured interviews the SFL mood analysis revealed that the classroom practice of the participants has improved, their content knowledge has expanded and they identify themselves as better educators since they began to use the RtL pedagogy. Analysis of written documents, also through the SFL mood analysis, revealed that all the participants have developed in terms of teaching quality, content knowledge and the way they construct their identities. The fact that the written documents were written by the participants independently, outside the expectations of this intervention study, legitimizes the claims made by this study. Based on this analysis, it can be argued that the RtL pedagogy has a positive impact on the teachers' classroom practice, content knowledge and the way in which they construct their identities.

CHAPTER 8

ANALYSIS OF THE LEARNERS' READING AND WRITING PROFICIENCIES

8.1 INTRODUCTION

The goal of this study has been to equip the teachers of English First Additional Language (FAL) with a pedagogic approach that enhances their teaching practice. Chapter 6 and Chapter 7 analysed the role played by the Reading to Learn (RtL) pedagogy in enhancing the English FAL teachers' teaching practice. The findings from Chapter 6 are that explicit focus on the teaching of reading and writing develops the teachers' teaching quality. The findings from chapter 7 are that the use of the Scaffolding Interaction Cycle expands the content knowledge of the teachers, and focus on teaching reading and writing develops the teaching quality of the teachers and the RtL pedagogy influences the teachers to construct positive identities of themselves.

This chapter suggests that when the teachers' quality of teaching has been enhanced, the reading and writing proficiencies of learners improve. It further proposes that when the learners are able to read and write at grade appropriate levels then learning becomes a pleasure for them. The analysis reported on in this chapter is mainly quantitative, because there were marks for the pre-test and post-test written by the learners. It is also qualitative in that the interviews with the participants are analysed qualitatively. The qualitative analysis of semi-structured interviews conducted with the participants in this study is done through Grounded Theory (GT). The reason for this choice is that GT gives the researcher insight into the phenomenon under study (Williams, 2007; Creswell, 2013; Walsh, et al., 2015; Corley, 2015).

The first section of this chapter is a discussion of the set of semi-structured interviews where the participants talked about the impact of the RtL pedagogy on the learners. The second section is analysis of documentary evidence, specifically the test scores of the learners taught by the participants, followed by the conclusion.

8.2 ANALYSIS OF SEMI-STRUCTURED INTERVIEWS

In order to measure the impact of the RtL pedagogy, used as a pedagogic tool, on the literacy scores of the learners, I interviewed the participants through semi-structured interviews. The purpose of these interviews was to discover whether or not the intervention had responded to the concern raised by participants during the first interviews I conducted with them at the onset of the intervention study. All eight participants expressed concern over the poor reading and writing proficiencies of their learners. An evaluative assessment of qualitative data gathered from those semi-structured interviews was done through Grounded Theory (GT). Mgqwashu (2007) postulated that using GT to conceptualise data from interviews assists the researcher to understand the challenges the participant is faced with and how the participant endeavours to solve those challenges.

Grounded Theory is the generation of theories from data or the discovery of patterns emerging from data. This set of rigorous research procedures can be used for both qualitative and quantitative data. One of its strengths is that it allows the researcher to dig deep into a phenomenon by engaging those who are involved in it and the context. One of the advantages of GT is that when the researcher engages the participants who are living the phenomenon under study he/she does not only gather rich data, but he/she also gains insight into the phenomenon which would not have been gathered in any other way. Proponents of GT say that even though it can be used to analyse both qualitative and quantitative data, it remains meaningful in inductive research from an interpretive and phenomenological perspective (Walsh et al., 2015; Corley, 2015).

Even though this study is situated in the critical research paradigm and is transformative in nature, the semi-structured interviews in this chapter were undertaken for the purpose of interpreting the phenomenon under study, which was the impact of the RtL pedagogy on the learners' reading and writing proficiencies. The focus of the study as a whole was to transform the teachers by equipping them with a pedagogic tool that enhanced their teaching practice. The purpose of this chapter was to see if the enhanced classroom practice of the teachers yielded positive results. It was for this reason that the GT approach became a viable option for this section of the study.

I chose the third level of GT analysis, which is a combination of the first and second levels where the researcher uses data generated from the participants and includes his or her interpretations to provide rich contextualised findings. The next step is to code the data in some uniform way that will make sense for the study at hand. I opted for open coding which involves identifying concepts and naming them according to phenomena that the study is examining. Since the purpose of this chapter was to see what contribution the RtL pedagogy made in improving the reading and writing proficiencies of learners of English FAL, I interrogated the data gathered and coded it as reading, writing, other benefits (Lawrence & Tar, 2013).

8.2.1 Malebogo

RESEARCHER:	After teaching your learners for three terms through the use of the RtL method, what is your impression of this methodology?
MALEBOGO:	The methodology is very much helpful for my learners. Because I met the learners who were coming from grade 5 and they are coming to Grade 6, the exit grade. Then when they need to go to Grade 7, the Senior Phase, they must have the best level of reading. But when the RtL was introduced to me, it is really helping me to prepare them for Senior Phase. Up to so far, their reading has improved a lot. Because from the beginning when I was doing the orals, Reading Aloud, the criteria that I used, most of them performed bad. Now there is an improvement in their reading. The baseline test I gave them in January brought poor results. Their writing was not good at all, but now their writing has improved a lot. In addition, the methodology is very much enjoyable. Most of the learners, even those who are introverts and those who choose to sleep and don't give answers have become very active. It is very interesting and it is building up their confidence. Everyone wants to participate. Especially the part where now they have to build up their story.

Malebogo's response about the impact of the pedagogy on her learners gives rich findings to this study. She mentions the fact that her learners can now read, when before the intervention they could not. This means the intervention has yielded positive results; the reading skill has been enhanced.

Secondly, the learners' writing skills have improved. She compares their writing at the time of the interview with the writing skills they had in January at the time of the baseline test and she declares that they have improved.

Thirdly, this participant talks about passive learners who have become active; she mentions learners enjoying the lessons and she states that the learners' moral has been elevated.

Based on this participant's response, it can be deduced that the learners in her class benefited from the RtL pedagogy in that their reading and writing skills improved. As a result, they enjoy learning, another benefit of the pedagogy.

8.2.2 Notoane

RESEARCHER:	After teaching your learners for three terms through the use of the RtL method, what is your impression of this methodology?
NOTOANE:	Oh, it made wonders in my class. It made learners to have confidence as they read in groups. And then it also helped them because I as the teacher will start telling them a story before, then I read. This sparks their interest and when I come back to read with them they read with joy and enthusiasm. This makes me proud also. There is some improvement in their understanding because they can re-tell the story in their own words. There is improvement even in their writing. I gave them a writing task at the beginning of this term and there was a slight improvement. At least they understood what they were doing. Thank you for the introduction of this methodology mem.

In response to the question, Notoane gives three points useful for this study. First, he indicates that learners now read with enthusiasm. He details the activities he goes through with his learners when it is time for reading.

Secondly, he indicates that there is improvement in their writing skills. They seem to write with understanding. This suggests that the learners' comprehension has improved. This is supported by a statement he makes earlier that their understanding has improved to a point that they can re-tell a story in their own words.

Thirdly, there are other benefits that the participant ascribes to the pedagogy. His learners have gained confidence. Their interest has also been triggered. These descriptive words paint a picture of a class of happy learners and the participant states that this happy atmosphere in his class is an improvement that has been brought by his use of the pedagogy.

Therefore, Notoane's learners have improved in terms of reading and writing, and the atmosphere in his class is conducive to learning.

8.2.3 Kobela

RESEARCHER:	After teaching your learners for three terms through the use of the RtL method, what is your impression of this methodology?
KOBELA:	I am so happy you introduced us to this RtL methodology. It is helping. The learners have developed the love of reading. It is a good method because I teach the learners how to read in class and other assessments are also done using this approach. Even those who don't know, they will just remember. For example, we did book review. I teach them a story; there are characters in the story. After that, when you give learners the task to write a book review they just write, because they know the story. They are not panicking anymore. Even the slow ones. I taught them a story and I gave them a task to write a diary. I said they must pretend to be one of the characters in the story and write a diary. Oh! Many learners managed to write. They now enjoy learning When you are teaching and someone comes in to talk to you, or something disturbs you, you hear them say, "Mem, continue". They don't want to lose any minute...

Kobela's response shows that her learners have benefited from the pedagogy in three ways. First, her learners can now read. She mentions the fact that she teaches reading and all other genres are taught through the use of the pedagogy. Her learners have developed a love of reading.

Secondly, her learners can now write. They use Read texts to create written texts. She details the activities she does with her learners before they write, which is proof that she follows the interaction cycle steps of preparing before writing. Even the struggling learners are catered for.

Thirdly, this participant talks about other benefits of using the pedagogy. She states that her learners enjoy learning. Their attention is captured to a point that they cannot tolerate disturbances that normally occur during lessons.

It is clear that Kobela's learners have benefited from the pedagogy, because their reading and writing skills have improved; this has further motivated their desire to learn more.

8.2.4 Nondumiso

RESEARCHER:	After teaching your learners for three terms through the use of the RtL method, what is your impression of this methodology?
NONDUMISO:	This methodology has provided a solution to my problems. Those learners who could not read are now able to read. Those who could read now read fluently. I have also seen improvement in their writing. When they write formal tasks, I see many words we have learnt in their written tasks. They spell better and their sentences make sense. They have become very lively in class. They like activities like cutting up strips of paper and rebuilding the story; during those activities they make noise and they all participate. I notice a great improvement even in other learning areas. The shy learners are no longer shy. I also noticed that absenteeism has dropped drastically. They all come to school and they attend all lessons; I think this is because they enjoy school now. When you know how to read and write school is no more boring.

Nondumiso refers to the very first interview I had with her when she says the pedagogy has provided a solution to her problems. The challenge she talked about in that interview was that her learners could not read and write at grade appropriate level. Her learners have since developed in three ways. First, they can now read. The average and good readers have also become better readers.

Secondly, the learners can write. It is clear from her explanation that using Read material to create written tasks has helped improve the writing skills of the learners in terms of vocabulary, spelling and sentence construction.

Thirdly, the learners enjoy attending lessons. The participant mentions the activities learners enjoy that are part of the interaction cycle; she even states that the learners enjoy learning because they are able to read and write. She adds that their improvement is visible even in other learning areas. As an administrator her interest obviously goes beyond English FAL; she is concerned about their performance in all the learning areas.

It can be agreed that the RtL pedagogy contributed to the improvement of the learners' reading and writing proficiencies and that the improvement resulted in other benefits of the pedagogy.

8.2.5 Lubelihle

RESEARCHER:	After teaching your learners for three terms through the use of the RtL method, what is your impression of this methodology?
LUBELIHLE:	This method is working, because in my class some of the learners couldn't read, not because they didn't know how to read but they were shy. They've come out of their cocoons. They can now read even in front of other learners without a problem. They can now comprehend what they read. They are enjoying. I did the strips with them and it was funny; to them it was funny though they were learning. Their writing has improved a lot, because their spelling is better and their essays are now easy to read. They use the words learnt from the stories in their

	letters, essays, and other creative writing tasks. The method is really working.
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In response to the question Lubelihle praises the RtL pedagogy. Her learners have improved in three ways. First, they read with understanding. During my first interview with her she indicated that most of her learners could read, but that their comprehension was a challenge. In this interview she states that they can now read with understanding, which means that their comprehension has been enhanced. She further explains that the learners who could not read were those who were too shy to read in front of other learners. That problem has also been solved, because they are no longer shy.

Secondly, the learners' writing skills have improved. They spell better, their vocabulary has increased and their creative writing tasks are now easy to read. The point mentioned by the participant that the learners' creative writing tasks are easy to read suggests that their sentence construction has improved.

Thirdly, the learners enjoy learning. The participant cites one of the activities done during the 3rd step of the interaction cycle as the learners' favourite. This means the pedagogy offers opportunity for learners to have fun while acquiring knowledge.

Thus, the RtL pedagogy has been of benefit to Lubelihle's learners in that their reading and writing skills have improved and they enjoy the lessons.

8.2.6 Shyla

RESEARCHER:	After teaching your learners for three terms through the use of the RtL method, what is your impression of this methodology?
SHYLA:	I would say that it has improved, because most of the words that they encounter in the passages that we read; I see them using them in the essays. This means that the method is really working. Learners are now able to create. We give them topics and they are able to create, because they know maybe the passage that has been done could be related to the topic. They use that to create their own stories. Their reading has also improved; they want to read all the

	time. Again, it is no longer a struggle to get them to class. They rush to class even before the bell rings.
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Shyla talks about the improvement of her learners since she began using the RtL pedagogy. Their reading has improved. She expands on this by mentioning the fact that they want to read all the time. This gives an impression that they enjoy reading, perhaps because they can now read fluently.

Secondly, their writing skills have improved. The participant mentions the fact that their vocabulary has increased, as a result of their reading activities. She also talks about their creative writing skills which have developed.

Thirdly, the learners enjoy learning. The participant does not explicitly say they enjoy learning, but she says she does not struggle to get them to class anymore. This suggests that because they can now read and write the learners find school enjoyable.

Shyla's learners have improved in terms of reading and writing; this shows in the interest they show in learning.

8.2.7 Nnyambeni

RESEARCHER:	After teaching your learners for three terms through the use of the RtL method, what is your impression of this methodology?
NNYAMBENI:	I don't know what to say, but you really assisted us. You have come to our rescue. Because I can see our learners are improving tremendously. Right now, as I'm speaking to you when they read they can comprehend. When they write they construct proper sentences. And they are also doing well in other learning areas. In addition, they now enjoy the lessons. Our learners, to tell you the honest truth, they are no longer dodging lessons. They are no longer loitering around. Even if the educator is not there they get into class. Sometimes when you are due to go to class something crops up and you have to attend to it. They come and call us. Please come, it is your period now. That is because they enjoy school. In the past, before writing examinations in the morning they would be playing. After exams they would disappear.

	But nowadays before they write, you will find them sitting under the tree reading. Sometimes they come to us to ask questions, etc.
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Nnyambeni responds like one who is satisfied with the RtL pedagogy. His learners have improved in terms of reading ability. He says their comprehension has improved.

Secondly, their writing skills have improved. He mentions the proper sentences they write, which means their word order, vocabulary and spelling have been taken care of. He adds that the learners perform well even in other learning areas. His interest in other learning areas might be because as an administrator he deals with the learners' performance in all learning areas and in the whole school.

Thirdly, this participant expounds on the benefits of RtL that he observes in his learners. He states that they enjoy learning to a point that when the teacher delays going to class they remind him or her that it is time for class. He also mentions the fact that delinquency has been reduced in his school because the learners enjoy learning.

It can be agreed that this participant's learners have benefited from the pedagogy, for their reading and writing skills have improved and learning has become enjoyable for them.

8.2.8 Tabudi

RESEARCHER:	After teaching your learners for three terms through the use of the RtL method, what is your impression of this methodology?
TABUDI:	What I like about this RtL is that my learners can now read since I started using it. Every time when I go to class they are happy; they pick up the books and read. Even if it is not the English period they want to read. Even if I am just passing they will call me, come to class. Their writing has improved as well, even though not as good as their reading, but they are coming up. They like cutting up strips of paper and rebuilding the story. It is nice to see their happy faces and chattering noise while they learn. I never knew that learning could be fun.

Tabudi states that his learners have improved in three ways. Their reading skills have improved. They have even developed interest in reading, this is why they run after him and demand for a chance to read every time they see him. They are excited about their new-found skill.

Secondly, they have improved in terms of writing. He acknowledges the fact that their writing skill is developing at a slower rate than their reading. This is not a strange phenomenon, because the writing skill is the most difficult of the four learning skills: listening, speaking, reading and writing.

Thirdly, the learners enjoy learning. The participant talks about the excitement of the learners when it is time for some activities in the class. He also mentions the fact that they follow him even when he is not in class to negotiate for extra reading time.

Tabudi's learners have improved in terms of reading and writing because of the RtL pedagogy. The newly acquired skills have produced other benefits for the learners.

8.2.9 Summary of semi-structured interviews

From the semi-structured interviews conducted with the participants in the 4th term of 2016 there was indication that when the RtL pedagogy is used as a pedagogic tool the reading and writing skills of learners improved. All eight participants stated that the reading skills of their learners have improved. Four, 50% of the participants (Notoane, Kobela, Shyla and Tabudi) further indicate that because the learners have mastered the ability to read they have developed love for reading.

The second skill that has been developed is the writing skill. The learners spell well, their sentence construction has improved and their vocabulary has increased. Nondumiso says their sentences make sense; Lubelihle says their creative writing tasks are easy to read and Shyla says they have become creative in their writing. All these descriptions have been used to show that the learners' writing proficiencies have improved to an acceptable level, because of the pedagogy.

Thirdly, the participants talk about the benefits of the pedagogy for the learners. Since the learners have acquired the reading and writing skills they enjoy learning. Their morale has been boosted, they no longer bunk classes and their behaviour has improved.

In addition, two participants, Nondumiso and Nnyambeni, mentioned the fact that their learners have improved even in other learning areas. Since both of them are school managers, it can be assumed that they motivated the other educators in their schools to use the RtL pedagogy. However, when asked if that was the case Nondumiso replied that the learners in her school improved in other learning areas because they were now able to read and write; for her the issue was the skill. Nnyambeni indicated that some, not all, educators in his school use the RtL pedagogy. He attributed this improvement to the fact that the learners had acquired the skill to read and the skill to write. This is another benefit of the pedagogy.

8.3 ANALYSIS OF THE LEARNERS' TEST SCORES

When the participants were ready to embark upon the intervention, I provided a standardized baseline test for them to administer in their classes. The purpose of the test was to test the learners' level of competence in reading, language and writing before the intervention. The test was marked, but feedback was withheld from the learners. The written test results indicated that most learners could not read and comprehend without assistance, they failed to answer inferential questions, they had challenges with spelling and they struggled to construct proper sentences.

After the baseline test the participants embarked upon the new pedagogy. They followed the Scaffolding Interaction Cycle which allowed them to give their learners a lot of support. The repetition of the same text over and over gave weak readers confidence while strong readers perfected their skills. The joint construction activities gave strong learners the chance to be creative and the confidence of the weak learners was roused.

At the end of 2016 the participants administered a post-test in order to evaluate whether the intervention was bringing improvement or not. The results showed improvement in all the eight classes in terms of comprehension; they could answer inferential questions, their spelling had improved and they could construct proper sentences. Improvement in the Intermediate Phase ranged from 3.1 to 14.9. Improvement in the Senior Phase ranged

from 3.7 to 15.9. The tables and graphs below display the results of the pre-test and post- test in 2016.

The numbers used in the test scores were done in absolute change terms and not in percentage change terms. This formula was for its simplicity and its reliability. Percentage change is not recommended in statistics such as the ones used in this chapter, because it is inefficient and it does not cater for the actual situation when the baseline is done. The formula for absolute change is: New quantity- Old quantity = Absolute change (Vickers, 2001).

8.3.1 Pre- and Post-test for Intermediate Phase 2016

Table 8.1: Pre-test and post-test for Intermediate Phase

CLASS	NOTOANE'S GRADE 4	TABUDI'S GRADE4	NONDUMISO'S GRADE 6	MALEBOGO'S GRADE 6
PRE-TEST AVERAGE%	35.6	29.2	39.6	36.8
POST-TEST AVERAGE%	38.7	36	54.5	51.1
IMPROVEMENT	3.1	6.8	14.9	14.3

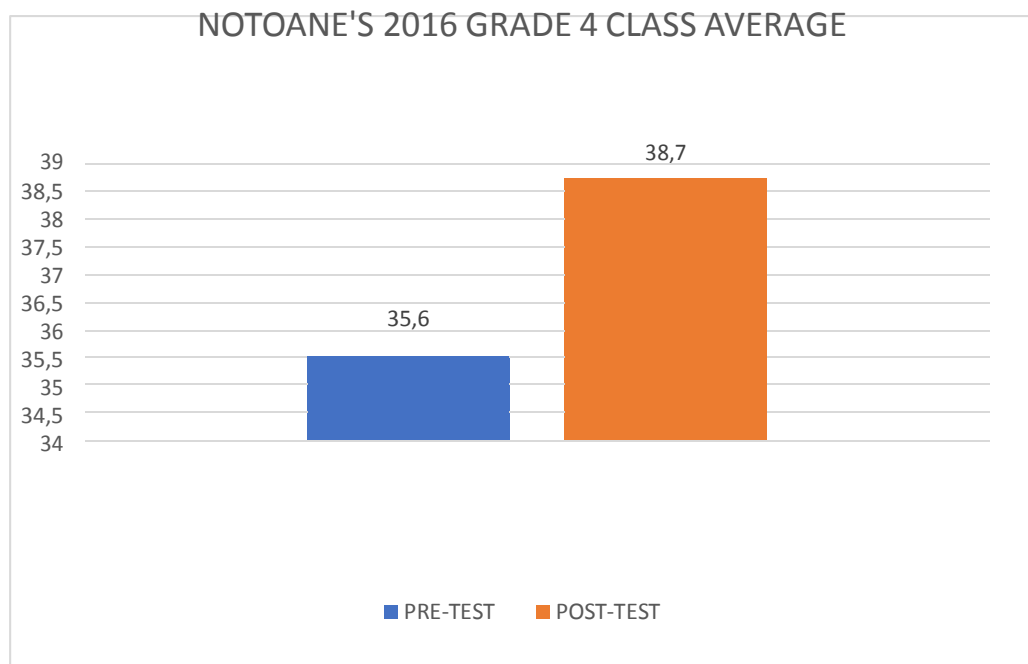


Figure 8.1: Pre-Test and Post- Test for Notoane's class (2016)

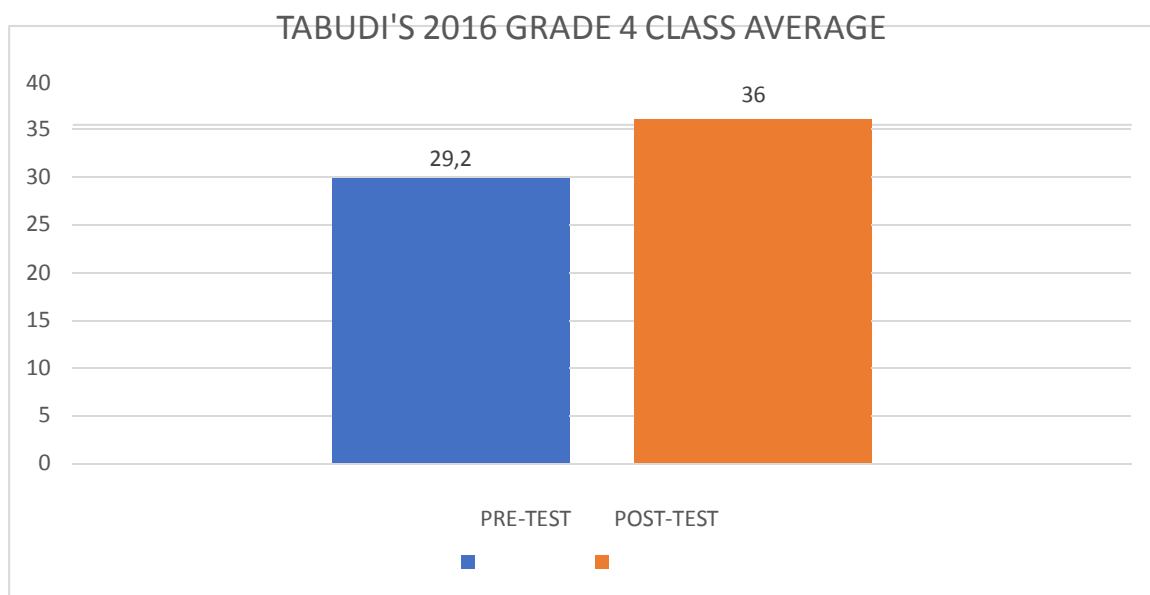


Figure 8.2: Pre- Test and Post- Test for Tabudi's class (2016)

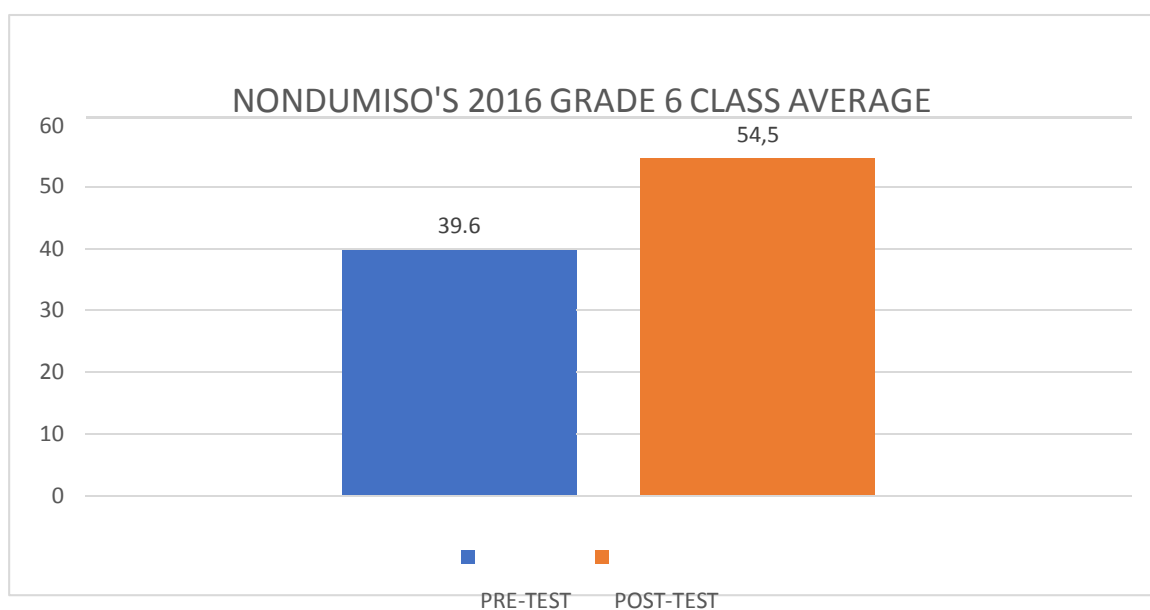


Figure 8.3: Pre- Test and Post- Test for Nondumiso's class (2016)

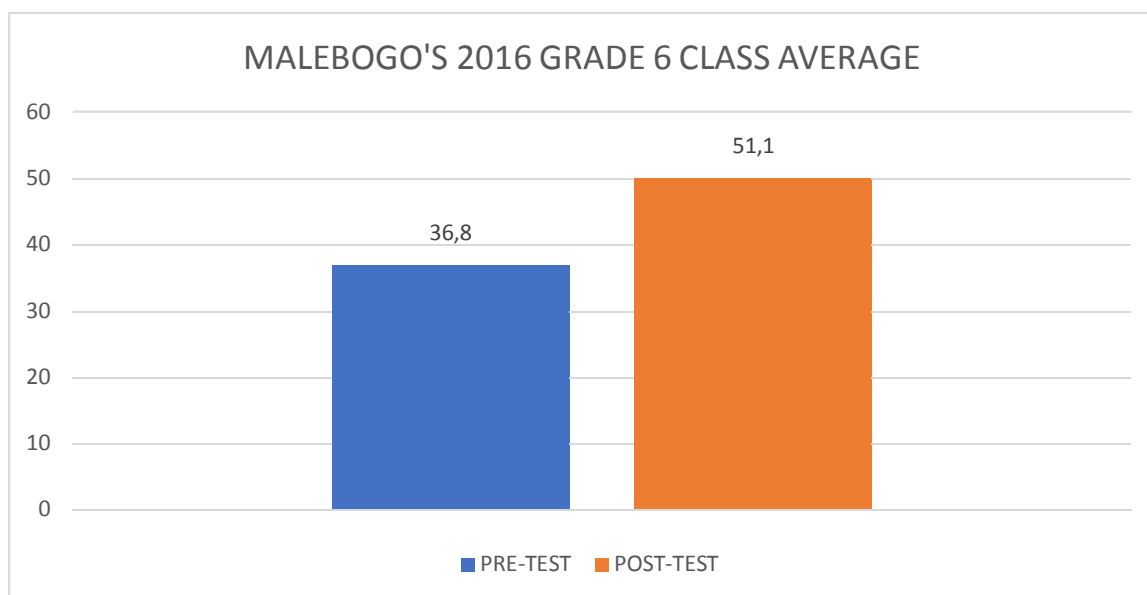


Figure 8.4: Pre- Test and Post- Test for Malebogo's class (2016)

8.3.2 Pre- and Post-test for Senior Phase 2016

Table 8.2: Pre-test and post-test for Senior Phase

CLASS	KOBELA'S GRADE 9	LUBELIHLE'S GRADE 9	NNYAMBENI'S GRADE 9	SHYLA'S GRADE 9
PRE-TEST AVERAGE%	34.6	27.2	48.2	30.6
POST-TEST AVERAGE%	38.3	41	52.2	46.5
IMPROVEMENT	3.7	13.8	4	15.9

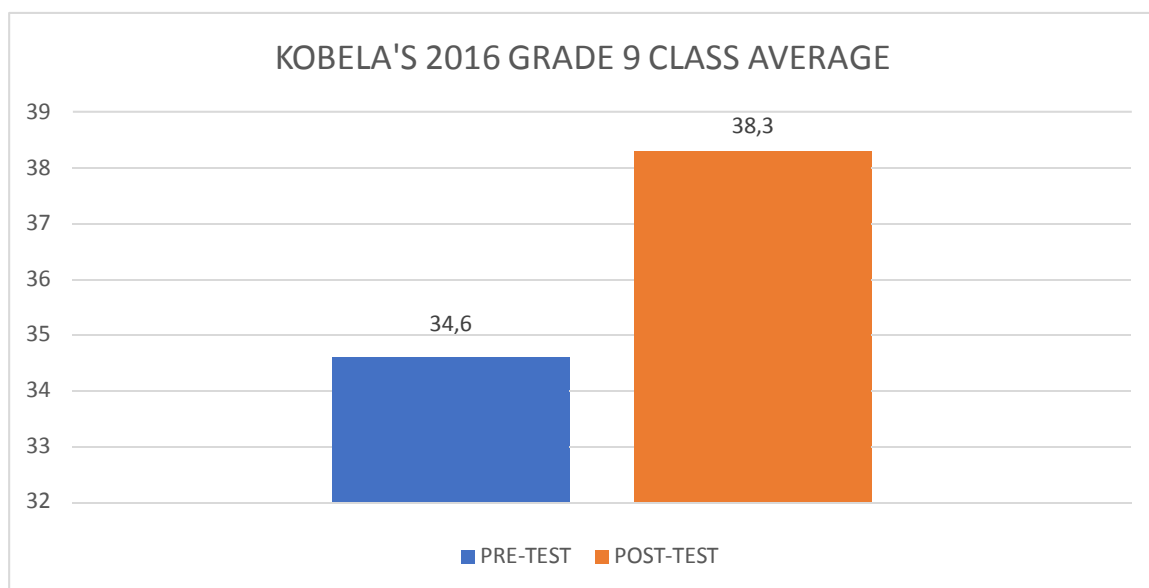


Figure 8.5: Pre- Test and Post- Test for Kobela's class (2016)

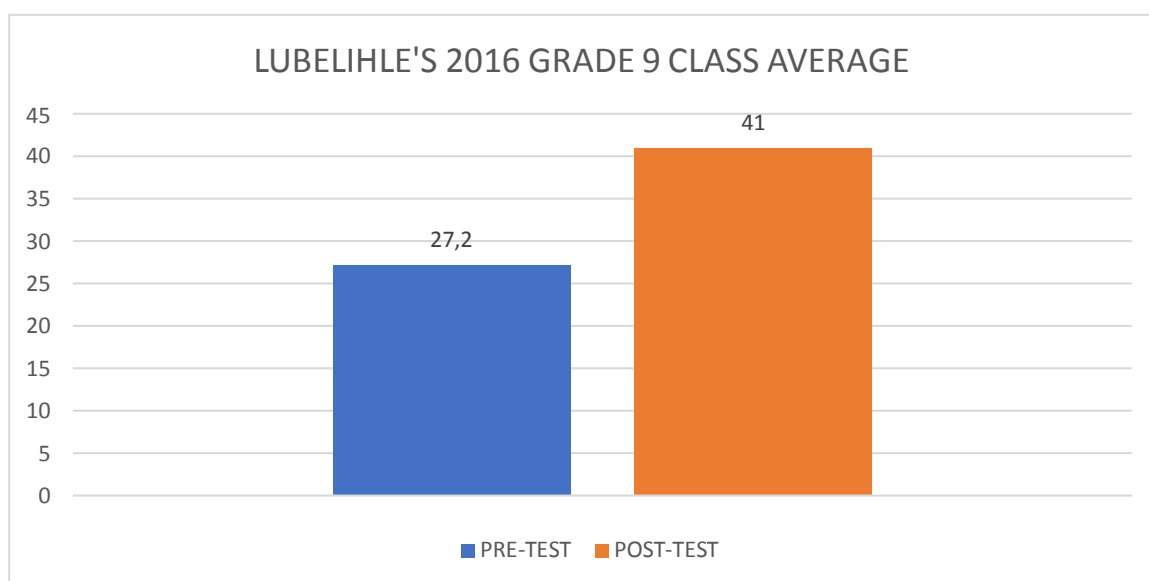


Figure 8.6: Pre-Test and Post- Test for Lubelihle's class (2016)

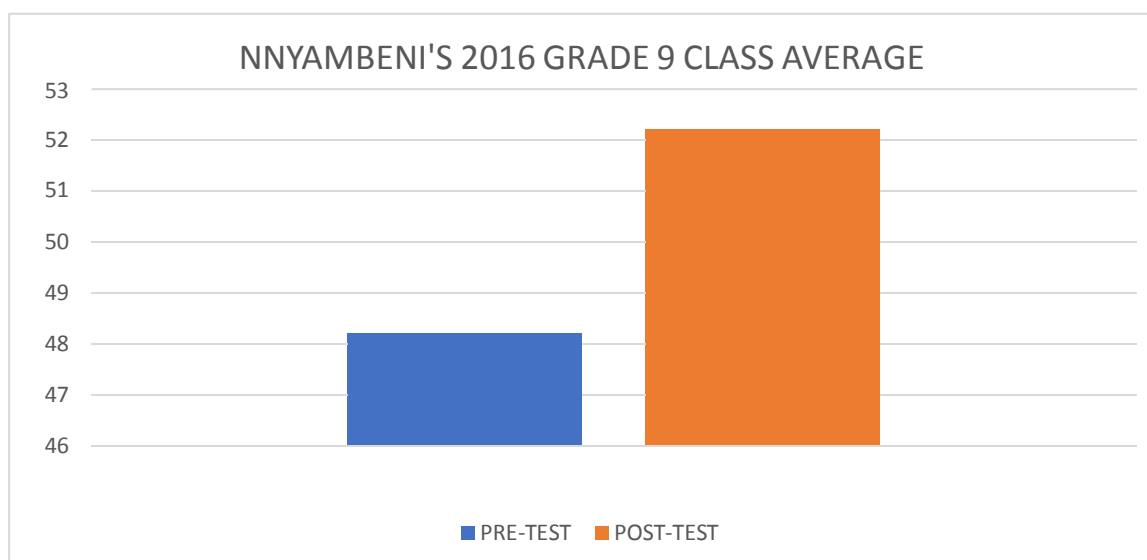


Figure 8.7: Pre- Test and Post- Test for Nnyambeni's class (2016)

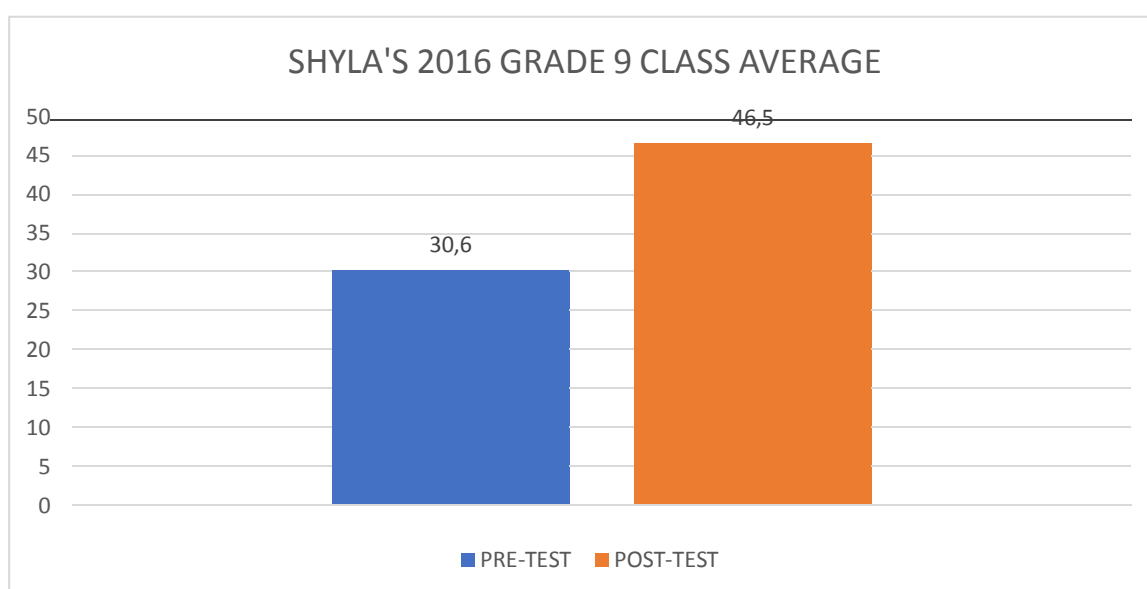


Figure 8.8: Pre- Test and Post- Test for Shyla's class (2016)

In January 2017 the participants administered a baseline test to their learners. Since it was the beginning of a new academic year, they all began with new cohorts of learners. The results were similar to the results they got in Term 1 of 2016. There were challenges with comprehension, language and writing. After administering the test, the participants implemented RtL in the classes.

At the end of the second term, in June 2017, the participants administered a post-test in order to evaluate whether the intervention had brought about improvement or not. Since June 2017 marked the end of the data collection process for this study, the test scores for that test were the last scores I collected. The results showed improvement in all the eight classes in terms of comprehension, grammar and writing. Improvement in the Intermediate Phase ranged from 12.6 to 28.6. Improvement in the Senior Phase ranged from 14.8 to 34.2. The tables and graphs below display the results of the baseline test in 2017.

8.3.3 Pre- and Post-test for Intermediate Phase 2017

Table 8.3: Pre-test and post- test for Intermediate Phase (2017)

CLASS	NOTOANE'S GRADE 4	TABUDI'S GRADE4	NONDUMISO'S GRADE 6	MALEBOGO'S GRADE 6
PRE-TEST AVERAGE%	39	40	27.8	36.1
POST-TEST AVERAGE%	60.5	52.6	56.4	59.4
IMPROVEMENT	21.5	12.6	28.6	23.3

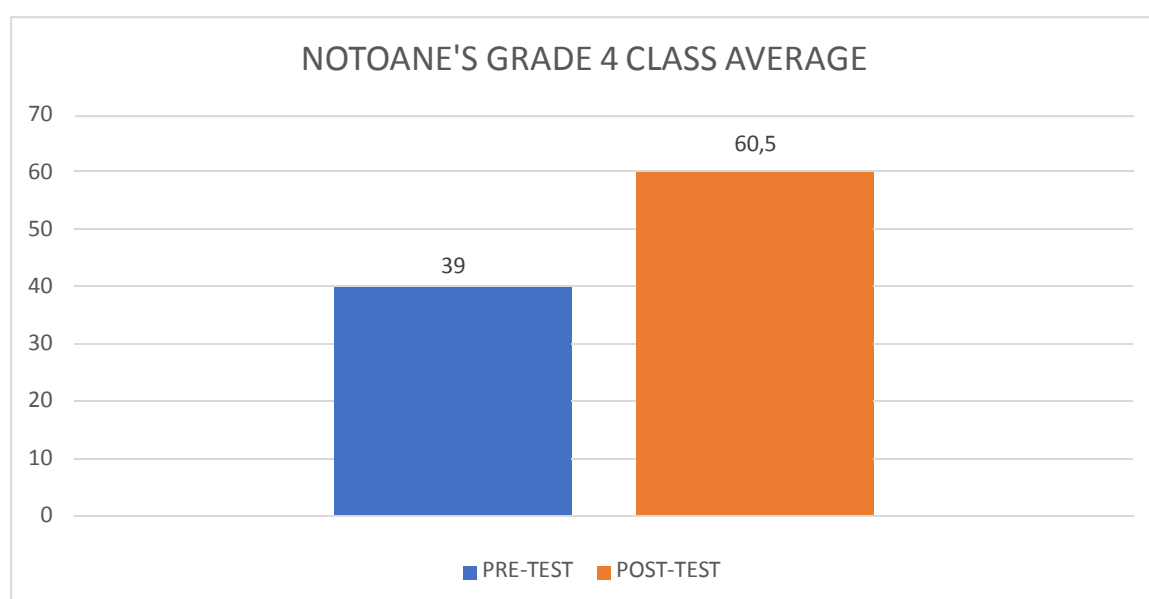


Figure 8.9: Pre- Test and Post- Test for Notoane's class (2017)

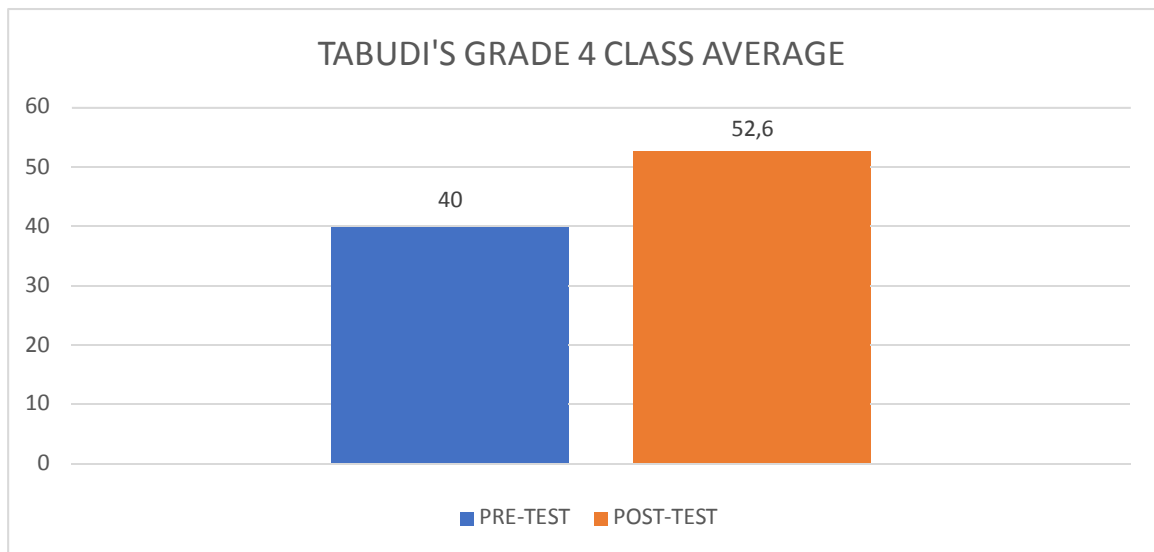


Figure 8.10: Pre- Test and Post- Test for Tabudi's class (2017)

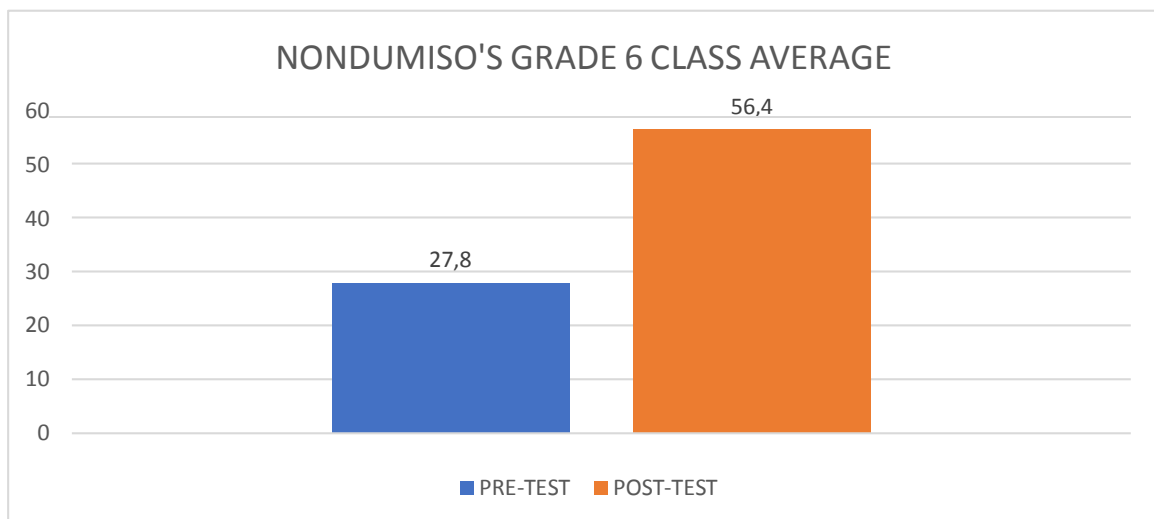


Figure 8.11: Pre-Test and Post- Test for Nondumiso's class (2017)

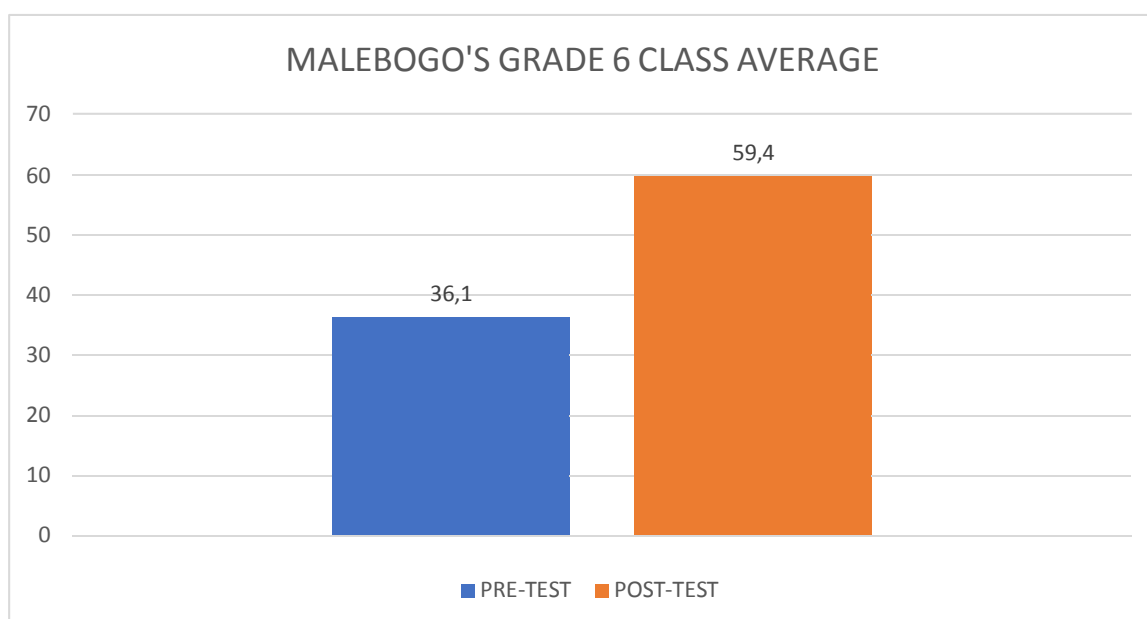


Figure 8.12: Pre- Test and Post- Test for Malebogo's class (2017)

8.3.4 Pre- and Post-test for Senior Phase 2017

Table 8.4: Pre-test and post- test for Senior Phase (2017)

CLASS	KOBELA'S GRADE 9	LUBELIHLE'S GRADE 9	NNYAMBENI'S GRADE 9	SHYLA'S GRADE 9
PRE-TEST AVERAGE%	37.7	37.3	37.5	23.2
POST-TEST AVERAGE%	52.5	59	56.6	57.4
IMPROVEMENT	14.8	21.7	19.1	34.2

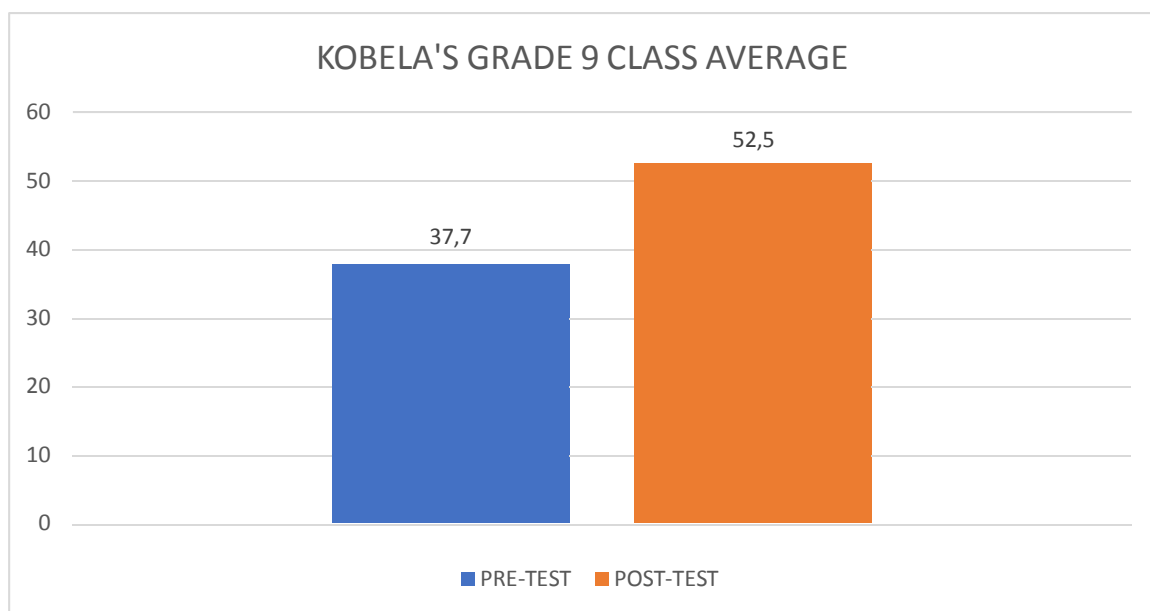


Figure 8.13: Pre- Test and Post- Test for Kobela's class (2017)

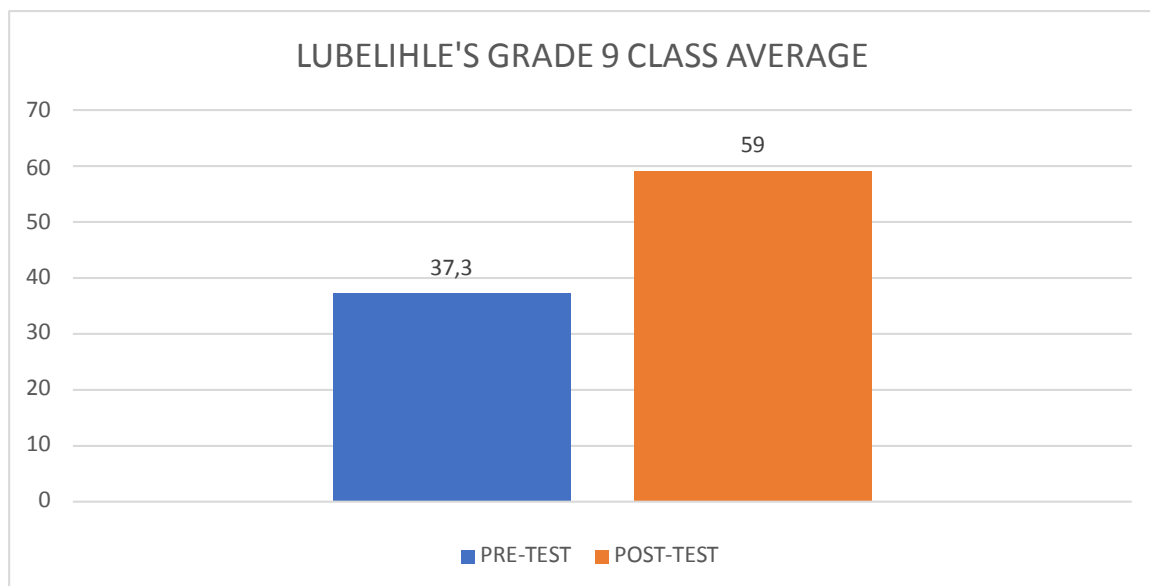


Figure 8.14: Pre- Test and Post- Test for Lubelihle's class (2017)

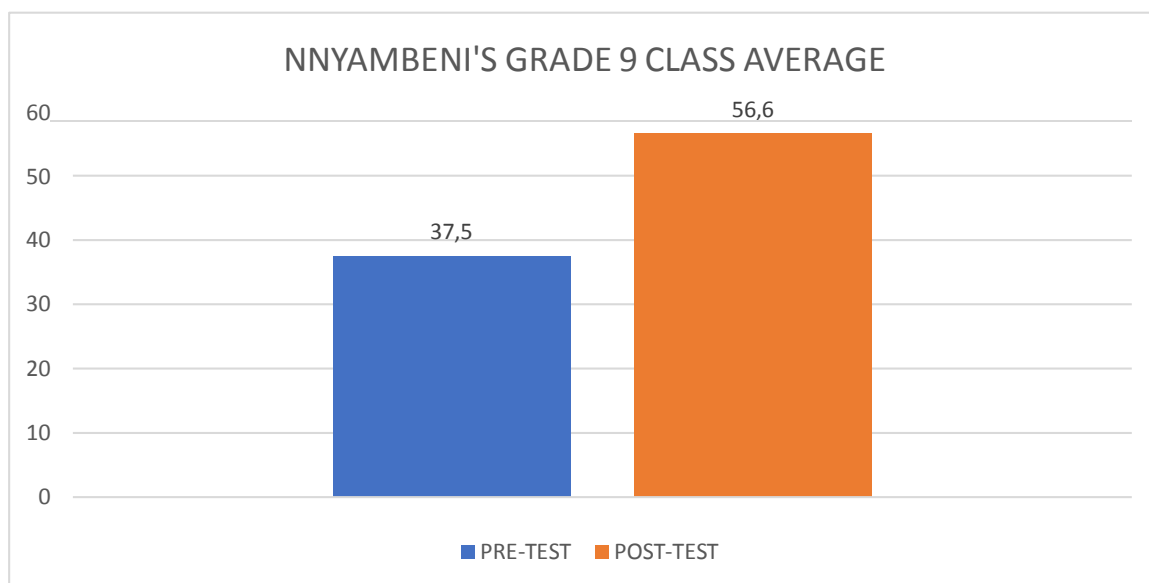


Figure 8.15: Pre-Test and Post- Test for Nnyambeni's class (2017)

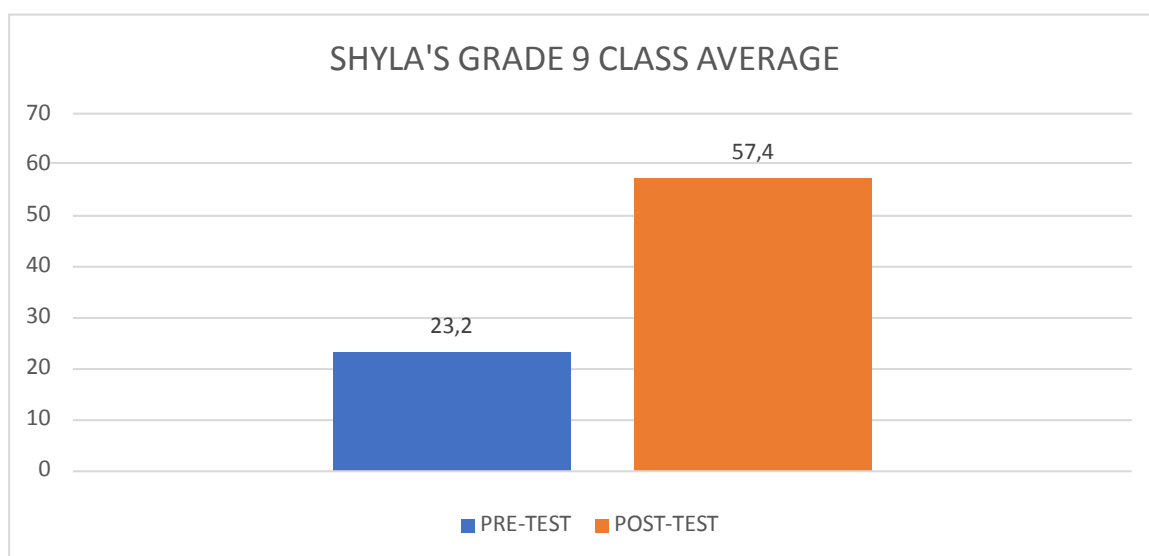


Figure 8.16: Pre- Test and Post- Test for Shyla's class (2017)

It is interesting to note that the improvement of the learners in 2017 is higher than in 2016. The reason for this might be that in 2016 the participants were still learning the pedagogy and adjusting from the traditional teaching approaches to the new approach. In 2017 they had gained confidence and their classroom practice had been enhanced.

8.3.5 Comparison

Two of the participants chose one class as the experimental class and one as the control class. Lubelihle chose Grade 9(f) as her experimental group and Grade 9(a) as the control group. Shyla chose Grade 9(b) as the experimental group and Grade 9(d) as the control group. Their

reason for isolating the classes was to test the effectiveness of the RtL pedagogy. At the beginning of the intervention they administered the baseline test to all their Grade 9 classes. During the course of the year they used the RtL approach to teach the experimental classes, but they continued to use traditional approaches to teach the control classes.

Both at the end of 2016 and at the end of June 2017 they administered the baseline test and there was difference between the experimental and the control groups. Learners exposed to RtL pedagogy performed better than those who were not exposed to it.

Table 8.5: LUBELIHLE'S GRADE 9 (2016)

CLASS	GRADE 9 (f)RTL CLASS	GRADE 9(a) CONTROL GROUP
PRE-TEST AVERAGE	27.2	35.3
POST- TEST AVERAGE	41	41
IMPROVEMENT	13.8	5.7

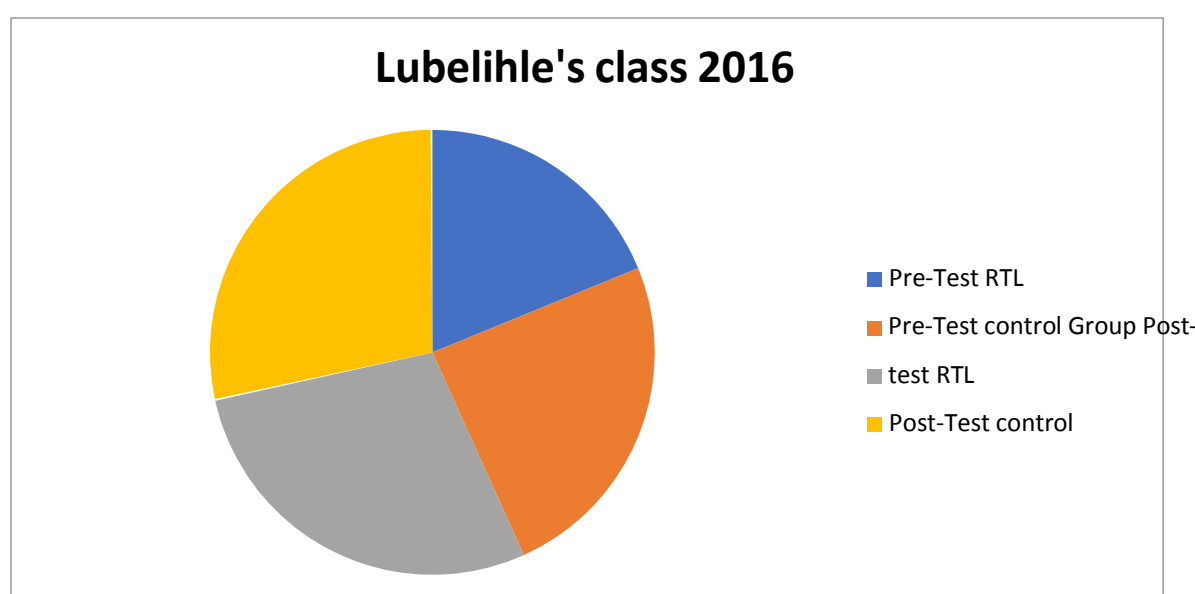


Figure 8.17: Pie-Chart comparing Lubelihle's experimental and control groups (2016)

Table 8.6: LUBELIHLE'S GRADE 9 (2017)

CLASS	GRADE 9 (f)RTL CLASS	GRADE 9(a) CONTROL GROUP
PRE-TEST AVERAGE	37.3	39.2
POST- TEST AVERAGE	59	45.6
IMPROVEMENT	21.7	6.4

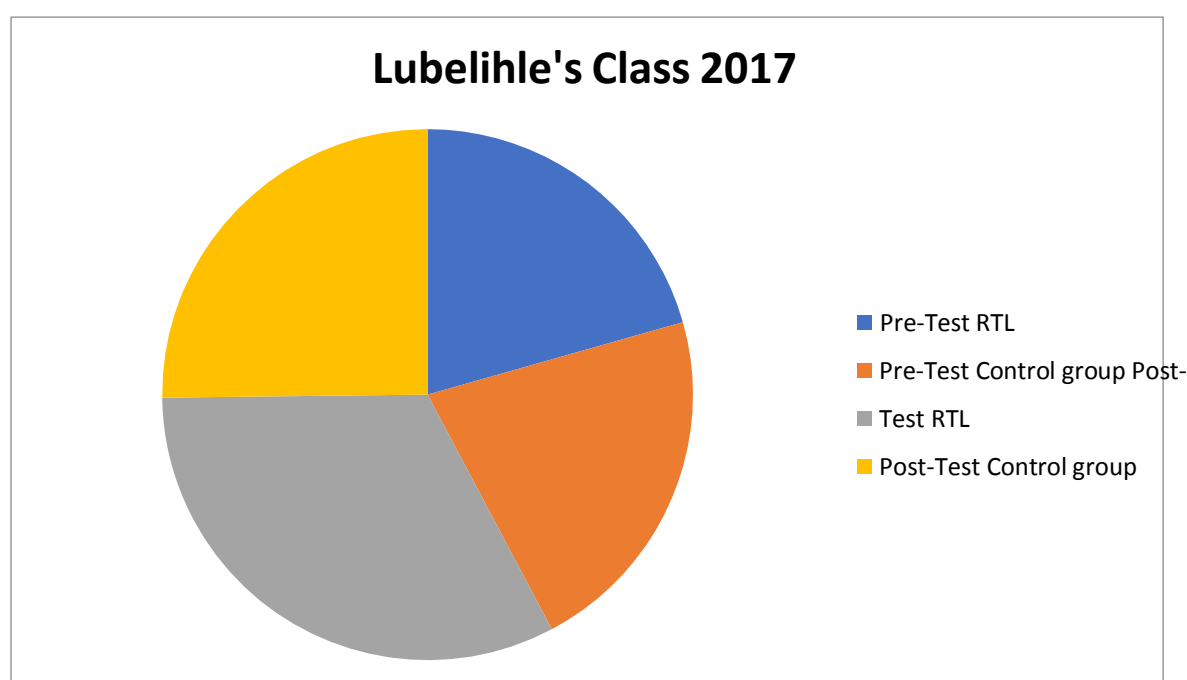


Figure 8.18: Pie- Chart comparing Lubelihle's experimental and control groups (2017)

Table 8.7: SHYLA'S GRADE 9 (2016)

CLASS	GRADE 9 (b)RTL CLASS	GRADE 9(d) CONTROL GROUP

PRE-TEST AVERAGE	30.6	31.2
POST- TEST AVERAGE	46.5	36.5
IMPROVEMENT	15.9	5.3

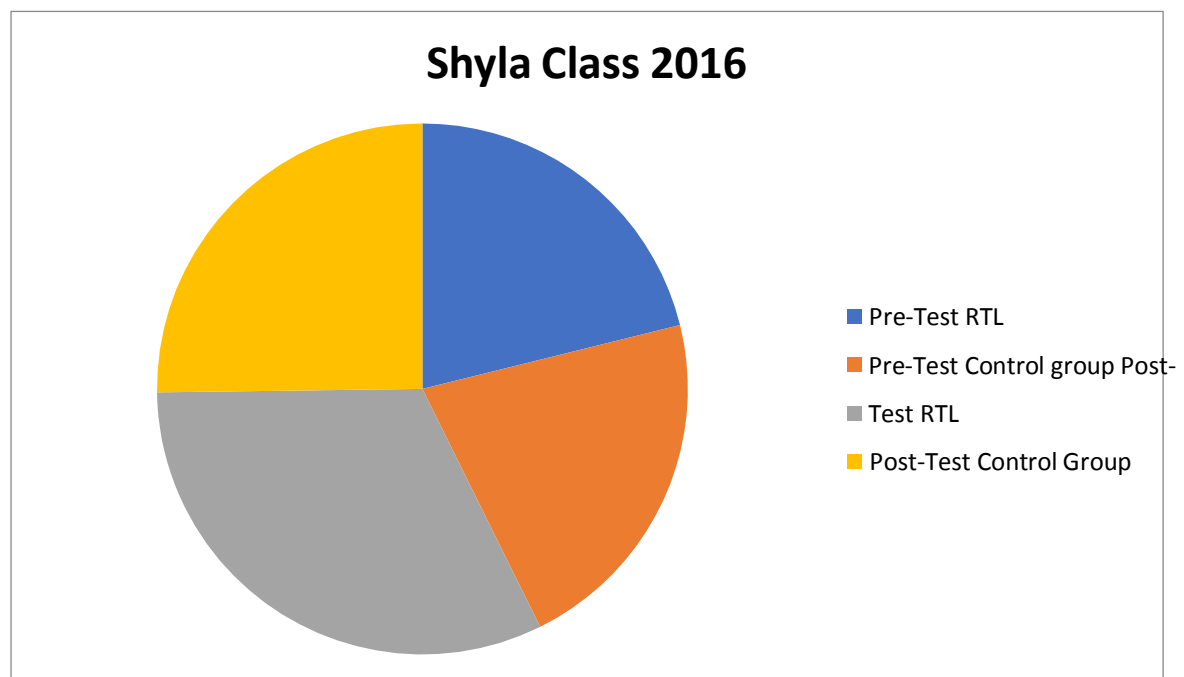


Figure 8.19: Pie- Chart comparing Shyla's experimental and control groups (2016)

Table 8.8: SHYLA'S GRADE 9 (2017)

CLASS	GRADE 9 (b)RTL CLASS	GRADE 9(d) CONTROL GROUP
PRE-TEST AVERAGE	23.2	25.7
POST- TEST AVERAGE	57.4	35.4
IMPROVEMENT	34.2	9.7

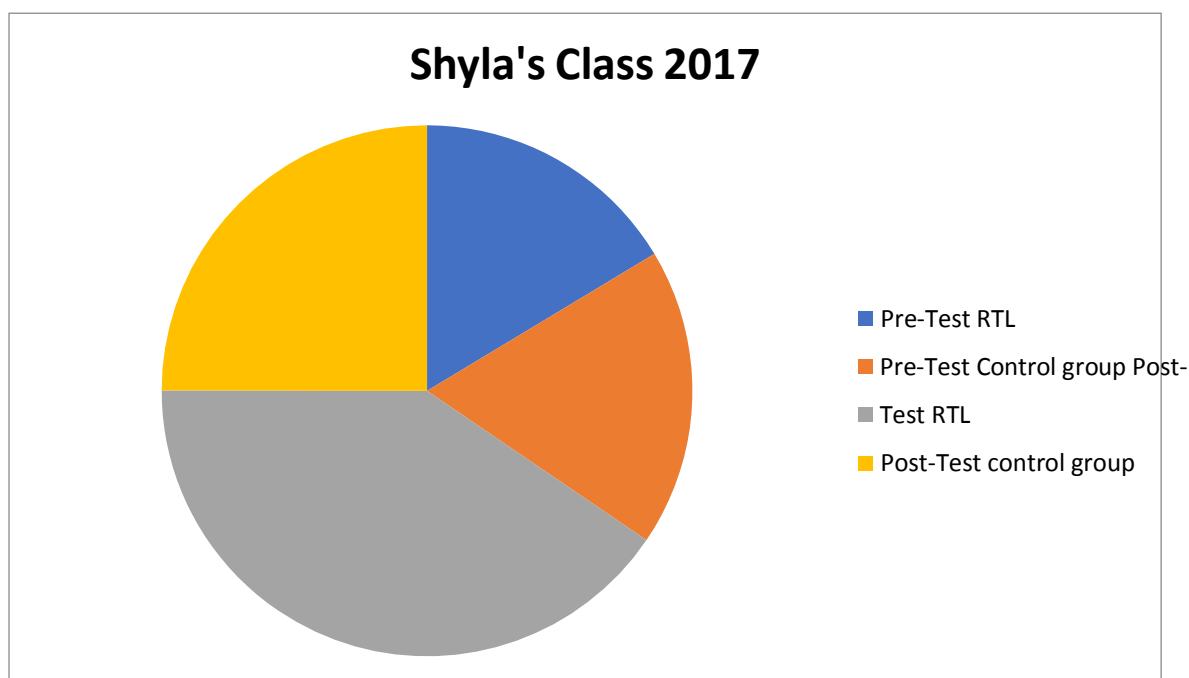


Figure 8.20: Pie- Chart comparing Shyla's experimental and control groups (2017)

8.3.6 Summary of Pre-tests and Post-tests

The study did not look into the strengths and weaknesses of other teaching approaches. It's interest was to assess the impact of the RtL pedagogy on the literacy skills of learners and the test scores helped the study to capture that point. The graphs show that the use of the RtL pedagogy as a teaching approach improves the reading and writing proficiencies of the learners. The first set of pre-tests was written in the first term of 2016 and the post-tests were written in the last term of 2016. After being exposed to the pedagogy for four terms the learners performed better by 3.1 up to 15.9.

The second set of pre-tests was written in January 2017 and post-tests were written in June 2017. After being exposed to the pedagogy for two terms the learners performed better by 12.6 up to 34.2. The fact that the improvement in 2017 was higher than the improvement in 2016 shows that the participants were more confident and their knowledge of the pedagogy was deeper in 2017.

A point of interest is the fact that two of the participants had an experimental group and a control group. The experimental group was exposed to the RtL pedagogy while the control group was exposed to the traditional teaching approaches. Lubelihle's experimental group

was weaker than her control group at the beginning of the intervention in 2016. However, the experimental group performed 8.1% better than the control group at the end of that year. Her experimental group was slightly weaker than the control group at the beginning of 2017. However, the experimental group performed 16.3 better than the control group. Shyla's experimental group and control group were equally weak at the beginning of the intervention in 2016. However, her experimental group performed 10.6 better than the control group at the end of that year. Her experimental group was slightly weaker than her control group at the beginning of 2017; but, the experimental group performed 24.5 better than the control group at the end of the intervention in June 2017. These statistics add value to the argument made by this study that the RtL pedagogy, when used as a teaching approach, improves the learners' reading and writing proficiencies.

8.4 CONCLUSION

This chapter aimed at proving that the RtL pedagogy when used as a pedagogic tool improves the reading and writing proficiencies of learners of English FAL. The interviews conducted with the eight participants revealed that after the learners had been exposed to the pedagogy, their reading abilities improved, their writing skills got better and because they could read and write, the learners developed an interest in reading, they enjoyed learning and their behaviour improved. This suggests that some of the behavioural challenges displayed by learners at school can be traced to their academic performance.

Even though this study confines itself in English FAL, it is worth noting that two participants indicated that their learners improved even in other learning areas. This suggests that when a learner can read and write he or she can learn anything. It also emphasizes the importance of these learning skills.

The pre-test scores at the beginning of the intervention in 2016 and at the beginning of 2017 displayed the poor reading and writing skills of the learners. After they had been exposed to the pedagogy for four terms and others for two terms the learners reading and writing scores improved. The margins for improvement were an impressive 3.1 up to 15.9 in 2016 and 12.6 up to 34.2 in 2017. These scores leave no doubt that the pedagogy has the ability to improve the reading and writing skills of learners.

Moreover, the gap between Lubelihle's experimental group and control group in 2016 and in 2017; together with the gap between Shyla's experimental and control group in 2016 and 2017 emphasize the fact that the RtL pedagogy improves the reading and writing skills of learners better than traditional teaching approaches.

Finally, the RtL pedagogy has been drawn from three theoretical backgrounds: Bernstein's code theory, Vygotsky's zone of proximal development and Halliday's Systemic Functional Linguistics. It was developed to democratize the classroom and to ensure meaningful participation of children who come from less advantaged backgrounds, who frequently experience a gap between home and school literacy practices (Martin & Rose, 2005). Through the use of the pedagogy, the participants in this study managed to bridge the gap that learners from disadvantaged backgrounds experience of home and school literacy practices.

Furthermore, this chapter has demonstrated through semi-structured interviews and through pre-test and post-test scores that when the educators are equipped with a pedagogic approach that enhances their classroom practice, the learners benefit in that their reading and writing proficiencies develop.

CHAPTER 9

CONCLUSION AND RECOMMENDATIONS CHAPTER

9.1 INTRODUCTION

This study highlights the need for English FAL teachers to be equipped with pedagogic approaches that enhance their practice. This was done through an intervention process that equipped four Intermediate and four senior phase teachers of English First Additional Language (FAL) with the Reading to Learn (RtL) methodology as a pedagogic approach that enhanced their teaching quality and converted them into effective teachers. It further shows how their improved practice enabled them to teach reading and writing in a way that changed the poor reading and writing proficiencies of learners in their rural classrooms. This chapter tabulates the goal of this research, the research findings, recommendations, research limitations, suggestions for future research and the conclusion.

9.2 RESEARCH GOAL

The goal of this study was to equip English FAL teachers with a pedagogic approach that would enhance their teaching practice and metamorphose them into effective teachers. The intended end result was to provide teachers of English FAL with a pedagogic tool that enables them to teach reading and writing in a way that will change the current poor reading and writing proficiencies of learners in rural South African schools. The research questions that guided the study were the following:

- What role can the RtL pedagogy play in enhancing the English FAL teachers' teaching practice?
- In what way does explicit focus on the teaching of reading and writing develop the teachers' teaching quality?
- How does the use of the Scaffolding Interaction Cycle expand the content knowledge of the teachers?
- To what extent can the RtL pedagogy influence the teachers' construction of their identities?

- What contribution can the RtL, used as a pedagogic tool, make in improving the reading and writing proficiencies of learners of English FAL?

9.3 KEY FINDINGS

9.3.1 The RtL can enhance English FAL teachers' practice

- a. It expands their content knowledge

In order to analyse the semi-structured interviews and the documents written by participants, the Systemic Functional Linguistics (SFL) Mood analysis was used. Mood analysis breaks down the spoken and written texts into clauses which are further dissected into subject, finite, predicator and complement. The chronological order of the subject and the finite in a clause determine the mood of the clause. The finite expresses the tense of the clause and most importantly, it determines the view of the presenter or author of the text (Mehwish et al., 2015).

Through their use of the declarative mood during interviews and in the written documents, the participants stated that their content knowledge has expanded; as a result of their use of the scaffolding interaction cycle. They indicated that they have become knowledgeable teachers.

- b. It develops their teaching quality

The four elements that emerged during classroom observations were scaffolding, teaching language in context, the teaching of reading and the teaching of writing. Each participant was observed teaching six lessons. A total of 48 lessons were observed. There were 12 reading lessons observed. The RtL pedagogy elements that emerged during the analysis of reading lessons. Nine of the lessons observed were grammar lessons and the elements that came up from those lessons were scaffolding, teaching language in context, teaching reading, and teaching writing. There were four oral lessons observed and scaffolding, teaching language in context and teaching reading emerged. The elements seen in the seven visual literacy lessons were scaffolding, teaching language in context, teaching reading and teaching writing. There were nine creative writing lessons observed and scaffolding, teaching language in context, teaching reading and teaching writing. From the five short story lessons observed the

elements that came up were scaffolding, teaching language in context, reading and writing. There were two poetry lessons observed and the elements that emerged were scaffolding, teaching language in context, reading, and writing.

The scaffolding element was in all 48 lessons, the teaching language in context element was in all 48 lessons, reading was done during all 48 lessons and writing was done in 30 lessons. This means that the scaffolding, teaching language in context and reading elements were clearly demonstrated in 100% of the lessons observed and the writing element was demonstrated in 63% of the lessons observed.

The four elements that emerged during the analysis of observed lessons are important in that they constitute quality teaching. When the four elements are applied in the lessons they demonstrate that the participants' quality teaching has developed.

On the other hand, through the use of the declarative mood the participants declared that their teaching quality has developed because of their focus on the teaching of reading and writing. These findings were gathered from the semi-structured interviews conducted with the participants and the documents they wrote.

Through observation lessons, semi- structured interviews and written documents, one of the findings of this study is that explicit focus on the teaching of reading and writing develops the teacher's teaching quality.

c. It influences the manner in which they construct their identities

The choices of subjects and finites made by the participants allowed them to negotiate identities as a result of the influence from the pedagogy. The RtL pedagogy influenced the teachers' construction of their identities. These choices of subjects and finites made by the participants were gathered through semi-structured interviews and written documents. The participants described themselves as Knowledgeable, innovative, and skilled.

Through the choices of the subject of the clause and the finite of the clause, the participants indicated that the pedagogy influenced them to construct their identities as knowledgeable, innovative and skilled educators.

9.3.2 When in the hands of efficient teachers, RtL can improve the reading and writing proficiencies of learners of English FAL.

From the semi-structured interviews conducted with the participants there was indication that when the RtL pedagogy is used as a pedagogic tool the reading and writing skills of learners improved. All eight participants stated that the reading skills of their learners have improved. The second skill that has been developed is the writing skill. The learners spell well, their sentence construction has improved and their vocabulary has increased.

The results of the pre- and post-tests show that the use of the RtL pedagogy as a teaching approach improves the reading and writing proficiencies of the learners. The first set of pre-tests was written in the first term of 2016 and the post-tests were written in the last term of 2016. After being exposed to the pedagogy for four terms the learners performed better by 3.1% up to 15.9%.

The second set of pre-tests was written in January 2017 and post-tests were written in June 2017. After being exposed to the pedagogy for two terms the learners performed better by 12.6% up to 34.2%. The fact that the improvement in 2017 was higher than the improvement in 2016 shows that the participants were more confident and their knowledge of the pedagogy was deeper in 2017.

An added advantage is that the participants said that the RtL improves the learners' reading skills. When their reading skills improved they developed interest in reading, they enjoyed learning and their behaviour improved. This suggests that some of the behavioural challenges displayed by learners at school can be traced to their academic performance.

9.4 RECOMMENDATIONS

The key findings outlined in this chapter are indicative of the fact that the RtL pedagogy has the ability to enhance the English FAL teachers' practice and that when the teachers are equipped with the correct tools to teach reading then the reading and writing proficiencies of learners improve. Lastly, I present recommendations based on the findings of this study.

- Initial Teacher Education programs need to equip pre-service teachers with the correct tools to teach reading. Among other things, this study echoes the concern

raised by other academics, DBE, DHE and policy makers that the poor reading scores of many South African primary school learners are a result of poor instruction. Inefficient teaching methods are a result of lack of skills.

- In-service English FAL teachers in the intermediate and senior phases need to be equipped with correct tools to teach reading through in-service training.

9.5 RESEARCH LIMITATIONS

Since this study was a case study it used only eight teachers. This suggests that not many teachers participated in the study. One shortfall of a case study is limited representation, making it difficult to generalise from the findings.

9.6 SUGGESTIONS FOR FUTURE RESEARCH

Future research may focus on increasing the duration of data collecting period. The data collection for this study spanned over six school terms, which is 18 months. Perhaps a three year process of collecting data will show findings that are more concrete.

Secondly, it would be interesting to identify schools where this RtL pedagogy can be used by all the teachers in the schools in all the learning areas. The findings may be rich with variations.

9.7 CONCLUSION

This intervention study equipped eight participants with the RtL pedagogy as an intervention tool to enhance their classroom practice. The pedagogy enhanced their classroom practice in that it developed their teaching quality, it expanded their content knowledge and it influenced the way in which they construct their identities. As a result of the influence of the pedagogy, the participants constructed positive identities of themselves.

The data generating instruments used for this study were classroom observations, the analysis of which produced findings that the use of the pedagogy enhances the teachers' classroom practice. The other tool used was semi-structured interviews, from these the analysis found that through the use of the declarative mood the participants announced that their teaching quality has been enhanced, their content knowledge has expanded and they

construct their identities in positive ways. The third tool was used to generate data was written documents. The participants wrote in their journals and their school experience portfolio using the declarative mood that their teaching quality has been enhanced and their content knowledge has expanded. Through their choice of the subject of the clause and the finite of the clause the participants constructed positive identities of themselves.

Lastly, the purpose of this study was to enhance the teachers' classroom practice. The major goal was to develop the teachers of English FAL. However, it became necessary to demonstrate that when the teachers have been developed the learners are the beneficiaries of that development. The pre- test and post-test were administered for the purpose of measuring the reading, writing and comprehension levels of the learners before and after the intervention.

Finally, this study has been able to prove that the RtL pedagogy enhances the English FAL teachers' classroom practice. It is a pedagogic tool that developed the teachers' teaching quality, it expanded their content knowledge and it influenced the way in which they construct their identities.

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