

RHODES UNIVERSITY

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A study of the teaching of reading in Grade 1 in the Caprivi region, Namibia

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ABSTRACT

This study was conducted in order to understand how Grade 1 teachers teach reading in mother tongue with a focus, firstly, on teacher beliefs and how such beliefs influence teachers' practice, and secondly, on the methods they use to teach reading.

The study was carried out in the Caprivi Region of Namibia. It took the form of an interpretive case study. Three schools were selected for study: one urban, one peri-urban and one rural. The purpose of this sampling was to consider the influence of context on teachers' practice.

The data was gathered by using semi-structured interviews with open ended questions, as well as lesson observations and stimulated recall with the individual teachers after every lesson. This was important in order to have clarity on areas that were not clear during lesson presentations.

The key findings are that the teachers I studied taught reading without using books, and there was an absence of shared reading with the learners. Other key findings are: teachers had great love for stories; they had a problem of language, and had no proper understanding of the concept 'literacy'.

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LIST OF ACRONYMS USED IN THIS THESIS

PEUP	Primary Education Upgrading Project	SBS	School Based Studies
LPR	Language Projects Review	CBT	College Based Terms
MELLPDE	Molteno Early Literacy and Language Development Project	CSS	College Support Schools
MPB	Molteno Project Board	NEB	National Examination Board
NGO	Non-Governmental Organization	CCG	Curriculum Coordinating Group
TFC	Task Force Committee	PMC	Panel Members Committee
AT'S	Advisory Teachers	NELLP	Namibia Early Literacy and Language Programme
SIMS	Structured Instructional Materials	BES	Basic Education Support
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Education Quality	NIED	National Institute for Educational Development
BETD	Basic Education Teacher Diploma	ECP	Education Certificate Primary
LPTC	Lower Primary Teachers' Certificate	MEC	Ministry of Education and Culture
		KMTRC	Katima Mulilo

			Teachers' Resource Centre
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CHAPTER 1

INTRODUCTION: SCOPE OF THE STUDY

This chapter gives the context of this study and justifies why it was conducted. The research goals of the study are outlined. An overview of the thesis is provided and a breakdown of the chapters that have been covered in the study.

1.1 Context of the study

This thesis is concerned with reading and how it is taught in Grade 1. My passion for conducting a study on reading was prompted by the fact that I am a lower primary college lecturer, who is entrusted with the responsibility of preparing future lower primary teachers (Grades 1-4). I wanted to understand how Grade 1 teachers taught for the development of this skill, bearing in mind that no best recommended way to teach reading has yet been found (Moll, no date). The experience of carrying out the research has been of great significance to me as it has provided me with ample knowledge to assist and scaffold my students regarding the strategies they should apply to teach reading.

The study was also stimulated by the claim made by Swartz (cited by Haingura, 2003: 1) that, “many Namibian teachers are neither equipped to teach literacy in mother tongue in Lower Primary nor to facilitate the switch to English in Grade 4”. Furthermore, my curiosity was prompted by my own experience as a language student at the University of Namibia, majoring in lower primary education, and later on as a language teacher in Grade 10 at a junior secondary school in Namibia, as well as my own love for reading.

I should mention here that reading is essential to success in any society, and the ability to read is highly valued and important for both social and economic advancement (Snow et al., 1998). Similarly reading forms the basis for all language skills, particularly writing, because the ability to write depends on the ability to read, and what is written can only

make meaning if it can be read. Therefore, reading and writing are mutually supportive and are thus inseparable.

In addition to seeking understanding of how teachers teach reading in mother tongue in Grade 1, I also wanted to understand their beliefs about reading. Teachers hold varying beliefs about how reading should be taught, and various factors are responsible for shaping them, for example, teacher training programmes, as well as personal experiences. According to Garcia and Rueda (1994:4), “these belief systems are an essential part of improving both professional preparation and later, teaching effectiveness”. A study on the teaching of reading should thus include a focus on teachers’ beliefs.

Reading is one of the four language skills in which learners need to be well versed in their earliest years in formal schooling since it builds the foundation for formal learning in school (Winkler, 2000). It is therefore important to remember that if learners do not acquire this skill in the foundation phase, they will struggle to catch on even with the help of remedial teaching, and they will not progress well at school (Winkler, 2000). It has been established during school based studies (SBS) at my college that most Grade 1 learners struggle to read words, sentences, and even paragraphs from either the chalkboard or Molteno readers. These Molteno readers are specially designed for Grade 1 beginner readers who are taught reading by using the Breakthrough to Literacy method. Therefore, we need to understand how Grade 1 teachers teach reading.

In Namibia, however, we do not have enough information because most of the studies that have been conducted in this domain are generic and do not focus specifically on reading (Legere et al., 2000). However, the limited research which has been done (Haingura, 2003; Legere et al., 2000) suggests that teachers are ill equipped to teach reading.

Research background

I conducted this study in the Caprivi region, one of the thirteen political regions of Namibia in the far north eastern part of the country, with Katima Mulilo as its regional town. The region has approximately 70 000 inhabitants, and is about 1, 200 kilometers away from Windhoek, the capital city of Namibia. The Caprivi region shares borders with Angola, Botswana, Zambia, Zimbabwe, as well as the Republic of South Africa. The inhabitants of the region rely heavily on subsistence farming for their livelihood.

There are 97 schools in the region, one College of Education, and one Vocational Training Centre. Out of the 97 schools in the region, I chose to carry out my study at three primary schools: one urban, one peri urban, and one rural school. These three schools have modern brick and zinc structures, and at the time of this study, the enrolment per grade ranged from 30 to 32 learners respectively.

The target of this study is to provide answers to the following research questions:

1. What are teachers' beliefs about teaching reading?
2. What methods do they use when teaching reading?

Research goals:

The aim of the study is to establish and understand:

1. How a sample of teachers teaches reading in Grade 1 in mother tongue.
2. What beliefs about reading underpin their practice.

1.2 Overview of the study

This study is divided into six chapters. The first chapter gives the context of this study, and clearly indicates why this study was carried out.

Chapter 2 reviews the literature that describes the constituents of reading, models for teaching reading, methods of teaching reading, what research says about the state of reading in Namibia, the Namibian curriculum and the teaching of reading, teacher training, teachers' beliefs and how these inform their practice.

Chapter 3 is the research methodology chapter. This chapter outlines the design choices made. The chapter indicates further how the study was conducted, how the data were collected and how they were analyzed.

Chapter 4 analyzes the research findings generated through the use of the research tools of interviews, lesson observations, as well as stimulated recalls.

Chapter 5 discusses the research findings and draws on chapter 2 by arguing within the framework of the literature reviewed, giving particular attention to central issues such as teachers not teaching reading from books, the absence of shared reading efforts by teachers, teachers' love for stories, phonics instruction, the problem of language, as well as teachers' understanding of the concept of 'literacy'.

Chapter 6 is the concluding chapter, the reflective heart of the study. It draws the main threads together by creating an overview of the key findings of the study, making some tentative recommendations about some of the issues that need to be addressed in the light of the study, reflections on the research process, as well as listing the limitations of the study.

CHAPTER 2

LITERATURE REVIEW

2.0 INTRODUCTION

As stated in Chapter 1 of my study, the focus of my research is to explore how Grade 1 teachers teach reading in mother tongue, with a more specific look at their beliefs regarding the teaching of reading, and the strategies they use in teaching reading.

Thus, section 1 of this chapter is focused on what is involved in learning to read. Section 2 looks at current approaches to the teaching of reading. Section 3 looks at models for teaching reading. Section 4 looks at what the Namibian curriculum says about how children in Grade 1 should be taught to read. Section 5 focuses on the origins of the Grade 1 Namibian reading curriculum. Section 6 focuses on teacher education, more particularly on how Grade 1 teachers are trained to teach reading in Namibia, since they are the key curriculum implementers. Section 7 explores research that has been conducted on the teaching of reading in Grade 1 in Namibia. Finally, Section 8 reports on research into the relationship between teachers' beliefs and their practice.

2.1 WHAT CONSTITUTES LEARNING TO READ?

From very early in their lives, children live with their families, especially their parents who may expose them to a variety of print reading materials (Clay, 1991). This could happen either through hearing their parents read aloud to them or their parents exposing them to different labels at home by way of shopping bags and the shopping itself, for example: Omo, Lifebuoy, sugar, etc. The child's literacy is shaped by their environment, in other words, a child raised in a household where print is accessible will have an added advantage. Heath (as cited in Murray, 2006) says that the child's social context is very important, and that if the social context is rich in print, then the child will have a good foundation for reading.

According to Jackson (1993:49):

Young children growing up in our society are exposed to a vast amount of print in various forms, being used in various ways. Print comes into the home in many different ways: on packets, junk mail, newspapers and magazines, letters, circulars, the television and computer screens, calendars, pictures, scribbled notes, bills and so on. Many young children and adults wear print emblazoned across the front of their T. shirts and tracksuits

Children make sense of the language they continually see around them and are involved in an active process of learning (Jackson, 1993). Pearson (as cited in Jackson, 1993) observed a group of five year olds to see how many words from their everyday environment they could recognize, for example, “The ‘A’ team”, “The Sun”, and “Toyota”. His observation was that when the words were presented out of context in a handwritten form, only a few of the children could recognize them as opposed to 50% of the children recognizing them when presented in the print style commonly associated with each word but still out of context. Most of the children were able to recognize all the words when shown them in their normal context.

From this, one can deduce that children begin to engage actively with print at an early age, although at this stage their understanding relies heavily on context. It is because of this that Caldwell (2002) argues that the development of literacy begins long before a child enters a class or tutoring session. This is due to the fact that children’s literacy development is supported by the situation in their homes to differing degrees (Snow et al., 1998). Caldwell (2002) further argues that literacy begins with the development of oral language or when oral language development starts. An aspect of language which provides an important foundation for literacy is the development of a wide vocabulary (Murray, 2006). Furthermore, once children know how to read, reading itself serves to develop their vocabulary and they thus enter what Cunningham and Stanovich (1998) refer to as a reciprocal process in which a developed vocabulary supports reading and reading develops vocabulary.

For children to be able to read with ease, they need phonemic/phonological awareness and alphabetic knowledge. Phonemic awareness is the ability to notice individual sounds in spoken words whereas alphabetic knowledge is the ability of children to recognise the letters of the alphabet and relate them to the sounds of language. If a child is able to recognize the letters of the alphabet and their sounds before starting with formal schooling, s/he will read with ease. Snow et al. (1998) maintain that understanding and using the alphabetic principle is helpful because without it the child will experience some obstacles on his/her way to learning to read. Furthermore children must have the necessary prior knowledge about reading in order to reduce reading problems once they are in the mainstream class: “Children who have phonemic awareness are likely to have an easier time to learn to read and spell than children who do not” (Snow et al., 1998:4). Phonemic awareness will also be of benefit to the children when they receive phonics instruction in school because with this awareness, they will be able to isolate and work with individual sounds in spoken words.

Similarly, Murray (2006) argues that what determines the child’s progress in learning to read is his/her level of phonemic/phonological awareness and alphabetic knowledge. Equally, Snow et al. (1998:79) contend that “the achievement of real reading requires knowledge of the phonological structures and how the written units connect with the spoken units”.

The child has to develop in these areas before s/he starts school in order for him/her to be able to read. For children to acquire phonemic/phonological awareness, they do not necessarily have to be taught in class, since it is acquired through exposure to print and media while the child is still at home. However, phonemic awareness can be taught in class to assist those learners who come from homes with little or no exposure at all to print and reading (Adams, cited in Murray, 2006).

When parents read in the presence of children, the children listen and may identify phonemes from this communication by way of establishing sounds (phonemic

awareness). Children also learn about other aspects of reading, as Campbell (1995:37) contends:

Children in the first year of life are often read to by their parents and grandparents and often informed of print in the environment. Each of these interactions will help children to learn about literacy. And opportunities to write, even though they may at first appear as scribbles, also help children to emerge as literacy users. Children also learn about literacy from real life settings. In part, this is because of contact with environmental print, but it is also derived from their observations of adults using books, newspapers and magazines.

According to Flanagan (1995:16):

Children must be introduced to books and stories straight away, letting children play with books and discover what books and written language are about. Readers learn about written language while playing and working with real books.

Similarly, Barr et al. (1989:25) contend that teaching reading from books is very significant as it enables children to “find in books the depth and breadth of human experience”.

As a result, Snow et al. (1998:58-59) maintain that:

Children who are read to frequently and enjoy such reading may begin to recite key phrases or longer stretches of words specific to certain books. They will also read their favorite books by themselves by engaging in oral language-like and written language-like routines.

Reading does not, therefore, start at school; a significant contribution is made by parents and caregivers to children’s reading development (Harrison & Coles, 1993). Taylor and Dorsey Gaines, as well as Gadsden, cited in Snow et al. (1998:58) contend that “literacy resources are available in the homes of even very poor and stressed families, although different in quality and variety than in moderate or higher income families”.

Although for pedagogic purposes we distinguish between reading and writing, in fact they emerge together as part of literacy development; as Campbell (1995:37) maintains

“it is literacy that emerges rather than reading or writing”. Similarly, Teale and Sulzby (cited in Campbell, 1995:37) indicate that “reading and writing develop concurrently and interrelatedly in young children”.

When a child watches his/her parents read, s/he may also read aloud with them, watching how they proceed, and the direction they take as they read. This is how the child develops the sense of left to right direction in reading; the parent also provides positive feedback on the child’s early attempts at reading. This is called shared reading, as Campbell (1995:132) indicates:

Shared reading involves a child and the teacher or other adult reading together, in a one-to-one interaction, from a book. It is a practice frequently used in early year’s classrooms and it is a practice commonly used by many parents at home.

Caldwell (2002:15) argues that “the amount and quantity of literacy experiences in the pre-scholar’s life will positively or negatively affect later literacy development”. He substantiates his claim by giving the following example:

Steven’s home environment is filled with a wide variety of books, magazines, newspapers, and other forms of print. Steven’s parents and grandparents all enjoy and value reading. Steven was given books from the very beginning of his life. He was encouraged to write even if that writing looked more like scribbles. He listened to songs and nursery rhymes on the tape recorder. And what is probably most important is that Steven’s parents, grandparents, and sisters read to him every day almost from the time of his birth.

This suggests that “the single most important activity for building the knowledge and skills eventually required for reading appears to be reading aloud to children” (Adams,cited in Caldwell, 2002:97).

It has to be noted that the interaction between book, child, and parent is important and the principle underpinning this literacy event is that in order to learn to read, the child needs to read, just as there is a need to pedal in order to learn how to ride a bicycle. This gives rise to automaticity. According to Armbruster et al. (2001: 24), automaticity is the “fast, effortless word recognition that comes with a great deal of reading practice”. They further

contend that “continued reading practice helps words become more automatic, rapid and effortless”. This scenario therefore suggests that children learn to read naturally if they are exposed to print, and it is this early literacy development that is termed ‘emergent literacy’. This is the basic knowledge which the child will use as the foundation for reading once he/she is in school, and teachers will build on it by guiding children where they encounter problems. Campbell (1995:30) maintains:

Teachers of young children, whether in the nursery, pre-school classroom or the reception or kindergarten classroom when the children start school, have to consider how to help the children to develop as readers and writers. In part, that consideration will be based upon views that the teacher has about the children as learners and the extent to which each child is perceived to bring to school knowledge and skills about literacy.

Studies and research on emergent literacy provide evidence that children are engaged in emergent literacy in many different ways during their early years, and it is this engagement that provides the basis for literacy to emerge from each child (Campbell, 1995). The term “emergent” also suggests the role the child has in the learning process. Teale and Sulzby (cited in Campbell, 1995:37) suggest that:

...a portrait of young children as literacy learners should include a number of features; they indicate that learning to read and write begins very early in life. Of course, it is not easy to determine the extent of such early learning or when it begins, but we do recognize the encounters that very young children have with literacy, and we can speculate on the learning that might be taking place.

It is therefore important for the teachers not to underestimate the importance of the prior knowledge of their learners. In summary, this section has focused on the factors that play an important role in enabling the child to read, namely:

- Firstly, the child’s ability to sound letters. This is called phonemic awareness, and it is here where the child is expected to isolate individual letter sounds.
- Secondly, the child’s ability to relate sounds to symbols (phonics) or letters to graphemes.
- Thirdly, the child’s ability to combine letters to form words.

- Lastly, the child must have enough vocabulary with a good understanding of what s/he reads as “comprehension is the reason for reading” (Armbruster et al., 2001:40). Enough vocabulary can only be realized if there is more reading practice (Armbruster et al., 2001), and this promotes automaticity.

Snow et al. (1998:63) are of the opinion that “comprehension is diminished by lack of relevant word knowledge”.

In order to consider how we can ensure that learners acquire these abilities, the next section discusses the methods for teaching reading.

2.2 APPROACHES /METHODS FOR TEACHING READING

There are various methods for teaching reading in Grade 1. I chose to focus on the following methods because they are commonly used in Namibian schools. Teachers are very familiar with them, they have been trained to use them, and some of them are prescribed by the lower primary language syllabus.

2.2.1 The phonic method

This is a method that explicitly teaches the relationship between phonemes (sounds) and graphemes (letters). The method, as already indicated in the previous section, enables children to both identify and sound new words. Moll (n.d.:5) compares a beginner reader to a toddler by saying that:

Sounding out the letters in a word is like the first tentative steps of a toddler, and it helps children gain a secure footing and expand their vocabularies beyond the limits of basic readers.

Phonic instruction again introduces and helps children to read letters of the alphabet and to use them, and because there are relationships between written letters and spoken sounds, knowing these relationships will assist children to recognize familiar words accurately and decode new words; as Winkler (2000: 84) contends:

Learners match the letters with the sounds they make, and matching letters with the sounds is called sound symbol association, because when learners know how to sound out letters, they can begin to put the sounds together to read simple words such as 's-a-t' or 'm-a-t'.

Knowledge of the alphabetic principle will enable learners to develop the ability to read words in isolation and in text. The relationship between the alphabetic principle and phonics is that it will enable learners to recognize letters of the alphabet and how they relate to phonics (Murray, 2006). Murray (2006) continues to say that as children learn their alphabet and begin to read; their phonemic/phonological awareness improves.

According to Armbruster et al. (2001:11):

The goal of phonics instruction is to help children learn and use the alphabetic principle, which is the understanding that there are systematic predictable relationships between written letters and sounds. Knowing these relationships will help children recognize familiar words accurately and automatically and decode new words.

Phonemic awareness provides the foundation for phonics: "if children are to benefit from phonics instruction, they need phonemic awareness" (Armbruster et al., 2001:4). The learners break the words into individual phonemes, in a process called segmentation. Segmentation enables learners to know how many sounds a particular word has by clapping the sounds, for example: /k/ + /a/ + /t/.

According to Wario (1989), phonics instruction works well in many African languages. Namibia's languages are not an exception because the relationship between sounds and letters is regular. Wario (1989) is of the opinion that there is no fixed rule about which sounds teachers must teach first. However, with reference to English phonology, he says it is important to start with:

- Simple consonants like 's', 'n', 'm', 'k.'
- Short vowels like 'a', 'e', 'o'
- Some consonants and vowel combinations like 'ma', 'na'.

- Vowel digraphs like ‘ea’, ‘oa’, ‘ou’
- Consonant digraphs like ‘st’, ‘sp’, ‘sm.’
- Double letters like ‘oo’, ‘ee’.
- Long vowels, for example; ‘ar’, ‘er’, ‘aw’.

For children to be able to read, it is important for them to go through the following stages (Wario, 1989):

- They must be able to recognize sounds, link sound and symbol, and
- They must be able to sound out letter combinations of words, and
- They must be able to blend and put together the individual sounds.

2.2.2 The look and say method

This is also called the whole word approach to teaching reading. The method draws attention to a whole word rather than its phonetic elements. When using this method, the teacher picks words from the reading passage, reads the words, and after reading them, s/he writes them on flashcards, s/he flashes the words at the learners and the learners tell him/her the words they have read on the flashcard and their meanings in order to learn with understanding. Armbruster et al. (2001) contend that when teaching learners to read, the meaning of new words must be unpacked in order for learners to understand the meaning of the reading lesson. Additionally, unpacking concepts enables learners to understand what the “words mean before they can understand what they are reading” (Armbruster et al., 2001:34). This will also enable them to communicate effectively.

2.2.3 The combined approach

This approach does not only focus on one approach to the teaching of reading. The teacher uses a combination of methods in order to make the mastery of the reading skill easier for the learners, for example, the teacher may use the phonic method as well as the

look and say method in one reading lesson. If a learner fails to master reading when the phonic method is used, the teacher may switch over to the other approach and vice versa.

The Molteno Project

2.2.3.1 Research based origins of the Molteno Project

This project dates back to 1974. It was based at Rhodes University, and secured its funding from the Molteno Brothers Trust after which it is named. The key objective of the project was to assess how English should be taught to African language speakers. Investigations conducted by Professor Lanham as well as Miriam Dakile, a primary school headmistress, established that “learners were failing to read in English largely because they could not read in their mother tongue” (The Molteno Project, 2000:2). They therefore developed an approach to literacy in African languages called “Breakthrough to Literacy”, based on a British literacy approach of the same name, which provided the foundation for another literacy programme called “Bridge to English”. Breakthrough to Literacy is used widely in Namibia in Grade 1.

2.2.3.2 What is Breakthrough to Literacy and how does it work?

“This is a programme that prioritizes what the learner brings with them to school from home, and is a mother tongue literacy course” (The Molteno Project , 2000:2). It is a programme based on learner centered and language experience approaches. It uses the oral skills which the child has from home as the basis for learning to read. In other words, it uses “the child’s first hand experiences and natural interests as motivating forces in helping them to acquire reading skills” (Barr et al., 1989:24).

Breakthrough to Literacy has several unique features, for example, the teacher teaches reading to a group of learners from a conversation poster in the teaching corner, while the other groups are given occupational tasks. In the teaching corner, the teacher teaches the learners the key sentence for the day from a chart or poster.

According to Flanagan (1995:10):

The first reading that children do is reading of their own sentences that they have dictated to the teacher. The teacher builds on what the children already know about language and tries to expand that range.

In the teaching corner, the teacher discusses with the learners what they think is happening in the picture, the main aim being to get the key sentence from them. Here the teacher involves the learners' prior knowledge and experiences, see figure 1 below:



Figure 1: Teacher teaching her teaching group the key sentence from the conversation poster in the teaching corner. Other groups are doing occupational tasks.

Once the key sentence has been identified, for example: *Lukeke lwa lila* (*The baby is crying*), and the learners have mastered it, then the teacher gives the learners a sentence maker each, and starts identifying the words that build the sentence they did with the teacher in the teaching corner. They then build the sentence on their sentence makers. See figure 2 below:

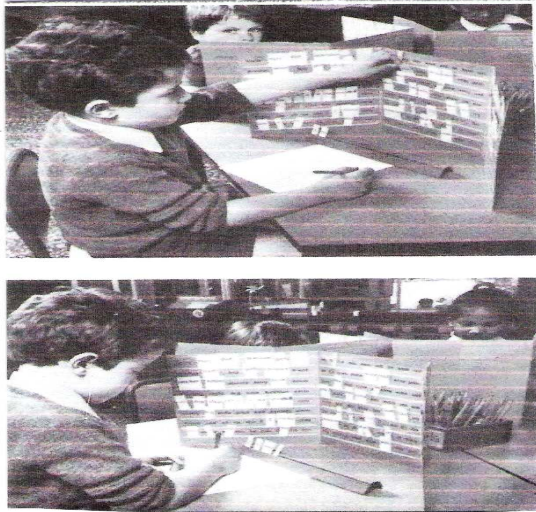


Figure 2: Learners identifying words from the sentence makers and building the key sentence in their ‘sentence holders’.

Next the teacher introduces the learners to syllables, then to segmentation. S/he teaches them about spacing between the words, and how to match words from the word store with the words in the key sentence. The teacher also attends to slow learners through remedial teaching. According to Namibia. Ministry of Education and Culture [MEC] (n.d:18), “there is a need for teachers to ensure that slower learners and those who master the topic first are catered for”. Finally, learners write the sentences in their ‘My story books’. They can even draw a picture of a crying baby in their books, see figure 3 below:



Figure 3: Picture of a crying baby.

The Breakthrough method emphasizes phonemic awareness and alphabetic knowledge. It is a balanced approach to literacy development in the sense that it considers the learners' emergent literacy and gives attention to phonics (Murray, 2006).

2.2.4 Which is the best method for teaching reading in Grade 1?

There has been a longstanding debate as to which method of teaching reading is most effective. Some research approves of phonics as the appropriate method for teaching reading (Broodryk & Stoltz, 1983, Camilli & Wolfe, 2004). However, Moll (n.d.) is concerned about the status of other methods as a result of the hegemony of phonics; he maintains that an appropriate method for teaching reading has not yet been found, and the debate to that effect still continues. Moreover, the methods of teaching reading are still highly contested. For example, Garcia and Rueda (1994:2) contend that “there is no consensus, and in fact there is a significant disagreement over theoretical orientations or approaches to reading”. Garcia and Rueda (1994:3) further contend that there are two opposing views to reading:

One perspective suggests that reading is a skill, best taught in a prespecified, hierarchical fashion with a primary emphasis on fluency and decoding, teacher control of the curriculum and best measured through decontextualised standardized assessments. The opposing viewpoint suggests that reading is an interactional process between the reader him or herself, embedded within a specific social context, carried out for authentic purposes, and best monitored through performance on authentic activities over time.

Research on reading indicates that “tutoring and direct and differentiated instruction are as vital to reading success as is systematic phonics” (Camilli & Wolfe, 2004:26). This is important to understand since one method, if used, may not effectively address all aspects of reading; therefore, a combination may be the best solution. This claim suggests that the reliance on phonics as a method to teach reading is not enough, and may not be able to address all reading problems learners may have. This could be true given the fact that the phonic method looks at and concentrates on sounds ignoring other dimensions that other methods of teaching reading emphasize. Again, phonics teaches reading in bits and pieces

and does not seem to encourage the meaningful reading of whole words, sentences, and stories. As Moll (n.d.: 9) notes:

The emphasis in the teaching of reading nowadays is on the holistic construction of meaning by young readers. Teaching isolated skills such as letter names and specific sound-letter relationships in the belief that these will accumulate in the deeper skill of reading, is no longer deemed to be a serious educational proposal.

However, according to Grove and Hauptfleisch (1986:7), “no existing method of teaching reading may be condemned”, since teaching depends solely on the teacher and the teacher therefore determines the effectiveness of the method used. This also implies that the success and failure of any teaching method depends on who applies it, how it assists the learners to establish the meaning and understanding of what they read, as well as how it is being applied.

In the next section, I look at the models of reading and how each model relates to the methods for teaching reading.

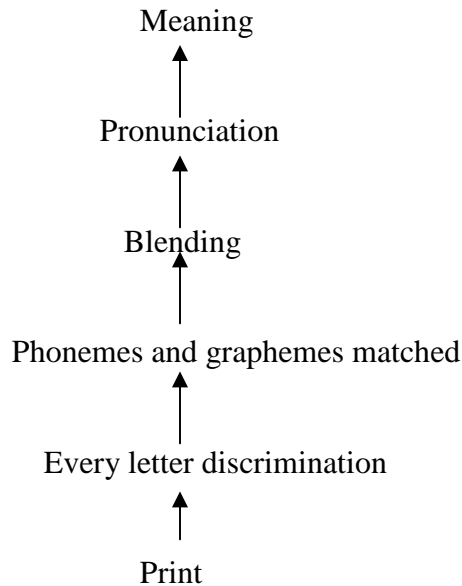
2.3 MODELS FOR READING

Research indicates that reading is linked to meaning making from printed symbols. The following models for reading as adapted from Wray and Medwell (1997) represent different views of how the reading process takes place.

2.3.1 The bottom up approach

This model works from bottom to top, that is it takes different elements of reading as its starting point and works towards the whole. It starts with print, then letter discrimination, blending of letters to form words, for example: ‘cat’. Then the child pronounces the word for meaning making. In other words, this model starts with the child’s ability to recognize and decode letters, and then the reader progresses to larger units of print through the sentence up to the complete text (Wray & Medwell, 1997). Such models are also called

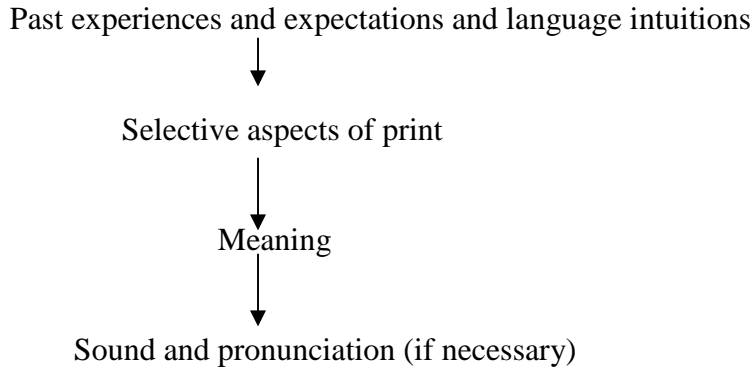
‘outside in’ models because they make the “assumption that reading is a process that begins outside the reader” (Wray & Medwell, 1997:97). The following is a graphical representation of this model:



A phonic method of teaching reading is based on a bottom up model. The belief which underpins it is that children must master the individual components of reading first in order to be able to independently make meaning of print.

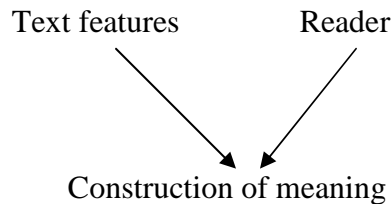
2.3.2 Top down model

This model starts with the child’s past experiences (prior knowledge) as the basis for reading. It is thus learner centered. In other words, learners learn what they need to learn. Learners also seek meaning of the words they sound. The model underpins holistic, whole book approaches to reading, which have not been described in this chapter because they are not advocated or used in Namibia. It also reflects the kind of thinking which informs the notion of emergent literacy discussed in Section 2.1. The model is represented graphically as follows:



2.3.3 Interactive model

This model combines both the top down and the bottom up models of reading. The model claims that reading is both a cognitive and perceptual process in which the reader takes the responsibility of using his/her previous knowledge and experiences, and codes the features of the text in order to make or establish meaning (Wray & Medwell, 1997). The following is a graphical representation of this model:



An approach such as Breakthrough to Literacy is underpinned by an interactive view of reading. It takes as its starting point learners' experience and holistic interaction with print, but it also explicitly teaches specific elements of reading such as segmentation of words. The next section takes a critical look at what the curriculum says about how teachers should teach reading in Grade 1.

2.4 WHAT THE NAMIBIAN CURRICULUM SAYS ABOUT HOW CHILDREN IN GRADE 1 MUST BE TAUGHT TO READ

The current Namibian curriculum for literacy in Grade 1 which was introduced in 2005 is guided and informed by the following policy documents:

2.4.1 The language policy

Mother tongue in any country's education system is very important as it forms the basis for later learning in school. Namibia's indigenous languages are no exception in this regard. This philosophy is endorsed in Namibia's language policy on lower primary instruction (Namibia. MEC, 1993:22) which states that:

All learning in the early stages is done best in the mother tongue, and this also provides the best foundation for later learning in another language medium. Therefore, wherever possible, the medium of instruction must be the mother tongue or the familiar local language.

2.4.2 Toward Education for All

Toward Education for All is the white paper on education in Namibia. According to this policy document, one of the goals of basic education is to develop literacy among Namibian learners. The document furthermore says that basic education aims to promote functional literacy and language development in order to assist the learners to "communicate effectively in speech and writing in English and in another language of Namibia, and to provide the further development of proficiency in the mother tongue" (Namibia. MEC, 1993:55-56).

2.4.3 The syllabus

The Grade 1 syllabus (see Appendix 1) indicates that the reading skills among Grade 1 learners can be developed if learners are given opportunities to listen to someone read, and are then given opportunities to read themselves. The syllabus emphasizes learner

centeredness as the approach for teaching and learning. Other aspects of reading which the curriculum emphasizes are as follows: learners must understand the conventions of print like capital letters, full stops, commas, etc. They must use their emergent reading skills as the basis for real/actual reading, incidental reading, in other words, classes must have things on the wall for learners to read. Children must be able to read on their own, and must read for enjoyment (reading from books and from class readers), they must learn to read picture books and know their significance. (Namibia. MEC, 2005a), see Appendix 1.

However, some of the learning objectives in the curriculum seem not to be taken further by the basic competencies area of the curriculum. Basic competencies are the skills learners need to develop by the end of a period of time (e.g. a week) as a result of a particular classroom activity or learning experience, for example, one of the learning objectives is that learners will learn to read picture books, but the basic competencies area does not refer to this at all.

Furthermore, the curriculum indicates the steps to be followed when teaching a reading lesson in Grade 1. They are as follows:

Step 1: Letter sound matching

Here the Grade 1 teacher “first tests to see if the learners know the sounds of letters”, (Namibia. MEC, 2005b:75). This is an element of phonetic/phonological awareness. If learners cannot do it, the teacher is required to teach them the vowels first and then consonants, more especially those that look similar or sound almost the same and they must be taught separately for them not to confuse the learners, for example the sounds in ‘hit’ and ‘heat’. Although there are fewer cases in Silozi¹ in which this would apply, words like ‘mata’ (to run) and ‘maata’ (strength) may be confused.

¹ The Namibian language in which reading in Grade 1 takes place in this study.

Step 2: Word building and letter sound manipulation

The teacher gives sets of letters on small cards to groups of learners and asks them to use those letters to form words, for example: c-a-t; p-i-n, etc, and says the words slowly. This also involves knowledge of blending, segmentation, and of the alphabetic principle so that the child is able to combine the letters to form words.

Step 3: Rhyme recognition

“Rhyming is when parts of the word or the whole word sound the same” (Namibia. MEC, 2005c:76). This is important in English because it makes the mastery of the word with similar beginnings and endings easier; however, rhyme does not apply in African languages. Furthermore, rhyming is important in English because of the complex vowel and spelling system in that language, which does not apply to African languages. The syllabus could have been influenced by the fact that it is written in English, and the rhyming words that are given as examples have been written in English and not in mother tongue. The reason why the syllabus is expressed in English, and not in mother tongue could be because it is a national document and English is regarded as the country’s unifying language medium. It is problematic, however, because no assistance is given to teachers on how to interpret phonics based on English phonology in order to make it relevant to Namibian languages.

Step 4: Parsing and blending

The teacher takes the lesson of the day (connected text). S/he reads the story to learners (comprehension). New words are picked out and she then claps out the word (syllables) while saying it, and then s/he asks the learners: “How many parts did you hear?” Learners then write down the words and underline parts as they hear them, for example:

Fa-ther

Nda – te

ba-by

lu-ke-ke

mo-ther

bo-me

This is called syllabification as the teacher focuses on breaking down (or segmenting) the word into its constituent syllables. Some claim that this is important in African languages because they are morphologically rich, and they are syllable stressed. According to Williams (1998:93), “syllabification is based on ‘consonant vowel’ sequences, for example: ba, be, bi, bo, and bu, etc. Then the teacher prepares written syllable charts”, for example:

Table 2.1: Syllabification table

a	e	i	o	u
ma	me	mi	mo	mu
ba	be	bi	bo	bu
la	le	li	lo	lu

From the chart, various activities can be done with the learners, e.g. building different words, for example: **mulilo** (*fire*), etc. Such word play teaches learners that words are composed of sounds (phonics), and that sounds represent letters. It is particularly valuable in African languages because it provides the foundation for word formation e.g. Lu + keke lu + sa + lobezi (The baby is still sleeping).

Step 5: Phonological coding

This is another aspect of syllabification. As indicated earlier, phonology refers to the sounds of a language and how the sound system works. Here “the teacher says a word in syllables with about 2 second silences in between syllables” (Namibia. MEC, 2005b:81). The learners now say the whole word aloud; write words down with spaces between syllables and read those words aloud as follows:

Co...fee, pen...cil etc.
 Ko ...fi, po ... to ...lo ...to

In order to do this exercise easily, learners need to be conversant with phonemes and have alphabetical knowledge. Now learners write the words after saying them.

Step 6: Shared reading of connected text

This is a session in which teachers engage children by reading from a book together (Caldwell, 2002). The teacher uses a reader, like the Molteno readers, and also reads from a book with the learners. S/he reads a text with the learners, and asks them to take turns to read a line or two to the class.

Finally, learners write about the story in their books. They write in their own words the content of the story. This is also another way of testing whether or not learners understand what they have learnt from the story.

As can be seen from the examples above, the approach advocated in the Namibian curriculum is essentially bottom up; it works from letter sound matching through various stages to making sense of connected text.

2.5 THE ORIGINS OF THE GRADE 1 NAMIBIAN CURRICULUM

2.5.1 What informed the curriculum?

The Grade 1 Namibian curriculum for reading was informed by the Southern and Eastern Africa Consortium for Monitoring Education Quality (SACMEQ) study on literacy, numeracy and English. The study was conducted in 2000, to study the conditions of schooling and the quality of primary education in Southern Africa (Makuwa, 2004). It was also informed by the two National Institute for Educational Development (NIED) literacy studies, one of which investigated the reading and writing practices in the lower primary phase and was conducted in 1998. The other one was conducted in 2000, and investigated the implementation of the Namibian language policy in education in lower primary grades and pre-service education. These studies established that the competency

levels for both the teachers and the learners in reading and mathematics were low; and teachers lacked understanding of the concept 'literacy'. It also established through lesson observations that learners did not understand what they read (Legere et al., 2000). The studies furthermore revealed that the problem of learners' inability to read emanated from their teachers inability to support the learners who had reading problems.

2.5.2 Who developed the curriculum?

The curriculum for reading in Grade 1 was developed by NIED, through its different structures or committees. The structures that assisted in the development of this document were the Task Force Committee (TFC) that was composed of teachers, as well as advisory teachers (AT's). The TFC reported its findings to the Panel Members Committee (PMC), and this committee was constituted of teachers, advisory teachers, as well as school inspectors. The PMC reported to the Curriculum Coordinating Group (CCG), the highest body at NIED. The CCG then reported to the National Examination Board (NEB) for approval.

2.5.3 Analysis of the Grade 1 language curriculum

The language curriculum for Grade 1 puts more emphasis on basic elements that play a leading role in enabling the Grade 1 learner to read. Some of these aspects are emergent literacy, prior knowledge as the basis for learning to read, meaning of what learners read, a learner centered approach to teaching and learning, as well as using a variety of methods to teach reading. What impresses me about the language syllabus for Grade 1 is that it takes cognizance of the fact that children must be read to as well as given opportunities to read for themselves. In other words, children need to be introduced to books as early as possible as this will boost their interest in reading. With the curriculum's emphasis on a combined approach to teaching reading, it avoids teaching reading in bits and pieces and aims at promoting learners' understanding.

However, the language in which the syllabus is conceptualised (English) has some serious implications for both teachers and learners. The fact that the syllabus is written in English and not in the Namibian languages such as Silozi in which reading is taught in Grade 1, may influence teachers' understanding of what is expected of them; they may therefore not be able to implement it effectively and efficiently and this will disadvantage the learners because quality education will be compromised.

Having looked at the Namibian curriculum and the different steps to teach reading in Grade 1, the next section focuses on how teachers are trained to teach reading in Grade 1.

2.6 TEACHER TRAINING: HOW GRADE 1 TEACHERS ARE TRAINED TO TEACH READING IN NAMIBIA

2.6.1 Practices in Namibian teacher training colleges

As a college lecturer within the lower primary education department, and being responsible for training Basic Education Teacher Diploma (BETD) future teachers within this phase level, I am familiar with practices in Namibian colleges. We encourage the students to understand the philosophy and importance of developing the reading skills of Grade 1 learners, and encourage them to explore essential skills needed for literacy proficiency. Student teachers are exposed to the rationale for doing preparatory activities before formal literacy activities can start. Thereafter, their training introduces the students to a variety of approaches that are available and how these can be used to teach reading in Grade 1 once they are deployed as teachers. We expose students to the philosophy of each method. Students are encouraged to use the internet to select articles and ideas about how to teach Grade 1 learners the skill of reading.

To assess how our future Grade 1 teachers teach reading, we observe them teach some reading lessons during college based terms (CBT) through micro teaching lessons. Observations and follow up visits intensify during SBS during terms 6 for BETD 2 students, and term 9 for BETD 3 students respectively. Lower primary education final

year students are required to teach one reading lesson as per the NIED moderation team's directives, and it is because of this that they need to be adequately prepared before they are actually sent out to the schools for SBS.

Lower Primary Education Departments of teacher training institutions in Namibia train the future lower primary teachers according to the needs of the lower primary children, especially the Grade 1's. This is done by liaising with the schools and by using the school's language syllabuses. According to Namibia. MEC (2001:41), Grade 1 teachers are trained to use the combined approach, breakthrough approach, and the language experience approach to teach reading, with the practical implementation of the skill during SBS.

It is curious that the syllabus looks at the language experience approach and the Breakthrough approach as two different approaches, yet Breakthrough is essentially a language experience approach. This implies that implemented in its current form, the syllabus is likely to cause confusion among the Grade 1 teachers, who are the key implementers of the lower primary curriculum.

2.6.2 An analysis of the BETD syllabus for teaching reading

Currently, colleges of education are sitting with two syllabuses, the old syllabus, and the new syllabus, which is not in full force yet. The old syllabus is more general than specific. It is silent on a lot of areas, for instance, it does not indicate the teaching methods teachers must use to teach reading in Grade 1, etc. Because of this, the teacher educator has to find his/her own information regarding teaching methods.

However, the revised BETD syllabus clearly indicates the teaching methods the teacher has to use to teach reading, for example, the Breakthrough method, and the phonic method. The new syllabus wants students to have a clear understanding of the concept of 'literacy', and how to actually teach the children to read. It also emphasizes how one can teach reading through using stories.

To understand how reading is taught, which is one of the research questions of this study, the following section deals with research that has been conducted on the teaching of reading in Namibian schools.

2.7 NAMIBIAN RESEARCH CONDUCTED ON THE TEACHING OF READING IN GRADE 1

The teaching of reading to Grade 1 children and the development of reading skills among children has become a growing concern in the education sector in Namibia. As a result, NIED was prompted in 1998, upon a request by the then Ministry of Basic Education and Culture, to carry out research to investigate reading competency in the lower primary phase in Namibia (Imene & van Graan, 1998).

2.7.1 What the NIED study established and reported as its findings

The study investigated the reading and writing practices in the lower primary phase of formal schooling in Namibia. The following is what it established after classroom observations and interviews with the research participants were conducted:

- Certain participants (teachers) had little understanding of the concept of literacy
- It was also observed that many of the teachers who taught lower primary grades were not fully conversant in the medium of instruction (mother tongue) because they often spoke different languages or dialects from that selected as the medium of instruction.
- Many of the teachers did not apply remedial teaching strategies to assist learners who had reading problems.
- Some teachers did not make sure that learners understood what they read. This was also found by Legere, Trewby and van Graan (2000:110), who point out that “learners often read parrot like while the meaning of what they read is not established by the reader”.
- In many cases, teachers used one reading approach without diversification.

2.7.2 Reading approaches used in classes of BETD teachers according to the NIED study

According to Imene and van Graan (1998:6), the study reports that:

...although it is acknowledged that literacy is a much wider concept than just mechanical reading and writing, and various techniques to teach reading and writing, it was the issue of how to teach reading that kept emerging.

Those teachers who had completed a BETD course, however, had a general knowledge of the methods and therefore applied them constantly, for example: whole word method, phonics or the combination of both (Legere, Trewby & van Graan, 1998).

2.7.3 Projects involved in the BETD program according to the NIED study

The study further revealed that although there are examples of projects involved in literacy instruction such as the Basic Education Support project (BES), and the Structured Instructional Materials (SIMS) that promote phonics, as well as Molteno, that advocates Breakthrough to Literacy (also referred to as the language experience approach), available findings do not provide evidence that learners who are presently exposed to such programmes as Namibia Early Literacy and Language Programme (NELLP) and SIMS perform better in reading and writing. This is also underscored by Legere, Trewby and van Graan (2000). However, observations indicate that such programmes do promote interaction and participatory teaching and learning when compared to classes where no specific programme is used.

The study continues to say that despite the teachers' use of specific methods to teach reading in Grade 1 in mother tongue, the element of a holistic approach with the emphasis on understanding was found to be missing (Legere, Trewby & van Graan, 2000). According to the study, when one teacher was asked whether learners understood what they read, he responded by saying that since it was their own language, he was

totally convinced that they did, implying that “learners understood the text simply because it is the language they speak” (Imene & van Graan, 1998:12).

2.7.4 Helping learners with reading problems as reported by the NIED study

The study found that there were learners who struggled with reading, but teachers did very little to assist them. According to the study, teachers only used two strategies, either to verbalize the correct word, asking learners to repeat it or asking another learner to give the correct answer. There was little evidence in terms of what the teachers did to find out the root causes of learners getting stuck, thereby coming up with means to support learners to overcome their problems. This is also the observation of Namibia. MEC (n.d.:18) that “not all learners are catered for, and that there is some assistance to slower learners, but not enough”.

Having looked at the NIED study and its findings in this section, the next section explores teachers’ beliefs and how they influence practice, which is also a research question of this study.

2.8 HOW TEACHERS’ BELIEFS INFORM THEIR PRACTICE

I start by defining the concept ‘beliefs’, and do so by drawing on Yero’s (2002:2) description that it is:

...a generalization about the world we make from our experience, as something that we use to give meaning to experience, and as a statement that from a particular perspective is part of ‘consensus reality’.

Similarly, Dilts (1999:3) defines beliefs as:

Judgments and evaluations that we make about ourselves, about others, and about the world around us. Beliefs are generalizations about things such as causality or the meaning of specific actions.

2.8.1 What shapes teachers' beliefs?

Here I am particularly interested in looking at the relationship between beliefs and practice and thereby identify how the two dimensions link up. While I acknowledge the fact that it is difficult to separate beliefs from practice, when conducting research of a limited scope, it is important to take teachers' beliefs into consideration, and consider the impact these belief systems have on practice. It is also important to note that the nature of teaching and learning which goes on in the classroom situation or elsewhere is determined to a large extent by what teachers believe is true (Prawat, 1992), and here I also draw on Schreiber and Moss (2002:1) who argue that "our beliefs guide our desires and shape our practice". There seems to be a wide consensus that teachers' personal beliefs and metaphors are some of the elements that shape their practice, as well as the way they conduct themselves professionally at their workplaces. Thus, the teacher's beliefs about the teaching of reading to a Grade 1 class in mother tongue determine to a great extent the nature of the classroom environment s/he creates, and that environment in turn shapes students' experiences of reading and their own beliefs.

The above view is underscored by Garcia and Rueda (1994) who claim that teachers have varying beliefs about their profession, and carry out their professional duties on the basis of such beliefs, influencing their practice either positively or negatively. However, Clandinin and Connelly (as cited in Garcia & Rueda, 1994:2) argue that:

One of the difficulties in examining teachers' beliefs, in addition to the fact that they are not directly observable, is that there is some disagreement over the differences between beliefs and knowledge.

In addition to the above, research suggests that there are a number of factors that shape teachers' beliefs, as well as their practice, for example: teachers' lived experiences play a significant role in shaping their practice in the classroom situation. Nisbett and Ross (as cited in Kajinga, 2006:17) argue that "early experiences strongly influence final judgments, which in turn become theories or beliefs that are highly resistant to change". Teachers' lives during the time they were still in school also contribute to their beliefs

about how reading needs to be taught in Grade 1. This is also supported by Borg (as cited in Kajinga, 2006:17) that “many teachers’ beliefs come from personal experiences as a learner”. Similarly, Schempp and Graber (as cited in Morgan et al., 2001:2) contend that “these experiences have a distinct traceable influence on an individual’s future decisions, practices and ideologies as a teacher”. Kajinga (2006) contends that the type of discipline in school, as well as the type of pre-service experience undoubtedly shapes teachers’ beliefs. Johnson (as cited in Kajinga, 2006: 17) reports that “the influence of school memories on teachers’ beliefs form part of the most striking finding of her study on the influence of formal training on teachers’ beliefs”. Borg (as cited in Kajinga, 2006:17) notes that “the earlier the belief is incorporated into the belief structure, the more difficult it is to alter, for these beliefs in the long run influence perceptions and the process of new information encountered”.

But what is surprising is that sometimes teachers operate without the knowledge that they are being influenced by beliefs (Lortie, as cited in Borg, 2005). Borg (as cited in Kajinga, 2006:17) argues that:

...when we speak of the influence of early educational experiences on teacher cognition, the fact that a lot of this learning takes place outside the school cannot be ignored. The role of family, parents, other important people and events has not been given as much attention as formal education settings.

The type of teacher training programmes the teachers went through may also influence their beliefs, but research points out that teacher training is thought to have very little impact on the development of the teachers’ belief systems. Lortie (as cited in Kajinga, 2006) argues that he does not see any sharp change in teachers’ beliefs as a result of the pre-service training programmes they undergo, and Borg (as cited in Kajinga, 2006:18) argues that teacher “training succeeds mostly in reinforcing existing beliefs and theories”. Similarly, Morgan et al. (2006:5) point out that:

It has now been established in research on teacher education that what teachers learn in teacher education programmes is filtered by prior experiences accumulated over the years of apprenticeship of observation. Such experiences

are transformed largely subconsciously into beliefs, thus influencing their beliefs as teachers.

However, Kajinga (2006) found that the Grade 11 African teachers in his case study of teachers' beliefs about role of extensive reading, were influenced by a recent teacher training course they had attended.

2.9 CONCLUSION

The major elements covered in this chapter are the following: what is involved in learning to read, approaches for teaching reading, models of reading, what the curriculum says about the teaching of reading, how Grade 1 teachers are trained to teach reading in Namibia, Namibian research on reading and what it established, and finally, how teachers' beliefs inform their practice. In summary, for children to read easily they need to have a sound knowledge base of phonemes and letters of the alphabet. Their home environments should have exposed them to a lot of print materials and teachers should build on this background during reading lessons.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

As I have already indicated, this study seeks to understand how teachers teach reading in Grade 1 in the Caprivi region in Namibia and what beliefs inform their practice. This research goal opens up research questions which ask, firstly, what teachers' beliefs about reading are, and secondly, what methods they use to teach reading. These research goals and questions guided the design of the research and its methodology.

This chapter provides an overview of the research methodology that framed this particular research project, and the methods and techniques which were used. I also explain my research design, sampling procedure, data collection techniques, validity issues, data analysis, as well as the limitations of the study.

3.2 RESEARCH DESIGN

3.2.1 Orientation

The study falls within the interpretive paradigm. It has been located in this paradigm because I wanted to understand teachers' beliefs, to look for meaning and not to make generalizations. As the term indicates, the interpretive paradigm focuses on interpreting and understanding human action (Jackson, 2003). Adler and Adler (as cited in Haingura, 2003:2) suggest that:

...this paradigm affords a researcher an opportunity to understand the situation of the phenomenon by putting himself/herself in the shoes of his/her subjects, in their life world, thereby learning through the process of interacting with the subjects' perceptions, interpretations and meanings which they give to their actions.

Jackson (2003:25) also notes that “which paradigm one chooses is largely dependent on what one wants to find out, but also what views of reality one wants to project”.

3.2.2 Qualitative research

Given this information about the interpretive orientation, the most logical approach or mode of inquiry is a qualitative approach. Qualitative research is the type of research that presents its findings in a narrative form.

I used this approach because it is more “concerned with understanding the social phenomenon from the perspectives of the participants” (McMillan & Schumacher, 2001:15-16). The qualitative aspect of the interpretive paradigm is pertinent to this study because the focus is on understanding human practice and making meaning without generalizing.

However, to be a qualitative researcher, one has to be very skilled as this type of research is characterized by subjectivity, and develops context-bound generalizations. Thus the researcher must be reflexive and cautious about generalizing beyond the boundaries of the case.

3.3 RESEARCH METHODOLOGY

3.3.1 Case study

The research project is a case study. Several writers have come up with different definitions of a case study. Jackson (2003) notes that like other research concepts, a case study is difficult to define accurately. However, Bassey (1999:26) sees it as a “generic term for the investigation of an individual group or phenomenon”. It involves gathering data on each individual case from a wide range of sources. This method is advantageous because it gives a detailed picture of an individual or group and may form a basis for new ideas and future research. According to Cohen and Manion (1994:106), a “case study

researcher observes and investigates the characteristics of an individual unit”. Stake (1995: xi) describes a case study as the “the study of the particularity and complexity of a single case coming to understand its activity within important circumstances”.

A case study should also be seen as an integrated system which has some boundaries and working parts. It is a phenomenon of a sort which occurs in a bounded context which could be graphically illustrated as a circle with a heart in the centre (Jackson, 2003). In the case of my study, the heart is reading, which is the focus of my study, and the three classrooms are the cases (Jackson, 2003). The purpose of the study is to probe deeply into and analyze the phenomenon that is being studied or observed.

There are different types of case study in research: here I only mention the one which is relevant to this study, which is the instrumental case study. An instrumental case study “helps to refine theory or provides insight into an issue” (Anderson & Arsenault, 1998:158).

In my study, I am focusing on reading, and how it is taught, as well as teachers’ beliefs, and have selected particular cases to understand these research questions; as Bell (1993:8) contends:

The case study approach is particularly appropriate for individual researchers because it gives an opportunity for one aspect of a problem to be studied in some depth within a limited time scale.

3.3.2 Limitations of a case study

Case study research has a number of limitations, and the following, drawing on Anderson and Arsenault (1998), are some of them:

- Many researchers criticize it for its lack of reliability in the sense that another researcher may come to a different conclusion on the same study, and
- One cannot generalize on the basis of a single case.

According to Bell (1993), researchers who use the case study method find it very difficult to cross check information and there is always the danger of distortion. Critics of the case study approach also question the value of the study of single events.

3.4 SAMPLING

Sampling involves the selection of a research site, a case or unit. Maxwell (as cited in Kajinga, 2006:27) defines sampling as “decisions about where to conduct the research and whom to involve, an essential part of the research process”, and adds that sampling “usually involves people and settings as well as events and processes”.

I used purposive and convenience sampling. For Maxwell (1996), purposive sampling has the following objectives: firstly, it helps in achieving representativeness or typicality of individuals; secondly, it helps in ensuring that conclusions sufficiently represent the range of variation instead of only the typical members, and thirdly, it helps to establish comparisons to show or highlight the reasons for differences between settings and individuals.

For this study, I interviewed and observed three Grade 1 teachers drawn from urban, peri urban, and rural schools. This was necessary for me to see the influence of context on the teaching of reading in those schools.

The urban and peri urban schools were identified and selected for convenience sake in terms of distance and that they are schools my college uses for SBS. We describe them as College Support Schools (CSS). “A convenience sample is a group of subjects selected on the basis of being accessible or expedient” (McMillan & Schumacher, 2001:175).

While this type of sample makes it easier to conduct the research, it has some limitations. One of its limitations is that the researcher cannot make generalizations from the sample to any type of population. The rural school was selected in terms of its close proximity to me, and teachers were selected on a voluntary basis. However, the urban schoolteacher was selected on my behalf by the head of department (HOD) of that school on the basis

of her expertise in the lower primary phase. It turned out that all the teachers who were selected were trained by the Molteno Project, but this was not a criterion for selection.

3.5 DATA COLLECTION

The data collection tools, which were selected for this study, were interviews and lesson observations.

3.5.1 Interviews

According to Cannell and Kahn (as cited in Mahlangu, 1987:87), an interview is:

A two person conversation initiated by the interviewer for the specific purpose of obtaining research relevant information, and focused by him on content specified by research objectives of systematic description, prediction or explanation.

The interview, though time consuming, is certainly one of the most important data collection tools; it gives in depth information because it makes provision for follow up questions if the initial question allows for it (Bell, 1993). According to McKernan (1998:128), “interviews allow the interviewer to probe areas of interest as they arise during the interview”. Secondly, the interview helps the researcher to establish a confidential relationship which makes it the most appropriate method to obtain information from an interviewee.

For this study, I interviewed three teachers, and I used semi structured interviews with open ended questions to create opportunities for further probing (see Appendices 2-4 for transcriptions of interviews with the teachers). By choice, two of the teachers were interviewed in English, and one in Subiya (her home language). The interview which was conducted in Subiya was transcribed and translated into English. According to McMillan and Schumacher (2001:446), “qualitative interviewing requires asking open ended questions”. McMillan and Schumacher (2001:269) further contend that:

Semi structured questions have no choices from which the respondent selects an answer; rather the question is phrased to allow individual responses. It is an open-ended question but it is fairly specific in its intent.

Hitchcock and Hughes (1997:156) state that:

The semi structured interview is a much more flexible version of the structured interview. It is the one which tends to be most favored by educational researchers since it allows depth to be achieved by providing the opportunity on the part of the interviewer to probe and expand the respondent's responses.

However, despite the advantages attached to this tool, interviews require careful planning of questions, and their personal nature may lead to people saying things to please rather than being truthful.

I explored teachers' beliefs to enable me to understand their impact on their teaching. The interview focused on how the sampled teachers taught reading, as well as the approaches they used and their beliefs regarding the teaching of reading.

3.5.1.1 Pilot interview

When doing research, it is highly recommended that the researcher pilots the interview schedule before using it to interview the participants. This is crucial because the researcher needs to know whether it takes too long to complete, and whether the directions and items are clear (McMillan & Schumacher, 2001).

I developed a set of questions and piloted them with a Grade 1 teacher, who was not part of my sample. The pilot interview was carried out in Subiya, and was transcribed into Subiya and translated into English (see Appendices 5(a) and 5(b) for both the Subiya and English versions of the pilot interview). This was necessary for me to make adjustments to the questions that were not clear. The pilot interview gave rise to a revision of the questions.

3.5.2 Lesson observations

To establish whether what teachers said during the interviews was borne out in practice, three reading lessons per teacher were observed. I took field notes of the lessons I observed. Field notes for one lesson per teacher are included in Appendices 6(a)-6(c). The remaining field notes are stored in the Case Archive (Bassey, 1999). Maykut and Morehouse (1994:74) describe the importance of field notes:

The keen observations and important conversations one has in the field cannot be fully utilized in a rigorous analysis of the data unless they are written down. The qualitative researcher's field notes contain what has been seen and heard by the researcher, without interpretation. In other words, the participant observer's primary task is to record without inferring feelings to the participants and without inferring why and how something happened.

According to Hopkins (1996), keeping field notes is a way of reporting observations and should be written as soon as possible during the lesson. Similarly, Croll (1986:3) notes:

The most commonly used procedure for conducting systematic classroom observations is that of live observation by a researcher using some kind of paper and pencil recording procedure, often together with a simple time keeping device. In this approach, the observation is truly 'live' and the process of observing and making a record of observation is virtually simultaneous.

Lessons observed were taught in Silozi and field notes were taken in the same language, and later transcribed into English by myself, as for example:

Cwale ya ka ni balela mubamba wa pili ka ku ya ka siswaniso se ki mani?
According to this picture, who will come and read the first sentence on the chalkboard for me?

After each reading lesson, I had a stimulated recall session with the teacher in order to attach meaning to unclear areas. I designed a form for field notes, see Appendix 6(d). The form was divided into columns, in which I recorded parts of the lessons which were not clear to me during the teachers' presentations. When teachers finished with their lessons,

I had time to discuss these ambiguous lesson areas with them. During the discussions, I then completed the last column/s of my forms.

3.5.3 Ethical considerations

Almost always, data gathering is done on somebody's home ground. Most educational data gathering involves at least a small invasion of personal privacy, and therefore "the procedures for gaining access are based on the enduring expectation that permissions are needed" (Stake, 1995:57).

Similarly, Anderson and Arsenault (1998:18) contend:

The most fundamental principle for ethical acceptability is that of informed consent: the involved participants must be informed of the nature and purpose of the research, its risks and benefits, and must consent to participate without coercion.

Before starting to collect data, I sought permission from the principals of the three schools and the teachers (see Appendices 7 and 8) and they were also informed about the purpose of the study, as well as how the data was going to be gathered (see Appendices 9(a)-(c) for permission from the different school principals and appendices 10 and 11 for consent forms to the teachers). I copied the letters and omitted the teachers' names to ensure anonymity. The originals are in my Case Archive.

To maintain good ethical practice, I did not interfere with my research participants, most especially during interviews, by interrupting them, and I treated whatever information they provided me with due respect. I maintained the anonymity of my research participants by using pseudonyms.

3.6 VALIDITY

The term validity refers to the truth (or falsity) of propositions generated by research (McMillan & Schumacher, 2001). In other words, this is the extent to which people can believe and trust the claims one makes in one's research. To strengthen the validity of my study, I interviewed my research participants in the languages of their choice, ensuring that they were free to speak in a language they understood. One was interviewed in Subiya, and two were interviewed in English. After interviewing these teachers, I transcribed the interviews myself, and for the one who was interviewed in Subiya, the interviews were first transcribed in Subiya, and translated by me into English, (see Appendices 3(a) and 3(b)). After the transcription of the interviews, I sent the transcripts to the teachers for them to read through and check that they were a true reflection of the interview. Again, after each lesson, unclear areas were discussed with the teacher/s concerned.

3.7 DATA ANALYSIS

This is perhaps the most important part of the research project. When research is being done, as is the case with this research, the main reason is to understand why a problem identified in the research goals and questions exists. According to Jackson (2001:41), "data analysis is the process of making sense out of the data, interpreting what has been seen, and what has been said, and creating sense and meaning from this". It is a crucial part, which should be regarded as the heart of the research project. Bassey (as cited in Jackson, 2003:41) describes data analysis as:

An intellectual struggle with an enormous amount of raw data in order to produce a meaningful and trustworthy conclusion, which is supported by a concise account of how it is reached.

In the same vein, De Vos et al. (2004) see data analysis as a process of attaching meaning to the collected data. I analyzed my data by describing the context of each teacher separately, and how they teach, as well as their beliefs regarding reading. I looked at the

materials they used during teaching, the arrangement of learners' desks and how their classrooms looked inside. I also looked at each teacher's professional qualifications, age, as well as their years of experience in the teaching profession.

Data analysis was done by pulling together the interview data, observation data, as well as data from the stimulated recalls. After looking at each teacher's data separately, I then started looking for patterns, similarities and differences between them and accounted for them. I then related what I had found back to the literature described in Chapter 2.

3.8 LIMITATIONS

Anderson and Arsenault (1998:109) contend that "since the data will be analyzed qualitatively, a limitation may exist that one may report the opposite of what the data actually mean".

The fact that it is a case study means that it does not provide room for generalizations, and if the researcher falls prey to generalization, s/he may be going beyond what the evidence can support. One most important limitation of this study is that it is a half thesis, and could not therefore allow me to explore issues in greater depth due to its prescribed length of ninety (90) pages.

In addition, there seemed to have been a language barrier, and during interviews, one of the teachers who preferred to be interviewed in English was at times not able to express herself, and as a result may have left out valuable information. One other limitation that I observed during lessons is that one of the three teachers was stressed. This could have been attributed to the fact that she knew I was a lower primary college lecturer and thought I was an expert at teaching at the lower primary level, which was indeed not so.

All the teachers were Molteno trained, and this may have influenced the outcome of the study particularly in terms of interactive and participatory learning (Legere, Trewby & van Graan, 2000). Moreover, I asked too many leading questions through inexperience at

interviewing, and if I were to do it again, I would try to guard against this. I also asked too many yes/no questions and this barred the respondents from giving more data because they simply gave some yes/no answers to questions. Finally, I could have done more probing for in depth information.

3.9 CONCLUSION

This chapter covers the research design of the study, research methodology, sampling procedures used in the study, validity issues, how the data collected was analyzed, and the limitations of the study. In the next chapter, the data that have been collected are presented and analyzed.

CHAPTER 4

DATA PRESENTATION AND ANALYSIS

4.1 INTRODUCTION

This chapter presents and analyzes my findings regarding the teaching of reading in Grade 1 in mother tongue in the Caprivi region in Namibia, and focuses on teachers' beliefs and the methods they use to teach reading in their respective Grade 1 classes. I start by describing a brief background of the teachers who participated in the study. The data to be analyzed was gathered through interviews, lesson observations and stimulated recall, and the analysis draws on all of these. The analysis is coupled with tabular presentations with brief explanatory notes, and it is reported under the following headings:

- 1) Description of each teacher, and
 - How they teach, focusing mainly on methods of teaching reading
 - Why they chose these methods
 - How they were taught reading while they were still in school
 - Problems teachers face with the methods they use
 - Homework on reading
 - Teachers' beliefs on the teaching of reading

- 2) Similarities and differences among the teachers and an account of these.

4.2 DESCRIPTION OF THE RESEARCH PARTICIPANTS

This section provides the background information of the research participants; I present and analyze this information by using a table.

Table 4.1 Qualifications and profile of Grade 1 teachers

School	Teacher's name	Professional qualification	Gender	Teaching experience	Age	Home language
Romeo P.S (urban)	Mrs Sipho	LPTC, BETD	Female	30 Years	52 Years	Subiya
Zebra P.S (peri-urban)	Mrs Piri	ECP	Female	26 Years	52 Years	Subiya
Marino P.S (rural)	Mrs Lena	ECP, BETD	Female	27 Years	44 Years	Subiya

Acronyms

BETD: Basic Education Teacher Diploma

ECP: Education Certificate Primary

LPTC: Lower Primary Teachers' Certificate

PS: Primary School

4.2.1 Mrs. Sipho

The table above reveals that Mrs. Sipho is a Grade 1 teacher at Romeo Primary School, situated in an urban area about 2 kilometers from the Caprivi College of Education in the Katima Mulilo Township of the Caprivi region. She is 52 years old with 30 years experience as a teacher. She is professionally qualified, and has a Lower Primary Teachers' Certificate (LPTC), as well as the BETD.

Mrs. Sipho teaches Grade 1B and I observed her lessons from 8th March to the 10th March 2006. The school uses a platoon system, which means that Grades 4-7 run from 7:00 am -12:30pm and Grades 1-3 pick up from 12:30 pm-16:30 pm. Her class has thirty learners, twelve boys and sixteen girls, with learners' desks arranged in groups. In her class, there are pictures on the wall for incidental reading. The wall is also decorated with number charts, alphabet charts, charts about the days of the week, months of the year,

phonic charts, and many more. Sometimes during her reading lessons, Mrs. Siphon refers to phonic charts and days of the week, which she treats as what she calls 'rhymes' and the learners sing them. Mrs. Siphon, like the other two teachers, teaches reading in Silozi, the medium of instruction in her school. Her home language, as with the other two teachers, is Subiya, a dialect of Silozi.

During the three days I observed her lessons, she had a large class of sixty learners, made up of her own class, and another class belonging to another Grade 1 teacher who was on leave. This was a serious threat to classroom management due to class size, but the teacher was able to control learners by giving them enough activities to keep them busy. The teacher is Molteno trained receiving her training in April 1997. This had an influence on the way she teaches reading.

4.2.2 Mrs. Piri

Mrs. Piri is a Grade 1 teacher at Zebra Primary School, about six kilometers on the eastern outskirts of the Katima Mulilo Township. It is a peri-urban school. Mrs Piri is 52 years old, with 26 years experience as a teacher.

Mrs. Piri's professional qualification is a Certificate in Primary Education (ECP). Her class is Grade 1B, with 32 learners, 20 boys and 12 girls. Their ages range from 6-8 years. Her class is not decorated with pictures and charts on the wall. As one enters this class, to the right hand side, there is a desk where learners put their breakfast meals. There are clay models on the windows, bottles with water; possibly for use during the Mathematics lessons on topics of capacity and measuring. There are also some counting sticks and clay roles (counting beads) hanging from strings for counting during Mathematics lessons. The class has a broken ceiling, and to the left side of the chalkboard from the main entrance, there are two desks with boxes of learners' workbooks and textbooks.

Mrs. Piri is a Molteno trained teacher. She received her training in April 1997, and attended her first workshop from the 7th April to the 11th April 1997 at the Katima Mulilo Teachers' Resource Centre (KMTRC). She has a Molteno kit in her class; the kit consists of the sentence makers for the teacher and learners, sentence holders for the teacher and learners, as well as some Molteno readers, etc.

4.2.3 Mrs. Lena

Mrs. Lena is a Grade 1 teacher at the Marino Primary School, a rural school situated some thirty kilometers east of the Katima Mulilo Township in the Kabbe Constituency of the Caprivi region. She is 44 years old and she has been employed as a teacher for 27 years. According to table 4.1, Mrs. Lena's teaching qualifications are ECP, and BETD.

Mrs. Lena teaches Grade 1B, with a class of 31 learners, 11 boys and 20 girls. The ages of her learners range from 6-8 years. I observed her lessons from the 23rd March to the 27th March 2006. Her school also uses the platoon system due to a lack of infrastructure. The session for lower primary runs from 12:30 pm-16:30 pm.

Mrs. Lena's class is decorated with educational pictures such as flashcards for incidental reading, story charts, number charts, and days of the week, as well as alphabet charts. She is a Molteno trained teacher; she therefore arranges her learners' desks in groups, and there is enough space between the groups for both the teacher and the learners to freely move through. The pictures, stories, days of the week, and alphabet charts on the class wall are also used by the teacher as references during reading lessons. One of her learners, a boy, was still new, having spent only one week in school. She always encouraged him to work harder in order to catch on with the rest.

4.3 INTERVIEW DATA

This section of the chapter presents the data from the interviews conducted with the three research participants. It presents the data according to the categories in which it was

gathered: methods teachers used to teach reading, choice of the methods by the teachers, how they were taught reading when they were still in school, problems they face with the methods they use, homework on reading, as well as teachers' beliefs about reading. I present and analyze the data with the use of a table as indicated below:

Table 4.2 Responses to interview questions

Perceptual Questions	Mrs. Sipho (Urban)	Mrs. Piri (Peri-urban)	Mrs. Lena (Rural)
1. What methods are used to teach reading?	Holistic lessons based on a story; vocabulary (sight words) come from story, words explained using actions, words written on flashcards, group work, and fast learners help slow learners, uses a teaching corner.	Sounding letters and words (phonics), also used pictures to teach reading.	Holistic lessons using the phonic method, use pictures, games, teaching corner, role plays, rhymes, revisions.
2. Why have you chosen these methods?	It is easier for the teacher and the learners; it is learner centered; it is the method recommended for the lower primary phase.	They adequately prepare learners for the next grade.	Enable Grade 1's to see and touch.
3. How were you taught to read in the past?	Writing passages, reading after the teacher, read and say method.	Taught reading in the same way it is taught today; learners were told to stretch their fingers; they used to write on the ground, in the sand.	Teachers talked more than learners (teacher centered approach).. They used rhymes.
4. What problems do	Lack of materials, too	There are many problems	Learners find it difficult

you have with the methods you use?	many learners, not enough books.	due to frequent changes of approaches which result in much confusion.	to catch up, but do well later.
5. Do you give your learners homework on reading?	Yes, for example: consonants and vowels.	Not much homework, simple tasks such as asking learners to find out how many family members they have.	Yes, they are given homework on vowels, vowels are mixed up, and they are asked to put them in order.
6. How, according to your own beliefs should reading be taught?	There should be more materials so that more work is given to learners.	Start with what learners know from home, draw themselves, write their names on the chalkboard, bring reality to class so that learners can see, for example: a dish, draw it and write the word 'dish' underneath it.	Reading should be taught by using the phonic method.

4.3.1 Methods of teaching reading

Here I wanted to know how each one of the three teachers claimed to teach reading to their Grade 1 classes in their first language. This reflects teachers' beliefs about teaching reading, what they think they ought to be doing and what they prioritize in their teaching. It may differ, however, from what they actually do in practice.

4.3.1.1 The story technique (Holistic/whole language approach)

As can be seen from the table, Mrs. Siphon claims to start her lessons by telling a story in order for her to teach the vocabulary in context. She extracts key words from a story and teaches reading from there. She writes the words on the chalkboard, she asks learners to read the words from the chalkboard. Her use of the story during reading lessons caught

my interest in that I wanted to know why she valued it so much. Her response indicates that she saw the story as an opportunity to develop vocabulary:

Banana ba swanela ku ziba manzwi kakuli kiona aka sebeliswa mwa tuto kaufela.

Children must know the words because they are the words to be used throughout the lesson.

Of the three teachers, as can be seen from the table, only Mrs. Siphon mentioned the story as a technique for teaching reading, however in practice, all of them used it.

She also indicated the importance of knowing the vocabulary by saying that they are the difficult words which have been taken from the passage, and that they are the first words learners need to know before the actual reading of the story begins.

4.3.1.2 The phonic method

According to table 4.2, all three teachers claimed to use the phonic method to teach reading in their respective Grade 1 classrooms. Mrs. Siphon stated that after treating vocabulary words with her learners, she comes to sounds, and then she had this to say:

Lu bulele kuli ni yo sebelisa chati ya milumo, lu na ni machati ao mo, mi fa machati ao kuna ni milumo ye kalela fa 'A' ku yo yema fa 'Z'. Lu bulele kuli mulumo waka wa viki ye ki 'K'-(Ke)-K-, mulumo oo, banana ba ka u bulela, bas a feza ku u biza, mi muluti ni yena wa ikolwisisa kuli ki kele ba u ziba, cwale be ka kala ku bupa manzwi fa mulumo ona oo, mi ka sa mulaho, ticele ni yena uka nola manzwi ao e ba bupile fa mulumo oo fa litapa.

Let us say I am going to use a phonic poster, we have phonic posters here, on those phonic posters, there are sounds from 'A' up to 'Z'. Let us say my sound for this week is 'K', that sound, they are going to sound, after sounding that word, and the teacher is also happy that they have got this sound, they are going to build the words from that sound, after that the teacher is going to write those words which the children are building from that sound on the chalkboard.

Mrs. Lena also claimed that she used the phonic method to teach reading, and reiterated the significance of sounding words saying:

Ku bala ku swanezi ku lutiwa ka ku kala ka milumo, mi banana haiba inge ba ziba ku biza manzwi ka milumo ya ona, ha bana ku fumana butata kwa ku ziba ku bala.

Reading should be taught by using the phonic method, and if learners know how to pronounce words in phonics, they will read with ease.

On the same question as indicated in table 4.2, the teacher commented that learners are trained to sound vowels and letters of the alphabet on which she had this to say:

...swanela ku kala ka matumanosi, haiba mwanana u ziba hande ku bala, ku nola mane ni ku peletela manzwi, u swanela ku ziba lialufabeti za hae hande, mi ni bona kuli ye ki yona nzila ni mulyani wa ku ziba ku bala.

...should start with vowels, if a learner knows very well how to read, write and spell words, s/he should also know the alphabet very well. I see this as the right medicine for reading.

When asked what was entailed in teaching vowels, Mrs. Piri said:

Banana ba swanela ku ziba pili milumo, kmt: a, e, i, o, ni u.

Children must first know the sounds, for example: a, e, i, o, and u.

4.3.1.3 Using the teaching corner for group work

Table 4.2 reveals that Mrs. Siphso asserts that she uses a teaching corner during her reading lessons with her Grade 1 class. She claims to divide her learners into groups and give them different activities ranging from writing words to pattern writing, while one group goes to the teaching corner to do reading with her. She does not only concentrate on the group in the teaching corner, but she makes sure that even the groups that are doing occupational tasks are also effectively supervised by regularly coming back to them, and this is how she expands on the use of the teaching corner:

Ku tata ahulu kwa banana bao, se si swanela ku ezwa, sikwata se sinwi si swanela ku nola manzwi, se sinwi si bale manzwi, ha ni zibi kapa ba ziba ku bala, kono bao ba ba kona ba ka bala, ba banwi ticele u ba fa musebezi wa bata ku ba fa, kono u swanela ku ba musebezi wa ku bala, ba swanela ku nola manzwi, mane ni haiba ku nola lipateni. Ticele ha ineleli koo, kono wa kuta ku to bona bani ba file musebezi mwa likwata kwata.

Ok, it is difficult for those young ones, but what should be done, the other group should be writing the words, the other group should be reading the words. I do not know whether they can read, but those who know how to read, can read, the others can be given any work that you want to give them, but it should be from the reading, they can write words, they can write even the patterns. They are practicing how to write while you are busy.

The teacher is not to be permanently there, when you leave those at the teaching corner, you tell them - can you read here. If you finish, another one should read, and you go there, you help those who are not in the teaching corner.

Here it is also interesting to note that the writing of words during the reading lessons confirms the inseparability of reading from writing and that they both take place at once.

Similarly, table 4.2 reveals that Mrs. Lena of the Marino Primary School, a rural school, also uses a teaching corner to teach reading in her class. When I asked her in a follow up question how she uses the teaching corner to teach reading in her class, she had this to say:

Ha ni luta za mabasi, ka mutala: la Mubulo, ita ba kilasi kaufela, la bubeli, hape ki kilasi kaufela, la bulalu, sikwata se sinwi si ka swanisa membala wa lubasi lwa bona, mi se sinwi si ka bala manzwi, kmt: ndate, bome, mushimani, musizani, lukeke, ni ccc, mi sikwata se sinwi si ka beya manzwi mwa litaba.

If I am teaching about 'My family', for example: on Monday, it will be whole class, on Tuesday, again whole class, on Wednesday, one group will draw a picture of one of the family members, another group will read the words, for example: mother, father, boy, girl, baby, and another group will put the words in sentences.

4.3.1.4 Using visual materials as a support for reading

Two out of the three teachers attached great significance to pictures. The technique seemed to have enjoyed the support of both Mrs. Lena and Mrs. Piri respectively as a valuable technique for teaching reading. Mrs. Lena had this to say:

Sapili ni beya siswaniso fa litapa ni ku beya linzwi mwatasa siswaniso seo, kmt: siswaniso sa munna, ni ku beya linzwi le 'munna' mwatasa sona.

First of all I put a picture on the chalkboard, and then I put the word underneath the picture, for example: the picture of a man, and then I paste the word 'man' underneath it.

Mrs. Piri also indicated how pictures can be used when teaching reading saying:

Lu sebelisa maswaniso, se ki sa bome, bondate, bokuku, mi mwa tasa' siswaniso seou beya linzwi le li yelega ni sona.

We use pictures, you put a picture which shows that this is mother, father, and grandmother, and underneath that picture, you put a matching word.

4.3.1.5 Revision

According to table 4.2, only Mrs. Lena said she incorporated revision into the teaching of reading in Grade 1. She saw the revision of key words as very important, more especially for slow learners. She indicated that she sometimes remained with them after school and did extra reading activities with them. This is what she said:

U kutela musebezi o ezize ni banana bao, ni kunga bani ba bana ni matata, ku ina ni bona, ni ku ba luta matumanosi ni lialufabeti, mane hamoho cwalo ni ku bupa manzwi.

You repeat the work you did with those learners, identify learners with problems... sit with them, teach them the vowels and the alphabet, as well as consonants and word building.

4.3.2 Teachers' choice of the methods

As indicated in table 4.2, this question elicited different views from the three teachers, for example: Mrs. Siphon indicated that she chose the method because it was easier for her and the learners and also because 'it is the method which is given by the lower primary phase and that it is learner centered'. Mrs. Lena backed up her choice of the methods as follows:

Kakuli ba utwisisa ka bunako.

Because the learner/s can catch on easily.

Mrs. Piri indicated that she wanted to be assured that when a child advanced to the next grade, s/he could read, and that s/he had the ability to identify a word when s/he came across it.

4.3.3 How the teachers were taught to read when they were still in school

The teachers varied in terms of their descriptions of the methods their teachers used to teach them to read when they were still at school. For example: Mrs. Siphon said that her teachers taught reading by ‘writing passages on the chalkboard’, and then encouraged them to read. They also read after their teachers. Mrs. Lena indicated that her teachers used the ‘teacher centered approach’ to teach reading, which according to her was “a beautiful method because the teacher talked too much”. Mrs. Piri contributed by saying:

Ni tabela ahulu puzo yeo, mi ha ni libali lika ze. Mi ku swana sina ni sa inzi mwa sitopa sa ka sa pili, ni haike ne ni kalile sitopa saka sa pili ka silimo sa 1962. Maticele ba luna ne ba eza nto ye swana ni bona, ne ba lu luta ku otolola minwana ya luna, cwale fa ni lemuhile kuli ne ba lu eza kuli lu itukiseleze nako ye, nihaike inge nako ye lika se li ezwa mwa nzila ye shutana. Ne lu nola fa fasi mwa mushabati.

I like that question very much and I cannot forget these things, it is like I am still in Grade 1, although I started with my Grade 1 in 1962. Our teachers also did the same, we were told to stretch our fingers, now I have realized that what we were doing during our time was leading us to what we are realizing now, although they are now done differently. We used to write on the ground in the sand.

4.3.4 Problems with the methods

Although the three teachers were Molteno trained, and despite the fact that they attended various workshops and seminars on the new approaches for teaching reading in Grade 1, they described lots of setbacks in the way they are expected to teach reading. Mrs. Siphon cited as a problem a lack of materials compared to the number of learners she has in her class, and that the materials she has cannot cater for every learner in the class:

Ee, ni na ni matata, matata enina ni ona ki a ku tokwa lisebeliso.

Ya, there is some problems... that I have is lack of materials.

Mrs. Piri said that the critical problem she had was that there were so many changes in reading approaches and that the “more the changes, the more the confusions will be”.

Similarly, Mrs. Lena said:

Kwa makalelo ne kuli tata kakuli banana ne ba fumana butata kwa ku swala, kono nako hane iya, butata bo nebu fela, mi ki ka ho ni bulela kuli ni tabile.

In the beginning it was difficult because learners were very slow to catch on, but with the passage of time, they seem to do well, and it is on this basis that I am happy.

4.3.5 Homework on reading

This study reveals that all the three teachers claimed to give homework on reading to their learners, and two out of the three teachers said they gave the same type of homework. Both Mrs. Siphon and Mrs. Lena gave homework on consonants and vowels; apparently, they write the homework down on paper and ask their learners to go home and seek assistance from their parents, brothers and sisters, and the following day the learners come and read it aloud again in class. Mrs. Piri said that she normally gives very informal types of homework, for example, learners are asked to go home and see how many family members they have, then the following day learners come and tell the teacher. This is linked to the topic, ‘My Family’. Sometimes she does not give homework at all.

4.3.6 Teachers' beliefs about the teaching of reading

As indicated in the table above, the teachers expressed varying beliefs saying that reading should be taught by using the phonic method (Mrs. Lena); it will be taught effectively if there are more materials, and more work on reading should be given to learners (Mrs. Siphon). According to Mrs. Piri, reading should be taught by starting with what the learners know from home, and this is what she had to say:

Lu swanela ku kala ka ze ba ziba banana ku zwelela kwa mahae, ba swanela ku swanisa, ha ba feza ba bize ka mabizo, mi libizo li swanela ku nolwa fa litapa. Haiba linzwi ki 'mukeke', u swanela ku ziba kuli linzwi leo li ka lutwa cwani kwa banana- tisa mukeke wani mwa kilasi kuli baituti ba to u bona, mi haiba ha u koni ku u tisa, u u swanise fa litapa, mi u beye linzwi le 'mukeke' mwa tasa' siswaniso seo.

We should start with what they already know from home, they should draw them, after drawing them they should call them by their names, after calling the name, the name should be written on the chalkboard, if the word called is 'dish', you should know how that word will be taught to learners - bring that dish for learners to see, and if it cannot be brought, draw it, after that, label it underneath with the word.

4.4 LESSON OBSERVATION DATA

As indicated in Chapter 3, I observed the teachers' lessons in order to see how they translated theory into practice, and whether or not they practised what they said during the interviews. In this section, I present how each method indicated by the research participants featured in their lessons.

4.4.1 The story technique

Although this technique was only mentioned by Mrs. Siphon during the interviews, it featured prominently in the other two teachers' lessons as well. Teachers either told short stories to arouse and direct their children's attention during the introduction of their lessons or to motivate them in the middle of the lessons, for example, Mrs. Siphon told a story about a married couple in her lesson to motivate her learners and to get some key words for reading from the story. I should note here that the story was not only being told for the sake of reading; it also imparted some religious and moral values to learners, as can be seen from the following extract from my field notes:

Teacher tells a story of a couple that did not have a child, but upon blessing by God, they got one. (Lesson 1, 8 March 2006).

One other thing that pointed to her consciousness of morality was when she asked her learners to read the word '*lino*' (*drinks*), she emphasized that she was not alluding to beer per se, but to ordinary soft drinks, a comment that aims at discouraging learners from taking alcohol as can be seen from the following extract from my field notes:

Teacher advises learners upon reading the word '*lino*' (*drinks*) that she was not referring to beer, but to soft drinks. (Lesson 1, 8 March 2006).

Mrs. Lena taught reading from a story, for example: she told a story of a man who went out in the forest with his dog looking for his lost cow. Mrs. Piri's story was about a girl called Namasiku. After telling the story, she took some key words from it and taught learners how to read those words. Some of the words from the story were: *milili* (*hair*), *silimo* (*year*), and *silela* (*six*), and many more.

4.4.2 The phonic method

Despite the fact that the phonic method was only mentioned by two of the three teachers interviewed, Mrs. Lena and Mrs. Piri respectively, it seemed to have been used predominantly by all the three teachers during their reading lessons. The three teachers put more emphasis on letter and word sounds during lessons, and this was my observation across their lessons. They took learners through vowels and consonants and how to sound them, for example, Mrs. Siphon pronounced the sounds and asked learners to build words from the ‘C’ sound; her use of the phonic method was explicit when she said:

Kana mulumo wa luna wa kacenu ki ufi?

What have we said our sound for today is?

Learners also built words from the ‘C’ sound as follows:

Cala (sow), Cika (Mortar), and Caela (To drive the oxen).

Mrs. Lena demonstrated the use of the phonic method as follows:

*Cwale fa ha lu tahe kwa milumo. Kimani ya ka to ni supeza mulumo wa pili?
Mulumo o latelela ku zwa ku ‘A’? Ni itumezi, ni bulela kuli ku kona ku bala ni
ku nola, mu swanezi ku ziba litaka ni milumo ya zona.*

*Now, let us come to the sounds. Who will come and show me the first sound? The
next sound after ‘A’? Thank you. I say to know how to read and write, you must
know the letters and their sounds.*

Another example was when she wanted to know the word that is formed when the sound 'a' is added to the letter 'd'. Mrs. Lena also maintains the inseparability of reading and writing, and confirms it by saying:

Kimani ya ka to lu nolela linzwi le 'fala'? Taha wena, uyo lu nolela linzwi le 'kama' fani.

Who will come and write the word 'fala' [to remove scales] for us? Yes you, go and write the word 'kama' [comb] there.

Similarly, Mrs. Piri said:

Ki mulumo mani o lu ezize sapili? Taha uto ni supeze ona. Ye ki 'a', ki mulumo mani ou eza? Pula ha inela kuna ni lifolofolo ze eza mulumo wo- 'ooo', ki lifolofolo mani?

What sound have we started looking at? Come and show me the sound. Another one! This is 'a' - what sound does it make? When it rains, there are creatures that make the 'ooo' sound, what are they?

4.4.3 The teaching corner

Although none of the three teachers dwelt much on the teaching corner as a strategy to teach reading during the interviews, they occasionally used the teaching corner during their reading lessons. I should note that the teaching corner is an element of teaching reading in a Molteno class. Mrs. Siphon taught from the teaching corner in her first lesson when she was teaching about sounds and word building from the same sounds. Mrs. Lena also taught from the teaching corner when she was teaching about 'Our Family', and she needed learners to identify and read words like 'mother', 'father', 'grandmother', 'boy' and 'girl'. In Mrs. Piri's lessons, the use of the teaching corner was prominent in lesson 3. She gave different tasks to her groups and called one to the teaching corner as her

teaching group, and did reading with them; she was teaching about the girl called Namasiku.

4.4.4 Using visual material to support reading

This technique was used to good effect by all the three teachers in their lessons. Every lesson that I observed used pictures among the teaching aids the teachers had prepared, for example, in one of Mrs. Siphó's lessons, she used a wedding chart, with wedding pictures on it; she put the picture on the chalkboard, and identified words for learners to read. Mrs. Lena used pictures when she was teaching about 'culture in the family'; she also read words with the learners from the picture. Mrs. Piri taught reading from Namasiku's picture. This is a clear indication that the three teachers attached great value to pictures.

4.4.5 Games, role plays and rhymes

Only one (Mrs. Siphó), out of the three teachers mentioned the above techniques during the interview. However, none of them featured as a technique for teaching reading in any of her three reading lessons I observed.

4.5 DIFFERENCES AND SIMILARITIES AMONG THE RESEARCH PARTICIPANTS

After having interviewed and observed their lessons, it was clear that the teachers I studied had things in common, as well as areas where they differed regarding the way they responded to questions during interviews, and how they teach reading in their respective Grade 1 classrooms. This section of the chapter takes a brief look at these aspects. I start with the similarities and then the differences.

4.5.1 Similarities

The following are some of the similarities that emerged from the lessons I observed; as well as the interviews I conducted with the three teachers.

4.5.1.1 None of the teachers teach reading using books

This was a common element that featured across the three teachers' lessons. The fact that some of the children have an experience of books from home and pre-school needs to be well observed by teachers. However, there was not a single lesson where learners practised reading from a book. They depended almost entirely on the chalkboard, flashcards, or the chart, for example: as described above, Mrs. Siphon hung the wedding chart on the chalkboard and asked her learners to read the words, for example: *tula* (*jump*). In another example, Mrs. Siphon wrote the known vocabulary on the chalkboard and asked her learners to read it, for example: *lizazi la ku pepwa* (*birthday*), *tabo* (*happiness*). Mrs. Lena also did this in the same way. She wrote the word on the chalkboard and asked her learners to read it from the board. She said:

Ki folofolo mani ye? Ya utiwa kwa mahae. Ki mani ya ka lu balela lona linzwi?

What animal is this? We keep it at home-what is it called?

Teacher writes the word 'inja' [dog] on the chalkboard.

Who will read it for me?

In another example, the teacher was teaching reading from the chalkboard, and wanted learners to identify and read the words:

Linzwi la pili kimani? Labubeli ni la bulalu bo? Ni itumezi, mu bale se si inzi fa litapa.

What is the first word called? The 2nd one? The 3rd one? Very good, read what is on the chalkboard.

The teacher now rubs the board.

Mrs. Piri had words on flashcards and asked her learners to read them to her by first of all getting their attention. She had this to say:

Ha mu talime fa manzwi a, nopa fateni le li swana ni la pili, ni balele lona, mi uli kopanye ni la pili.

Carefully look at these words, come and pick the one which is the same as the first one, read it for me and match it with the first one.

The teacher also demonstrated the use of the chalkboard when she asked her learners to read words she had on the chalkboard before the new lesson started.

4.5.1.2 Inseparability of reading and writing

There were instances throughout the teachers' lessons where the skills of reading and writing were seen to be totally linked and inseparable. This was demonstrated by the fact that every time a word was read, the teacher again wanted the learners to write it on the chalkboard, as a demonstration of having known how to read it. All the teachers used this style, for example: in her lesson, Mrs. Siphon wanted to test whether or not her learners understood the words she had just done with them by having them written in their exercise books. This helps learners not to forget the words easily. It was in lesson 1 where Mrs. Lena asked whether there was someone among her learners who could write the sound 'A' for her on the chalkboard, and she put it as follows:

Kimani ya ka ni nolela mulumo wo 'A' fa litapa? Ya ka u nola kimani? Kimani ya ka lu nolela 'I' ... lu nolele Muniso.

Who will write for me the sound 'A' on the chalkboard? Who will write the sound 'I'? ... Write for us Muniso.

In another example, Mrs. Lena gave the learners different tasks in which she wanted the groups to copy down patterns in their books, drawing traditional drums, as well as writing down the sounds they heard. She advised them to write neatly within the lines. This shows how linked to each other the two skills are. Mrs. Piri also wrote different words on the chalkboard and asked her learners to underline the 'A' sounds in words like ***bona*** (*see*), and ***apula*** (*open*).

4.5.1.3 No clear distinction between methods and techniques

One interesting dimension that I noticed both in the interviews and in the lesson observations across the three teachers is that they seem not to have a conceptual understanding of the notion of methods and techniques. They could not establish the difference between the two, and they kept using them interchangeably. Some of the examples that show the teachers' lack of understanding of the two concepts could be seen as follows: Mrs. Sipho said that when she begins with her reading lesson, it should start with a story. She spoke as if the story was a teaching method and not a technique. She also thought that the teaching corner was a teaching method, rather than a classroom organization technique.

This applied to both Mrs. Piri and Mrs. Lena respectively when they said that children must first know the sounds, meaning vowel sounds, and be taught reading starting with what they know from home (Mrs. Piri), and the use of picture and word method (Mrs. Lena) respectively. What I observed, however, was that these categorization difficulties did not affect the teachers' practice of teaching reading, although it did affect the way in which they were able to talk about their practice.

4.5.1.4 They all teach reading using a bottom up approach concentrating on vocabulary rather than sentences

The three teachers were found to use a bottom up approach, and I did not witness a reading lesson where reading was taught from a reading passage or a book. What they did was to extract words from particular passages and read them out of context with the learners. This, by implication means that the learners lost a lot in terms of the context of the words and concepts they were exposed to, and thus their meaning.

Mrs. Sipho taught reading according to a bottom up model when she introduced words in her lesson asking her learners to read them, for example: *cika* (*mortar*), *caula* (*match*), etc. Mrs. Lena also demonstrated this by asking whether there was any learner who could read for her the first and second words respectively, and the words were *mashamba*, *mabindo*, and *musisi* (*traditional attire*).

Similarly, Mrs. Piri said:

Ha mu talime linzwi le, ki linzwi mani?

What word is this?

4.5.2 Differences

Despite the existence of similarities among the research participants, I realized there were differences as well, though these were minimal, for example:

4.5.2.1 Confusing syllables with words

While Mrs. Sipho and Mrs. Lena refer to the syllables ‘*ma*’ and ‘*mu*’ as being words, Mrs. Piri labelled them properly as syllables.

4.6 CONCLUSION

In this chapter I presented and analyzed the data gathered through the use of interviews, lesson observations, as well as stimulated recall. I looked at the background of the research participants, and how each one teaches reading in their Grade 1 classrooms. I also analyzed my data by focusing on the following areas: the methods they use to teach reading, how they themselves were taught to read while they were still in school, problems they face with the teaching methods they currently use, reading homework as well as their beliefs on the teaching of reading in Grade 1. Finally, I looked at the similarities and differences between them by giving examples. In the next chapter, I discuss my findings.

CHAPTER 5

DISCUSSION OF FINDINGS

5.1 INTRODUCTION

As I have indicated in previous chapters, this study has been undertaken in order to understand the teaching of reading in Grade 1 in the Caprivi region, focusing on teachers' beliefs about reading and what strategies they use to teach reading in mother tongue. In this chapter, I will discuss the salient findings reported in chapter 4 in relation to the research literature. The following themes form the framework for the discussion:

- The absence of books in the teaching of reading
- The absence of shared reading
- Teachers' love for stories
- Phonics instruction
- The problem of language
- Teachers' understanding of literacy

5.2 The absence of books in the teaching of reading

While research on the teaching of reading attaches great significance to the use of books, my research findings reveal that none of the three teachers taught reading from a book. They either taught reading from flashcards, the chalkboard, or from flipcharts. This can be seen in the following examples:

Mrs. Siphon:

LESSON 1

After telling learners a story, the teacher writes key words from the story and asks learners to read the words on the chalkboard.

LESSON 2

The teacher writes the sentence on the chalkboard, for example:

Ima mai a mo. (Mother, the eggs are there).

LESSON 3

Mrs. Sipho: *This is good.*

She writes words on the chalkboard, and asks learners to read the words.

Mrs. Sipho: *Please, keep quiet and listen. Yes, Denzyl.*

Then Denzyl comes in front and reads the words.

Similarly, Mrs. Piri and Mrs. Lena taught reading from the chalkboard, flashcards, and from flipcharts as follows:

Mrs. Piri:

LESSON 1

Mrs. Piri: *Before we go any further, I want someone to read the word on the chalkboard for me, yes Kazungwe.*

LESSON 2

Teacher writes the vowels on the chalkboard.

Mrs. Piri: *Teddy, read them for us*

LESSON 3

Teacher hangs the alphabet chart on the chalkboard.

Mrs. Piri: *Muhamubi, tell us, what do you learn from there?*

Mrs. Lena:

LESSON 1

Mrs. Lena: *Now we look at our picture, tell me what you can see on that picture.*

LESSON 2

Mrs. Lena: *Who will read the first word for us on the chalkboard?*

LESSON 3

Mrs. Lena: *Pupils I will call now should read me those words on the chalkboard.*

Now the teacher points at some words on the chalkboard

Mrs. Lena: *What is the first word?*

Research on the teaching of reading to beginners emphasizes teaching reading from books and that early in their lives children should be exposed to books and read to by their parents. (Caldwell, 2002, Flanagan, 1995, Barr et al., 1989). Therefore, the engagement of children with books once they are in school should not be discontinued. If they learn to read at home by experiencing their parents reading stories to them from books, then the school should continue building on this so that children's love for reading is enhanced. The knowledge children bring with them to school from home should be consolidated and seen as the basis for their learning. Once this is done, children will not be cut off from their prior social or environmental experiences. According to reading theory, reading is about reading books (Campbell, 1995). This is also echoed by Flanagan (1995:16) when she argues that:

Children must be introduced to books and stories straight away, letting children play with books and discover what books and written language are all about. Readers learn about written language while playing and working with real books.

In the same vein, Barr et al. (1989:25) contend that children "find in books the depth and breadth of human experience".

Prompted by how the teachers in this study taught reading, I referred to the language syllabus, and established that although it talks about books and emergent reading, it emphasizes reading words (Namibia. MEC, 2005a). Consequently, children may not develop a love for reading, only a narrow decoding view of reading. Without exposure to large amounts of print in books, they are unlikely to develop automaticity and become fluent readers (Armbruster et al 2001; Stanovich, as cited in Murray, 2006).

There are several possible reasons why the three teachers did not teach reading from books:

- They did not mention books during my interview with them, in other words, books were not part of their own experiences of being taught to read.
- It could have been that they lacked resources and that they did not have reading materials.
- It was early in the year, in March 2006, and they may have introduced children to books later in the year after I had left.
- They may have thought children had no previous encounters with books; they were not ready for books, and needed to be trained on how to handle books.

These possibilities could be investigated in future research.

Teachers not teaching reading from books could have the following consequences for the learners:

- Children may not develop a love for books and reading.
- Children may develop a low reading morale.
- Children's reading vocabulary may not develop, which could result in them being left behind; drawing on the work of Cunningham and Stanovich, Murray (2006:5) claims that children must be given "adequate exposure to print in Grade 1, without which they will fall behind as readers and find it difficult to catch up."
- It could hamper the development of automatization and reading fluency among learners.
- It compromises the contribution made by parents and caregivers towards children's literacy development.

- It delinks children from real life experiences and may fail to support their emergent literacy skills.

The ultimate consequences of this could be that learners do not reach their full potential as readers.

5.3 The absence of shared reading

The three teachers neglected the element of shared reading with the children. Caldwell (2002) defines shared reading as reading that is done by the teacher or parents with a child from a book. With parents it is a one-to-one interaction, but a teacher may read with a group of children sitting around her. None of the three teachers did this, and as indicated in the section above, they stuck to words, either on the chalkboard, flashcards, or on the charts. I feel it was a missed opportunity by the teachers I interviewed. This study was conducted at the beginning of the year, the time teachers are expected to do shared reading with the learners. According to Caldwell (2002), shared reading is a practice that is carried out by teachers in early years' classrooms. There could be various reasons why the three teachers did not consider shared reading in their classrooms, namely:

- Their culture could have played a dominant role in this regard, for example: shared reading did not exist in their culture.
- Lack of books.
- The manner in which they were taught (their beliefs); in other words, teachers' early experiences as learners have a great influence on how they will act as teachers (Kajinga, 2006) and they did not experience shared reading with their parents.
- Teacher training: according to Borg (as cited in Kajinga, 2006), teacher training programmes have great influence on practice. Their teacher education may not have introduced them to shared reading.

5.4 Teachers' love for stories

Although there was an absence of books, the teachers appeared to love stories and built their reading lessons around oral stories. Every time they told stories, key concepts were extracted and written either on flashcards, chalkboard, or on flipcharts for reading with the learners, as follows:

Mrs. Siphon:

Teacher tells a story of a couple that did not have a child but through the blessing of God, they got one. The story was presented as follows:

There was a man and his wife. They did not have a child. They were so worried that they started going to church for prayers. It did not take them a long time, and then they got one.

Mrs. Piri:

Now, listen to a short story:

There was a girl called Manga. She went into the forest; she came across a hut. She peeped into the hut, and found that it was quiet. She went in and closed the door. She found some dishes, spoons, a smaller one, and a bigger one. There was porridge in the dishes. She ate the porridge which was in a small dish, and slept in the small bed.

Mrs. Lena:

There was a hunter. He went into the forest with his dog, and he was looking for his cow which he thought gave birth. The dog's name was Wasaye. As they were walking like that, he heard the dog bark, and a mee-mee sound was heard. The old man followed the sound, and came across a tortoise which could not move because it was afraid of the dog.

It can be established from this data that the three teachers concentrated on telling stories rather than reading them aloud from a book, which is an oral/ aural rather than a literate approach.

The three teachers' love for oral stories could be attributed to the fact that when teachers teach reading in an African context, they draw on African culture. Traditionally, stories in African culture were first of all oral, and secondly, they had a moral purpose. Lastly, stories provide a context for developing language, which is a pre-requisite for learning to read.

Flanagan (1995) argues that since stories are very important in reading, children should be introduced to them straight away. Stories are also supported by the curriculum for Grade 1 by emphasising that the learners' imagination and desire to hear stories should be promoted (Namibia. MEC, 2005a).

5.5 Phonics instruction

Phonics refers to sounds. According to Winkler (1991: 84), phonics enables learners to “match letters with the sounds they make”. This study revealed that the three teachers incorporated phonics, although they seemed to have a shallow or superficial understanding of phonics. This was evident from the way they interpreted and incorporated phonics during their reading lessons. When teaching phonics, the teachers presented the 5 vowel letters of the alphabet (a, e, i, o, u), which in Silozi correspond with

the 5 vowel sounds of the language. The teachers emphasized the conventional order in which these vowel letters are traditionally rote learned. For example, they corrected learners if they did not say the vowels in this specific order. The teachers appeared not to understand that this is merely a convention and does not have any ‘reality’ in the phonology of the language. Neither did they use any typical strategies from phonics to develop learners’ phonological awareness.

The reasons for doing this could be that when they were still in school, they were not exposed to phonics. Secondly, this could have been the influence of the teachers’ early experiences as learners, as well as the impact of teacher training programmes the three teachers went through (Kajinga, 2006).

The Grade 1 curriculum indicates that when teaching about phonics, the “Grade 1 teacher must first test to see if learners know the sounds of letters” (Namibia. MEC, 2005a:75). Although the syllabus points out that when learners fail to master phonics, the teacher must teach them the vowels and then the consonants, it does not provide any guidance on how to do this. Thus the syllabus is open to misinterpretation.

This means that teachers teach ‘vowel order’ because of the direction they get from the curriculum itself. There is great inconsistency between what the curriculum says what happens on the ground and what the literature says. At times, what the curriculum’s learning objectives emphasize is not taken further by the basic competencies of the same curriculum, for example: one of the learning objectives the syllabus expresses is that ‘learners will learn to read picture books’. The syllabus’ basic competency area does not take this further to say that ‘by the end of the week, learners should be able to read a picture book’. It is silent on this. Therefore, basic competencies and learning objectives do not support each other. To sum up one can deduce that the curriculum is a source of confusion for the three teachers. Moreover, while the curriculum emphasizes the teaching of phonics, it does not explicitly state how teachers are expected to do it.

5.6 The problem of language.

The three teachers involved in this study are Subiya speaking teachers. Subiya is their first language and that of the children too. At school teachers are expected to teach their lessons in Silozi. Their lessons were therefore conducted in Silozi, the widely spoken and unifying language in the region. This was done in line with the country's language policy, that from Grade 1-3, instruction shall be done in the child's first language, or whichever is the widely spoken language of the region (Namibia. MEC, 2005b).

However, having to teach reading through a language which is not the home language of learners or teachers creates problems, especially when this fact is not acknowledged. The fact that the syllabus is written in English may be part of this problem. This is a particular problem with regard to the description of phonics in the syllabus as the phonology of Silozi and English are very different.

A further language problem was encountered in the interviewing process. Interviews with one teacher were carried out in Subiya. Many of the concepts associated with the teaching of reading, for example, 'method' and 'technique' originate in English. There are no exact translations into Subiya, which has a single word for these two concepts. As a result, the three teachers confused techniques with the methods of teaching reading during the interviews. When I asked them about the methods they use to teach reading, this is what they had to say:

Mrs. Siphon:

...it should be started with a story, I always tell them a story, which goes together with the reading, after that story, and then they have to read the vocabulary words.

Mrs. Piri:

Here it is difficult for anyone to say that they are perfect in the way they teach reading to Grade 1 learners, because they are still young and should be started , unless to start with the things they do at home... children must first know the sounds, vowel sounds, for example: a, e, i, o, u.

Mrs. Lena:

First of all I use a picture and word method...there are plenty of methods, for example: pair method, group work method, role play method, games and jigsaw.

The three teachers' inability to distinguish methods from other elements involved in the teaching of reading might also be attributed to their inability to interpret the Silozi syllabus which is written in English, thus limiting the teachers' understanding of the expectations of the syllabus. Moreover, since all three teachers are not Silozi speakers, they struggled to use Silozi to teach reading, which may result in children not learning standard Silozi. In addition, policy is not being implemented holistically, and because of this both the teachers and learners are at a disadvantage.

5.7 Teachers' understanding of the concept 'literacy'

This research revealed that the three teachers did not have a deep understanding of the concept 'literacy', and therefore worked on a narrow understanding of literacy themselves. This came out strongly in the manner they taught reading, because they only targeted reading words with the learners, and the words they read, though they came from the stories, were detached from their contexts because they were treated separately from the stories. In other words, learners only understood the words, and not the contexts in which they were used in the stories.

I should mention that in order to teach learners to read, there is a need for teachers to focus on understanding. It should be acknowledged therefore that literacy involves a lot of dimensions, and these must be taken care of by the teachers (Imene & van Graan, 1988). This means that when learners are being taught to read, the focus must not only be on the techniques of teaching reading, but also on helping learners to understand what they read.

Similarly, the Grade 1 language curriculum supports this by pointing out that when children are being taught to read, they must be taught in such a way that they read for understanding (Namibia. MEC, 2005a).

Equally, Namibia (MEC, 2005c:14) argues that:

The teaching of literacy lays the foundation for many learning skills and it has been shown that learners develop literacy best when it is approached in a holistic way, this places emphasis on making meaning rather than on isolated skills development.

The three teachers had a narrow or shallow understanding of literacy. This could be because they do not read themselves for various reasons. Because of this, they find it difficult to inspire their learners to read.

5.8 CONCLUSION

This chapter provides answers to the research questions by discussing salient issues that emerged during the entire research process from either the interviews or lesson observations conducted with the research participants. The themes that are discussed are the teachers' failure to teach reading from books, their neglect of shared reading with the learners, teachers' love for stories, phonics instruction, the language problem, as well as teachers' understanding of the concept 'literacy'

CHAPTER 6

CONCLUSION

6.0 INTRODUCTION

This chapter presents an overview of and reflection on the study. I comment on the key findings, make tentative recommendations and discuss the potential value of the research as well as reflect on the research process.

6.1 OVERVIEW OF KEY FINDINGS

This section gives a short resume or summary of the key findings of this study. Looking at the findings, it emerges that not enough preparation of learners in terms of literacy is done by the three teachers. This is supported by the fact that books are not used during reading lessons, neither do these teachers engage in shared reading activities with the learners. This indicates to me that there are elements lacking in the professional skills of the three teachers.

Another finding is that the teachers' practice does not conform to the stipulations of the curriculum. However, when I analyzed the curriculum, I could find that certain parts of the curriculum contradict each other, for example, what the learning objectives say is not taken further by the basic competency area. The curriculum states that during reading lessons, phonics should be taught. However, the same stipulation is not conclusive because the curriculum does not indicate how teachers are expected to do so. The curriculum gives no direction on how teachers are expected to treat certain areas or aspects it emphasizes. What this communicates is that certain parts of the curriculum need to be revisited in order to maintain a high degree of consistency throughout the document.

Reading from books is also emphasized by the curriculum, which according to my observations does not seem to take place in practice. This points to the fact that there is a gap between theory and practice. This disjuncture can only be narrowed if classroom visits to teachers are done. This is one main reason why the region needs a lower primary advisory teacher, which it currently does not have. Teachers cannot manage in isolation, they need direction, and since the lower primary curriculum has just been revised and implemented in phases, an expert or an advisory teacher needs to be there to assist the teachers to interpret the curriculum. The teachers seem not to follow what the curriculum says, not on purpose, but because they have difficulty in interpreting it.

Finally, I was able to discover through this study, that language played a key role. Teachers sometimes worked in opposition to the expectations of the curriculum. The fact that the three teachers were all Subiya speaking, and the syllabus is written in English prevents them from understanding some of the expectations of the curriculum. The probable reason why the syllabus is written in English is that it does not only cater for the Caprivi region, but for the entire country, and English is the country's unifying medium of instruction.

6.2 TENTATIVE RECOMMENDATIONS

This study, defined in Chapter 3 as a case study, has not been designed to make generalizations. The purpose of this study is to understand how teachers' beliefs inform practice, as well as the methods teachers use to teach reading in Grade 1 in mother tongue. Therefore, what follows are tentative suggestions about some of the issues that need to be addressed in the light of this study.

- The education authorities in the region should consider filling the lower primary education officer's post in order for teachers in the region to be regularly supported.
- Induction workshops on the teaching of reading could be intensified.

- More research should be conducted on teachers' beliefs and their influence on practice.
- The language curriculum should be revisited and certain areas of the curriculum need to be revised.
- The lower primary curriculum should also be available in a Silozi version so as to maintain consistency with the language policy, as well as to enable the teachers to implement it effectively.
- People filling positions in the lower primary phase should be well prepared and specialized in this field of literacy in order to meet the challenges of the lower primary phase.
- There is a need to develop pedagogy to teach phonics in African languages since it depends heavily on English at present. The Molteno Project has made a start in this regard but more research needs to be done (The Molteno Project, 2000, Murray, 2006).

6.3 POTENTIAL VALUE OF THE STUDY

This section deals with the potential value of this study, which is discussed in the light of my research questions. As has already been stated, the main aim of this study was to understand the impact of teachers' beliefs on classroom practice, as well as the methods teachers use to teach reading in Grade 1 in mother tongue. As a teacher trainer, entrusted with the responsibility of training future lower primary teachers, I was concerned about the effectiveness of the training. I therefore decided to conduct a study on the teaching of reading in the region.

This study was of great value to me because through it I was able to understand that literacy development is guided by:

- The ability a learner has to sound letters.
- The learner's ability to relate sounds to symbols.
- His/her ability to combine letters to form words.

- His/her ability to have enough vocabulary and to understand what they read.
- The importance of teaching reading from books.

The qualities listed above are a pre-requisite to acquiring reading skills, the failure of which will hinder learners in their ability to read competently. Previous studies on reading development indicate that parents and caregivers contribute greatly to children's literacy development. It is therefore important for teachers to create this foundation for teaching children to read. If children's prior literacy knowledge is ignored, learners will find it difficult to acquire the necessary reading skills.

This study provided me with valuable insights in terms of understanding the pressing issues and challenges that surround the teaching of literacy in Grade 1 in mother tongue. It also enlightened me about the impact of teachers' beliefs on practice. As stated in Chapter 2, teachers' beliefs are as a result of their early experiences as learners, or the influences of school memories, as well as the teacher training programmes they pursued.

Research on teachers' beliefs states that the nature of teaching and learning that goes on in the classroom is determined to a great extent by what they believe in. Put briefly, this study helped me to understand the influence of context on the teaching of reading.

6.4 REFLECTION ON THE RESEARCH PROCESS

This section provides an overview with regard to my research journey. It includes lessons learnt that added layers to my understanding of not only how to do research but also to realize how important research in education is.

My study was located in the interpretive paradigm. This was important because my aspiration was to understand more about the teaching of reading as a phenomenon. I interviewed the three teachers. The data I got from the three teachers were analyzed for patterns. I was careful not to work outside my research questions, making sure that all information sought from the participants was in a way linked to my research questions.

The research participants were cooperative, and this was because I was friendly towards them and observed ethical principles. This means that during research, a good relationship with the participants is very important as it assists the researcher in getting useful information from the research participants and in fully understanding the area of study.

After the data were collected, and analyzed, I came to understand the phenomenon much better. I was also able to establish why learners in Grade 1 have literacy problems. Teachers did not understand the methods of teaching reading themselves. They confuse methods with other elements of teaching reading. Another salient aspect that I came across was the curriculum. After studying and analyzing the Grade 1 language curriculum, I was able to see that it emphasized things that did not exist in practice. Some of the curriculum areas are not conclusive, meaning they do not clearly indicate how the teacher is expected to carry out the stipulations.

This was indeed a good learning experience for me, and I hope to use this experience gained to further equip my lower primary student teachers with more knowledge, skills and competencies on the teaching of reading in Grade 1 in mother tongue. This study not only helped me to understand the impact of teacher's beliefs on practice, and the methods teachers use to teach reading in Grade 1 in mother tongue, but it also informed my own practice as a college teacher educator. Another interesting dimension is that before this study was conducted, I had the notion that reading and writing were two separate entities. This study enabled me to understand that they are two parts of the same phenomenon, and cannot easily be separated.

6.5 LIMITATIONS

This is a small scale study. I only studied three teachers, and the results I obtained cannot be generalized as being the situation in all regional schools. The time of carrying out this study was also limited. Because one of the teachers was interviewed in Subiya, there were sometimes occasions when translating concepts such as 'method' and 'technique'

into Subiya was difficult, and this may have affected the quality of the responses. It is possible that this kind of confusion carries itself over into the English used by Subiya speakers and may thus even have affected the interviews carried out in English. This points to how difficult it is to conduct research in a multilingual society and the demands it makes on the researcher. Another limitation is that when I went into Mrs. Siphó's class, I realized she had a large class of sixty learners, an unusual situation, which may have influenced the outcome of teaching and learning.

6.6 CONCLUSION

This chapter covered the overview of key findings, tentative recommendations, the potential value of the study, reflection on the research process, as well as the limitations of the study

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INTERVIEW TRANSCRIPTS

APPENDIX 2: INTERVIEW WITH THE URBAN SCHOOL TEACHER

BIOGRAPHICAL DATA

Name of teacher: Mrs. Siphon

Gender: F

Age: 52

Home language: Subiya

Number of years of teaching experience: 30

Name of school: Romeo Primary School

Type of school: Urban school

Date of interview: 6TH March 2006

Time: 15h28-16h05

Interviewer: I think we are now going to start with our interview, what I would like to assure the interviewee of is the confidentiality that is embedded in this interview. We shall not disclose any contents of the interview unless if we agree with the interviewee to disclose the contents of the said interview. This is an interview program; Rhodes University; Med-GETP; and it is basically based on two aspects; the first one being the biographical data or contextual information vis- a- vis the interviewee, the second aspect will be on perceptual questions. At some stage; answers generated from questions shall give rise to follow up questions. Alright, now, we start:

Interviewer: For how long have you been here at this school?

Mrs. Siphon: I have been here at this school for six years.

Interviewer: What are your teaching qualifications?

Mrs. Sipho: I have BETD.

Interviewer: Can you describe your own education to me?

Mrs. Sipho: As you know that my parents were staying on the island, so I started my Grade 1 in Botswana, Kasane, up to Grade 3: Std 1 in those years, so, when I was in standard 2, I came to the Mission School where I, I ..., should I continue? [Yes you may- ok], where I started with my Grade 3, in those days the school was called Payas, only girls were allowed to attend there, they were in the hostel. I stayed there for the most of my education I started my Standard 3 up to Form 2 in those days. After my Form 2 then I went for training, LPTC. I started with my LPTC in 1972, and then I completed it in 1973. I started teaching in 1974, and I started teaching at the place where I come from, which is Impalila Primary School, and that was my education, and then in the same year, 1974, in September, I was married and I was transferred to Sibbinda, where my husband was working.

Interviewer: Do you have children of your own?

Mrs. Sipho: Yes, I have.

Interviewer: How many?

Mrs. Sipho: I have seven children, 5 boys and 2 girls.

Interviewer: Good. That is the end of the first part on biographical or contextual information, now we move on to perceptual questions, these questions will be followed up, you know, by follow up questions as per the answer given to each question. Now the first question under this section is:
What method do you use to teach reading in mother tongue in Grade 1?

Mrs. Sipho: Uuuuu-[clears the throat], first of all when I start with my reading, it should be started with a story, I always tell my learners a story, which goes together with the reading, after that story, then they have to read vocabulary words, the vocabulary words come from the story. Let's say maybe that story is just

from the reading book, that reading book, so I have to check the story concerning the pictures in that reading book and then after, they have to read vocabulary words.

Interviewer: Why are vocabulary words so important when teaching a story?

Mrs. Siphon: They are so important because some of those words are inside the passage; in other words they are the difficult words which were taken from the passage or from that book, they are the first words learners should know, because they are difficult and should be explained by the teacher.

Interviewer: I see, quite interesting, but how do you explain those words to learners, now that you have sight words extracted from the story, because are too difficult and learners will not be able to read them on their own, when it comes to the explanation of words, how do you do it?

Mrs. Siphon: Let us say I have one word, I take one word from there, if that word is eat, maybe one of the learners will not know the meaning of that word, then I show by actions, when I say eat, I mean like this, (then she gives a sign of someone eating food with her right hand).

Interviewer: Emmmm- maybe let's go back again to that explanation of difficult words from the passage that learners are about to read-Emmm- don't you think it is quite important-I don't know why I am asking this, but that it is quite important when words are taken from the passage, learners themselves should first of all be invited to identify the words that they know before, you know, much support is given to them by the teacher?

Mrs. Siphon: Yes, it is very important, if you want to see that your learners know something, because there are learners who know things, so, first of all before to tell them to explain the words, you can ask them; can anyone read the word from those words which are written there? Others, if they know, they will raise up their hands and read. Okay, thank you, you have

read that word; can you go and show me that word which you have read there on the chalkboard, or on the flashcard, can you pick up the word which you have read for me? It is very important for learners to know that.

Interviewer: Thank you so much, andhmmm! Maybe again to talk a bit about the difficult words taken from the passage, I think it is also crucial to do that because we are trying to make it from the known to the unknown and through that maybe fast learners will be able to assist the slow learners, and secondly, we are exploiting positively the prior knowledge of the learners, that is the feeling I have, but must thank you very much on that one. Now, let's move on to the second question: Why have you chosen to use that method which you indicated in question 1?

Mrs. Sipho: I have chosen that method- I think it is easier for me and also for the learners, and also it is the method which is given by the Lower Primary Phase, and it is also learner centered approach, not teacher, but learner, because most of the work must be done by learners.

Interviewer: You have touched on a very important aspect of learner centered dimension of teaching and learning- Can you clarify to me what you mean by learner centered?

Mrs. Sipho: Learner centered means, the work, most of the work should be done by the learners, the teacher is only a supervisor, or only a helper is helping where there are difficulties, but most of the work should be done by learners.

Interviewer: How do you normally ensure that the learner centered paradigm will work out, because normally we divide our learners into groups , but how do we sort out these learners to ensure that learner centered education will work out?

Mrs. Sipho: Okay, it will work out because there are those fast learners, they also help those slow learners, but mostly that reading should be done according to- to be done at the teaching corner when other learners are very busy, you give

them work, they have done the reading, let's say the words, vocabulary- everything, and then you want to check the groups, those other groups will be given work to do, then you go with that group in the corner, teach them how to read, because you cannot be able to see them when they are so many, unless you teach them in groups, in groups, but you must always check your time.

Interviewer: Now, again on the issue of group work and the giving of tasks, what type of activities really do you give the other groups while you are busy with the group in the teaching corner?

Mrs. Siphso: Ok, it is very difficult for these young ones, but what should be done, the other group should be writing the words, and the other group should be reading the words, I don't know whether they can read, but those who know how to read, because there are some of them who know how to read, they can read, the others can, any work that you want to give them, but it should be from the reading, they can write words, they can write even these patterns, they are just practicing how to write while you are busy. The teacher is not to be permanent there, when you leave those at the teaching corner, you tell them- can anyone read here, if you finish another one should read and then you go there, you help those who are not at the teaching corner.

Interviewer: Good, that is quite good indeed. Now you mentioned something about the methods, I think you said one method that you use to teach reading in mother tongue. What about other methods like the phonic; like the global method; the sentence method; and others?

Mrs. Siphso: Ok, normally when you teach reading, first of all as I said, you start with a story, after telling them a story; you ask them a set of questions to see if they heard what you were telling them, after that then they read the words, those words that I have already said-the vocabulary words. After vocabulary words, then we come to the sounds, after reading vocabulary words then we

come to the sounds. Let's say I am going to use a phonic poster, we have phonic posters, on those phonic posters, there are sounds from A up to Z. So let's say my sound this week is K-(Ke)- K- that sound, so they are going to sound, after sounding that word, and the teacher also is happy that they have got this sound, then they are going to build the words from that sound, after that the teacher is going to write those words which the children are building from that sound. And then that sound is written with a different colour that indicates that that sound which we are learning today is this one written in a different colour.

Interviewer: I see, that is quite interesting; now, let's move on to the third question.

What methods did your teacher use to teach you how to read, if you can still remember them?

Mrs. Siphso: *Hmmm*, those teachers, they were writing passages, they write a passage on the chalkboard, and then, they read, after reading then they said 'now you read after me'. I don't know how to call it, maybe it was read and say method, because they were reading and we came after them.

Interviewer: Ha! Now, how did you find that type of teaching? Was it interesting, or did it have some problems, did you benefit something out of it?

Mrs. Siphso: Because it was the method which was used in those days, but learners were passing, although, maybe, we were memorizing the way the words were called, whether the teacher did not know how to call the words, we just followed what the teacher said, there was no asking questions, but we were just following whatever the teacher was doing, it was interesting, that is why I am here because of that method which the teacher was using.

Interviewer: Ha! Quite interesting. What relationship can you build between the way you were taught in the past and the way you are teaching now?

[Interruption – end of side A of the cassette]

Interviewer: Ok, I am very sorry for the interruption, maybe we should continue from the third question again.

Interviewer: What relationship can you build between the way you were taught how to read and the way you are teaching the children now how to read in Grade 1?

Mrs. Siphso: The relationship is that they read vocabulary words, we also read vocabulary words, there is a relationship because there were vocabulary words, which they called difficult words.

Interviewer: ...which they called difficult words- why is it important really to look at these difficult words, is there any importance of looking at these difficult words and explain them?

Mrs. Siphso: Yes, there is.

Interviewer: Aha! Can you explain this importance to me?

Mrs. Siphso: The importance is that the learner should know the word and its meaning, will be meaningless reading a thing which you don't know, that is why it is important to explain those difficult words to learners.

Interviewer: So, what you are saying now is that it is important to teach learners so that they learn with understanding?

Mrs. Siphso: Yes!

Interviewer: Good, now, let us move on to the fourth question. Are there any problems you encounter with the methods you currently use for teaching reading, the methods you are using now, do you have problems with them?

Mrs. Siphso: Ya, there is some problems, the only problem that I have is lack of materials, even if we have those materials which we have, we have more learners, so they have to share those less books we have, and it will be very difficult for learners to share, but in my case, I always sacrifice myself, then

I have to buy charts, and I make a lot of teaching materials so that every learner has to get something.

Interviewer: Now, are you happy about your sacrifices?

Mrs. Siphso: Yes, I am very happy because at the end of the day my learners can read.

Interviewer: What about language, the language problem?

Mrs. Siphso: The problem on language-the only problem is that they don't speak the language we are using here at school because at their homes they use different languages, so it will be very difficult when they come to school because the language we are using here will be as if it is a new thing to them, those are the difficulties on language, but as time goes on they cope up.

Interviewer: Now, let's go on to the second last question. Do you give your learners reading tasks to do at home?

Mrs. Siphso: Yes, I always give my learners tasks.

Interviewer: And if the answer is yes, what tasks, can you describe them to me?

Mrs. Siphso: Especially those who have difficulties in reading, I always give them consonants and vowels. I always put them on paper, and then I write a note at the end of the paper to let the parents help the learner. Some parents do help children, but some parents do not, maybe it is because some parents do not know how to read.

Interviewer: In a situation like that whereby you give learners some homework, other parents are not able to assist their children because of them being illiterate, how do you normally assist those ones?

Mrs. Siphso: Those ones I only tell them if they have got their brothers or sisters who attend school, then I tell them that tomorrow when you come, you must come with your brother or sister. Then I tell them –please- please-just go and help your brother or sister to read these words. Then, when they come to

school, I ask, '*my homework*'! Then they will tell me, -my brother was teaching me how to read- and then I say Ok, and then I have to see if it is true. Then I have to write the words, then they will read, then I know that okay, my homework is done, although it is not done perfectly the way I want it to be done, but as a teacher I know where to start from and where to go.

Interviewer: In a situation where one child doesn't have a brother who knows how to read or he is the elder brother and the parents cannot read, how do you assist the child?

Mrs. Siphso: It will be very difficult because of this double session, if it could be in the morning, I could take the child and do remedial teaching- but in case I always help, I will always see that that child reads.

Interviewer: You mentioned a very important concept- 'remedial teaching'. Can you explain to me what you mean by remedial teaching?

Mrs. Siphso: Remedial teaching is given to those slow learners, let's say they are not too fast to cope up with those others, when they go home, the teacher can remain, but when those learners remain, there should be a permission from the Head of Department and the principal, and also the parents should be notified, so that if the child is late, they should know that 'today my child is having remedial teaching', so the teacher and the learners, whether they are 3 or 4, they stay and then the teacher is going to teach them how to read.

Interviewer: But when these learners catch up-they-they-they read and are much better than those fast learners, they keep information longer than the fast learners- what do you think?

Mrs. Siphso: Yes.

Interviewer: Now we are moving on to the last question of our discussion According to you, how should reading be taught, your own beliefs?

Mrs. Siphoh: Silence and a burst into laughter by both of us- “Ok, reading should be taught-hmmm - we should have more materials; more work should be given to learners, the teacher should collect reading papers where there are words that learners can read; she should give them more work to read; more practice on reading.

Interviewer: And while giving more practice on reading activities, what methods really- e- are we looking at here, are we looking at general methods or do we have a specific method on how reading should be taught according to your own beliefs?

Mrs. Siphoh: (Uuu,-silence again)-Myself I believe in giving more work to learners, more reading activities, if I give them more reading activities, at the end of the day my learners will be able to read. I should also be serious with my work.

Interviewer: Are you saying that a teacher who is always serious and who is always preparing for his/her teaching will produce or have a better class in reading?

Mrs. Siphoh: Yes, if you just come and stand and say today we are going to read, no teaching aids, no whatsoever; your reading will not be a good reading.

Interviewer: Thank you very much for having been with me, I appreciate and acknowledge the fact that we have indeed had a very nice discussion, and maybe one other thing that I would like to assure you of is that we are going to bring you a transcript of this interview, so that you come and have a look at what we have discussed, if there will be omissions, you will come and add, if there will be, ee-, anything that you want to come and comment on regarding the interview, you will be more than welcome to do so, thank you very much!

Mrs. Siphoh: Thank you very much.

APPENDIX 3 (a): INTERVIEW WITH THE PERI URBAN SCHOOL TEACHER (ENGLISH)

BIOGRAPHICAL DATA

Name of teacher: Mrs. Piri

Gender: F

Age: 52

Home language: Subiya

Number of years of teaching experience: 26

Name of school: Zebra Primary School

Type of school: Peri-urban

Date of interview: 13TH March 2006

Time: 12H30

Interviewer: I am now at the peri urban school site, I am conducting an interview with the grade 1 teacher. What I would like to bring to the attention of the interviewee is that she must feel free and answer all the questions without any fear because this is just like a normal discussion, and after I have transcribed the interview, I will provide her with a copy for corrections, in case I leave out something we discussed, she will be more than free to do those corrections and attach comments. This interview has two sections, e.g. a section on biographical data of the interviewee and a section on perceptual information regarding the way reading is taught. The first question under biographical data is:

Interviewer: For how long have you been here at this school?

Mrs. Piri: I have been here for 14 years teaching Grade 1.

Interviewer: It seems you have stayed here for quite a long time! Now, have you been teaching Grade 1 since you started with your teaching career?

Mrs. Piri: In 2005, I was teaching Grade 3, but with the rise of the number of learners in Grade 1, I came back to teach Grade 1 this year.

Interviewer: Oh! Then it seems that in Grade 1 you only spent one year, didn't you?

Mrs. Piri: Yes.

Interviewer: What are your teaching qualifications?

Mrs. Piri: I have Lower Primary Teachers' Course, LPTC.

Interviewer: What did you do in LPTC that qualify you to teach Grade 1?

Mrs. Piri: We did everything pertaining the teaching of Grade 1, and because it is class teaching, we were prepared to teach all the subjects in that class.

Interviewer: What are some of the problems that you encounter in teaching all the subjects in Grade 1?

Mrs. Piri: The only problem is that one doesn't have abundant resting time; you stand the whole day until the knock off hour.

Interviewer: Do you have children of your own?

Mrs. Piri: Yes.

Interviewer: How many are they?

Mrs. Piri: They are three.

PERCEPTUAL QUESTIONS

Interviewer: Then, emmm-now we come over to section 2, how reading is taught in Grade 1 mother tongue, our mother tongue being Silozi in this regard. What methods do you use to teach reading in mother tongue?

Mrs. Piri: Here it is difficult for anyone to say that they are perfect in the way they teach reading to Grade 1 learners, because they are still young and should be started, unless to start with the things they do at home.

Interviewer: What methods do you think will work out in Grade 1 when teaching them how to read?

Mrs. Piri: Children must first know the sounds, vowel sounds, for example: a, e, i, o, and u.

Interviewer: How do you teach sounds, do you use flashcards or you write them on the chalkboard?

Mrs. Piri: It all depends, you can write the sounds on the chalkboard or on the flashcard, because what is important is for learners to see those vowels and the sounds they produce.

Interviewer: What are vowels?

Mrs. Piri: These are independent letters, for example: A, and for it to be more clear, it should have a friend for example, M plus A will be 'ma'.

Interviewer: What we are saying then is that a vowel with another letter will give rise to a syllable; isn't it?

Mrs. Piri: Yes.

Interviewer: Why have you chosen to use these methods to teach reading, do you have reasons for that?

Mrs. Piri: We want to be assured that when a learner advances to the next grade, he must know how to read, and when he comes across the word he/she did in the previous grade, he/she must recognize it.

Interviewer: Why do most of our learners advance to the Upper Primary Phase without being able to read- what is the cause of this problem?

Mrs. Piri: This is a question everyone is asking, and it has troubled the minds of many how, and people point fingers at the Lower Primary teachers. The reason for this problem is because of the readiness program that has been integrated in all the subjects. We don't spend much time on preparing the learners. Let's say there are 35 learners in the classroom, of these learners, 33 pass and only fail. I don't think the fault is with the teacher, but this has to do with the personality of the children.

Interviewer: You mentioned the readiness program; can you describe to me what it is?

Mrs. Piri: This is the program that prepares learners for formal learning, at the beginning of the year, learners are trained on how to move their fingers, write in the air writing in the sand, it prepares learners emotionally and socially.

Interviewer: Why is it important for learners to stretch their fingers?

Mrs. Piri: This is done to prepare them for formal classes where they will be required to write, to prepare them so that when they write they don't have problems, they should not have problems when they draw.

Interviewer: What methods did your teacher use to teach you how to read in Grade 1, if you still remember?

Mrs. Piri: I like that question very much, and I cannot forget these things, it is like I am still in Grade 1, although I started with my Grade 1 in 1962. Our teachers also did the same; we were told to stretch our fingers, now I have realized that what we were doing in our time were leading into what we are realizing now although they are now done differently. We used to write on the ground, in the sand.

Interviewer: Are you happy about the way you were taught how to read?

Mrs. Piri: Yes, I am satisfied/happy and I have reasons for that. One of the reasons is that at Grade 2 level, I was already able to write a letter to my parents in Katima Mulilo to buy me a pencil.

Interviewer: In other words the methods that were used in the past were much effective compared to the current ones, aren't they?

Mrs. Piri: They were very effective, and if they were not, I would have long forgotten about all these.

Interviewer: I feel that children that you teach are lucky because you can still use those methods to teach them how to read, what are your views on that one?

Mrs. Piri: Yes, although that have some limitations.

Interviewer: Are there problems you face with the method you mentioned in question 1 of this section, or are you happy about it?

Mrs. Piri: There are problems, yes, because the more the changes in reading approaches, the more the confusions will be. Despite all these, teachers should know that sounds are very important because it is where words are made from.

Interviewer: Do you have many teaching aids?

Mrs. Piri: We make our own teaching aids, if you find that the following day you are going to teach a particular topic, you make sure that you make your own teaching aids.

Interviewer: Doesn't head office provide schools with teaching aids, like phonic charts?

Mrs. Piri: Yes, we are supplied with such, but teachers still supplement on these teaching aids by making their own.

Interviewer: Do you give learners reading tasks to do at home?

Mrs. Piri: We don't regularly give homework to Grade 1 learners, but if that day we learnt about the family, we ask learners to go and find out how many they are in their family, those that were not contributing during the lesson should go and see those people in the family like father, mother, grandmother and grandfather respectively.

Interviewer: How do you help learners that didn't do the homework that you gave the previous day?

Mrs. Piri: We don't leave them just like that, you will ask him/her to tell you why he/she didn't do the homework, and urge him/her to do the homework again when she goes back home.

Interviewer: How do you teach children to read words like mother, father, as well as grandmother?

Mrs. Piri: We use pictures, you put a picture that shows that this is father, mother and grandmother, and underneath that picture you put the matching word. You put those words in a container, and this is after they have read and known the words. Then you ask them to pick those words and match each word with the relevant picture.

Interviewer: How, according to your own beliefs should reading be taught?

Mrs. Piri: We should start with what they already know from home, they should draw them, after drawing them, they should call them by their names, after calling the name, the name should be written down on the chalkboard. If the word called is 'dish', you should know how that word will be taught to learners-bring that dish for learners to see, and if it can't be brought, draw it, after that label it underneath with the word.

Interviewer: If a learner knows how to call words by sounds, will he not face problems with the spelling thereof?

Mrs. Piri: Yes, the learner will not have problems with the spelling of words because as soon as he sounds the word, he can feel the letters, e.g. *buhobe* (*porridge*), the sound 'bu' comes.

Interviewer: What problems do you find in combining the skills?

Mrs. Piri: The only problem is that things are now mixed up.

Interviewer: Thank you very much for having been with you, we worked so well and

we had a nice time, thank you.

Mrs. Piri: I am also thankful.

APPENDIX 3 (b): INTERVIEW WITH THE PERI URBAN SCHOOL TEACHER (SUBIYA).

BIOGRAPHICAL DATA

Izina lyo muruti: Mrs. Piri

Mukwame/mwanakazi: Mwanakazi

Zilimo zo ku zaalwa: 52

Mushobo wok u muzi: Subiya

Zilimo ha mutendo: 26

Izina lye chikoro: Zebra P.S

Chi wanika hi: Peri-urban school

Lusku lo ku wamboola: 13 March 2006

Inako: 12h30

Mubuzi: Ok, chi ni na he peri urban school, ni panga ma-interview ni ba muluti ba Grade 1 he peri urban school. Emmm, mi chi ni saka ku tolokela ba muluti ba ni panga interview hantu njo kuti iyi interview, tu kandeka mane ubu bantu ba kandeka feela ku muzi, kakwina chi ba swanela ku tiya kapa ku li kalilwa, mi chi twa mana ku kandeka, e, chi na ka panga transcribe niba sepisa ku ba letela i transcript ye transcription ye se ni ka panga transcribe ha a ma interview, ili kuti nabo ze balole mu na mu na siya mu se na mwa zuweka hande, ze ba pange ma comments mu ba sakila kapa mu ba wanina kuti umu tuba kandeki buti, umu buti. Cwale hantu tu tanga. I yi interview yina ma sections o bele, kwine biographical data yi ba muluti ba ni panga interview, i section ya number 2, ma perceptual questions a amana ni ku luta ku bala mwa Grade 1 mwi mother tongue. Cwale impuzo ya number 1 mwi biographical data nji yo kuti:

Mubuzi: Chimwina zilimo zongayi hantu he chinu chikolo ni mu luta Grade 1?

Mrs. Piri: Hantu he chinu chikolo ni na zilimo zi na 14 ni ni luta Grade 1.

Mubuzi: Ku boneka kuti zilimo zile ahulu, kokuti chinga mu ba tangi mu kwete mu luta feela Grade 1 kakwina chimwi chitopa chi mu ba luti?

Mrs. Piri: Last year 2005 ni bena mwa Grade 3, cwale ku bonahala kuti mwe chinu chilimo cha 2006, be na Grade 1 chi be njiha, mi ni na bola mu chitopa chi ni ba ku luta cha Grade 1. 2006 hanu ha ni wamba hanu ni na mwa Grade 1 bakeni cha bahwile ba ba bi bangi, cwale ni tangite ku luta Grade 1.

Mubuzi: Ehee, cwale ku wanika kuti mwa Grade 3 mu ba hindi feela chilimo chi mwina mwatani?

Mrs. Piri: Eni.

Mubuzi: Ma teaching qualifications enu nja ahi?

Mrs. Piri: I teaching qualification yangu ime niba hindi Lower Primary Teacher's Course, nji niba hindi.

Mubuzi: Mwa LPTC, zinzi zi kando mwatani zi mu ba ku panga mwa teni zi amana ni ku luta Grade 1?

Mrs. Piri: Nji kuti tuba ku lituta zintu zonse ku amana ni Grade 1 sina haili class teaching, tuba hindi ma course a talusa kuti zonse zintu, intuto zonse tu zi luta umo mo wo mushobo.

Mubuzi: Cwale bukabo nzi bumu wana ku ku luta intuto zonse mu chitopa umo inwe ni muli mu ba mwina?

Mrs. Piri: Bukabo bwina hateni kahena bukabo ahulu,eni, kono bukabo bwina hateni nji bo kuta kuti ku zwa ha kusasani u zimene feela, inako yi wi kala yi wola ku ba inche ahulu, nji kuti intuto zonse u zi hindilile, ku kalisa i first language, i second language mane ku ka sika ni Mathematics, kwande yo kuti u ba bike mu tukwata kwata njo wana inako yo kwi kala kono hape u si pateha ni chimwi .

Mubuzi: Mwina bana ku muzi?

Mrs. Piri: Nina bahwile eni.

Mubuzi: Bongayi?

Mrs. Piri: Botatwe.

PERCEPTUAL QUESTIONS

Mubuzi: Then, emmm-twiza kwi section ya number 2, mu ku lutilwa ku bala mwa Grade 1 mwi mother tongue, i mother tongue ili LI nji Chilwizi.

Mubuzi: Kana inzila nzi zi mu sebelisa ku luta ku bala mwa Grade 1 mwi mother tongue?

Mrs. Piri: Aho hantu ka kwina muntu yo wola ku chenga kuti wina hande nde nde ku amana ni ku luta Grade 1 ku bala, kakuli abo bantu bahwile ba hindika kuti ku ba tanga ku bala ku kala hande mi u swanela ku bona kuti lulu-luli mukwa wuna wo swanela ku hinda kuti bana bahwile ba ku zuwisise njo wuhi ku ku luta bena Grade 1 ku bala. Kwande yo ku sakisisa inzila kuti bana bahwile ku ba zwa luli, ku ba kalsa ku ba zwila ku munzi kuti u ba tanga chishobo nzi, ba swanela kwi ziba kuti ho ba luta bana bahwile bezi hande-nde kuti zi ba sumpa kuna ku muzi, ba swanela kwi ziba kuti zo swanela kwiza ku ba tangila chezo nazo.

Mubuzi: Ma methods nzi a mu bona kuti a wola ku sebeza mwa Grade 1 ku ba luta ku bala?

Mrs. Piri: Ku ba luta ku bala ku tangisa ku sakisisa ingana yo muhwile, ingana yo zu muhwile izimene hi, muhwile u swanela kwi ziba milumo yina nja swanela kwi ziba pili, u swanela kwi ziba kuti 'A' nje yihi, 'O' nje yihi, 'U', nje yihi, haiba kuti yina milumo ka tangi ku yi ziba muhwile, wizi wa chenga, kakwina hamwi mpweti a tangile kwi ziba kwande yo ku tanga ye yina milumo yi ba sumpa kuti matumanosi- ili kuti e zibe kuti O mulumo nzi u yi panga, A mulumo nzi uyi panga, nji kuti nje se njile kuti yina milumo yi za yi njila ni bashemi bayo.

Mubuzi: Mi mu luta milumo che nzila yina bule, mu yi bika ha ma flashcards kapa he chalkboard?

Mrs. Piri: Mane ku itingite, milumo yi wola ku ba ku yi nola he board, yi wola ku sebelisa ma card, u wola ku inola iyo milumo yonse iyo, kakuli ba swanela ku bona chi na chintu kuti nje chihi, ho wana kuti nji **I** ba yi bone kuti njo ywe yi, ho wamba kuti ‘O’, ba yi bone kuti njo ywe yi.

Mubuzi: Kana matumanosi manzwi e na bule?

Mrs. Piri: Matumanosi intaka zina zi na zonke, ‘A’ mu ibone kuti yina yonke, cwale kuti yi ka zuweke hande, kwande yo ku yi lolela mwayo, mu yi kalile ‘M’ ku yi kopanya ni ‘A’ chili ‘ma’.

Mubuzi: Cwale in other words matumanosi ma vowels, cwale ha eza ku ba ni mulikani chili ma syllables, kapa?

Mrs. Piri: Eni.

Mubuzi: Cwale ha mu sebelisa iyi method yi mwa wamba mwa Number 1 muna chinzi, mabaka a mwina nao nja ahi?

Mrs. Piri: Mabaka atwina nao tu saka ku li kolwisisa kuti muhwile ha sika ku mamanihikizo a chitopa china che ziba hande nde kuti ni ha yaku chitopa chimwi ha ka tulukila li na linzwi chi wizi hande nde kuti kwiza ku sika wi ziba kuti, wuna mulumo nji “O”, yina nji ‘ma’, chingi ku tangilanga izo zintu.

Mubuzi: Kanti chinzi bahwile betu mu zikolo zimwi ha ba wola ku zwa mwa Lower Primary ku ka sika mwa Upper Primary ni ba sezi ku bala, mulandu njo wuhi?

Mrs. Piri: Aho hantu iyo mpuzo i bwenekete kuti chi ya buzwa ahulu hulu, ende chi ya kopanelwa ahulu hulu mi chi ya boneka kuti i kateze bantu, ba kwete ba tondeka minwe kwetu tu luta ba na bahiwe ba matangilo. Bukabo bu wola ku wanika ibaka Iye readiness program yi sa si kwina ahulu. Cwale tu wambe kuti hana i readiness program ha i ba sina kwateni, ku bena u bo bukabo bo kuti muhwile u wola ku ka zwa mwa Grade 1 ku ka sika mwa Grade 5 ke zi ku bala? Tu wambe kuti mifutafuta ya boko bwa bahwile, kakuli tu wambe kuti mu kati ka bahwile bena 35, hamwi mumu wane kuti ku ka pasa 33, yi na

2 ya shaala, kahena kuti bufokoli bwa muluti, bufokoli bwa kuta kuti naye zu na muhwile kwina mwa ba bumbilwa, kakuli muluti naye mwa like inzila zonse, chinzi ha ku ba pasi bana bahwile, ha ku ba shali bana bo bele? Ha hana hena impuzo, ka hena kuti ku saka kwa muluti kuti bahwile ba shale, kapa ku saka ko zuna mwane chikolo, naye u kweto lika, hamwi naye zuna muluti ku amana na bana bahwile bo bele, mwa tumine inusa ku bashemi kuti'ha mwize mu ni bonise' ko zu mwanenu, china lika inzila zones kono ku palite. Hamwi mwa wane intuso ku bashemi yo kuti uzu muhwile naswe ku munzi ku twina ku mu wambila kwina manzwi a hwelisa ku wonda, hamwi ku mu tuma kasuba, u ka chinchansa, u ka leta chi sali njo cho kasuba. Cwale ku shaala kwa bahwile initi mu ba tondeke swe minwe, kono hamwi chintu cha pepetwe nacho muhwile, kono haili ku luta tu lika.

Mubuzi: Mwa panga mention i readiness program aha, ha mu like ku ni tolokela kuti I readiness program chinzi, i program yo mushobo nzi?

Mrs. Piri: I readiness program yina nje yina yita kuti ku tangila muhwile haiba u ka zwa kwi bele kuna, cha kwanisa china chilimo cho bu 6 china, na seni kwi njila mu matatekelo e ntuto zonse,mpu ba swanela ku li tuta kuti minwe yakwe, miyendisezo ye minwe, miyendisezo ye zilama zo mubili zina zonse, ku shilooka, ku penda, upenda buti, u kwata buti chipendiso, na seni ku sika he mpotoloto, kanti chipendiso u chi kwata buti, mwi kalilo wa kwe, wi kala buti, u penda buti he pepa, u yendisa bule menso akwe ana, mane mu ka sike he zine viki zonse, ka mu bone kuti chi be ziba ku penda. Kwina zi bata kuti 'sikwenda', u chi swanisa buti zuna muhwile? Haiba cho hinda mapepa ana, ka mu bone kuti bamwi ba si pala kwande yo ku lika. Readiness program i tiiza mane ni ku manisa lyowa ku muhwile. Kwina bana bahwile bati nanga mu ni kwate kwi yanza buti keti ni wole ku nola, kono mo like ahulu kakuti kwine ndaba iti kanzi u mu noleli kono u mu lute kuti iye a nole china chintu.

Mubuzi: Cwale butokwa bo ku wambila bahwile kuti ba yendise minwe yabo njo buhi?

Mrs. Piri: Ku nolofaza minwe ya bahwile ili kuti hetu ba nola hana, misinga yakwe yina ke nzi yibi ni bukabo, yibe mihuba huba huba ili kuti ni ha ka kwata impotoloto ku siye ku ba ni bukabo, ha dirowa kapa ku swanisa a wane kuti mu line wuna wa swanisa haiba kuti u tandabala feela kanji a wani bukabo ku ku swanisa muna.

Mubuzi: Che nzila yimwi bahwile ba wambilwanga kuti ba pange stretch minwe yabo ili kuti kanzi ba wani bukabo ku ku nola.

Mubuzi: Ba muluti ba ba ku mi luta ku bala mwa Grade 1 ba ba ku sebelisanga ma methods nzi?

Mrs. Piri: Iyo ni yi tabela ahulu, ni ku zi zibala ka ni zi zibali, mane ubu nji ni tanga Grade 1 ni haike niba tangi Grade 1 ka 1962, cwale ha ni tanga ba ba ku tu tangila nji hona ho hansi, ba ba ku tu tanga cho ku putanga minwe, nitu panga bo bulyo sina tu li zukutula menzi. Cwale hanu chi na lemuha kuti kanti chingi ba ba ku tu panga buti, nji zona izi zi chi ziza ni haike hanu chi tu zi panga mu nzila yingi. Tuba ku nola luli hansi ku zimbulusa, ku zwa hateni a ba li matapa ana a siha ana, tuba li ku gwalola gwalola nitu gwalola ha matapa ana a siha, nitu nola nola mwibu, nitu bumba ni nombe zina, kanti zina zonse zi ba ku leta kuti minwe yetu ni mayanza zi hubahale.

Mubuzi: Ha mu lola inzila mumu ba ku li tutila ku bala, mu li kolisiswa nazo kapa bule?

Mrs. Piri: Ni zumina kuti ni li kolisiswa nazo kakuli ni na mabaka ha ni wamba bulyo. Ime, inolo luli ha ni sika mwa Grade 2 (Std B) chi nizi ku nola inolo, ni nolela be na kunu – ba sebeza kunu kwa Ngweze, ‘ni kumbila kuti mu ni wulile kwateni impotoloto, ka ni sina chinoliso’.

Mubuzi: Cwale in other words milutilo ya kale yi ba kolete compared kwe yinu ya suunu?

Mrs. Piri: Yi ba kolete, kambe kena yi ba kolete bunata bonse kambe ka tu si zi hupuli.

Mubuzi: Cwale ni wana kuti bahwile ba lutwa kwenu be na ma luck, kakuli mu si wola ku ba luta cho ku ya buti mumu ba lutilwa, kapa?

Mrs. Piri: Eni, ni haike chi zi kaniswa.

Mubuzi: Kana kwina bukabo bumu wana ku ku sebelisa i method yina yi mwa wamba mwa namba 1 kamba yi shiyeme?

Mrs. Piri: Kwina bukabo kakuli zintu mu zi chincheza mu zi li kopelela, kono ni ha zi li kopela, kwande yo kwi ziba kuti milumo ya butokwa, nji ha pangitwe zonse zintu.

Mubuzi: Kana mwina ma teaching aids ahulu?

Mrs. Piri: Ma teaching aids a ku li pangila , ho wana kuti izona ni za ku lute chi, u wola ku kosola- kosola.

Mubuzi: Kana i government ka yi mi pangi provide ni ma teaching aids, sin a mu ekalile ma charts a ma-phonics?

Mrs. Piri: E milumo ku ena, kono muluti u swanela ku li pangila.

Mubuzi: Kana kwine nako zi mu hanga ma homework o ku bala ku bana benu?

Mrs. Piri: Ka hanata ahulu ku ha bena Grade 1 ma- homework, kono haiba twa lituta za lubasi, u sawnela kwi ziba kuti u baha buti: Chi mwa ka sika hanu uka bone kuti mu bongayi. Bana sa ka basa hi inkalabo sa ka ha ku wambwa za me, tate, kuku, u ba wambila kuti ba ka ba bone abo bantu chi ba ka sika ku muzi.

Mubuzi: Cwale haiba mwa ha I homework, ha lizwe zuba kena ba ka sebeza, mu ba chita bule?

Mrs. Piri: Haiba kakwina cha ka sebeza, ketu mu siye feela, mo te kuti bulyo mu sena wa ka sebeza, ka nzi u bileli, ku lukite. Mo mu buze kuti ‘chinzi ha se na wa ka sebeza?’ Kono ni saka kuti ni suunu u ka sebeze- wa bona bamwako mu ba pangila, nji kuti ha lizwa naye mwa ke zibe.

Mubuzi: Cwale a a manzwi sina tate, mama, kuku, mu a luta bule kuti be zibe ku a bala?

Mrs. Piri: U bika chiswaniso chi bonisa kuti uzu muntu mukulwana, kmt, kuku. Ku mamananikizo e china chiswaniso cwale njo bika manzwi. Ha ba mana ku bala ao manzwi, u a fupika, ni ku ba wambila kuti ze batole manzwi, mi wa tola ha tola li na linzwi u li balila ba mwakwe ni ku ka li mamika ha chiswaniso ha li swanela, *kmt*, kuku.

Mubuzi: Cwale bahwile ba lyangana, ka mwine nako yi mu ba kalihilanga?

Mrs. Piri: Tu kaliha, cwale kapilipili u ba buza kuti- ‘kwa hae ha ba halifingi kappa ka ba kalihingi bashemi benu?’ Mu ba wambe kuti ba kalihanga, cwale ha ba mana ku kaliha ba tinzi? U zu u zimike yanza: Ime mane ba ni damanga, u zu uti infaindi, ime bandanda chibbakala. Cwale kun u ha ni mi kalihila mu bilela? Nee, ka tu bileli, cwale aho chi ba ba ni ntabo. Zuna u wa kalihila u mu wambila kuti ha na ku kalihila ni ku saka kuti wi zibe, cwale uli zuwe hande kanzi u bileli, ni ku saka.

Mubuzi: Cwale mu li kalile linzwi-*kuku*- mu li luta bule ili kuti ba li zuwisise hande?

Mrs. Piri: Mane ha lyo linzwi mu ba li tute hateni intake yi li zimanine hane, milumo yi li zimanine hana, mu ba li tute hateni zibaka zi na zi shaala. Kuku yi kauhanywa hakati aho ili kuti be zibe kuti iyi nji ku yonke, aha tu wola ku bika ka dash (-) ha kati, cwale ha tu zi kopanya, mu yibe nji kuku, hape ha milumo, mu wola ku ba luta milumo, kmt, kana chinzi chi panga uwo mulumo? Zumwi mwati- inkuku, katowa, chihungu, mane ku ka sika ku ku peletela.

Mubuzi: Kambe njenwe, ku bala ku swanelwa ku lutwa bule mwa Grade 1- (your own beliefs)?

Mrs. Piri: Ku bala ku bahwile kwande yo ku ba tangiza ze zina zi bezi zo ku muzi, mane ba zi swanise, mane ba zi sumpe ha ba mana ku zi swanisa, ha mana ku chi sumpa lina linzwi, mu li nole lina linzwi hana, haiba nji mukeke ya sumpa, mu swanela kwi ziba kuti ilyo linzwi mum u li lute buti. Haiba kasuba kena hafwihi, ka keze beze ba ka bone, haiba ka ka waniki, mu ka swanise, ba bone

kuti nji ‘mukeke’ u wu. Ha mu mana ku ka swanisa, then, nji kwiza linzwi mwikonde lye chiswaniso.

Mubuzi: Kana haiba muhwile u wola ku sumpa linzwi cha mulumo, kana ke te a be ni problem ku ku peletela lina linzwi?

Mrs. Piri: Ke te a be ni bukabo, kakuli u si bona feela haiba u saka ku sumpa kuti buhobe, u ka zuwa mulumo uwo, kmt, bu..

Mubuzi: Bukabo nzi bum u wana ku panga combine ma skills?

Mrs. Piri: Bukabo nji kuti zintu chi zi kopene kopene.

Mubuzi: Ba muluti, na li tumela ku ba nanwe, twa sebeza hande, na li tumela.

Mrs. Piri: Twa li tumela naswe.

APPENDIX 4: INTERVIEW WITH THE RURAL SCHOOL TEACHER

BIOGRAPHICAL DATA

Name of teacher: Mrs. Lena

Gender: Female

Age: 44 years

Home language/s: Subiya and Silozi.

Number of years of teaching experience: 27 years.

Name of school:

Type of school: Rural

Date of interview: 20TH March 2006

Time: 13:40-14:30

Interviewer: This is a recording program of the interview. I am now at the rural school. I am going to interview a Grade 1 teacher and what I would like to tell the Grade 1 teacher I am going to interview is that I am going to provide her with the transcript of this interview for corrections. I might leave out something during the transcription process and she is more than welcome to give some comments as far as the left out information is concerned. This interview consists of two parts or sections. We have a section on biographical data or contextual information regarding the Grade 1 teacher. Secondly, we are going to look at the perceptual information. The perceptual section consists of questions with regard to how the teaching of reading in Grade 1 mother tongue is done. Now we start with the first part of the interview, and maybe before I start with the first part, I would like to urge the interviewee to be free, to feel at home and give me as much information as she can. The first question under contextual data or contextual information is:

Interviewer: For how long have you been here at this school?

Mrs. Lena: I have 11 years now at this school.

Interviewer: Can you tell me a bit about this school?

Mrs. Lena: The school is big; it is big because of the number of learners here at this school. We have 519 learners from Grade 1-7.

Interviewer: How do you feel about this enrolment? Is it not too big for the number of members of staff that are here?

Mrs. Lena: I think it is too big for the number of the staff because we still need 4 teachers to help us.

Interviewer: How many learners do you have in your class?

Mrs. Lena: I have 31 learners. .

Interviewer: How do you find teaching 31 learners in Grade 1?

Mrs. Lena: Is good teaching them because they are not shy, they want the teacher to be friendly with/to them, and if you are friendly with them they will not be afraid.

Interviewer: What kind of cooperation do you get from your learners?

Mrs. Lena: If you give instructions in the correct way, they cooperate very well.

Interviewer: You mentioned that 'if you instruct them in the right way', what do you mean by this?

Mrs. Lena: This means that when I tell them, read that word or letter, they read the letter correctly the way I instructed them.

Interviewer: What are your teaching qualifications that allow you to teach Grade 1 at the school where you are?

Mrs. Lena: I have ECP as well as BETD.

Interviewer: It is quite interesting; you mentioned the two acronyms ECP and BETD.

What exactly do you mean by ECP?

Mrs. Lena: ECP is Education Certificate Primary.

Interviewer: What about BETD?

Mrs. Lena: I have forgotten about it- laughing.

Interviewer: I think BETD stands for Basic Education Teacher Diploma.

As you went through the BETD, what was your specialization?

Mrs. Lena: I specialized in the Lower Primary Phase.

Interviewer: Good, maybe let's go back again to your academic qualifications. Apart from your teaching qualifications, can you describe to me your own education?

Mrs. Lena: I have a senior certificate which is Grade 12.

Interviewer: What do you think is the difference between ECP and BETD?

Mrs. Lena: ECP is not for Lower Primary, is for senior primary, i.e. Grades 4-7, but BETD covers the Lower Primary Phase level as well.

Interviewer: Are you having children of your own at home?

Mrs. Lena: I have plenty of children.

Interviewer: How many are they?

Mrs. Lena: Seven children and one grandson.

Interviewer: One grandson? What pleasure do you have in a grandson?

Mrs. Lena: The pleasure is that I don't have a baby boy, only girls.

Interviewer: Now we come to the second part of this interview, we have been looking at the biographical data or contextual information and now we move on to the second phase which is:

PERCEPTUAL INFORMATION

Interviewer: What methods do you use to teach reading in mother tongue?

Mrs. Lena: First of all I use picture and word method.

Interviewer: Can you describe to me how you use this method?

Mrs. Lena: First of all I put a picture on the chalkboard, and then I will put the word underneath the picture, for example, the picture of a man, I will paste the picture of a man and then I will paste the word underneath it .

Interviewer: Why do you think that method is important?

Mrs. Lena: Because the learner can catch up easily.

Interviewer: What about the sounding of words; are you not using that method?

Mrs. Lena: In our mother tongue, we first deal with vowels, and then consonants, letters, build words from consonants and vowels. We have soft and hard sound vowels but those apply to second language, but in first language they must know the vowels first.

Interviewer: You mentioned hard and soft sound vowels, can you describe to me what you mean by these two dimensions?

Mrs. Lena: Soft sound vowels, especially in second language, you concentrate on vowels, e.g. a, e, i, but 'o' is turned into 'u' and 'u' - is now a short sound. Hard sound vowels are letter sounds, e.g. a, b, c, d, e, f, etc.

Interviewer: It seems as if among the methods you mentioned to me now there is the look and say method isn't it?

Mrs. Lena: Yes, that is the picture method. They can look at the picture and say the word, which is why I said that I am going to use the picture and words also.

Interviewer: When I look around in your class, I can see a lot of teaching aids, how do you manage to make them?

Mrs. Lena: I make these because I want my learners to read both in first and second language.

Interviewer: Do you get teaching aids from the Ministry?

Mrs. Lena: Yes, we do, the one you see there is from Nampep.

Interviewer: How effective are these teaching aids, do they really help your learners to read?

Mrs. Lena: Yes, because I find that my learners can catch up very well, like for example: from that 'a', I can make a picture of an 'ant' so that I teach them the 'a' sound as in 'ant'.

Interviewer: You mentioned the method of using pictures, why have you chosen to use this method?

Mrs. Lena: I chose this method because Grade 1's should see and touch.

Interviewer: How will that help learners to read?

Mrs. Lena: Because they will touch and see the letters, they can compare letters made out of plastic with those on the chart.

Interviewer: Apart from the method where you use pictures, is there no other method you use to teach reading in Grade 1?

Mrs. Lena: There are plenty of methods, e.g. pair method, group work method, role play, games and jigsaw. You can put loose letters here and ask learners to form or build the word mother from such letters, and learners will enjoy doing that.

Interviewer: You mentioned something like role play, how do you teach reading through this method?

Mrs. Lena: For example, I will take my family- e.g. you are the father today, mother, girl, boy and baby. Then I write words on flashcards like father, mother, boy, girl and baby. I will also make a rhyme from that and role play it.

Interviewer: What in your opinion is a rhyme?

Mrs. Lena: Is same like a song, e.g. Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, etc.

Interviewer: How do you use a rhyme to teach your learners how to read?

Mrs. Lena: I teach them the main words of the rhyme.

Interviewer: What methods did your teacher use to teach you how to read?

Mrs. Lena: Teachers used the teacher centered approach, which was quite beautiful because the teacher talked too much. I still remember a rhyme which I will never forget in Grade 1, e.g. the months of the year.

Interviewer: Why don't you forget this rhyme?

Mrs. Lena: Because it penetrated into me, was quite interesting, and we were forced to do it through corporal punishment.

Interviewer: What are your feelings on corporal punishment?

Mrs. Lena: They were right to phase it out, it was not good.

Interviewer: What is the difference between a teacher centered and a learner centered class?

Mrs. Lena: In a teacher centered class, the teacher dominates the discussions, and in a learner centered class, you give learners different activities, the teacher only facilitates and monitors the entire learning situation.

Interviewer: Let's assume you are teaching a reading lesson to your class and you decide to divide your class into groups, as for example, one group becomes the teaching group, while the other groups are given different activities. Now, what type of activities will you give these groups?

Mrs. Lena: If I am teaching about my family for example, on Monday, it will be whole class, on Tuesday, again whole class, on Wednesday, one group will draw the picture of one of the family members, another group will read the words, e.g. mother, father, baby, boy, girl, etc, and another group will put words in sentences.

Interviewer: You indicated that one group will look at words, e.g. mother, father, etc, but why particularly words from 'my family'?

Mrs. Lena: In order to see whether or not they can read those words in preparation for the teaching session in the teaching group.

Interviewer: Were you happy about the way you were taught how to read in the past?

Mrs. Lena: I was happy yes, despite the punishment that was inflicted on us.

Interviewer: Are there any problems you encounter with the methods you use to teach reading?

Mrs. Lena: In the beginning it was difficult because learners were very slow in catching up, but with the passage of time, they seem to do well, and it is on this basis that I say I am quite happy.

Interviewer: But what did you do to make them catch up?

Mrs. Lena: You repeat the work you did with those learners, identify learners with problems, prepare food for them and around 3 o'clock, sit with them and teach them the vowels and alphabets as well as consonants and word building.

Interviewer: Since you have been doing that for quite some time now, are your learners happy about it?

Mrs. Lena: Yes, because I give them food to eat.

Interviewer: How do you assess them in Grade 1?

Mrs. Lena: When I assess their reading in term 1, I don't give them 5/5, but 3/5, term 2, 4/5 and term 3- 5/5, because now I know that they are progressing.

Interviewer: A child who cannot read deserves nothing and now you say you give him one out of five, why don't you give him zero?

Mrs. Lena: He cannot be given a zero over five because he was present in class.

Interviewer: I am still worried about the 3/5 even if that child reads well. Why don't you give him 5/5?

Mrs. Lena: I want my learner to progress more.

Interviewer: Do you think that there is one appropriate method Grade 1 teachers can use to teach reading?

Mrs. Lena: Yes, phonics, if learners can know phonic sounds they will read easily.

Interviewer: Are you telling me now that if a learner knows how to phonically pronounce a word, he will not have problems in spelling that word?

Mrs. Lena: Yes, I have a child here in the next grade who is an example, she does very well.

Interviewer: Do you give your learners reading tasks to do at home?

Mrs. Lena: Yes, always I give them reading tasks, e.g. the vowels- go home, ask your sisters and elder brothers, mother or grandmother. I mix the vowels and ask learners to put them in the correct order.

Interviewer: What if the learner's parents are illiterate, how will they assist their child in doing the homework?

Mrs. Lena: They can call another neighbor, or child in the next grade to assist the child or can bring the child to me and tell me about their illiteracy problem and I will assist the child with pride.

Interviewer: How do you normally help learners who come to school the following day with their homework undone?

Mrs. Lena: I sit down with them, and show them where they have problems.

Interviewer: How according to your own beliefs should reading be taught?

Mrs. Lena: Should be taught by using the phonic method, and if they know how to pronounce words in phonics, they will read with ease.

Interviewer: What other method or strategy, from your own beliefs, can we use to teach reading?

Mrs. Lena: Should start with vowels, if a learner knows how to read and write and spell vowels, should also know alphabets very well. I see this as the right medicine for reading.

Interviewer: End of the interview.

APPENDIX 5 (a): PILOT INTERVIEW (SUBIYA VERSION)

BIOGRAPHICAL DATA

Izina lyo muluti: Nna . X

Mukwame kapa mwanakazi: Mwanakazi

Zilimo: 34

Mushobo wa wamba ku muzi: Chisubiya

Zilimo ze na nazo mu buluti: 9

Izina lye chikoro: Siyabonga P.S.

Chikolo nzi: Cho mwi toropo

Inako yo ku tangisa: 13h27 and ended at 13h40.

Mubuzi: Iyi i pilot study ya ma interview questions, Med-GETP, Rhodes University. Mu tu tange ku lola kwi biographical information, then twiza ku ma- perceptual questions. Ke se tu hinde inako inde ahulu kakuli tu panga feela pilot, mi mu na musa zuweki mu tu like ku cinchulula mwateni.

Chi mwina zilimo zongayi ha chikolo ha mu luta?

Nna. X: Chi nina zilimo zi na 4.

Mubuzi: Ee, mwi na “ma- teaching qualifications” nzi a mi zuminina ku luta mwi grade mumu luta ha chikolo chenu?

Nna. X: Ni na BETD mi niba pangi Lower Primary mwateni.

Mubuzi: Ka mu like ku panga “describe” iyi qualification yi mu kwete.

Nna. X: BETD! Ha! mi mu ni yi toloke ku tinzi?-Basic-hi- Basic Education Teaching Diploma, mi niba pangi “specialize” mwa Lower Primary, Grades 1-4.

Mubuzi: Kana mwina bana?

Nna. X: Eni.

Mubuzi: Bongayi?

Nna. X: Bo tatwe.

PERCEPTUAL QUESTIONS

Mubuzi: Cwale hanu tu shetumuka twiza ku ma perceptual questions a amana ni ku luta ku bala mwa grade 1 kakuli grade 1 nji mutomo we tuto mi haiba bahwile kena ba wana hande mutomo mwa grade 1 ba wana bukabo bo ku bala mu zitopa zi na ha busu. Kana mu sebelisa inzila nzi ku luta bahwile ku bala mwa grade 1?

Nna. X: Ni sebelisanga ku panga “tu-card”, so ni ku ba nolela hateni manzwi, kmt, ku ba nolela hateni manzwi a swana sina a; e; i; o; u. – ku tu mamika, bahwile ba bona kuti iyi nji a; then after that u ba luta ku panga manzwi ha milumo aho mu kwi kalile ha “a”, mane mwendi ba chite “aa”, ku ya bo bulyo.

Mubuzi: Cwale haiba mu bona kuti ha mu mana ku ba luta iyo milumo(ma –phonics) ka ba wondi, mu panganga bule?

Nna. X: Aho bana ba sa wondi ili ku wana inako yo ku ba luta nabo, kappa mu kwi kalile milumo u panga hateni manzwi kapa ma- picture kuti ba bone kuti haiba nji mama ba bone chiswaniso cha mama ili kuti ba kwate kapili.

Mubuzi: Butokwa bumu bona ku sebelisa iyo i “method”ku ku luta ku bala mwa grade 1, butokwa nzi?

Nna. X: Ya butokwa kakuli ba bala chi ba bwene, instead yo ku panga feela recite ba bala chi ba bwene, mi ni haiba kuti chi be ziba iyo nchiti, ni haiba ma cards a mamikitwa mwi kilasi ba wola kwi ziba kuti iyi nji “a”, yina nji “ma”, yina nji ‘ta’, yina njeni.

Mubuzi: Ba muluti ba ba ku mi luta ku bala mwa Grade 1, ma methods nzi a baba ku sebelisanga?

Nna. X: I memory yateni chi yi ba hiti- kono ku swana feela bo buti mu tu si lutila ni nako yinu, nabo ba ba ku tu luta bo bulyo milumo, kwi ziba “ma- phonics

first”, nji mu ke ziba ku bala manzwi mane mu ka bale ni ku mbuka, nabo ba ba ku sebelisa bo bulyo ku panga tu “ma-cards” kuti twi zibe.

Mubuzi: Cwale ha mu lola mu ba ba ku mi lutila ni mum u lutila inwe ma phonics, ku swana kapa ka ku swani?

Nna. X: Ishutano ku yina kakuli I education ye yinu inako ka yi si swani ahulu sin a nje yina, ni haiba hanu naswe tu hanelela ku bola mo muna, kono kuti mu yi chilile bahwile ka be zibi, kakuli hamwi chi ba hambilizwa feela ku bala manzwi niba seni kwi ziba ma phonics”.

Mubuzi: Mu li zuwa hande ku sebelisa ma-phonics, kwina I problem yimwi yi mu bona hateni?

Nna.X: Ma phonics ena hande kakuli a luta muntu kwi ziba ku bala, e na “right”, kakuli usi ziba feela ma-phonics ana, wana buhuba ku ku bala.

Mubuzi: Kwina ma-problems a mu wana ku amana ni ma- methods a mu sebelisa ku luta ku bala?

Nna. X: Ma problems ku ena, bamwi bahwile ba bala ku zwa kwa right ku ya kwa left, kwande yo ku bala ku zwa kwa “left” ku ya kwa right.

Mubuzi: Cwale mwi situation yow o mushobo ha mu bona bahwile ba bala from right to left, mu ba tusanga bule”?

Nna. X: Kwande yo ku ba tondeza kuti umu pangila i card, u mu tulila, u mu tondeza kuti uku nji kwa right mi uku nji kwa left, mi u swanela ku tangila ku bala kwa left ka kuya ca mayanza abo, esi bena mayanza, left ni right, u ba tondeza kuti ho bala u zwisa uku mi uyo uku, instead yo ku bola mu masule, then muhwile u wola ku kwata kapili..

Mubuzi: Ka na mu hanga bahwile misebezi yo ku ka sebeza ku munzi?

Nna.X: Eni.

Mubuzi: Misebezi nzi, I swana sina nje yihi?

Nna. X: Misebezi ya ma-phonics kuti ba ka a bale ku muzi, kapa ma-phonics kuti ba ka pange hateni manzwi, mu kwi kalile ta, ba ka chite inzwi hateni, ni ha basa noli, kakuli mwa Grade 1 ku kukutu ahulu kuti ba ka nole nzwi, hamwi ni haiba ku ka swanisa feela mu kwi kalile “tate”, ba ka swanise chiswaniso chi kola sina nji ca tate, nji ma“homework” a tuba hanga awo.

Mubuzi: Haiba muhwile kena ka sebeza kappa ku panga I homework kakuli bashemi bakwe ka ba woli ku mu tusa cho ku se ziba ku bala, mu panga nga bule?

Nna. X: U mu tusa mi ko mu kalihili mwi nako ya remedial teaching.

Mubuzi: Inwe mum u bonena, bahwile ba swanela ku lutwa bule ku bala?

Nna. X: Bahwile ba swanela ku lutwa ku bala ka kwi ziba bo bulyo ma-phonics, ni bona kuti nga butokwa ahulu ku bahwile, muhwile u si ziba ma-phonics, ku mu hubahalila ku bala, mi chili indaba yi tu bwene mwa Grade, kuti bamwi ho ba luta bana ba kwata kapili ka mu wane kuti imbuka yihi ne yihi u wola ku bala, ni kwa sa bali hande-nde-nde, mwa ka bu peletela bo bulyo ka kwi ziba ma-phonics.

Mubuzi: Cwale haiba kuti mwaha linzwi, kappa mwa nola manzwi mwa a bika he chart, kapa he chalkboard, mu buza bahwile , yo wola ku panga identify linzwi kwa ana manzwi e na hana njeni, then abo ka ba mi tabi, ku bonisa kuti ka bezi, mu ba panganga bule?”

Nna. X: Aho kwande yo ku bola hape ku matangilo, ken a ba kwata ma phonics, milumo, kwande yo ku bola ku luta zina, kamba ku panga ma picture ni manzwi kuti be zibe, haiba zilyo, u bika ni linzwi li yendelela ni picture yina, then after some days cho bika feela linzwi u bone kappa chi ba be zibi ku bala, u zwise kwateni ma pictures kakuli bamwi ba wola ku bala feela ma pictures linzwi ni ba sa lizi.

Mubuzi: Kana ku luta bahwile ku bala mwi textbook ko butokwa kapa bule?

Nna. X: Kena ko butokwa ahulu, konji haiba I comprehension, mi ba swanela kwi taba impuzo hateni.

Mubuzi: Twa li tumela ahulu bamuluti.

APPENDIX 5 (b): PILOT INTERVIEW (ENGLISH VERSION)

BIOGRAPHICAL DATA

Name of teacher: Mrs. X

Gender: Female

Age: 34 Years old

Home language: Subiya

Number of years of teaching experience: 9 Years

Name of School: Siyabonga P.S.

Type of School: Urban

Interviewer: For how long have you been here at this school?

Mrs. X: I have been here for four years now.

Interviewer: What are your teaching qualifications; can you describe it to me?

Mrs. X: BETD, ha! How will I explain it? My qualification is BETD, which is Basic Education Teaching Diploma and I specialized in Lower Primary.

Interviewer: Do you have children of your own? How many?

Mrs. X: Yes, I do, they are three.

Interviewer: I asked the above question (see the three stars) because I feel teachers who have their own children at home will have little problems with small children at school, because they are used to working with them right from their homes.

PERCEPTUAL QUESTIONS

Interviewer: Now we come down to the second section of our interview and this is the section on perceptions about reading.

Mrs. X: What methods do you use to teach reading in mother tongue?

Interviewer: I make and use word cards and I write on these word cards, words such as a, e, i, o, u, then I paste the word cards on the chalkboard, then learners will see that this is an “a”, after that I teach them how to construct words from these sounds, like for example “a”-children will construct the word “aa” and so on. What do you normally do if learners still have a reading problem even after you have taught those sounds?

Mrs. X: I find time to assist them more especially during remedial classes.

Interviewer: Why have you chosen to use these methods?

Mrs. X: It is important because children read what they see, instead of subjectively reciting what they do not see, and after they have mastered the vowels, they will be able to read words pasted in the classroom, and will identify that this is an “a”, this is “ma”, t is “ta”, etc?

Interviewer: What methods did your teacher use to teach you how to read in grade 1, if you can still remember?

Mrs. X: Oh! My memory of that is gone, but if I can recall properly, they used the same methods as we are using today, that of phonics, because they taught us sounds.

Interviewer: Is there any difference between the ways you teach reading today and how you were taught how to read?

Mrs. X: Of course; the difference is there because the education systems are different.

Interviewer: How do you feel about these methods?

Mrs. X: Phonics is good, because they teach one how to read, they are okay because once you know phonics, you find it easier to read.

Interviewer: Are there any problems you encounter with the methods you currently use for teaching reading?

Mrs. X: Of course, I encounter problems, some of the children read from right to left instead of reading from left to right.

Interviewer: In a situation where learners read from right to left, how do you assist?

Mrs. X: I patiently show them where they have difficulties; I prepare some word cards for them; put the card in front of the learner, and show him/her the right and left sides of the card, and the side from where he/she should start reading.

Interviewer: Do you give your learners reading tasks to do at home?

Mrs. X: Yes, I do.

Interviewer: What tasks do you give them, can you describe them to me?

Mrs. X: I normally give them reading tasks on phonics as well as constructing words on these phonic sounds, e.g. ta, they should construct a word like tate (father), sometimes I ask them to draw a picture of tate (father), so that they know what it means

Interviewer: What do you normally do if a learner did not do his/her homework due to that his /her parents are illiterate and could not assist him/her?

Mrs. X: I normally find time to assist them, more especially during remedial teaching.

Interviewer: How, according to your own beliefs should reading taught?

Mrs. X: Children should be taught the phonics, they should know the because of their importance and because a child who knows phonics finds it easier to read. We

have realized this issue as teachers that learners who know phonics are able to read with ease from any book.

Interviewer: If you write a word on the chalkboard and learners can still not read the words, how do you help them?

Mrs. X: I go back to phonics and teach them sounds because this is a good sign of them not having understood the phonics, then match words with pictures, so as to enable them to know exactly what the word is.

Interviewer: Is it important to teach reading from the textbook?

Mrs. X: It is not that important unless if it is a comprehension and learners are expected to answer questions based on the reading.

Interviewer: Thank you very much madam, I enjoyed your company, thank you.

APPENDIX 6 (a): LESSON OBSERVATION SHEET

LESSON 1: URBAN SCHOOL TEACHER.

Student: Nzwala Kenneth	School: Romeo P.S	Date: 8 March 2006
Class: Grade 1B	Number of pupils: 30 + 30= 60	Length of lesson: 80 minutes
Lesson topic: <i>Za mikiti /</i> Birthday Parties		

Note: This class had sixty learners and the figure was so high because of the imported class whose teacher was leave.

Time	Description of lesson/Field notes	Learner activities	Areas seeking clarification	Stimulated recall
13h45	<p><i>Ha mu yeme, mu opele kapina, kapina ki 'Ba bas a keni sikolo ba ikawisa, lu na lwa ikola zende'.</i></p> <p><i>Teacher tells learners to stand up and sing a song which says, "Those who do not come to school loose out a lot, because we</i></p>	<p><i>Banana ba yema ni ku opela kapina kao.</i></p> <p><i>Learners stand up and sing the song</i></p>		

	<i>enjoy a lot at school”.</i>			
13h47	<p><i>Ticele u kandeka kakande ka munna ni musala’ hae, bene ba sina mwana, kono kasamulaho aku lapela, se ba fumana tohonolofazo, mi se ba fumana mwana.A kandeka sin a cwana: Ne kun a ni munna ni musala’ hae. Ne se ba nyalani nako ye telele, kono neb a sina mabasi. Ha ba bona cwalo, bay a kwa keleke mi bay o kala ku kupa ku Muna Bupilo, mi ha ku sika fita nako ye telele se ba fumana mwana.</i></p> <p><i>Teacher tells a story of a couple that did not have a child but</i></p>	<p><i>Banana ba teeleza ahulu kwa likande ni ku latelela za na bulele muluti wa bona.</i></p> <p><i>Children listened attentively to the story, and followed teacher’s instructions</i></p>	<p><i>Kini likande halili la butokwa ahulu pili ku bala ku si ka kala kale?</i></p> <p><i>Why is story telling important before reading?</i></p>	<p><i>Banana ba swanela ku ziba manzwi kakuli kiona manzwi a ba ka ituta mwa tuto kaufela.</i></p> <p><i>Children should know the words; they are the words to be used through out lesson.</i></p>

<p><i>upon blessing by God, got one. The story is as follows: There was a man and his wife. They did not have a child. They were so worried that they started going to church for prayers, it didn't take long before they got one.</i></p> <p><i>Muluti u nola manzwi a zwelela mwa likande.</i></p> <p><i>Teacher writes key words from the story</i></p> <p><i>U bulelela banana ku bala manzwi</i></p> <p><i>Asks learners to read words they can from the list.</i></p> <p><i>Banana ba kupiwa ku supa manzwi fa mukoloko wa manzwi fa litapa</i></p> <p><i>Learners asked to point words point they can read on the chalkboard.</i></p>			
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13h50	<p><i>Ticele u fa kezezo kwa banana kasamulaho a ku bala linzwi le ‘lino’- ni kuli na sa talusi bucwala, batili, kono zani lino ze sa koli.</i></p> <p><i>Teacher advises learners upon reading the word “LINO” which is drinks in English, that she was not referring to beer but to soft drinks</i></p>	<p><i>Ba teezeza ka tokomelo</i></p> <p><i>Concentrated</i></p>	<p><i>Kini ha ne mu file kezezo ye?</i></p> <p><i>Why did you give this advice?</i></p>	<p><i>Ku kauhanya bucwala kwa lino ze sa koli.</i></p> <p><i>This was important to differentiate beer from soft drinks.</i></p>
13h51	<p><i>Ticele u fa musebezi wa banana musebezi wa ku kolohanya manzwi a inzi fa tukalata ni manzwi a inzi fa litapa, kmt, maswiti, ni cc.</i></p> <p><i>Teacher introduces matching activities, a word on flashcard</i></p>		<p><i>Kini musebezi o cwana he ne li wa butokwa?</i></p> <p><i>But why was this necessary?</i></p>	<p><i>Ku luta banana ku ziba kuli linzwi le li inzi fa kakalata ha li shutani ni linzwi le li swana ni lona le li inzi fa litapa.</i></p> <p><i>For learners to know that word</i></p>

	<p><i>matched with the same word on the chalkboard</i></p> <p><i>Ticele u beya ku bala linombolo mwa tuto ya hae ya kubala, kmt. Unola linzwi le maswiti fa litapa ni ku kupa banana ku bala maswiti a ketalizoho.</i></p> <p><i>Teacher also incorporated counting in her reading lesson, e.g. writes word “sweets” on the chalkboard, and asks learners to count five sweets.</i></p>		<p><i>Ki butokwa bufi bob u inzi fa ku bala linombolo?</i></p> <p><i>Why was the incorporation of counting crucial?</i></p>	<p><i>on the flashcard is in no way different from the same word on the chalkboard.</i></p> <p><i>To ensure that there is an integration of all subjects, as for example: When we teach language, there should be Math in it, Religious Education in it, Arts in it, etc.</i></p>
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	<p>Banana ba kupiwa ki ticele ku biza taku ye ‘C’ ni ku bupa fateni linzwi, kmt. Cala.</p> <p><i>Learners asked to sound the “C”, and build a word out of it, e.g. cala which is to sow in English.</i></p>			
13h54	<p><i>Ticele u bulelela banana ku bupa manzwi a manwi fa mulumo wo swana wa ‘C’ hape.</i></p> <p><i>Teacher asks learners to build words from the same “C” sound.</i></p>	<p><i>Banana ba fa manzwi a shela shelana, kmt. Cela, cika, caula, ni caela, ni cc, mi ticele wa a nola fa litapa.</i></p> <p><i>Learners gave different answers, e.g. cela, cika, caula, and caela, etc, and the teacher writes them on the chalkboard.</i></p> <p><i>Baituti ba bulelela manzwi.</i></p>		

	<p><i>mulumo wa luna wa kacenu ki ufi?</i></p> <p><i>Ticele u laitela mulumo mwa linzwi ni linzwi banana ha banze ba bala.</i></p> <p>“What have we said our sound for today is?” Teacher marks the sound in each word while learners read the words.</p> <p><i>Cwale muluti u buza baituti, ‘kana lu na ni milumo ye mikai?’</i></p> <p>Then the teacher asks her learners: “How many vowels do we have?”</p>	<p>Learners read the word on the board</p> <p>‘Silela’</p> <p>Six.</p>		
13h57	<p><i>Ya ka to ni supeza nombolo ye ‘silela’ fa cati ya linombolo ki mani?</i></p>	<p><i>Baituti ba taha ali munwi ka ali munwi ni ku to supa nombolo yeo.</i></p>	<p><i>Kini ha mu buzize puzo ye?</i></p> <p>Can you clarify as to why you asked this</p>	<p><i>Ticele na bata ku ikolwisisa na baituti ba ziba nombolo yeo.</i></p>

	<i>Who will come and show me the number six (6) on the number chart?</i>	<i>Learners came forth and identified the number on the number chart.</i>	<i>question?</i>	<i>Teacher wanted to know if they really know the number, because they can say the number but can't recognize it.</i>
13h58	<i>Ticele u fa musebezi fa manzwi a ne a nozwi fa cati, u bulelela banana ku bala ali munwi ka ali munwi. Hape u fa musebezi ye shalana kwa likwata za hae, sina kmt, ku nola manzwi ni ku talima manzwi a swana mwa likande, ni cc.</i> <i>Teacher gives work on words written on the chart to learners, she asks learners to read individually the</i>	<i>Baituti ba kala ku eza musebezi mwa likwata za bona</i> <i>Learners get to work in their respective groups.</i> <i>Learners do just like that</i>	<i>Ki sikamani luli sene mu batisisa?</i> <i>What really were you investigating by doing this?</i>	<i>Ne ni bata ku ziba nji baituti ba ziba manzwi.</i> <i>Teacher wanted to see if learners know the words.</i>

	<p><i>words that they can read. The teacher gives different activities to different groups, e.g. writing the words, identifying the same words from the story, etc.</i></p> <p><i>She tells other groups not to write but to look for the same words from the story.</i></p>			
14h02	<p><i>Ha sa felize ku fa musebezi kwa likwata- kwata, a bizeza sikwata sili sinwi mwa kona ya malutelo, mi a kala ku bala ni bona.</i></p> <p><i>After giving work to individual groups, for example, writing words and identifying the same words from the story, she calls one group to the</i></p>	<p><i>Sikwata se si ya mwa kona ya malutelo.</i></p> <p><i>Group went to the teaching corner.</i></p>		

	<i>teaching corner and did reading with them, words on flash cards.</i>			
14h04	<p><i>A fa musebezi kwa kilasi ye nesi ya hae kono ye ne izwa mwa kilasi ya muluti ya na siyo.</i></p> <p><i>Gave activities to the imported class- imported in the sense that their teacher was on leave.</i></p>	<p><i>Baituti ba eza musebezi</i></p> <p><i>Learners worked on the tasks.</i></p>	<p><i>Kini ha ne mu ba file musebezi, ku sa ba siya feela kakuli neb a sina muluti kini?</i></p> <p><i>Why did you give them the task, why were they not left without one since they had a different teacher and it is only that she was on leave?</i></p>	<p><i>Ni bona neb a eza kalulo ya kilasi, mi ba swanela ku ituta , ili kuli ba sike ba ezeza babanwi lilata.</i></p> <p><i>They were also part and parcel of the class, and should also learn, and this was necessary to prevent noise making.</i></p>
14h08	<p><i>Ticele u siya sikwata san a luta ba li nosi ha sa ikolwimize kuli kwa swanela ku eza cwalo, a yaku zenwi likwata.</i></p> <p><i>Teacher takes a</i></p>	<p><i>Baituti ba mwa sikwata se ne si lutwa ba eza hande musebezi wan a ba siezi ticele.</i></p> <p><i>Learners in the teaching group cooperated well</i></p>		

	<p>round leaving the teaching group to read words on their own, after having rest assured herself that it was safe to do so. She went out to supervise other groups.</p>	<p>and did the work the teacher left them to do.</p>		
14h10	<p>Ticele a kala ku luta kauhanyo ya manzwi, sina, kmt, LINO, kmt, li,no-mi ticele na nozi manzwi a fa tukalata to net u pumilwe hande, mi baituti se ba kala kolohanya, sina cwana: li mwa tasa' li mwa linzwi le 'lino'.</p> <p>Teacher embarked on the separation of words like LINO, e.g. li,no, and teacher had these words on well cut pieces of paper and</p>	<p>Banana ba ezize musebezi mi neb a bonahala ku u tabela luli, ni haike inge babanwi neb a bonahala ku ba ni butata, kono ne banze ba tuswa ki babanwi.</p> <p>Learners did the activity, and they enjoyed it, though others had some problems in doing this but were assisted by the teacher and their colleagues.</p>	<p>Kini kolohanyo ye cwana ha ne ili ya butokwa?</p> <p>Why was this type of matching necessary?</p>	<p>Ku supeza baituti kuli linzwi le 'lino' li zwa fa manzwi a mabeli, mi ba swanela ku bupa linzwi leo ka ku sebelisa tunzi too.</p> <p>The word LINO comes from two words, li and no Respectively. They have to build the word by using the two words,e.g. when the words li and no are brought together, they</p>

	<p><i>learners started matching them, as for example, li under the same li in the word LINO, etc.</i></p> <p><i>Ne kuna ni manzwi a manata mi ne si feela linzwi le 'lino'. A manwi neli a tatama: opela, balikani, tulaka, keke, maswiti,, ni cc.</i></p> <p><i>There were so many words and concentration was not only on LINO. Other words included opela(sing), balikani (friends), tulaka (jump), keke (cake), maswiti (sweets), etc.</i></p>			<p><i>form the word LINO.</i></p>
14h15	<i>Ticele a kupa</i>	<i>Ba bala ka</i>	<i>Kini hane mu sa lati</i>	<i>Ne ni bata ku</i>

	<p><i>baituti kuli ba bale mi a ba kaliketa ku sa bala kaufela bona ka nako ye swana.</i></p> <p><i>Teacher invited learners to read words on word cards individually and discouraged them not to read in chorus.</i></p>	<p><i>bunwi- bunwi mi ne ba bonahala ku tabela luli.</i></p> <p><i>Read individually, they were very keen to do so.</i></p>	<p><i>kuli ba bale kaufela' bona ka nako ye swana?</i></p> <p><i>Why didn't you want them to read in chorus?</i></p>	<p><i>bona baituti be neb a san a ni butata bwa ku bala.</i></p> <p><i>Chorus influences real reading, I wanted to see learners who were still struggling with reading so that I gave them the necessary assistance.</i></p>
14h16	<p><i>'Mu sike mwa nola fa cati, kono mu talime fa cati fo ni ku bulela se si ezahala'.</i></p> <p><i>'You are not allowed to write on the chart, but to look at and discuss what is happening in the chart'.</i></p>	<p><i>Baituti ba kala ku kandekisana ku amana ni se si ezahala fa cati.</i></p> <p><i>Learners looked at the chart and discussed.</i></p>		
14h20	<p><i>Ticele u bulelela</i></p>	<p><i>Ba kuta ku yo</i></p>		

	<p><i>sikwata sa pili se ne si inzi mwa nokola ya malutelo ku kuta ni ku yo kopana ni babanwi.</i></p> <p><i>Teacher releases the first teaching group from the teaching corner and tells them to join the rest.</i></p>	<p><i>kopana ni babanwi.</i></p> <p><i>They join the rest and start doing class activities.</i></p>		
14h21	<p><i>Ticele u paheka cati ya mukiti fa litapa, mi u keta manzwi a na bona butata, ni ku kupa baituti ku a bala, kmt,tulaka,ni cc.</i></p> <p><i>Teacher hangs the wedding chart on the chalkboard. She identifies words which she was not satisfied with and asks learners to read these words again, as for example, tulaka (to jump).</i></p>			
14H2	<p><i>Ticele a kolohanya</i></p>	<p><i>Baituti ba kala</i></p>		

4	<p><i>manzwi ku ze ezahala fa mukiti. Hape ali: Ha u ya kwa mukiti, ho yo puta feela mazoho a hao kono uyo opela, cwale linzwi le ki' opela', hape u ca keke, cwala linzwi le ki 'keke'.</i></p> <p><i>Teacher relates words to the activities of the party. When you go to the party, you don't just fold your hands and do nothing, but you normally sing. So this word is OPELA, (sing) and you eat cut cake, so this word is KEKE (cake).</i></p>	<p><i>ku fa likalabo ni ku ziba manzwi a cwale ka 'keke' mwa hala manzwi a manwi.</i></p> <p><i>Learners respond by giving the answers and recognize the same words like 'cake' from amongst the words on flashcards.</i></p>		
14h25	<p><i>Ticele u kupa baituti ku opela kapina ka ku pepwa,kmt,' happy birthday to you...'. Teacher asks</i></p>	<p><i>Baituti ba opela pina yeo ka tabo ye tuna.</i></p> <p><i>Learners sing the song with full</i></p>		

	<p>learners to sing a happy birthday song, she starts it for them as follows: 'happy birthday to you dear friend'.</p>	<p>enjoyment.</p>		
14h26	<p>Ticele u bulelela baituti ku supa fa manzwi a inzi fa litapa, mi ali:’ Mu no supa manzwi ha mu a bala fa litapa’,sina kmt, ku pepwa, mukiti, ni cc.mi mu bale linzwi ka mo li bizezwa.</p> <p>Asks learners to point at words on the chalkboard,e.g. ku pepwa, mukiti but to read the word as per its pronunciation</p>	<p>Baituti ba eza cwalo.</p> <p>Learners respected the teacher’s instructions</p>	<p>Kini ha ne mu bata kuli ba bale linzwi ni linzwi ka mo li bizezwa?</p> <p>Why did you want them to read the word as per its pronunciation?</p>	<p>Mwanana u swanela ku ziba linzwi kappa taka ye inzi mwa linzwi ha bala linzwi lani.</p> <p>The child should know each word or each letter that is in the word when he/she reads.</p>
14h30	<p>Tuto I fela ka mukanga o bizwa Njoko-‘ Ha mu ni petele mukanga o bizwa njoko’.</p> <p>The lesson ends up</p>	<p>Baituti ba peta mukanga.</p> <p>They recite the poem</p>		

	<i>with a recitation- Njoko- (monkey)- 'recite for me the rhyme 'monkey'.</i>			
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APPENDIX 6 (b): LESSON OBSERVATION SHEET

LESSON 1: PERI-URBAN SCHOOL TEACHER.

Student: Nzwala Kenneth	School: Zebra P.S. (Peri-urban)	Date: 14 March 2006
Class: Grade 1 B	Number of pupils: 32	Length of lesson: 80 Minutes
Lesson Topic: Culture in the Family		

Time	Description of lesson/ Field notes	Learner activities	Areas seeking clarification	Stimulated recall
7:13	<p><i>Ha lu lapele</i></p> <p><i>Let us pray</i></p> <p> </p> <p><i>Mu zuhile cwani?</i></p> <p><i>How is the morning?</i></p>	<p><i>Baituti ba lapela-ba lapela ‘tapelo ya Mulena’- ba lapela mwa Silozi.</i></p> <p><i>Learners pray-</i></p> <p><i>The Lords prayer- Our Father which Art in Heaven – but prayer conducted in Mother tongue- Silozi.</i></p> <p><i>Lu zuhile hande.</i></p> <p><i>The morning is fine.</i></p>	<p><i>Kini ha mu kalile ka tapelo?</i></p> <p><i>Why did you start with a prayer?</i></p> <p> </p> <p><i>Kini ha ne mu tabela ku ziba ze ba</i></p>	<p><i>Ku ba luta kuli kaufela se ba eza ba swanela ku kala ka tapelo.</i></p> <p><i>For them to be introduced to morals and that it is morally wrong to start a lesson without a prayer.</i></p> <p> </p> <p><i>Ne ni bata ku ziba nji bana ni ze ba eza kwa</i></p>

	<p><i>U ezize ni kwa hae maabani?</i> <i>Lu bulelele Mwindi.</i> <i>What did you do at home yesterday?</i> <i>Mwindi tell us!</i> <i>Simunji ni wena!</i> <i>Simunji!</i></p> <p><i>Wena Sinte bo?</i> <i>Sinte!</i></p> <p><i>Celina wena!</i> <i>Celina!</i></p>	<p><i>Ni tapisize mikeke.</i> <i>I washed the dishes.</i></p> <p><i>Ni selaezi mango.</i> <i>I watered the mangoes.</i></p> <p><i>Ni fiyezi mwa ndu.</i> <i>I cleaned the house.</i></p> <p><i>Ni tapisize litino.</i> <i>I washed the clothes.</i></p>	<p><i>ezize kwa mahae a bona?</i> <i>Why did you want to know what they did at home?</i></p>	<p><i>hae ku tusa bashemi ba bona.</i> <i>I wanted to know whether or not they have responsibilities at home, whether they are helping their parents at home.</i></p>
7:15	<p><i>Ni itumezi ahulu, Mwilima, wena u ezize ni?</i> <i>Thank you very much- Mwilima, and you, what did you do?</i></p> <p><i>Maabani ha lu zwa ne ni kolobile bakenisa' pula,</i></p>	<p><i>Ni tapisize mikeke.</i> <i>I washed some dishes.</i></p>		

<p><i>mwa ziba, ha mu tusa bashemi ba mina ha muna ku siala mi ha mu na ku ba litoto mwa tuto ya mina.</i></p> <p><i>Yesterday when we knocked off, I got wet because of the rain, and you know, if you give your parents a hand, you will not fail, you will not become dull.</i></p> <p><i>Lu sika zwela pili kale ni bata kuli yo munwi a ni balele linzwi le li inzi fa litapa, lu balele Kazungwe!</i></p> <p><i>Before we go any further, I want someone to</i></p>	<p><i>Silozi</i></p> <p><i>Silozi!</i></p>		
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	<p><i>read the word on the chalkboard for me, yes Kazungwe!</i></p> <p>Luitumezi Kazungwe, linzwi ki Silozi.</p> <p><i>Yes, the word is Silozi, Thank you Kazungwe.</i></p>			
7:19	<p><i>Yaka lu balela linzwi le linwi le ki mani-Kachana?</i></p> <p><i>Who will read this other word for me-Kachana?</i></p> <p><i>Cwale fan a mi tusa, ki pina mani yani?</i></p> <p><i>Yes, now I help you, what song is that one?</i></p> <p><i>Ehe, Inzwi ki kubala.</i></p>	<p><i>Linzwi ki liapalo.</i></p> <p><i>The word is clothes.</i></p> <p><i>Lwa tapa ni ku ituta ku bala.</i></p> <p><i>We bath and we learn how to read.</i></p>		

	<i>Yes, the word is <u>read</u>.</i>			
7:20	<p><i>Ha mu ine hande mwa likwata za mina, wena ina fa, wena fa.</i></p> <p><i>Sit properly in your groups, you, sit here, and you here.</i></p>	<p><i>Eni.</i></p> <p><i>Yes</i></p>		
7:21	<p><i>Ha ni beya cwana mwa bona se si inzi fa? Ha lu bone kappa nji mwa bona, mi haiba kuna ni ya sa boni, a tahe a to ina fa.</i></p> <p><i>When I put like this, can you see what is here? Let me see if you really can see. If there is anyone who can't see, come and sit</i></p>	<p><i>Eni.</i></p> <p><i>Yes.</i></p>		

	<i>here.</i>			
7:22	<p>Talima hande nde mi uni bulelele se u bona.</p> <p>Ntelamo- u bona ni?</p> <p><i>Look carefully and tell me what you can see there.</i></p> <p>Mainga ni Ntelamo, mu bona ni?</p> <p><i>Mainga, tell me what you can see there.</i></p> <p><i>Ntelamo, Davy!</i></p>	<p>mutu</p> <p><i>person.</i></p> <p>Mutu</p> <p><i>A person</i></p>		
7:24	<p>Mutu yoo mumu beya mwa mayemo afi? Na ni musali, cwale yena?</p> <p><i>What is the gender/sex of the person you see there? I am a woman, what about the person</i></p>	<p>Ki musizani</p> <p><i>Is a girl</i></p> <p>Njoko</p>	<p>Kini ha ne mu bata kuli ba zibe nay a na inzi mwa siswaniso neli mushimani kappa musizani?</p> <p><i>Why did you want them to differentiate the gender of the person in the picture?</i></p>	<p>Ku ba tusa ku ziba shutano ya mushimani ni musizani, ku ngelela cwalo ni misebezi ye ba eza.</p> <p><i>For them to know the difference between a boy</i></p>

	<p><i>you see here?</i></p> <p><i>Mu mu fe libizo</i> <i>Give her a name.</i></p> <p><i>Batili, u sike wa mu biza njoko, u zwa mwa lubasi.</i> <i>No, don't call her monkey, she is from the family.</i></p>	<p><i>Monkey</i></p>		<p><i>and a girl and the responsibilities associated with the two sexes.</i></p>
7:27	<p><i>Mina mwa liyeha, na ni ka mu fa libizo, ki Namasiku.</i></p> <p><i>You are too slow; I will give her a name. She is Namasiku</i></p>			
7:28	<p><i>Libizo la musizani yo ki mani?</i></p> <p><i>What is the girl's name?</i></p> <p><i>Fa Namasiku sa hulile, u na ni milili ya</i></p>	<p><i>Ki Namasiku!</i></p> <p><i>Is Namasiku</i></p>		

	<p><i>se mu kwansize lilimo ze.</i></p> <p><i>Yes, that is why you are in school because you are already six years old.</i></p> <p><i>Muluti u nola milumo – a, e, i, o,u, fa litapa.</i></p> <p><i>Then the teacher writes the vowels a,e,i,o,u</i></p> <p><i>Ya ka lu balela ki mani?</i></p> <p><i>Who will read for us?</i></p> <p><i>Ehee, Reagan</i></p> <p><i>Yes Reagan</i></p> <p>Mushe</p> <p>Mainga</p> <p><i>Muhamubi, mu tuse.</i></p> <p><i>Muhamubi help him!</i></p>	u		
7:32	<i>Ticele u paheka libizo le Na-ma-</i>		<i>Kini ku kauhanya Namasiku cwana?</i>	<i>Lu kona ku kauhanya</i>

	<p><i>si-ku ye kauhanyizwe ni Namasiku ye si ka kauhanywa Simunji lu balele.</i></p> <p><i>Teacher hangs the name Na-ma-si-ku with some spaces in between and Namasiku without spaces. Simunji read for us.</i></p>	<p>Namasiku.</p> <p><i>It is Namasiku.</i></p>	<p><i>Why Na-ma-si-ku and not Namasiku?</i></p>	<p>manzwi kono taluso I Sali ilinwi, ku supeza baituti kuli kuna ni libaka mwa hala litaka.</p> <p><i>We can separate names and words yet they still mean the same thing, or words have spaces between them</i></p>
7:35	<p>Ticele u paheka taba: Namasiku una ni lilimo ze silezi. Lu kuta kwa siswaniso sa Namsiku hape.</p> <p><i>The teacher hangs a sentence on the chalkboard, e.g. Namasiku is six years old- we go back to Namasiku's</i></p>	<p>Namasiku una ni lilimo ze silezi</p> <p><i>Namasiku is six years old.</i></p> <p>Eni</p> <p><i>Yes!</i></p>		

	<p><i>picture again.</i></p> <p><i>U sike wa eza silela yo sa utwi mwa mulomo, wa utwa?</i></p> <p><i>Don't call six wrongly, call it the way you hear it from me, do you understand?</i></p>			
7:38	<p><i>Ha luye kwa siswaniso seo, u kona ku tama tuntambo twa milili za hae- kaufela luna--</i></p> <p><i>Let' go according to the picture- Namasiku is able to tie her shoe laces, everybody!</i></p> <p><i>Hape ka ku ya ka siswaniso se, u kona ku</i></p>	<p><i>U kona ku tama tuntambo twa milili ya hae.</i></p> <p><i>Namasiku can tie her shoe laces.</i></p> <p><i>Ukona ku ikezeza lika ze nata nata.</i></p> <p><i>She can do a lot of things for herself.</i></p>		

	<p><i>ikezeza lika ze nata- nata. U kona—kaufela!</i></p> <p><i>And according to this picture, she can do a lot of things for herself- she can- everybody!</i></p>			
7:40	<p><i>Yo munwi ni yo munwi u kato beya mubamba fa, cwale haiba u eza lilata, u ka to yema fa.</i></p> <p><i>Everyone will come and put her own sentence here; therefore if you make noise, you will also come and stand here.</i></p> <p><i>U kona ku kuzisa munyana'hae ha lila, kaufela...</i></p>	<p><i>U kona ku kuzisa munyana'hae ha lila.</i></p> <p><i>She can take care of her younger sister.</i></p>		

	<p><i>She can take care of her younger sister, everybody!</i></p>			
7:42	<p><i>Cwale ya ka to ni balela mubamba wa pili ka ku ya ka siswaniso se ki mani? Kachana!</i></p> <p><i>According to this picture, who will come and read the first sentence on the chalkboard for me? Kachana!</i></p> <p><i>Ehee, u nepile, kono ha lu lukise linzwi la mafelezo mwa taba yona silela.</i></p> <p><i>Yes, she got it alright, but let's correct the last word in the sentence.</i></p>	<p><i>Namasiku una ni lilimo ze silezi.</i></p> <p><i>Namasiku is six years old.</i></p> <p><i>Silezi</i></p> <p><i>Six.</i></p>		

7:53	<p><i>Mu talime linzwi lee, ki linzwi mani?</i></p> <p><i>Look at this word, what word is it?</i></p> <p><i>Lu amana ka ze ne lu eza fa- ki silezi-mani?</i></p> <p><i>We are talking about what we have been doing here, it is six, what?</i></p> <p><i>Lilimo, ntomani?</i></p> <p><i>Years- what?</i></p> <p><i>Kuzisa- mani?</i></p> <p><i>Lull – what?</i></p>	<p><i>Sikuwa, lipalo.</i></p> <p><i>English, Math</i></p> <p><i>Silezi</i></p> <p><i>Six</i></p> <p><i>Lilimo</i></p> <p><i>Years</i></p> <p><i>Kuzisa</i></p> <p><i>Lull</i></p>		
7:56	<p><i>Cwale fa mu ni balele manzwi ao.</i></p> <p><i>Now, read those words for me.</i></p> <p><i>Ki hande, ni itumezi Mushe.</i></p> <p><i>Very good,</i></p>	<p><i>Baituti ba bala manzwi.</i></p> <p><i>Learners read all the words as above.</i></p>		

	<i>thank you Moses.</i>			
7:57	<i>Cwale ya ka to lu balela ki mani, Mushe?</i> <i>Who will come and read the words for us, Moses?</i>	<i>Silezi, lilimo, kuzisa.</i> <i>Six, years, lull</i>		
8:00	<i>Lu balele Kaka.</i> <i>Kaka, read for us- sit down Kaka.</i> <i>Simunji, ina fafasi, mum u fe mazoho u likile.</i> <i>Simunji, sit down, give him some hands, you tried.</i>	<i>Bamu fa mazoho.</i> <i>Cheer!</i>		
8:07	<i>Cwale fa mu talime kwanu, bo ticele ba bala cwale: silezi, lilimo, ni cc.</i> <i>Mu bale mwa mulaho waka.</i>	<i>Silezi, lilimo.</i> <i>Six, years.</i>		

	<p><i>Now look here; the teacher reads now-six, years- read after me</i></p>			
8:09	<p><i>Mu talime ahulu fa manzwi a, u to ni ngela linzwi le li swana ni la pili, ni balele lona mi uli bapise ni la pili. Lu balele lona Monde, Muhamubi mu tuse.</i></p> <p><i>Carefully look at these words, come and pick the word similar to the first one, read it for me, and match it with the first word, read it for us Monde, help her Muhamubi.</i></p> <p><i>Li bapanye ni</i></p>	<p><i>Ki lika.</i></p> <p><i>It is trying.</i></p> <p><i>A li bapanya hande nde.</i></p> <p><i>She matched it very well.</i></p>		

	<p>linzwi le liswana ni lona.</p> <p><i>Match it with the similar word</i></p> <p>Ki hande... <i>Yes</i></p>			
8:11	<p>Le li swana ni linzwi le li latelela, Sinte ki linzwi mani? Ki mani ya ka mu tusa?</p> <p>Kazungwe</p> <p><i>The word similar to the word that follows, Sinte- what word is it? Who will help her, Kazungwe?</i></p> <p>Ha mumu fe mazoho</p> <p><i>Give her cheers! Put it where it should be.</i></p>	<p><i>silezi</i></p> <p><i>Six</i></p>		
8:15	<p>Luna ni</p>			

	<p><i>manzwi ao a malalu a mafelelezo, uto nopa linzwi leli swana ni la pili-Davy, mufe nzila. Uli beile kono ha li sika baliwa, lu li biza cwani linzwi leo, Zenda?</i></p> <p><i>We have those three last words, come and pick a word that is similar to the first one, Davy, give him the way. He puts it but it hasn't been read, how do we call that word, Zenda?</i></p>	<p><i>Tuntambo</i></p> <p><i>Shoe laces.</i></p>		
8:19	<p><i>Mainga, u sike wa lobala, hape ku fosahezini kacenu?</i></p> <p><i>Mainga, don't</i></p>			

	<i>sleep, what is wrong today?</i>			
8:20	<p><i>Ha mu yeme, ha lu opele kapina,' bana ba sikolo mwa ikawisa, luna lwa ikola zende...'</i></p> <p><i>Stand up, let's sing the song, children who don't come to school loose out a lot because we enjoy a lot at school</i></p> <p><i>Luitumezi banana, mu sike mwa libala kuli kacenu ne lu ituta za Namasiku ni lilimo za hae. U na ni lilimo ze kai?</i></p>	<p><i>Baba sa keni sikolo mwa ikawisa, luna lwa ikola zende, ku bala ni ku nola, luna lwa ikola zende.</i></p> <p><i>Children who don't come to school loose out a lot because we enjoy at school- they all stand up and sing.</i></p> <p><i>Ze silezi.</i></p> <p><i>Six years old.</i></p> <p><i>A to supa 'A'</i></p>	<p><i>Kini ha ne mu sikamezi ahulu kwa matumanosi ni milumo ye a eza?</i></p> <p><i>Why were you so concerned about vowels and the sounds they make?</i></p>	<p><i>Matumanosi a butokwa kuli banana ba zibe ku bala</i></p> <p><i>Vowels are important and for learners to master reading, we start with them and we</i></p>

	<p><i>Thank you very much children, don't forget that we were reading about Namasiku, how old is she?</i></p> <p><i>Lu talimile fa milumo ifi pili?</i></p> <p><i>Taha uto ni supeza mulumo wo.</i></p> <p><i>What sounds have we started looking at?</i></p> <p><i>Come and show me the sound.</i></p> <p><i>Wo munwi mulumo?</i></p> <p><i>Another one?</i></p> <p><i>Ye ki 'A', ki mulumo mani o I eza?</i></p> <p><i>This is A, what sound does it make?</i></p>	<p><i>A, she points at the sound and sounds it.</i></p> <p>E, I, O, U.</p> <p>AA</p> <p>AA.</p> <p>BIII</p> <p>BIII</p> <p>EEE</p> <p><i>Ki limbotwe.</i></p> <p><i>Frogs.</i></p>		<p><i>attach to them the sounds they make to make it easier for them to read and spell words.</i></p>
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	<p><i>B, ki mulumo mani?</i></p> <p><i>B-What sound?</i></p> <p><i>E-</i></p> <p><i>Pula ha I nela, kuna ni lifolofolo ze eza mulumo wow a 'O', ki lifolofolo mani zani?</i></p> <p><i>When it rains, there are creatures that make the 'O' sound, what are they?</i></p>			
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Mafelelezo a tuto.

End of lesson

APPENDIX 6 (c): LESSON OBSERVATION SHEET

LESSON 1: RURAL SCHOOL TEACHER.

Student: Nzwala Kenneth	School: Marino P.S.	Date: 23 March 2006
Class: 1B	Number of pupils: 31	Length of lesson: 80 Minutes
Lesson topic: Culture in the family		

Time	Description of lesson/ Field notes	Learner activities	Areas seeking clarification	Stimulated recall
12:20	Come inside	Learners enter the classroom		
12:23	<p><i>Ha lu opele kapina.</i></p> <p><i>Let's sing a song.</i></p> <p><i>Ticele u nola tuto fa litapa, kmt. 'Silozi.</i></p> <p><i>Teacher writes subject 'Silozi' on the chalkboard.</i></p> <p><i>Ni nozi tuto mani fa litapa?</i></p> <p><i>What subject have I written on the chalkboard?</i></p>	<p><i>Muzuhile cwani, hande, muzuhile cwani-hande.</i></p> <p><i>How are you today- fine-how are you today- fine!</i></p> <p><i>Mu nozi 'Silozi'.</i></p>		

	<p>Ki hande. <i>Good!</i></p>	<p><i>You wrote 'Silozi'.</i></p>		
12:24	<p>Ya ziba deti ya kacenu kimani? <i>Who knows today's date?</i></p> <p>Ha mu talime fa kalenda ka luna. <i>Look at the calendar.</i></p> <p>Ki lizazi mani kacenu? <i>What is the day today?</i></p>	<p>Ki 23 Liatamanyi 2006. <i>Is 23 March 2006.</i></p> <p>Ki labune. <i>Thursday.</i></p>		
12:26	<p>Lu itutile za mazazi a viki, kana ki amakai? <i>We learnt about the days of the week, how many are they?</i></p> <p>Tuto ya luna iamana ni za sizo mwa lubasi. <i>Our lesson today is about culture in our family.</i></p> <p>Kacenu lu ka itutani? <i>What shall we look at today?</i></p>	<p>Ki a supile. <i>They are seven.</i></p> <p>Za milumo. <i>Sounds.</i></p>	<p>Kini hane mu cisehile ku ziba ze? <i>Why did you want to know about this?</i></p>	<p>Ki ku kopanya lituto kaufela ze itutwa mwa tuto ni tuto. <i>It is integration across the curriculum.</i></p>

	<p>Ha ni zibi milumo ye mu bulela.</p> <p><i>I don't know the sounds you are talking about</i></p>	<p>A.</p> <p>A</p>		
12:28	<p>Kimani ya ka ni nolela litumanosi le'A' fa litapa, ehe wena.</p> <p><i>Who will write for me the 'A' sound on the chalkboard, yes?</i></p> <p>Mulumo omunwi?</p> <p><i>Another sound?</i></p> <p>Yaka lu nolela mulumo wo kimani?</p> <p><i>Who will write it for me?</i></p> <p>Ehe, Andrew!</p> <p><i>Yes Andrew.</i></p> <p>Mulumo o munwi ku zwa ku 'E' kiufi?</p> <p><i>What is the next sound from 'E'?</i></p> <p>Yaka lu nolela 'I' kimani?</p> <p><i>Who will write 'I' for</i></p>	<p>A inola.</p> <p><i>He writes it.</i></p> <p>Ki 'E'.</p> <p><i>Is 'E'.</i></p> <p>Wa inola 'E'.</p> <p><i>'E, he writes it</i></p> <p>Ki 'I'</p> <p><i>Is 'I'</i></p>	<p>Kini ha mu sebelisize manzwi a?</p> <p><i>Why did you use these words?</i></p>	<p>Ku sususeza baituti.</p> <p><i>To encourage the learners.</i></p>

	<p><i>us?</i></p> <p>Nola, usike wa saba.</p> <p><i>Write, don't be afraid.</i></p> <p>Ehe, muniso, ha lu bone sa ka nola.</p> <p><i>Yes, Muniso, see what she will write.</i></p>	<p>A inola.</p> <p><i>She writes it</i></p>		
12:31	<p>Mulumo omunwi!</p> <p><i>Another sound?</i></p> <p>Ehe, lu nolele ona.</p> <p><i>Yes! Write it for us.</i></p> <p>Mulumo omunwi!</p> <p><i>Another sound please.</i></p> <p>Lunolele ona.</p> <p><i>Write it for us.</i></p> <p>Ehe- Mwazi, mu tuse.</p> <p><i>Yes, Mwazi, help him.</i></p> <p>Muba fe mazoho.</p> <p><i>Give them hands/cheers.</i></p>	<p>Ki 'O'</p> <p><i>Is 'O'.</i></p> <p>A unola.</p> <p><i>She writes it.</i></p> <p>Ki 'U'</p> <p><i>Is 'U'.</i></p> <p>Mwazi a unola.</p> <p><i>Mwazi writes it.</i></p>	<p>Kini hane mu sika mu tusa mina kasibili?</p> <p><i>Why didn't you help him yourself?</i></p>	<p>Ne ni bata ku bona nji kwa banana kun a ni ya ziba kalabo.</p> <p><i>I wanted to see if there were learners who knew the answer.</i></p>
12:32	<p>Kuzwa fa milumo, lu ezize ni?</p> <p><i>After the sounds; what did we do?</i></p>	<p>Litaka.</p> <p><i>Letters.</i></p>	<p>Kini ha mu latelezi muhato wokmt- milumo kuya kwa</p>	<p>Fa milumo ki fona fo ku zwa manzwi- ku zwa fa milumo lu</p>

			<p><i>litaka?</i></p> <p><i>Why did you follow this chronology- sounds then letters?</i></p>	<p><i>taha kwa litaka, fo lu bupa manzwi.</i></p> <p><i>Sounds are the producers of words- from sounds, then letters and then we build words.</i></p>
12:34	<p><i>Kana taka ye latelela 'a' kimani?</i></p> <p><i>From the letter 'a', the next is...</i></p> <p><i>Kisikamani se sinwi se lu ezize kuzwa fa litaka?</i></p> <p><i>From letters, what else did we do?</i></p>	<p><i>b,c,d,e,f,g,h,I,j,k,l, m,n,o,p,q,r,s,t,u,v,w ,x,y,z.</i></p> <p><i>b,c,d,e,f,g,h,I,j,k,l,m ,n,o,p,q,r,s,t,u,v,w,x ,y,z.</i></p> <p><i>Ne lu ezize sipelete, kmt- ba, be, bi, bo, bu.</i></p> <p><i>We did spelling, e.g. ba,be, bi, bo, bu.</i></p>		
12:36	<p><i>Nina ni tukalata fa mi ni bata ku bona nji mu kona ku bala litaka.</i></p> <p><i>I have cards here and I</i></p>			

	<p>want to see if you can read the letters.</p> <p>Ni ka fa sikwata ni sikwata taka. I will give each group a letter.</p> <p>Ticele ufa taka ni ma silebulusi kwa likwata, inge a ba buza-‘ki taka mani ye’? Teacher distributes the letters and syllables, and she kept asking them, e.g. what letter is this?</p> <p>Ni bata ku bona ya sweli linzwi la hae, ni bulele kuli kimani. I want to see who is holding his/her own word, tell me what it is.</p> <p>Mwazi, taka ye ya pili kimani? Mwazi, what is this first letter?</p> <p>I sebelisana ni taka mani ku bupa linzwi leo?</p>	<p>Banana ne banze ba alaba.</p> <p>Learners kept responding.</p> <p>Ki ‘P’ (pe)</p>	<p>Kini ha muba file musebezi o? Why did you give this exercise?</p>	<p>Ku ba tatuba bas a noli. To assess them orally.</p>
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	<p><i>With what other letter does it build that word?</i></p>	<p>It is 'p'</p> <p>'U'</p> <p>With 'u'</p>		
12:41	<p>Ya ka ni balela linzwi la sweli kimani? Wena.</p> <p><i>Who will read to me the syllable he/she has? Yes you.</i></p> <p>Ehe, kihande, mu mufe mazoho.</p> <p><i>Yes! Good, give him some hands.</i></p> <p>Ki linzwi mani le?</p> <p><i>What word is this? Ehe wena!</i></p> <p><i>Yes!</i></p> <p>Kimani ya na ni linzwi le?</p> <p><i>Who is having this word-</i></p> <p>Wena!</p> <p><i>Yes</i></p> <p>Kihande.</p> <p><i>Good.</i></p> <p>Kamwi, ki linzwi mani le?</p>	<p>Ni sweli 'zo'.</p> <p><i>Zo.</i></p> <p>Ki 'nda'</p> <p><i>It is 'nda'.</i></p> <p>Kina bo muluti.</p> <p><i>Me teacher.</i></p> <p>Nda.</p> <p><i>Nda.</i></p> <p>Ki nde.</p>	<p>Kini hane kuna ni butokwa ku fa manzwi a sipelete kwa baituti?</p> <p><i>Why was it necessary to distribute spelling words to learners?</i></p>	<p>Ku ba tatuba fa musebezi o ezizwe kale.</p> <p><i>To assess them on work already done.</i></p>

	<p><i>Kamwi, what word is this?</i></p> <p>Ki linzwi mani le, talima kwanu.</p> <p><i>What word is this?</i></p> <p><i>Look here.</i></p> <p>Ki litaka mani ze?</p> <p><i>What type of letters are these?</i></p> <p>Kimani ya sweli linzwi le lili silebulu?</p> <p><i>Who is having a word which is a syllable?</i></p> <p>Lu balele lona.</p> <p><i>Yes, read it to us.</i></p> <p>Ki linzwi mani le?</p> <p><i>What word is this?</i></p> <p>Le bo?</p> <p><i>And this one?</i></p> <p>Le?</p> <p><i>What word is this?</i></p>	<p><i>It is nde.</i></p> <p>Ee,aa</p> <p><i>Ee,aa</i></p> <p>Ki matumanosi.</p> <p><i>Sounds</i></p> <p>Ki 'Ima'.</p> <p><i>I t is 'ima'.</i></p> <p>Ki 'Oma'.</p> <p><i>It is 'oma'</i></p> <p>Ki 'Ama'</p> <p><i>It is 'ama'.</i></p> <p>Ki 'Uma'.</p> <p><i>It is 'uma'.</i></p>		
12:47	<p>Cwale fa lu talima fa siswaniso sa luna. Mu ni bulelele se mu bona fa siswaniso sa luna. Ha mu talime kwanu,</p>			

	<p><i>luna sizo, mushemi wa munna ki yena ya cela fa tafule, sizo si lu hapeleza ku eza cwalo. Ki mani ya ka lu balela linzwi le?</i></p> <p><i>And according to our culture, the male parent is the one who eats from the table; culture forces us to do so. Who will read this word to us?</i></p>	<p><i>We use mats.</i></p> <p><i>Ki lubasi.</i></p> <p><i>The word is family</i></p>		
12:54		<p><i>Ki ‘mushimani’.</i></p> <p><i>Is boy (Mu - shi – ma- ni)</i></p> <p><i>Ki ‘M’ ni ‘u’ (ema)</i></p>	<p><i>Kini hane mu boni swanelo kuli mu ba tatube?</i></p> <p><i>Why did you decide to do assessment?</i></p>	<p><i>Ku bona nji basa hupula litaka ze bupa manzwi.</i></p> <p><i>To see if they could still identify words or syllables that form a particular word.</i></p>

		<p><i>They are 'm' and 'u'</i></p> <p><i>Ki 'mu'</i></p> <p><i>'Mu'</i></p>		
12:55	<p><i>Ehe, Namahoa, Manga, ni Mowa ha mu tahe kwanu.</i></p> <p><i>Ok, Namahoa, Manga, Mowa, come here.</i></p> <p><i>Yo kimani?</i></p> <p><i>Who is this one?</i></p> <p><i>Yo ki me.</i></p> <p><i>This is mother.</i></p> <p><i>Wa ni babalela.</i></p> <p><i>She takes care of me.</i></p> <p><i>Yo kindate.</i></p> <p><i>This is father</i></p> <p><i>U yema kwatuko a me.</i></p> <p><i>He stands next to mother.</i></p> <p><i>U fepa lubasi. Hape u fa lubasi masheleni a ku lifa kwa sipatela ha ba kula ni mali a ku</i></p>	<p><i>Ndate, me, mushimani, musizani, mbututu.</i></p> <p><i>Father, mother, boy, girl, baby.</i></p> <p><i>Yo ki me.</i></p> <p><i>This is mother.</i></p> <p><i>Wa ni babalela.</i></p> <p><i>She takes care of me.</i></p>		

	<p>lekisa unifomu ya sikolo.</p> <p><i>He brings food for the family, he also provides the family with money to pay at the hospital when we are sick, as well as money to buy school uniform.</i></p>			
13:03	<p>Kimani ya babalela bao ba ba sina bashemi?</p> <p><i>Who takes care of those who do not have fathers?</i></p> <p>Lu boni kuli lubasi lu cwani,ha ni ka mi buza puzo, ‘mu ca cwani kwa mahae?’</p> <p><i>We saw how the family is. If I ask you the question: How do you eat at home?</i></p> <p>Mu ca mwa tukwatakwata, ha lu kuteke sizo sa luna.</p> <p>Hape lu tina ka sizo Ki litino ze cwani? Litino zeo hali tinwi ki</p>	<p>Ki me.</p> <p><i>Mother.</i></p> <p>Lwa ina ni kuca.</p> <p><i>We sit down and eat peacefully.</i></p>		

	<p><i>makuwa, mi ki za sizo sa luna. Banna ba tina mabindo mi basali bona ba tina misisi.</i></p> <p><i>You eat in small groups to show respect, let's respect our culture. We also dress culturally, what type of dress? Such dresses are not worn by the whites, and are typically for our culture.</i></p> <p><i>Males put on the 'mabindo' dress and women, the 'musisi' dress.</i></p>	'Mashamba'		
13:06	<p><i>Basali bahulu ba tina misisi ni bona, mi ha ba nwa bucwala bwa sizo, ba sebelisa likomoki za sizo ze cwale ka mikope. Ba sebelisani?</i></p> <p><i>Old women put on the musisi dress as well, and when they drink traditional beer they use traditional cups</i></p>	<i>Mikope.</i>	<i>Kini ze kaufela hene li za butokwa?</i>	<i>Ba swanela ku ziba sizom sa bona, mane ni sizo sa mabasi a bona.</i>

	<p>called 'mikope'. What do they drink from?</p> <p>Hape neb a celanga mwa tunkwana, mwa ntomani?</p> <p>They used to eat food from gourds - from what?</p>	<p>They use traditional cups called 'mikope'.</p> <p>Mwa linkwana.</p> <p>From gourds</p>	<p>Why was all this information crucial?</p>	<p>They must know about their culture, culture in the family.</p>
13:08	<p>Cwale fa ni ka mifa lika ze tatama: Ticele ufa baituti libuka.</p> <p>Now; I will give you the following things: She distributes exercise books to learners.</p> <p>Ni ka kufa pampili ni kirayoni.</p> <p>I will give you a paper and a crayon.</p>	<p>Banga libuka za bona.</p> <p>They take their books.</p>	<p>Kini yena a nosi?</p> <p>Why only her?</p>	<p>Muituti una ni butata, wa kula, ha hupuli hande, mi ha koni ku siiwa feela asa fiwi musebezi.</p> <p>The learner is psychologically unfit, and I don't want to leave her unattended to.</p>
13:10	<p>Ni ka mifa misebezi ye</p>		<p>Ye iamana</p>	<p>Ka mukwa wa</p>

	<p><i>shelana shelana, ha mu swanise pateni ye, sikwata se mu swanise mulupa kappa mashamba, mwa utwa? Sikwata se ba ka nola milumo ye ba utwile hande nde mwa mibamba.</i></p> <p><i>Listen here. I will give you different tasks, you copy down this pattern, this group draws a traditional drum or the mashamba, and do you understand?</i></p> <p><i>This group will write down the sounds they heard, write neatly within the lines.</i></p>	<p>Eni.</p> <p>Yes!</p>	<p>cwani ni tuto ya lizazi?</p> <p><i>How is this related to the day's lesson?</i></p>	<p>ku kopanya kopanya.</p> <p><i>It is related through the dimension of integration.</i></p>
13:23	<p>Kashimani, ni wena u swanise mulupa, yo ki yo munca, u kalile viki yona ye.</p> <p><i>Yes, small boy, you should also draw traditional drum, this one is new, and only started this week.</i></p>		<p>Kini ha sika eza misebezi ni babanwi?</p> <p><i>Why didn't he join the rest in doing the activities?</i></p>	<p>U sali yo munca mi musebezi wo ki wa kuli a itukiseze misebezi ye sat aha.</p> <p><i>He is still new and this is a preparatory</i></p>

				<i>exercise for him.</i>
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Mafelelezo a tuto.

End of lesson.

Key: ***Bold italics***: *Silozi Translation*

Italics (no bold): *English translation.*

APPENDIX 6 (d): PROFORMA FOR TAKING FIELD NOTES

Time	Field notes	Learner activities	Areas seeking clarifications	Stimulated recall

APPENDIX 7: LETTER TO PRINCIPALS

P.O. Box 592
Ngweze
Namibia
28 February 2006

The Principal

Dear Sir/Madam

RE: REQUEST FOR A RESEARCH SITE

I am a part time student with Rhodes University, Grahamstown in the Republic of South Africa, (Student Number: G605N3635). I have been studying for a Master of Education Degree (GETP) since February 2005. I would be most grateful if you will allow me to use your school as one of my research sites for the research report which I am required to write.

The aim of my research project is to study the teaching of reading in Grade 1 mother tongue in the Caprivi region. If I am allowed to conduct my research at your school, the teacher with whom I will be working shall be interviewed, and class observations for three reading lessons shall be conducted, and after each lesson observation, some discussions (stimulated recall) vis a vis the lesson shall be held with the teacher concerned. The interview, discussions, and observations shall be tape recorded for easier access to information for transcription thereof.

The school and teacher/s concerned are assured of anonymity in the final research report, and the transcription shall be returned to the teacher involved to proofread, and for making final comments.

Should you have any questions or concerns about this request, contact me at 0812850745 or 066252134 (home).

Yours Sincerely

Kenneth Nzwala

APPENDIX 8 –LETTER TO TEACHERS

From: Mr Nzwala Kenneth

P.O.Box 592

Ngweze

Namibia

To:

.....

Katima Mulilo

Date: 28 February 2006

Dear Grade 1 teacher

I am registered for a Master of Education degree (GETP) with Rhodes University. To qualify for my Masters degree I am required to write a research report that specifically looks at the focus of my research. In this case, I will be expected to answer the following questions, which are my research questions:

- Approaches used to teach reading in Grade 1 mother tongue,
- How teacher beliefs influence the teaching of reading.

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

Yours Sincerely

Nzwala Kenneth

APPENDIX 9 (a): PERMISSION FROM PRINCIPAL

URBAN SCHOOL

9 March 2006

Mr. Kenneth Nzwala

Box 592

Katima Mulilo

RE: REQUEST FOR A RESEARCH SITE

With reference to your letter dated 28 February 2006, your request to carry out a research on the teaching of reading in mother tongue in a Grade 1 class has been successful, as long as you do not interfere with the teacher's normal teaching time during the interviews as you have clearly stated in your letter.

However, you are welcome to start on the date mentioned in your letter. The school appreciates the interest shown and wishes you all the best in your studies.

Thank you,

Principal

APPENDIX 9 (b): PERMISSION FROM PRINCIPAL

PERI-URBAN SCHOOL

Mr Kenneth Nzwala
Caprivi College of Education
Private Bag 1096
KATIMA MULILO
Namibia

Dear Sir

RE: PERMISSION TO INTERVIEW MRS. PIRI

In respond to your letter requesting to interview and observe the above teacher has been accepted.

I also confirmed with the teacher concerned, who also accepted your visit in her class or grade.

So you are most welcome to conduct your research.

Yours Sincerely

Principal

APPENDIX 9 (c): PERMISSION FROM PRINCIPAL

RURAL SCHOOL

27 March 2006

Mr Kenneth Nzwala

P.O. Box 592

NGWEZE

Namibia

Dear Sir

Our school has no problem in you using it as one of the research sites for your research report. We know that your experiences through this research will one day benefit us.

You are therefore granted permission to do class observations and interviews with our teacher.

Thank you for choosing our school as your research site.

Yours sincerely

PRINCIPAL

APPENDIX 10: CONSENT FORM 1 TO TEACHERS

I hereby agree to participate in an interview, as well as stimulated recall with Kenneth Nzwala. I understand that he will be seeking answers for his research questions on how reading is taught in Grade 1 (approaches used).

Signed: _____ Date: _____

APPENDIX 11: CONSENT FORM 2 TO TEACHERS

Kenneth Nzwala is hereby granted permission to record an interview conducted with me as well as to observe lessons and do stimulated recall with me thereafter as part of his data collection for a research report that he will be writing for the completion of his Master's degree. I am aware that transcripts will be made of the interview and that extracts from these may be used in the final report. I have also been assured that my school as well as those who will be involved shall enjoy anonymity in the report.

Signed: _____ **Date:** _____