

**Teachers' knowledge and practice in Grade 3 Group Guided
Reading: a case study**

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

MASTER OF EDUCATION

**Of
RHODES UNIVERSITY**

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30 June 2022

DECLARATION

I, Ntsikohlanga Anthony Kitsili, hereby declare that the work in this thesis is my own and where ideas from other writers have been used, they are acknowledged in full using referencing according to the Rhodes University Education Guide to References. I further declare that the work in this thesis has not been submitted to any university for degree purposes.



30 June 2022

SIGNATURE

DATE

ISISHWANKATHELO

Ukufunda ngokwamaqela kusetyenziswe njengenxalenye yoluhlu lwezifundo kunye novavanyo mgaqo nkqubo lexwebhu *Curriculum and Assessment Policy Statement (CAPS)* lonyaka ka 2012, kodwa kubonakala ukuba ootitshala basatsala nzima ukusifundisa esisifundo (Hoadley 2018). Aliqela amaphulo aye ayilwa eMzantsi Afrika jikelele ngeenzame zokuxhasa ootitshala abafundisa kwizikolo zafelefele ukuba baphuhle kwisakhono sokufundisa ukufunda. Iziphumo zovavanyo zalamaphulo zibonakalise ukuba ootitshala abafumana inkxaso ekukuqeqeshwa baye bagqwesa ekufundiseni indlela ezilandelwayo ekufundiseni ukufunda ngokwamaqela, kodwa isengumcelamngeni ukufundisa izakhono eziphuhlisa ukufunda ngengqiqo nokuhlola inkqubela yabafundi ekufundeni, (Fleisch & Dixon, 2019; Hoadley, 2017). Ingxelo yophando lwale tyhisisi - belujole ekuboniseni ukuba loluphi ulwazi ekumele ootitshala babenalo ekufundiseni ukufunda ngokwamaqela, kwaye olulwazi lungancedisana njani nootitshala ekufundiseni ukufunda, ndisebenzisa iindidi zolwazi eziqulunqwe nguShulmna (1987): ulwazi ngomxholo wesosifundo, ulwazi ngeendlela ezifanelekileyo zokufundisa esosifundo kunye nolwazi oluqulathwe kuluhlu lwezifundo (*curriculum*), ulwazi oluphangaleleyo noluquka iindlela ezifanelekileyo zokufundisa, kunye nolwazi malunga namaqhinga athile ancedisana nokufundisa ukufunda ngendlela efanelekileyo.

Oluphando lulandele indlela yokuphanda ebizwa ngokuba yi *interpretivist case study* ngokolwimi lwase mzini, eyona nto esisifundo besigqale kuyo ibi ngootitshala abathathu bebanga lesithathu abafundisa ukufunda kubantwana bengamaqela kumagumbi wabo okufundela. . Oluphando luqhutyelwe kwizikolo ezintathu zafelefele (zikaRhulumente) elokishini apho isiXhosa ilulwimi olusetyenziswayo ekufundiseni nasekufundeni. Iinkukacha ziqokelelwe ngoku qwalasela okuqhubekayo egumbini lokufundela, nangokwenza uviwano ndlebe oluzindlela ezimbini: olokuqala lwenziwe emveni kwesifundo, ze olwesibini lwaqhutywa emveni kwesikolo apho utitshala uye wabukela umfanekiso oshicelelweyo wesifundo asiqhubileyo aze ahlatywe imibuzo ngesosifundo asijongileyo, kunye nangoku hlalutya okuqulathiweyo kumaxwebhu afana no *CAPS*.

Mabini amaxwebhu aqulathe umgaqo nkqubo ochazela ootitshala ukuba mabakufundise njani ukufunda ngelixa abantwana befunda bengamaqela, kwaye angumkhombandlela ochaza gca

okulindeleke abantwana bakufude ngexesha lokufunda bengamaqela: *the Foundation Phase CAPS and the National Framework for the Teaching of Reading in African Languages in the Foundation Phase*. Lamaxwebhu ahlalutywe ngokulandela iindidi zolwazi zika Shulmna (1987). Imibhalo ekhutshelweyo (transcripts) enika ingxelo ngokucingwa ngootitshala ngomsebenzi wabo wokufundisa abantwana bengamaqela ngexesha loviwano ndlebe ifundwe ngaxesha nye nemibhalo ekhutshelweyo yokufundiswa kwabantwana bengamaqela ebishicelelwe yangumboniso bhanyabhanya kunye nophulaphulekayo, oku kuye kwahlalutywa ngokusebenzisa iindidi zolwazi zika Shulman (1987).

Iziphumo zophando zibonakalise ukuba ulwazi lootitshala malunga nomxholo wezifundo alubonakali ngokuthe gca, lubonakale ilulwazi olubonakala ngezenzo. Ootitshala abathathe inxaxheba kwesisifundo babonakale bezithembile ekuboniseni indlela abaqhuba ngayo, kodwa basilela ukucacisa ngokwamazwi abo into abayenzayo okanye unobangela wokwenza ngandlela ithile.. Bonke ootitshala abathathu bagqwesile ekuboniseni ukuba bayayazi imigaqo ekufuneka ilandelwe xa kufundiswa isifunda samaqela ngamaqela, kwaye babonisile ukuba banalo ulwazi lokuphuhlisa izakhono zokufunda ngokutyibilika, nokufundisa abantwana amaqhinga athile abanowasebenzisa xabeguqula okufihlakele entethweni, kunye nendlela ezisesikweni zokuhlola. Nangona kunjalo nje ubungqina obubonisa ukuba abaatitshala bathathu banaso isakhono sokufundisa amaqhinga okufunda ngengqiqo, kunye nokubuza imibuzo ekwinqanaba eliphezulu, kwaye namaxwebhu abonisa uhlolo luka titshala bunqongophele.

ABSTRACT

Group guided reading (GGR) was introduced as part of the Curriculum and Assessment Policy Statement (CAPS) in 2012, but it appears that teachers are still experiencing great difficulty in teaching it (Hoadley 2018). Several interventions have been designed across South Africa to support teachers in no-fee schools to improve the teaching of reading. The evaluations of such interventions show that teachers receiving support such as coaching are able to master the procedural aspects of GGR but not the conceptual aspects, for example, teaching comprehension strategies and providing formative assessment (Fleisch & Dixon, 2019; Hoadley, 2017). The research reported in this thesis aimed to find out what kinds of knowledge are required to teach GGR and to what extent teachers enact this knowledge in their practice, using Shulman's (1987) knowledge categories: subject content, pedagogical content and curriculum knowledge, general pedagogical knowledge and strategic knowledge.

The research took the form of an interpretivist case study focusing on three Grade 3 teachers using GGR to teach reading in their classrooms. It was carried out in three no-fee, township schools where isiXhosa is the language of learning and teaching. Data was generated through observations, stimulated recall interviews, semi-structured interviews and document analysis.

There are two policy documents that guide teachers' practices in terms of how they should teach reading during GGR and that give clear guidance on what children should learn during GGR: the Foundation Phase CAPS and the National Framework for the Teaching of Reading in African Languages in the Foundation Phase. These documents were analysed using Shulman's (1987) knowledge categories. Transcripts of teachers' reflections on their GGR lessons during stimulated recall interviews were read hand in hand with transcripts of the GGR lessons that were video and audio recorded, and these were analysed using Shulman's knowledge categories.

The findings of the research are that teachers' subject content knowledge is largely tacit; it is knowledge-in-practice. The teachers in the study seemed confident in showing rather than explaining what it is that they are doing and why they are doing it. All three teachers have mastered, to a large extent, the procedural aspects of GGR and some of the more conceptual aspects, for example some aspects of fluency, the teaching of decoding strategies and formative assessment. However, there was limited evidence of the teaching of

comprehension strategies and the use of higher order questions, and assessment was not evident in the recorded lessons.

ACKNOWLEDGEMENTS

Ndiyacamagusha kuwe Qamatha oyingcwele namanyange asekhaya andigcine kwade kwalapha, ngaphandle kwenceba zenu ngendingakhange ndifikelele kulendawo ndikuyo ngoku. Camagu!

I would like to thank my supervisors: Ms Sarah Murray and Ms Judith Reynolds who was a co-supervisor; without your expertise, experience, and support, I would not have completed this master's degree with the amount of knowledge I have gained since beginning the research reported in this thesis. Ndibamba ngazo zozibini (Thank you so much for everything!)

I would like to thank my family who supported me throughout this journey. I would like to acknowledge the two most special women in my life: one being my mom, Ms Nomvume Sati, and another my very dearest friend whom I consider as my second mom, Dr Edlmann. Thank you for your unconditional love and support throughout this journey; I felt held especially when things got difficult. I am blessed to have two moms!

I would also like to acknowledge all my friends who kept checking up on me and supported me throughout the whole journey. I would like to thank especially Babyse Makhombe and Kelly Long, Nompumelelo Babeli and my young sister Ziphozihle Sati.

I would further like to thank my CSD family that has warmly welcomed me into their department and without fail kept cheering me on.

Lastly, I would like, as strange as it may sound to others, to thank my dogs who kept me company and got excited when I got back home from working on my thesis. The long walks I took with my dogs were what I needed to break through some of the writing blocks I experienced last year.

LIST OF ABBREVIATIONS

CAPS- Curriculum and Assessment Policy Statement

CK- Content knowledge

Curr K- Curriculum knowledge

DBE – Department of Basic Education (South Africa)

DHET – Department of Higher Education and Training (South Africa)

FP- Foundation Phase

GGR- Group Guided Reading

GPK- General pedagogical knowledge

LoLT- Language of Learning and Teaching

NFRW- The National Reading Framework for the Teaching of Reading in African Languages
in the Foundation Phase

PCK- Pedagogical content knowledge

PGCE- Post Graduate Certificate in Education

PIRLS- Progress in International Reading Literacy Study

SK- Strategic knowledge

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Chapter 1: Introduction

1.1 Introduction

This chapter begins with a brief introduction to my teaching background and the way in which I became interested in the topic of this study. I contextualise the study by situating it within the reading contexts in SA. I go on to discuss how reading is taught in South Africa and the difficulties teachers have with conducting Group Guided Reading (GGR), which is the topic of my study. I then describe GGR as a reading activity in more detail. Finally, I list my chapters and provide an overview of the thesis.

1.2 What motivated the study?

In 2010, I completed my Post Graduate Certificate in Education (PGCE) in Intermediate Phase teaching and started teaching the following year at a combined school as a Grade 6 teacher. Two years later, I was offered a Foundation Phase (FP) teaching post in a new school. In both cases, the Home Language was isiXhosa. The first year of teaching reading in isiXhosa to my Grade 2 learners was challenging because I had been trained to work with children who already knew how to read. I had no knowledge of how children learn to read, the processes involved and how children's reading develops throughout the FP. Although I tried going to the internet and using the resources provided by the Department of Basic Education (DBE), for example, the Rainbow Workbooks, I struggled to make sense of them because I had no knowledge base to enable me to do so.

In my second year of teaching, our school was invited by a local organisation to a series of literacy workshops that specifically focused on the reading activities in the Curriculum Assessment Policy Statements (CAPS). They had invited expert, experienced teachers to share with us their effective strategies of teaching reading in the FP. I learnt so much about teaching reading from these workshops and from engaging with other experienced teachers. The teachers offered valuable insights into what worked well in their classrooms and admitted to finding the new CAPS reading activities quite challenging. They were struggling with many aspects of the teaching of reading and writing, and particularly mentioned aspects of phonics, strategies for teaching writing, and ways of conducting Shared Reading and GGR. It was surprising, but also reassuring, to know that many other teachers were experiencing these challenges. These workshops were very useful in developing my knowledge of reading

pedagogy and the curriculum. However, I still knew little about reading development and the processes involved in learning to read.

In 2015, I started working for the local organisation which had conducted the workshops, and, as part of my training for this new job, I was mentored by an experienced FP teacher with extensive experience of working with teachers. Part of my job was to visit schools and support teachers in their implementation of what they had learnt in workshops. The preparation for these workshops and school visits further broadened my knowledge of reading pedagogy and the curriculum, which enabled me to support and guide teachers in the field to implement the ideas shared in the workshops we organised.

After being a field worker for two years, I applied for a lecturing position in a nearby university. Because I brought with me my knowledge of reading pedagogy and the curriculum, I was able to prepare the student teachers with the practical knowledge they needed to teach reading. However, there was a lack of resources written in isiXhosa for teaching reading, and I was not able to teach my students the language and reading theory that was the basis for the pedagogy because I lacked this knowledge myself. Furthermore, there is very little research on the teaching of reading in isiXhosa.

It was only in 2019, when I joined a literacy intervention as a literacy coach, that I began to see how the reading activities fitted together to form an integrated programme of reading development. I was introduced to some of the theory underlying the CAPS reading activities, for example, that they are planned so that children's reading is scaffolded (Lui, 2012). There is a gradual decrease in teacher responsibility and increase in learner responsibility (Duke & Pearson, 2002). Group Guided Reading is the central activity in the gradual release of responsibility because it is during GGR that the learner first takes responsibility for reading, but still has the support of the teacher.

The intervention I worked for recognised early on that large numbers of teachers were not practicing GGR because they did not understand it, and so the intervention decided to give special focus to developing teachers' knowledge of how GGR worked and how to implement it. As part of the coaching team, we prepared a GGR workshop for the teachers and started rolling it out over two terms. The training workshop involved showing teachers how to use the material they were receiving in the implementation of GGR. They received, for example,

anthologies of texts levelled for different grades; phonic and alphabet friezes; and writing charts.

Part of our jobs as literacy coaches was to observe teachers conducting GGR, using an observation tool that provided criteria with which to evaluate teachers. We used the observation tool to compile a report on how well teachers were implementing GGR in the schools for which we were responsible. I found that, in most of the schools in which I worked, teachers were generally managing the procedural aspects of GGR (for example, carrying out a baseline assessment, putting learners into groups, getting them to read aloud on the mat), but were not engaging learners in ways which would develop comprehension, vocabulary, decoding strategies, and so on. These observations made me interested in finding out what it was that teachers needed to know and be able to do in order to teach GGR effectively. I felt that if I did not know specifically what knowledge was required to teach GGR, I would not be successful in coaching teachers, and that without this knowledge, other organisations interested in training teachers might not be successful in their work.

It is through reflection on these experiences, and discussions with my supervisors, that I became inspired to pursue this study. I now introduce the study, beginning with contextualisation within the research literature.

1.3 Contextualising the study

1.3.1. Early literacy reading achievement in South Africa

The results of the Progress in International Reading Literacy Study (PIRLS) 2016 (Howie et al, 2017) revealed that 78% of Grade 4 learners in South Africa who were assessed in the language in which they had learnt to read (usually their mother tongue) could not comprehend what they were reading. Furthermore, high performing readers in South Africa were “reading at the same level as weak readers (those at the 25th percentile) in high performing countries” (Pretorius 2022, p.56). Not only are the majority of South African learners exiting the FP unable to read for meaning, but their letter-sound knowledge, word recognition and fluency are also very poor (Spaull, Pretorius & Moholwane, 2020). Decoding skills are the foundation, and fluency is the bridge, to comprehension; it is therefore not surprising that the PIRLS test results would show that these learners are not comprehending what they are reading. There is a chain of fundamental reading skills that are not being

developed. The Covid- 19 pandemic has exacerbated the low levels of literacy because of the learning losses (Ardington et al 2021).

If learners exit Grade 3 unable to decode effectively or to read for meaning, this inability will have a negative impact on their learning, because it is unlikely that teachers in the Intermediate Phase will have the time or the knowledge to teach them early literacy skills, and the lack of these skills may result in them falling even further behind in their learning. Ideally, when the learners arrive in the Intermediate Phase, they are expected to be able:

... to read a variety of texts for different purposes, use a variety of reading and comprehension strategies; view and comment on visual texts; describe their feelings relating to texts; discuss certain aspects of fiction texts, such as central theme, character and plot; identify and recognize different structures, purpose, language use and audiences of different types of texts; identify and discuss values in texts; comprehend and respond suitably to information texts; interpret simple visual texts; and select information texts for their own information needs, (Naidoo, Reddy and Dorosamy, 2014, p.156).

In the Intermediate Phase, children must make the transition from learning to read to reading to learn (Chall, 1983).

This situation is made worse by the fact that there is an achievement gap between many learners in no-fee schools and many of those in fee-paying schools and this increases as children move up the grades (Spaull 2013). There are further inequalities between learners from rural and urban areas and between English and Afrikaans-speaking learners (Howie et al, 2017, Chetty et al, 2016, Smith, 2011).

Remedying this reading crisis in South African would require improving the quality of teachers' instructional practices, "educators [must] also get to know how to remediate the problem and make instructional changes that address the weaknesses that the children exhibit on the assessments" (Govender & Hugo 2020, p. 11). In the next section I report on the quality of early literacy teaching in South Africa.

1.3.2 The Quality of early literacy teaching in South Africa

Classroom-based research suggests that despite the recent improvement, there are still issues to be addressed with regard to the quality of early literacy teaching in no-fee schools (Hoadley & Spaul, 2017). The issues relating to the quality of literacy teaching are as follow:

- The pacing of teaching and learning is very slow.
- Learners are not exposed to reading and writing strategies.
- Learners are given few opportunities to learn vocabulary explicitly.
- Learners are given limited exposure to extended text.
- Teachers lack knowledge about different forms of assessment, especially formative assessment (Khanjee & Mthembu, 2015)

Howie et al (2017), in the PIRLS Literacy Report for South Africa, report that teachers do not introduce the necessary reading skills and strategies as early as international teachers do. This finding may suggest that the majority of FP teachers do not have the required knowledge to teach early literacy effectively.

In recent years, there have been a number of large-scale interventions designed to support teachers in no-fee schools and to evaluate the impact these interventions have had on the teachers who participated in them (e.g. *Gauteng Primary Literacy and Mathematics Strategy*; the *Early Grade Reading Studies*). Case studies drawing on data from these interventions have shown that teachers tend to take up those practices that are compatible with the way they have always taught (Fleisch & Dixon, 2019; Hoadley, 2017).

The literacy teaching activity that teachers seem to find most challenging is GGR. Fleisch and Dixon (2019, p. 9) describe GGR as a practice that is “more complex” and “alien” to teachers’ current practice than the other reading activities required by the current curriculum, and they claim that there is some resistance to implementing it. Even those teachers who successfully manage the procedural aspects of GGR struggle to make it a meaningful activity for learners (Hoadley, 2017).

This failure to work optimally with GGR is problematic because its central place in the CAPS curriculum for grade R-3 in which GGR is allocated more than double the amount of time of any other literacy activity. .

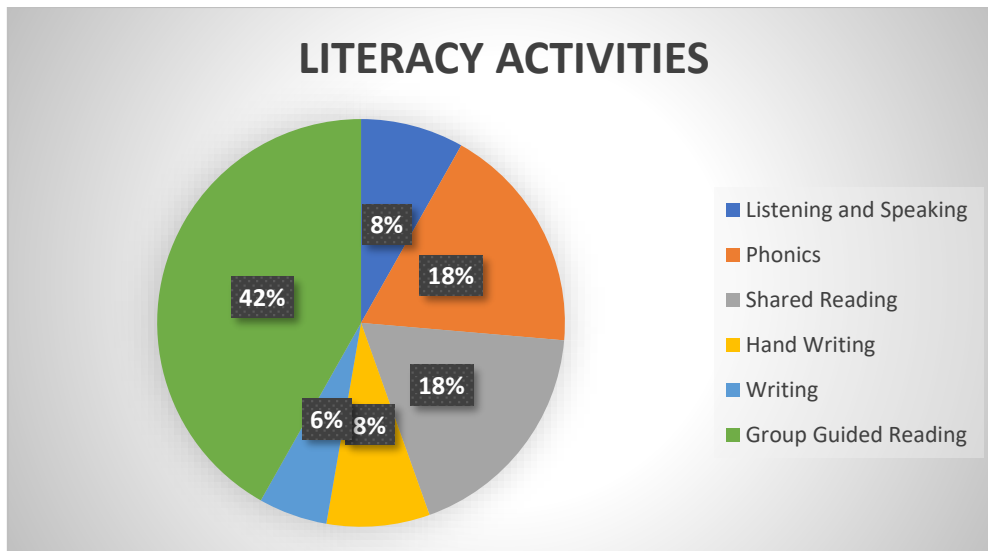


Figure 2 Time allocated to Group Guided Reading

1.4 Group Guided Reading (GGR)

1.4.1. What is GGR?

Group Guided Reading is a literacy teaching strategy in which the teacher works with a small group of six to ten learners of very similar reading ability, using levelled texts matched to their reading level, for two fifteen-minute sessions each day of the week (DBE, IsiXhosa Home Language CAPS, 2012; Fountas & Pinnell, 2010 and 2012; Kruijinga & Nathanson, 2010; Place et al, 2008). A reading baseline assessment is carried out at the beginning of year to put learners into flexible reading ability groups. The lessons are meant to be structured in a way that addresses reading gaps identified in the reading baseline assessment. Each learner should take a turn to read aloud while the others follow in their own books. The teacher should use the opportunity to carry out formative assessment, provide feedback and monitor each learner's progress over the year. The teacher is meant to model different reading strategies and try out different teaching techniques to maximise individual learners' decoding, fluency, vocabulary and comprehension skills that should eventually result in learners becoming independent readers (Ford & Opitz, 2011).

GGR requires good planning and classroom management because the teacher must plan literacy activities for the groups that are working at their desks while she is on the mat with the reading group. She must also monitor these learners from her position on the mat. It is important that this group work, at the desks, provides genuine opportunities to learn, because children are engaged in it for two hours a week (DBE, 2020; Pretorius & Murray, 2016).

GGR requires that good routines be established, transitions be managed swiftly, and learners can self-regulate.

GGR, unlike other reading activities such as shared reading and teacher read-alouds, is a complex activity in which the teacher has to orchestrate a number of different activities and aspects of the process. It requires different kinds of knowledge and skill, such as: good understanding of reading development and differentiated instruction (Tomlinson, 2003), assessment strategies, text difficulty, reading development and how to model and teach decoding and comprehension strategies. The success of the activity depends on good time management and pacing of instruction.

1.4.2 What does research reveal about how teachers implement GGR?

1.4.2.1 *International research*

Case studies in the United Kingdom (Fisher, 2008) found that teachers tended to focus on getting learners to read aloud fluently and recall facts, “rather than analysing how the children created meaning, teaching appropriate strategies to enhance this or encouraging a personal, analytical and critical response” (Fisher 2008, p. 25). Similarly, Durkin (cited in Ford & Opitz, 2011 p. 6) found that GGR was little more than “round robin reading” and there were few opportunities for learners to engage with the text in a meaningful way.

1.4.2.2 *Local Studies*

Kruizinga and Nathanson (2010) report on a study evaluating GGR in three primary schools in the Western Cape. They found that teachers had a poor understanding of how to conduct GGR, and that they had few policy documents to guide them. Teachers did not allocate sufficient time for GGR and struggled to find space for the reading group. They reduced GGR to listening to children reading aloud without modelling, guidance, interaction or feedback.

Fleisch and Dixon (2019) report on case studies carried out as part of the *Early Grade Reading Study* in the North West Province. Teachers in this study were provided with learning materials, lesson plans and instructional coaching. Improvements were observed in the use of time and the quality of teaching. However, teachers were more comfortable with new teaching practices that had some similarities to their existing practices. They had difficulty with what Fleisch and Dixon describe as “more complex practices” such as GGR.

Fleisch and Dixon report that, “While teachers followed the lesson plan steps, it was clear that they did not have full mastery of tasks” (2019, p. 9). They describe how in GGR:

Teachers took learners to the carpet and attempted to follow the lesson steps ... But implementing group guided reading requires a level of knowledge and view of literacy not contained in a scripted lesson plan. It requires a move from decoding to inferential meaning-making by the use of carefully phrased questions. Although the processes of group guided reading are mostly followed, teachers’ gaps in *content knowledge* indicate a lack of embodied/habituated understandings of this pedagogy.

Hoadley (2017) reports on the findings of the *Schools Performing Against Demographic Expectations (SPADE)* Project. Like Fleisch and Dixon (2016), she found that although shifts in pedagogy were observed, they “appeared to be largely surface rather than substantive” (Hoadley, 2017, p. 13). She reports on whether or not teachers were able to explain clearly to learners what was expected of them, to assess learners and provide feedback on progress, to make concepts clear, and to lead learners to synthesise and broaden concepts. She found that good teachers were able to make the requirements for activities explicit and to some extent monitor and intervene while learners were involved in a task, but they found it more difficult to respond to learners in effective ways. She provides an example from a GGR lesson in which she concludes that although “the form of guided group reading” is present the teacher does not provide:

... specific strategies or engagement to decode unfamiliar words and no attention is given to retrieving meaning from the text. A broader sense of what it means to read - i.e. decode and retrieve meaning (and pleasure) from text is absent from the activity (p.30).

It is clear from the research referred to above, that limitations in teachers’ conceptual knowledge of reading and how to teach it make it difficult for them to implement GGR effectively. However, what conceptual knowledge is required to teach GGR is not detailed in the literature; it is only referred to in a general way.

1.5. Research Aim and Questions

1.5.1 Aim

The aim of this study was to better understand what knowledges are required to teach GGR, what knowledges teachers in no-fee schools where isiXhosa is the language of instruction bring to the teaching of GGR, and how these knowledges are enacted in their practice.

1.5.2 Research questions:

The questions guiding achievement of the research aim are as follows:

1. How is GGR conceptualized in the curriculum documents and what knowledge does this assume teachers (and learners) have?
2. What content knowledge (CK), pedagogical content knowledge (PCK) and curriculum knowledge (Curric K) is enacted in teachers' practice of GGR? What role is played by general pedagogical knowledge (GPK)?
3. How do teachers understand GGR and on what knowledges do they draw?

1.6 Overview of the thesis

This thesis contains the following chapters:

Chapter 1: Introduction

Chapter 2: Conceptual Framework

Chapter 3: Literature Review

Chapter 4: Methodology

Chapter 5: Analysis

Chapter 6: Findings and Discussion

Chapter 7: Concluding remarks

Chapter 2: Conceptual Framework

2.1 Introduction

The aim of this study is to explore the practices and understandings of GGR demonstrated by three FP teachers, one in each of three no-fee schools where isiXhosa is the Language of Learning and Teaching (LoLT).

The study draws on Shulman's categories of knowledge, and these are later used as the framework for the analysis of the data (Shulman 1987). Shulman (2015) refers to different domains of knowledge, which include different learning activities. The learning activity I focus on is GGR. This chapter reviews Shulman's categories of knowledge and applies them to reading in general and GGR in particular. I attempt to show how each category could apply to the teaching of reading, by providing examples. In the previous chapter I explained that there is limited research on what kinds of knowledge teachers need to have in order to conduct GGR successfully.

The explanation of Shulman's categories is followed by an analysis of the two main curriculum policy documents (CAPS and NFTR) as they relate to the teaching of GGR, in terms of the different types of knowledge the policy documents require of teachers.

2.2. Shulman's categories of teachers' knowledge

For the theoretical framework of this study I draw on Shulman's (1986; 1987) seminal work on teachers' knowledge. In order to develop their categories of teachers' knowledge, Shulman and his colleagues observed the practice of novice and expert teachers. They observed the content of the teachers' lessons, the questions they asked and the explanations they offered. They were interested in how teachers decided what to teach, how they represented knowledge so that it was accessible to learners, how they asked questions about the content and dealt with misunderstandings. Their goal was to identify the "set of understandings, conceptions, and orientations that constitutes the source of their comprehension" (Shulman, 1986, p. 8). They observed the teachers, interviewed them at regular intervals and asked them to comment on materials used for teaching. Shulman notes that, "By focusing on the teaching of particular topics ... we learned how particular kinds of content knowledge and pedagogical strategies necessarily interacted in the minds of teachers" (Shulman, 1987, p. 9). I hope that by focusing on GGR in this study, I will learn how

particular kinds of content knowledge and pedagogical strategies interact when the teachers are implementing this reading activity.

By drawing on the findings of this research, Shulman and his colleagues drew up a theoretical framework describing the domains and categories of teachers' content knowledge. In this framework he distinguished between three different categories of content knowledge: subject matter content knowledge (CK), pedagogical content knowledge (PCK) and curricular knowledge (Curr K). He further distinguished pedagogical content knowledge from general pedagogical knowledge (GPK), which is knowledge about pedagogy that transcends subject matter (Ball et al, 2004).

2.2.1 Subject matter content knowledge (CK)

Subject matter content knowledge refers to the facts, concepts and skills related to the discipline or field of learning, the supporting theory and research, and the way in which this is structured and organized, (Shulman, 1986). The way in which knowledge is structured will vary from subject to subject. In addition, teachers should understand why some aspects are central to the discipline whereas others may be more peripheral (Shulman, 1986).

Although considerable research has been done into the CK required to teach other subjects such as mathematics, and how this is acquired, very little research has been carried out into the CK required for teaching reading (Moats & Foorman, 2003; National Research Council, 2010). Phelps and Schilling (2004) maintain that this is because reading is not a discipline in the same way as mathematics, and what constitutes its subject matter is not as clearly delineated.

In the case of reading, CK is likely to include a knowledge of the language in which reading is being taught, its phonology, morphology, grammar, semantics and orthography, and of its literature. It would also include psychological and social theories about the processes involved in reading and learning to read. In the specific case of GGR, a teacher would need to understand the phonology, morphology and letter-sound relationships in the language, in order to assist a learner experiencing difficulties in decoding. This will be explored in more depth in Chapter 3 and in the analysis of the curriculum documents.

2.2.2 Pedagogical content knowledge (PCK)

Shulman sees PCK as knowledge of how to teach the specialized content of the field of learning, in this case, reading. The PCK of teaching reading involves choosing the most effective ways of communicating the concepts and transmitting the skills so that they are accessible to young learners and can be used in learning to read. According to Shulman (1986), this involves drawing on “the most powerful analogies, illustrations, examples, explanations, and demonstrations” (p. 7). For teaching reading, it would also include knowledge of the specific aspects that learners of different ages and abilities, and from different backgrounds, are likely to find easy or difficult. For example, in GGR, a teacher would start off with a reading baseline assessment as a way of identifying the reading level of each child. The results yielded from the reading baseline assessment would then be used to place learners in appropriate reading groups. These results would also guide teachers in terms of the kind of support and guidance he or she needs to provide for each group during the GGR period and help them to plan accordingly.

2.2.3 Curriculum knowledge (Curric K)

Curriculum knowledge includes a broad knowledge of the current curriculum, in this case the Foundation Phase CAPS (2012), and the National Framework for the Teaching of Reading (NFTR) in African Languages in the FP (2020), which is the policy document that outlines how to teach reading. It would include an understanding of how reading links to other subjects, such as Life Skills, and knowledge of what has been taught in previous grades and of what will be taught in future grades. Curric K also includes knowledge of the range of resources available for teaching reading, for example: children’s literature, both fiction and non-fiction; Big Books; flash cards, word walls, vocabulary books for developing new vocabulary. In the case of GGR, teachers would need to be knowledgeable about different series of graded/levelled readers and how to match them to the reading ability of each group, and how to use the Rainbow Workbooks provided by the DBE to provide activities for the learners working at their desks, while the teacher is on the mat with the reading group. If the rest of the class is to be engaged in literacy activities then this requires of the teacher a combination of CK and PCK rather than GPK.

2.2.4 General pedagogical knowledge (GPK)

According to Shulman, GPK includes overarching theories of learning and assessment, teaching strategies, and classroom management strategies such as routines and time management. For example, in the case of GGR, the teacher would use a routine to get learners quickly to the mat. GPK is also important for designing and monitoring the activities of the children who are not in the reading group; if these children are not engaged in worthwhile literacy activities, the objectives of GGR will not have been met.

As indicated above in the introduction, the main aim of this study is to explore the practices and understandings of GGR demonstrated by three FP teachers in the three no-fee schools where isiXhosa is the LoLT. In unpacking the main questions, one of the sub-questions of this study asks what CK, PCK and GPK is required for successful implementation of GGR. This research question requires one to analyze the two main curriculum policy documents relating to reading: CAPS (2012) and NRFW in African Languages in the FP (2020) to gain an understanding of how GGR is conceptualized in these documents and what knowledges teachers are assumed to have. The two curriculum documents are analyzed in section 2.5 of this chapter. It will be seen that the two documents require a sophisticated set of interrelated knowledges to teach GGR and it is not always easy to put them in Shulman's categories.

2.3 Forms of teachers' knowledge

Shulman maintains that "A conceptual analysis of knowledge for teachers would necessarily be based on a framework for classifying both the domains and categories of teacher knowledge, on the one hand, and the forms for representing that knowledge on the other (1986, p. 10)." In this study, I distinguish between propositional knowledge, practical knowledge and strategic knowledge. I draw on these categories when discussing the data in chapter 5.

2.3.1 Propositional knowledge

Bertram (2011) distinguishes between propositional knowledge that is declarative in nature and can be stated explicitly, and practical knowledge that is procedural in nature. According to Bertram, propositional knowledge includes facts and abstract knowledge. It is the kind of decontextualised knowledge codified in the curriculum documents and knowledge and practice standards. Kelly (2006) describes this form of knowledge as "knowledge-for-practice." Propositional knowledge in teaching reading would be a teacher's understanding

that teaching a beginner learner reading would start with developing their phonological awareness.

2.3.2 Practical knowledge

Practical knowledge, on the other hand, is generated informally, in context, in the performance of teaching, as part of a community of practice. As such, it is unconscious, tacit knowledge. However, it draws on both propositional knowledge and what Shulman describes as the “wisdom of practice” (1986, p. 10). Kelly (2006) describes this as “knowledge-in-practice.” An observer does not have direct access to the CK that is informing the teacher’s practice; it has to be inferred from the performance. It can be accessed indirectly through reflection-on-action (Schon, 1983), although this will always be a reconstruction of the knowledge that guided action. An example of practical knowledge would be teachers’ choices on how to present a lesson on phonics, or the steps the teachers has decided to follow in developing learners’ knowledge of letters.

2.3.3 Strategic knowledge (SK)

According to Shulman, strategic knowledge comes into play when the teacher confronts situations or problems where no simple solution is possible. It requires judgment and the ability to weigh up different options. It draws on both practical and propositional knowledge. Shulman (1986) describes it as the hallmark of the professional teacher:

The professional holds knowledge, not only of how – the capacity of skilled performance – but of what and why. The teacher is not only a master of procedure but also of content and rationale, and capable of explaining why something is done (p. 13).

In a more recent article, Shulman (2015) describes strategic knowledge as a “dynamic construct that describes the processes that teachers employ when confronted with the challenge of teaching particular subjects to particular learners in specific settings” (p. 9). This means that the context is important in relation to teachers’ decision making.

In this article Shulman (2015) also emphasises the importance of affective factors and moral judgement and reasoning in teaching. He states, “a lot of what teachers ‘know and do’ is connected to their own affective and motivation states, as well as their ability to influence the feelings, motives, persistence, and identity formation processes of their students” (Shulman 2015, p.9).

In this study, I use the concept of strategic knowledge when discussing the kinds of decisions that teachers take in their particular context, in relation to their learners, which influences their teaching. I have tried to understand what informs these decisions in terms of their beliefs, values and norms. Shulman claims that teachers' judgment is "related to their normative vision for the kind of the world to which they aspire to contribute as professional educators and as citizens in the democratic society" (Shulman 2015, p.9).

2.3.4 Knowledge required to teach reading

As stated in Section 2.3.1 above, not much research has been carried out on the content knowledge required to teach reading. Nevertheless, knowledge and practice standards have been drawn up for the teaching of reading (International Dyslexia Association (ILA), 2017; PrimTEd Literacy Working Group, 2020). These tend to be based on what is known about how children learn to read (National Research Council, 2010), on which there is an extensive literature (e.g., National Reading Panel, 2000), and research on the effective teaching of reading (e.g., Pressley et al., 2001). These standards are decontextualized and take little account of the context of teaching. When GGR is examined in detail it becomes clear that not one, but many forms of knowledge are required to carry it out successfully. The goal of this study is to explore the practices and understandings of GGR demonstrated by teachers in the FP in three no-fee schools where isiXhosa is the LoLT.

2.4 What curriculum documents say about GGR

There are two main curriculum policy documents which guide teacher practice: the Home Language CAPS for FP (2012) and the NRFW for Teaching Reading in African Languages in the FP (2020). The NRFW provides more information about how to teach reading during GGR; whereas the CAPS places more emphasis on what the children should learn. In following table, the information in these documents is categorized into different knowledge types (Shulman 1986 & 1987).

2.4.1 Analysis of NRFW and CAPS using Shulman’s knowledge categories

Table 1

NRFW	CAPS
<p>Content knowledge: knowledge of the language and reading development necessary for teaching and assessing learners during GGR.</p>	
<p>Teachers need to understand the main components of reading:</p> <ul style="list-style-type: none"> • Emergent reading • Decoding • Comprehension • Reader response <p>Teachers need to understand the relationship of these components to oral language proficiency:</p> <ul style="list-style-type: none"> • Semantics (comprehension and vocabulary) • Phonology (sounds of the language) • Morphology (how words are formed) • Syntax (how words are ordered to make meaningful sentences) • Discourse features (conventions of language) 	<p>Thinking and reasoning and language structure and use are integrated into all four language skills.</p> <p>Teacher must be knowledgeable about the 5 components of teaching reading:</p> <ul style="list-style-type: none"> • Phonemic awareness • Word recognition (sight words and phonics) • Comprehension • Vocabulary • Fluency <p>Fluency and reading involve:</p> <ul style="list-style-type: none"> • accuracy and in decoding. • the rate or speed of reading • reading smoothly with appropriate phrasing and expression • Comprehension
<p>PCK: Knowledge of how to teach reading during GGR to learners of different ages and abilities</p>	
<p>How to:</p> <ul style="list-style-type: none"> • Do a baseline assessment for reading • Put learners in ability groups for reading. • Recognise and support learners with reading difficulties 	<p>Through clearly focused lessons children will be taught to be effective readers and writers.</p> <p>The five components of reading must be taught explicitly and practiced on a daily basis.</p> <p>Teach the five-finger strategy for decoding unknown words</p>

<ul style="list-style-type: none"> • Select an appropriate text at the instructional level of the learners • Assess learners: check each learner's understanding of text (setting, characters, main ideas, making predictions and inferences, etc.); check learners' understanding of new/ unfamiliar words and sight recognition fluency (teacher can use flash cards); look out for struggling learners; learners who can't read fluently (isolate each word, make errors, re-read same sentence, read very slowly, lack confidence) or those who need more challenge • Teach decoding skills: words broken down into sounds and longer words broken down into syllables; give learners flashcards to practise new words • Re-read the story with struggling learner 	<p>Use both high and lower order questions to engage children in a range of levels of thinking.</p>
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Curr K: Knowledge of the curriculum with specific reference to GGR

<p>Every day, 2 groups (6-8 learners), 15 mins each. (Make sure that struggling readers never miss their turn, and if possible, give them more turns during the week.)</p> <p>On mat or at separate table, or dedicated space away from rest of class</p> <p>Same ability groups, learners practise reading texts at their level with teacher support; each learner must have a copy of the text</p>	<p>Group guided reading is allocated 30 minutes a day: 2 groups each for 15 minutes for 5 days (a total of two hours and 30 minutes per week for the teacher).</p> <p>While the teacher is in the reading group, the other children are busy with consolidation activities e.g., written comprehension, phonics, spelling, grammar, and writing. Paired and independent reading can also take place at the same time.</p> <p>For GGR children work in ability groups of 6 – 10 learners and all members read the same text under</p>
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Learners can be moved from one group to another in the course of the year

In the first session the teacher:

- Discusses title, cover and illustrations
- Engages learners in discussion related to text
- Each learner reads 1 to 2 pages aloud while the others follow silently
- Teacher poses 1 to 2 questions to assess whether learner understands
- Learners have opportunity to read the same text in pairs or independently at a later stage.

Teacher monitors whether child can:

- Read fluently
- Apply word attack skills to recognise unfamiliar words
- Reading for meaning and understanding

Resources:

- Graded readers
- Photocopies of fiction/non-fiction texts
- Articles from newspapers and magazines
- Reading cards

Routines

- Reading and Writing focus time should follow the same routine every week
- SR followed by GGR: while T is with the reading group, the rest of the class, the rest of the class should be engaged in consolidation activities eg phonics, spelling, language

the guidance of the teacher. Teacher plans to teach a range of word attack strategies

Texts are selected at group's instructional reading level.

Establishing the right level:

- Text must be read with ease but fewer challenges
- They will read fluently with expression
- They will be interested in the text
- They will not need to finger point while reading
- They will be able to read silently

Steps in the group guided reading:

- Select an appropriate text and read through it before the lesson noting features, structure, vocabulary or syntax that may be challenging
- Introduce the type of book and topic. Help children to make connections with their own life experiences.
- With very young children, discuss the illustrations. With older children teach them to browse through the text paying attention to captions, chapter headings etc. Introduce any new vocabulary
- First reading; one child at a time reads aloud while the others follow silently. The teacher listens to the child reads and may select an additional teaching focus based

<p>usage and writing, written comprehension, paired or independent reading.</p> <ul style="list-style-type: none"> • The routine should be displayed in the classroom. 	<p>on her observations. The teacher prompts the child where necessary</p> <ul style="list-style-type: none"> • The teacher discusses the text with the learners. • Second and subsequent readings children re-read the text either in pairs or alone with the aim of developing fluency. <p>Informal assessment:</p> <ul style="list-style-type: none"> • The learner reads both silently and aloud at own level • Uses phonics, contextual and structural analysis decoding skills when reading • Shows an understanding of punctuation when reading allowed • Monitors self when reading both word recognition and comprehension. • Reads different genres
<p>GPK: Overarching theories of learning and assessment, teaching strategies, and classroom management strategies of particular reference to GGR</p>	
<ul style="list-style-type: none"> • Give each group a name • Display a schedule on the classroom wall 	<p>High knowledge and high skills</p> <p>Progression from simple to complex</p> <p>Encourage active and critical approach to learning rather than rote learning.</p> <p>Schools are encouraged to conduct a baseline assessment at the beginning of the year</p>
<p>SK: Knowledge that influences teachers' judgments and is related to their normative views and beliefs</p>	

<p>Purpose of GGR:</p> <ul style="list-style-type: none"> • Opportunity for learners to practise reading a text on their own with support of teacher • Gives teacher opportunity to assess learners' individual reading proficiency levels and identify those who need remedial support • Bridge towards independent reading 	<p>Inclusivity and sensitivity to diversity – how to recognize and address barriers to learning and plan for diversity</p>
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2.4.2 What CK do the curriculum documents expect teachers to have?

Both curriculum policy documents seem to suggest that teachers need specific CK that would enable them to conduct GGR effectively. It is implied in both documents that teachers must have good proficiency in the language in which they teach reading. For example, in order to carry out the CAPS requirements such as teaching the five components of reading explicitly, teachers need to have a wide vocabulary and be able to express themselves fluently in the LoLT. The NRFW is explicit about the need for propositional knowledge i.e. the linguistic knowledge that is crucial in the teaching of concepts, such as phonological awareness under the decoding skills. Both documents draw on the cognitive view of reading (Duke & Cartwright, 2021; Shanahan, 2020; Castles, Rastle, & Nation, 2018).

The teacher also needs to demonstrate an understanding of how children acquire the skills of reading to be able to teach GGR effectively. This is critical knowledge that teachers need to have as it will guide their decisions when teaching learners to read, for example, to determine where each learner is in their reading development and how to build on what learners already know, this also enables the teacher to plan according to the needs of the learners for GGR lessons.

In addition to understanding how children learn to read, teachers must further demonstrate an understanding of all the components of reading, the role each component plays in developing reading skills, and how each component relates to the others. This is crucial, as it enables teachers to understand the reasons for activities such as GGR, and it helps them to make good decisions in their teaching of reading.

Both documents imply that a teacher also needs to demonstrate a wide knowledge of children's literature in order to select resources and be able to make good judgements about the level of the text in relation to a learner's reading ability. This is very important as the wrong text can easily impact the learner's reading during GGR lesson, causing the learner's reading to regress and also affecting their confidence, interest and motivation.

The NRFW is explicit that teachers need an understanding of text types and genres and how they are structured, in order to assess learners' comprehension skills. Each text type or genre determines the kind of comprehension skills the teacher can develop and assess during the GGR lesson.

2.4.3 What PCK do the curriculum documents expect teachers to have?

The teacher is expected to demonstrate an ability to conduct a reading baseline assessment and be able to interpret the results so as to form reading ability groups for GGR lessons. The teacher also needs to continuously assess the learners to monitor the progress they are making in reading and to determine when to move them to the next group. Teachers must be able to develop learners' decoding and comprehension strategies during GGR and ask them low and high order questions.

The teacher must also be knowledgeable about reading challenges or difficulties that children may have and how to address these challenges. The teacher needs to be able to put in place the kind of support and guidance a particular child may need to overcome a specific difficulty. For example, if a child is battling with decoding or fluency while reading, the teacher needs to be able to offer a strategy that a child can implement to overcome that reading challenge.

2.4.4 What Curric K do the curriculum documents expect teachers to have?

The teacher needs to be knowledgeable about the procedural aspects of conducting GGR: time allocation, what must be covered, how it should be done and assessed, what resources should be used; all these are important aspects of GGR that make it work successfully. The teacher needs to know that she is expected to see two groups a day for fifteen minutes. Being prepared and training one's learners in GGR routines is critical because there is little time scheduled to work with each group on a day. The teacher is expected to be highly organized and able to plan for the rest of the class so that she is not disturbed while working with her group on the mat. The teacher also needs to continuously assess learners during the GGR

lesson. There is a lot of preparation and underlying knowledge and skill required of the teacher who conducts a GGR lesson.

2.4.5 What GPK do the curriculum documents expect teachers to have?

GPK refers to teachers' knowledge of effective strategies for planning, teaching, assessing learners, and management of the classroom. Effective classroom management is critical for successful implementation of GGR, but this can be rather difficult to achieve especially in large classrooms which are typically found in Quintile 1 to 3 schools. The negative impact of poor classroom management on big classes could explain teachers' resistance to teaching GGR. Poor classroom management skills can result in many teachers avoiding teaching GGR, as it requires a high level of planning, skilled classroom management, and the effective establishment of routines.

2.4.6 What Strategic Knowledge do the curriculum documents require teachers to have?

Conducting a GGR lesson requires in-depth understanding, a sophisticated set of teaching skills and good strategic thinking. For teachers to conduct a GGR lesson in an effective manner they must be highly sophisticated planners, able to think on the spot about how to handle any situation that may arise while working with a GGR group, for example, the misbehaviour of particular learners. Teachers need to figure out different ways of responding to a variety of situations in order to run a smooth GGR lesson.

In order to make strategic decisions, the teacher is expected to be knowledgeable about the purpose of GGR: it is an opportunity for learners to practice reading under the guidance of the teacher and for the teacher to assess learners in order to plan future lessons effectively. Additionally, the teacher should be knowledgeable about differentiated instruction and all the kinds of strategic thinking involved or required by this pedagogy.

In conclusion, these knowledges are highly interrelated. It is not always easy to categorize them into a particular category as will be elaborated in the literature review.

2.6 Conclusion

In this chapter I have outlined the knowledge categories of Shulman (1986) in relation to the teaching of reading. I have explained how I will adapt Shulman's categories to help answer the research questions, which aim to explore the practices and understandings of GGR demonstrated by teachers in the FP in three no-fee schools where isiXhosa is the LoLT. I have defined each category and explained how it could be enacted in teaching reading. The section on types of knowledge was followed by an analysis of curriculum policy documents in terms of what knowledges are assumed or expected of teachers who conduct GGR.

In the next chapter, the Literature Review, I examine the current theories and research that inform the teaching of reading in the FP and, in particular, the GGR activity and further discuss the types of knowledge that are required to teach reading effectively in the FP..

Chapter 3: Literature Review

3.1 Introduction

There is limited research about the kinds of knowledge that teachers need to have to teach reading and writing effectively; it has been suggested that, unlike subjects like Mathematics, Science and Geography in which it is fairly easy to specify what kinds of knowledge are required, reading draws on several different disciplines (Phelps & Schilling, 2004; Reutzel et al, 2014). These include Psychology, Language, Literature and Education.

However, there is an extensive literature on how children learn to read, and researchers draw on this literature to define what knowledge is required to teach reading (National Research Council, 2010). There seems to be agreement that teachers need to have CK about reading and writing processes and how to develop them, so that they are able to teach reading and writing effectively (Reutzel et al, 2011). Moats (1999) explains that teaching reading involves a complex combination of knowledge and skills. This involves understanding the cognitive processes involved in learning to read and understanding how reading develops in the FP. Moats argues that teachers need to have a solid understanding of how the language in which children are learning to read is structured; in the case of this study, that language is isiXhosa. Thirdly, a teacher needs to be knowledgeable about the best strategies and methods for assisting children to extend their linguistic proficiency. Lastly, teachers need to be knowledgeable about forms of feedback and assessment that a teacher can use to guide learners and inform their classroom practice.

In this chapter, therefore, I examine what is known about this knowledge base, beginning with reading theories that influence how reading is taught, different models of the reading process and of how reading develops in the FP. I then look at how the linguistic structure and orthography of isiXhosa influences reading pedagogy, and how GGR, as well as assessment and differentiated instruction, are situated within the South African curriculum for reading. Understanding reading processes and how reading develops in the FP forms part of CK and PCK, while understanding the curriculum develops one's Curric K for teaching reading. Finally, I look what the literature says about the quality of education and training that teachers receive and research into teachers' classroom practice.

3.2 Theories influencing how reading is taught

There are several views on what is involved in learning to read and how children should be taught to do so. For the purposes of this study, I review two broad perspectives, namely the cognitive perspective and the social practice perspective. This study draws more strongly on the cognitive perspective because it is concerned with the teaching of early literacy in a classroom context. This perspective develops one's CK and PCK because it explains the process of how learners learn to read and how reading develops in the FP.

3.2.1 The cognitive perspective on reading

The cognitive perspective prioritizes the mental processes involved when an individual learns to read. Learners arrive at school with oral language competency and gradually learn that what they can say and hear can be represented in written text. Learning to read, according to the cognitive perspective, is the process of making sense of what is written through using decoding and comprehension skills (Castles et al, 2018; Cartwright & Duke 2021; and Gough & Tunmer, 1986). These skills are considered to be the foundation of reading. I will begin by discussing decoding.

3.2.1.1 *Decoding*

Decoding involves identifying letters and matching them to the sound they make, and is a complex skill to learn. A “skilled decoder is exactly the reader who can read isolated words quickly, accurately, and silently” (Gough and Tunmer, 1986, p.2). The ability to identify letters and match them to the sounds they make is a complex skill to learn. It is developed through mastering the following components of decoding: phonemic awareness, alphabetic knowledge, word recognition and oral reading fluency. Below I explain each component:

Phonemic awareness

Phonemic awareness refers to awareness of the sounds, known as phonemes, that are used systematically in a spoken language, and the ability to identify and manipulate these phonemes. Phonemic awareness is part of phonological awareness, which is the ability to identify words in spoken sentences as well as syllables in words, and to segment and blend these. Tankersley states:

Instruction in phonemic awareness involves helping children examine and manipulate phonemes in spoken syllables and words. The ability to recognize that words are made up

of discrete sounds and that these sounds can be changed is essential to success in learning to read (2003, p.5).

The development of learners' phonemic awareness influences how quickly and well they will learn to read.

Phonemic awareness is among the first skills that children need to learn when learning to read. Learners have already begun to develop this skill when they arrive at school in Grade R, and the teacher needs to develop it further so that they become aware of all the phonemes that exist within words. The skill is necessary in order to link the phonemes to the letters of the alphabet, or graphemes. Once learners become familiar with the graphemes, phonemic awareness and letter-sound knowledge develop simultaneously. Whitehurst and Lonigan (1998) view phonemic awareness as one of the most important early skills that children must master because, "children's phonemic sensitivity is one of the strongest predictors of later reading achievement" (p. 861).

When teachers are teaching phonemic awareness, they need to give learners sufficient opportunity to hear the sounds in words. To illustrate this point, a Grade 1 teacher could teach learners to identify the phonemes in the word *icici* (an earring). The word *icici* has 5 sounds: /i/, /c/, /i/, /c/, /i/. IsiXhosa lends itself to starting by teaching syllables, but it is important that learners can identify the sounds in each syllable. The teacher could start by getting learners to break the syllables into their individual phonemes. The next step might be to get the learners to clap out the number of phonemes in the word. The teacher could then ask the learners how many /c/ sounds can they hear in the word *icici*, and so on.

Alphabetic knowledge

Alphabetic knowledge refers to one's knowledge about the characteristics of each letter or letter combination in the alphabet of a language, and the sound it represents. In a language such as isiXhosa, with a transparent orthography, it is an understanding that each letter in the alphabet represents its own separate sound. Learners' solid foundation of alphabetic knowledge relies heavily on how the teacher approaches phonics teaching. Teachers must teach letter-sound relations and other aspects of phonics systematically and explicitly, as doing so influences how well a child will learn to read and write (Tankersley, 2003).

Alphabetic knowledge must be taught in a way that enables learners to understand the relationship between the letters and the sounds that they make. For example, a single letter

can make a single sound but when two letters are combined in a digraph they can make a different sound e.g. the letters *b + h* represent the phoneme *bh*. IsiXhosa letter-sounds must be taught in a way that enables children to learn about the form of the letter and the sound it makes. Typically children learn about letter-sound relationships from Grade 1, and each letter-sound must be taught systematically, including how to segment and blend the letter-sounds in words.

Morphological awareness

Morphological awareness refers to an understanding that words consist of smaller units, which change word meaning when added or subtracted, in both spoken and written language. Morphological awareness plays a role in comprehension and in the development of an “automatized reading process” (Vernice & Pagliarini, 2018, p.2), and is viewed by the latest research as one of the predictors of reading development (Duke & Cartwright, 2021; Levesque, Kieffer, & Deacon, 2017; Vernice & Pagliarini, 2018). A learner whose morphological awareness has developed is likely to recognise words quickly and read them automatically without needing to decode them letter by letter. They will therefore focus more on making sense of the word and how it is used in that particular context (Levesque, Kieffer, & Deacon, 2017). The development of morphological awareness is more important in isiXhosa than in languages that are not agglutinative. In isiXhosa, a word can consist of prefixes, infixes and suffixes, resulting in one word being much longer than a word is in analytical languages like English. For example, *ingqolowa* (wheat)/ *intombazana* (girl) are long words that require learners, “to develop sound decoding skills in the early grades in order to chunk up the complex morphosyntactic code underlying the orthography” (Pretorius & Mokhwesana, 2009, p. 57). It is important that learners are able to recognise the morphemes in the word and be able to start recognising the morphological patterns that occur in words.

Word recognition

Word recognition refers to the ability to recognise words and word parts, or morphemes, automatically, as a result of reading practice. The more words children are able to recognise without effort, the easier it will be for them to learn to read fluently and focus on comprehending what they are reading. The better learners are able to read words quickly and accurately and the more they are exposed to text, the more likely they are to reach what Pretorius and Murray (2019) describe as automaticity. Automaticity enables the learner to

focus on making sense of what they are reading rather than focusing on decoding the words; it frees up working memory so that this can be used to focus on meaning (Pretorius & Murray, 2019, p.30). Automaticity develops when a learner effortlessly recognises the sound and meaning of the words in the spelling or letters of the word. Abadzi (2008) adds that acquiring reading automaticity requires regular exposure to text and continuous reading practice, either at home or at school.

Oral reading fluency

Oral reading fluency is the ability to read a text aloud accurately, fast and with appropriate expression and intonation. Fluent learners are able to comprehend what they are reading because they do not have to waste time trying to figure out the letter-sound relationships and linking the resulting words to their vocabulary knowledge, as they do that automatically. Fluent readers also pay close attention to the use of punctuation in text in order to read with appropriate phrasing and expression. Tankersly (2003) maintains that,

Fluent readers use decoding skills to move quickly through the material to achieve comprehension. Fluent readers have a good knowledge of vocabulary and good word identification skills. In addition, fluent readers can make connections between the text and their own background knowledge (p. 73).

Learners develop oral reading fluency through practice during GGR, paired and independent reading. In addition to this, learners need reading homework to maximise reading practice. Teachers give learners the opportunity to practice reading fluency after they have demonstrated to them how to read fluently during their teacher read-aloud and shared reading lessons.

3.2.1.2 Comprehension

Comprehension is the ability to make sense of what one is reading, listening to or writing. Pretorius and Murray (2019) describe comprehension as being "...what reading is all about" (p. 34). They believe that the main purpose of reading is to gain understanding of what we read; comprehension enables readers to engage with a text in a way that suits their interest and brings satisfaction to them. Comprehension is a critical skill that children need to learn if they are to do well in their academic careers and, most importantly, to find pleasure in reading, so that they continue to read as part of their culture (Pretorius & Murray, 2019).

Two factors that influence comprehension are oral language competence and the ability to decode written language fluently. Oral language involves knowledge of the phonology, morphology, vocabulary and syntax of the language. As explained above, fluency refers to one's ability to read text quickly, accurately and with expression. This helps learners recognise words automatically and focus on making sense of what they are reading, making links between their background knowledge and the text they are reading. Vocabulary refers to understanding the meaning of the words one is reading or hearing. In order for learners to make sense of what they are reading and be able to engage with it in a meaningful way they need to understand the words they are reading.

Tankersley (2003, p.90) states that there are three factors that influence reading comprehension:

Reading comprehension relies on learners' solid foundation in the language in which the text they are reading is written. If learners do not have a strong command of that language, they will not be able to engage with that particular text in a meaningful way.

Learners also need to be taught a skill that would enable them to monitor their understanding of the text they are reading and simultaneously reflect understanding and interpretation of what they have read.

Learners need to have sufficient background knowledge of the content and vocabulary used in the text they are reading.

Pretorius and Murray (2019) add the following as other contributing factors to reading comprehension: thinking skills, knowledge of text structures and genres, and vocabulary knowledge.

3.2.2 Reading as a social practice

Social practice theorists extend understandings of how literacy is acquired, explaining that learning to read cannot be simply reduced to the cognitive processes involved, as the social and cultural context in which children learn to read also plays an important part. Street (2017) sees socialisation as being key to learners' learning to read: "without the social interaction, the cognitive would not take place; and the form that the cognitive process takes is shaped by the 'situated activity' of which it is a part. All this work, then, emphasizes the social dimension of learning to read" (p.2).

Heath's ethnographic study in the United States, conducted in the late 1970s and first published in 1983 provides examples of literacy as part of social practice. Heath studied three communities: (1) white working class; (2) black working class; and (3) black and white middle class. Heath's interest was to gain an understanding of how children from these three different backgrounds take up literacy practices at home and in their communities and how this influences their schooled literacy. In her study she discovered that all three groups of children brought to school different language and literacy experiences. The children from middle class backgrounds not only had more exposure to educational and reading material, but their parents engaged with them around text, which put these learners in a better position to do well in school, because when they arrived at school they brought with them experience of being able to engage with text in a way that the school curriculum required of them.

Murray (2006) elaborates:

...it is not simply a question of resources; it is the meaning attached to the resources and the ways in which they are used. In some homes, parents share a similar view of literacy to that in the school; they model literacy practices (their children see them reading and writing in their daily lives e.g. a mother writing a report on her laptop; father using a recipe to cook a meal); when they read to their children, they 'talk like teachers' (p. 6).

In Heath's (1983) study, working class children brought different literacy resources with them to school, but these were often not recognised and built on by their teachers.

In the South African context, Prinsloo and Stein (2001) researched young children's encounters with literacy in early literacy classrooms in the Western Cape and Gauteng in order to examine the implications of these encounters for their later development of reading and writing at school. Although the teachers of these children were following the same broad curriculum, working in different contexts, they created various kinds of literacy activities which drew on their local cultures. These activities gave children very different experiences of reading, which would impact on their later reading development.

Murray (2006), argues that literacy involves both skill and social practice, and in the case of young children:

... the home, community and classroom are all potential sites from which literacy takes meaning and in which apprenticeship can occur. Skills such as phonemic awareness can be acquired implicitly in the home and community through listening to stories, singing and playing language games; in these contexts, value will be attached to the activity which will give it meaning and integrate it into the child's life. Phonemic awareness can also be learned explicitly in the classroom as the teacher draws learners' attention to the

systematic features of language. The challenge for the teacher is to link this to the experiences the child brings to the classroom (p.2).

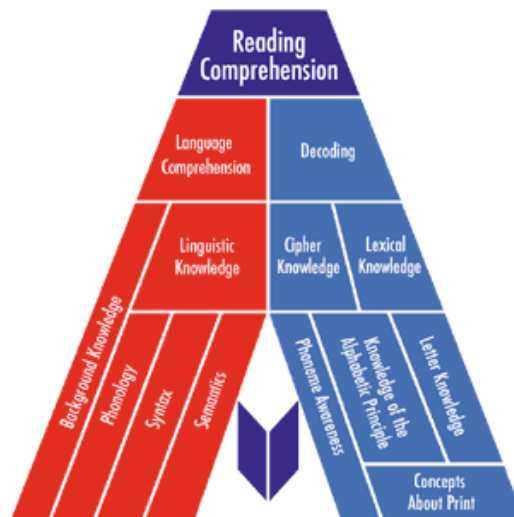
The view of reading as a social practice can develop teachers' PCK. For example, a teacher can plan her lesson in a way that encourages learners to share the knowledges they bring from home and link it to the theme or reading skills being developed in that particular lesson; this could be the teacher's starting point.

3.3 Models of the reading process

3.3.1 The simple view of reading

Hoover and Gough (2009) present a model, known as the simple view of reading, that explains how learners acquire reading skills. The model, reproduced below, illustrates that reading comprehension is a result of decoding and language comprehension. Hoover and Gough (2009) use a pyramid structure to show that decoding and language comprehension are the skills on which reading is built: language comprehension and decoding and their sub-components are portrayed as bricks that build up the foundation of reading comprehension. Each brick is laid on top of another to represent the contribution each sub-component makes to reading comprehension.

Figure 2 Simple view of reading model



Language comprehension

Language comprehension refers to ability to make sense of spoken language and the ability to interact with text in a meaningful manner. This is a result of a more complex mixture of skills that children learn to master as they learn their language. According to Hoover and Gough (2009) the two main forms of knowledge/skill one needs in order to achieve language comprehension are background knowledge and linguistic comprehension or an understanding of how that language is structured. These enable the reader to engage with oral and written text in a meaningful way, both literally and figuratively. Linguistic knowledge involves understanding the structure of the language or how the language is organised, and knowing the rules of the language, orally and in writing. Background knowledge refers to one's understanding of what is considered appropriate use of language, depending on the context in which one finds oneself. Language can mean different things according to the context in which the particular phrase or word or sentence is used.

Decoding

Decoding refers to a skill that enables one to identify the relationship between sounds (or phonemes) and the letter that represents each phoneme. Mastering this skill helps one to decode new words that one has never encountered before. Hoover and Gough (2009), believe this is one of the critical skills one needs to perfect in order to be able to eventually read. Hoover and Gough's model shows that one needs to understand cipher and lexical knowledge in order to master decoding.

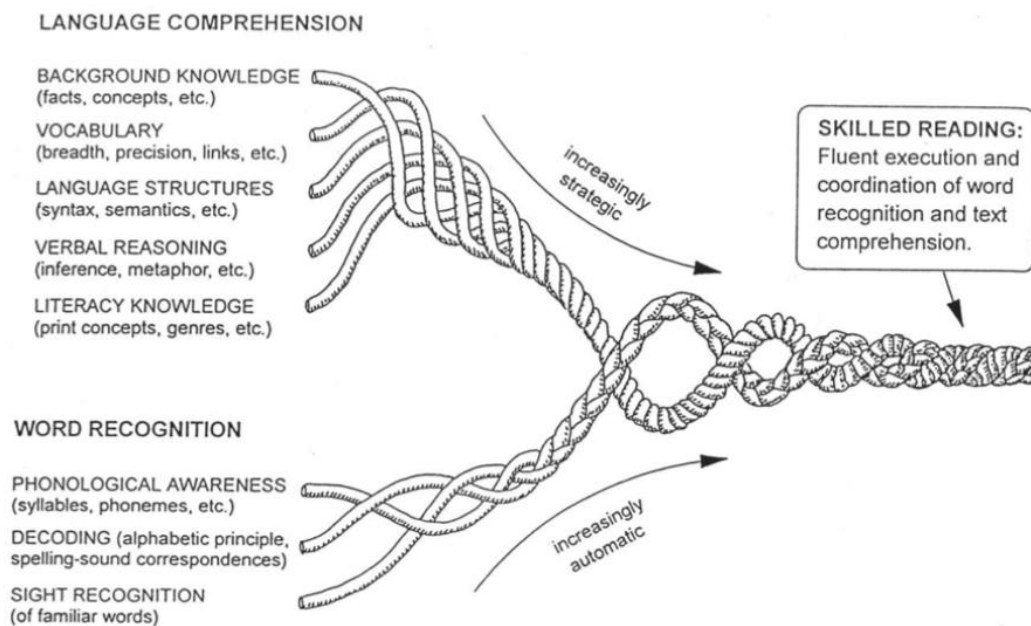
Cipher knowledge refers to knowledge of the regular and consistent relationship between letters and sounds. In a language with a transparent orthography like isiXhosa, learners can rely on cipher knowledge to decode all words. However, in English, which has an opaque orthography, this is not always possible. Decoding in English often relies more on lexical knowledge than cipher knowledge.

Lexical knowledge refers to knowledge of words (and their meaning) that, because of how they are structured, tend to fall outside of the normal linguistic system's patterns or rules e.g. *stomach*. These are often referred to as irregular words; they require a learner to learn to recognise them through memorisation, and automatically identify them so that they can accurately decode them when they come across them in a text. Lexical knowledge is very

important in English for decoding, but less so in isiXhosa because of its transparent orthography, as a result of which virtually all words can be decoded using cipher knowledge.

3.3.2 Scarborough's model of the simple view of reading

Figure 3 Scarborough's model of the simple view of reading



The reading rope diagram is widely used to illustrate the simple view of reading. What makes the rope diagram slightly different from *Figure 2* is that it shows the interdependence of each component under the two main skills: language comprehension and word recognition. Note that whereas Hoover and Gough (2009) use decoding as the overarching category, Scarborough (2001) uses word recognition, perhaps because learners cannot rely on decoding alone in English, but also have to learn sight words. The model shows how language comprehension and word recognition are linked and become intertwined to produce a comprehending reader.

Figure 3 shows that the word recognition skill becomes increasingly more automatic and language comprehension becomes increasingly more strategic. For learners to become automatic word recognizers, they need to be taught explicitly the following components of word recognition: phonological awareness, decoding, and sight recognition.

Word recognition

Word recognition comes as a result of being exposed to words on a regular basis, so that a learner is able to quickly identify those words and read them at first glance. According to Brown (2014), word recognition helps the learner to read fluently, and this frees their mind to pay more attention to making sense of what they are reading: “words that beginning readers initially sound out through word analysis or phonics come to be recognized as whole units after readers encounter them repeatedly in connected text” (p.42).

Phonological awareness

Phonological awareness refers to one’s ability to recognise and be able to distinguish words in sentences, syllables in words and phonemes in syllables, in spoken language. Phonemic awareness is part of phonological awareness, which is the broader category. Tankersley (2003) defines phonemic awareness as “the ability to hear and manipulate phonemes, which are smallest part of a spoken language” (p.5).

Decoding

In Scarborough’s model, decoding refers to one’s understanding of letter and sound correspondence. This is another important skill that learners must learn and master as it influences how quickly a learner can recognise a word and read it accurately and with confidence in Hoover and Gough’s (2009) model this is referred to as cipher knowledge.

Sight word recognition

Sight word recognition applies to words that cannot be decoded in English and must be learned as units. Many of these words are high frequency words, which must be memorised in the early stages of learning to read (for example: one, two, were). Although this is not the case in isiXhosa, it is important that learners are able to recognise common words and morphological patterns (for example: *ndiya*) automatically so that they can read fluently.

1.3.3 The active view of reading

Figure 4: The active view of reading model

FIGURE 2
The Active View of Reading Model



Note: Several wordings in this model are adapted from Scarborough (2001).

Source: Duke & Cartwright (2021, p.33)

In a recent article, Duke and Cartwright (2021) review the simple view of reading and outline its limitations by pointing out that it views some components of learning to read as being separate when they are, in fact, interrelated. Duke and Cartwright argue that there are overlaps between word recognition and linguistic comprehension. They argue that word recognition and language comprehension should not be viewed as separate and suggest that the simple view of reading promotes a bottom-up, or decoding first, approach. They endorse Scarborough’s rope model because it maps out language comprehension and word recognition and then shows how the two components intertwine. This is what Duke and Cartwright see as missing in the simple view of reading.

Duke and Cartwright (2021) present a model (see Figure 4 above) that shows how word recognition and language comprehension are interrelated. They introduce a component, which they describe as “bridging processes”, which includes knowledge of print concepts, reading fluency, vocabulary knowledge, morphological awareness and letter-sound meaning flexibility. In their article, Duke and Cartwright (2021) use vocabulary and fluency as

examples to illustrate overlaps between word recognition and language comprehension. They explain that the ability to read the words and to recognize them is the result of skill learners have acquired from word recognition.

Duke and Cartwright (2021) also add theory of mind under language comprehension, because they believe that beliefs, feelings, perceptions, intentions, desires, urges and all other internal features play a significant role in how one engages with the text one is reading and do influence what meaning a reader arrives at after reading the text. Duke and Cartwright think this is overlooked and not even mentioned in the simple view of reading. They also include self-regulation as a component. Duke and Cartwright believe that individuals must be able to self-regulate in order to “actively coordinate the various processes and text elements necessary for successful reading, deploy strategies to ensure reading processes go smoothly, maintain motivation, and actively engage with text” (Duke & Cartwright 2021, p. 30).

I have explained the different components involved in reading and presented three of the most influential models that describe how these are interrelated in the process of reading. I now describe how these different aspects of reading are developed in the FP (Grade R to Grade 3).

Understanding the models of reading, their different components and how they are related to each other, will develop teachers' CK, which is key to teaching reading effectively.

3.4 Reading development in the Foundation Phase

Children develop as readers from birth and continue to develop throughout their lives, but for the purpose of this study I will focus on the phases from birth up until grade 3, drawing from Chall's (1983) model. The early stages of literacy development in children are the most critical ones. Parents or caregivers play an important role in these early stages.

According to Chall's (1983) model of stages of reading development, children from 6 months to 6 years are at the stage where they begin to pretend that they are reading, drawing from memory of the story they were read to by their parents. Chall (1983) refers to this stage as the pre-reading stage. Children hold a book in the same way they have seen their parents holding it, look at the pages of the book and retell the story as they remember their parents reading it out to them. They can look at pictures and interpret some basic ones. As they move through this stage, they are able to recognise some letters and signs, print their name and play with

pencils and books, pretending to be writing or reading. At this stage, children's listening comprehension far exceeds their ability to make sense of any written text.

In the South African context, many parents and/or caregivers do not read to their children and there are few books in their homes (DG Murray Trust, 2018). It is therefore important that Grade R teachers read aloud to children, give them exposure to rich language and develop their listening comprehension and oral language through asking questions when reading aloud. In addition, the curriculum encourages teachers to develop learners' phonological awareness, to introduce learners to alphabetic knowledge and to teach skills like directionality through shared reading lessons, (CAPS 2012 & NRF, 2020).

According to Chall (1983), when children reach the age of 6 or 7, they are considered ready for formal schooling, and this is the time when they typically start Grade 1. Chall (1983) refers to this stage as the initial reading and decoding stage. This is a stage where children learn about the relationship between letters and sounds and printed and spoken words. The child is also at a stage where they are able to read a simple text that contains high frequency words and phonologically regular words from which they can sound out new words. The DBE has developed a benchmark for reading in isiXhosa: children should be able to recognise forty letter-sounds per minute by the end of Grade 1.

The third stage of reading development that Chall (1983) identifies is when children graduate to what she defines as the confirmation and fluency stage. Children of 7 and 8 years of age in Grades 2 and 3 who have reached this stage should be able to read a simple story fluently, if they are familiar with it, and they should be able to engage with the story in a meaningful way. This is a stage where they are also consolidating the skills such as decoding and vocabulary building which they learnt in the previous stage. This makes fluency possible. According to the benchmarks of the DBE, learners should be able to read a minimum of twenty words per minute in isiXhosa in Grade 2 and thirty-five words per minute in Grade 3. At the end of Stage 2, the number of spoken words a child can understand still exceeds those that they can read, and listening to stories or being read to is still more effective than the child reading by themselves at this stage.

This study focuses on Grade 3, when learners are typically 8 or 9 years old, and when, according to Chall's (1983) stages of development, the focus should be on fluency and comprehension. However, in 2021, when I conducted my study, Covid-19 was at its peak and

schools were expected to structure their teaching program around the national government's policy on Covid-19. This meant that a lot of teaching time was lost and so learners were not able to meet the benchmarks. Research carried out by Ardington, Wills and Kotze (2021) reported that in 2020, Grade 2 students lost between 57 % and 70 % of the year's learning relative to their pre-pandemic peers, when measured in terms of reading outcomes. There were substantial losses in both letter-sound knowledge and oral reading fluency. Ardington et al (2021) further suggest that "the pandemic had the most severe impact on the least proficient students and more muted effects on those with higher initial reading proficiency" (p. 8). This had consequences for the teachers in my study.

Understanding reading development in the FP will develop teachers' CK, PCK and Curric K; when a teacher understands how a child learns to read this knowledge equips them to plan her lesson and present it in an effective way

Now that I have outlined the stages of reading, I move on to comparing reading in isiXhosa with reading in English.

3.5 Reading in isiXhosa

Probert and de Vos (2016) maintain that differences in language structure and orthography result in different languages presenting different reading challenges to learners. Therefore, I now discuss the orthography and structure of isiXhosa.

3.5.1 The orthography of isiXhosa

IsiXhosa has a fairly transparent, shallow, alphabetic orthography where there is a regular, one-to-one correspondence between phonemes and the letters representing them (Probert & de Vos, 2016). This should make learning to decode easier in isiXhosa than in a deep, opaque orthography such as English. Learners can rely on cipher knowledge and letter-sound processing rather than having to depend more on lexical knowledge and the learning of sight words. Probert and de Vos (2016) maintain that "Transparent orthographies are often associated with faster initial learning trajectories" (p. 3).

3.5.2 The linguistic structure of isiXhosa

IsiXhosa is an agglutinative language; it has a complex morphology and many grammatical inflections. As a result, isiXhosa has many long, multi-syllabic words and very few monosyllabic words, which makes word recognition more challenging. Children learning to

read in isiXhosa encounter these words in the early stages of learning to read (for example, *inkwenkwe* - boy and *intombi* - girl). The table below compares the number of words in the same sentence in isiXhosa and in English. The frequency of multisyllabic words increases the challenge of learning to decode in isiXhosa.

3.5.2 The linguistic structure of isiXhosa table

Text			
IsiXhosa (Xh): <i>Amakhwenkwe adlala ibhola ekhatywayo ebaleni lomdlalo.</i>			
English (Eng): The boys are playing soccer in the field.			
Analysis of the text:	# Of words in a sentence	# Of syllables per word	# Of letters per word
Xh:	6	3.5 per word	8 per word
Eng:	8	1.2 per word	5 per word

IsiXhosa has a fairly simple (V)CV syllable structure, which facilitates breaking words into syllables and supports syllabification as a strategy for decoding long, difficult words.

However, phonemic awareness is still the best predictor of success in decoding (Tankersley, 2003).

IsiXhosa has only five vowels but a complex consonant system. The NRFW states, “the African languages have a complex consonant system consisting of many digraphs, trigraphs and blends so young children need to habituate their eyes to recognising the letter combinations and matching them with their correct sounds” (p.21). An example is *ngxw* in the word *ingxwaba-ngxwaba* (a conflict). It consists of four different consonant graphemes (*oonone* in isiXhosa) and according to the NRFW (p.28) is a blend containing a digraph.

IsiXhosa has many click and explosive consonants with complex graphemes that must be learned.

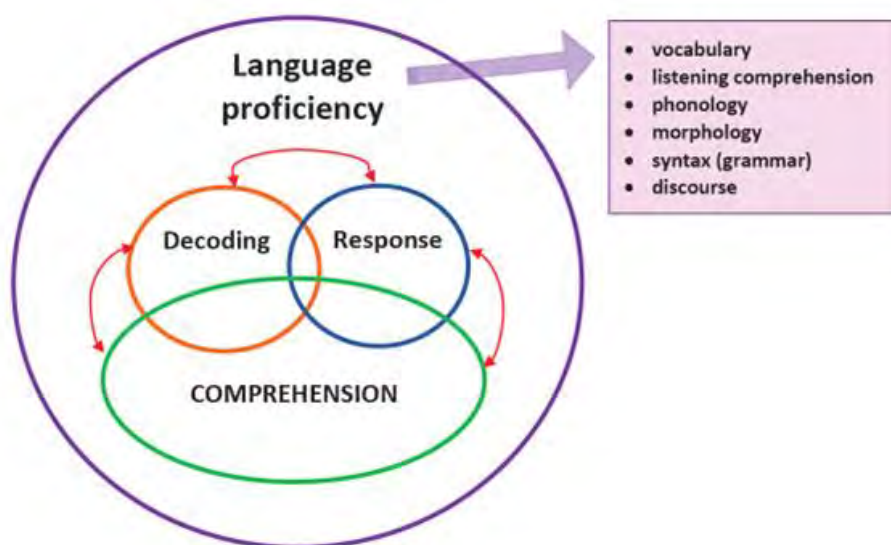
Understanding the orthography of isiXhosa and how the language is structured can be categorised as CK.

3.6. Reading Pedagogy

3.6.1 The model of reading used in the curriculum

The South African CAPS is an official statement that guides teachers on how to teach reading. It outlines the reading activities that teachers should use in each Grade. The NRFW draws on a model of reading (see Figure 5 below) similar to those described in Section 3.3 above. The model is built around the components of decoding, comprehension and response, together with language proficiency. The response component relates to affective factors associated with reading, such as learners' attitudes, interests and motivation to read. It also refers to the role of parents and teachers in shaping children's early reading experiences. This model, which is used in the Framework as the basis for teaching reading, can be viewed as a simpler version of the active reading model developed by Cartwright and Duke (2021) presented in section 3.3.3 above.

Figure 5 The model of reading in the curriculum



3.6.2 The reading activities in the curriculum

The Curriculum and Assessment Policy Statement includes a number of fifteen-minute reading activities, which includes phonics. The reading activities are teacher read-alouds, shared reading, group guided reading, paired reading and independent reading. The approach was introduced as part of the Foundations for Learning Campaign (Department of Education, 2008), and has some similarities with the British Literacy Hour (Department of Education,

2007; Machin & McNally, 2008). The reading activities, including some based on phonics, are described below to show how GGR, which is the focus of this research, is situated in the reading programme.

Teacher read-alouds

The teacher read-aloud is a whole class lesson. In a read-aloud lesson, the teacher chooses a book that will introduce learners to children's literature and give them exposure to a rich use of language. The teacher reads the story in an exciting and interesting way, using gestures, facial expressions, and changes in intonation to bring the story 'alive' for the learners.

The purposes of the read-aloud activity are to:

- Develop learners' listening and oral comprehension, which will provide a foundation for reading comprehension
- Develop their vocabulary and syntax through exposure to rich language
- Develop learners' background knowledge and their knowledge of text types, for example, narrative text, and how they are structured
- Motivate learners by reading interesting books beyond their current reading level
- Engage learners by asking them questions based on the story they have just listened to

Teacher read-alouds are particularly important in Grade R and Grade 1 because learners' listening comprehension, which is the foundation for reading comprehension, exceeds their ability to read.

Shared reading

Shared reading is a whole class lesson. In a shared reading lesson, the teacher demonstrates for children how to read, using a Big Book or enlarged text that all learners can see, and involves them in the reading with her support and guidance.

The purposes of shared reading are to:

- Model to the learners aspects of reading such as book-handling, directionality and use of punctuation
- Give learners an opportunity to read with the teacher, and thus to take on the identity of a reader

- Explicitly teach new vocabulary and decoding and comprehension strategies, which can be put into practice in GGR
- Develop learners' motivation and response to text.

Shared Reading is especially important in Grade R and Grade 1 when learners are not yet able to read independently.

Group Guided Reading

Group Guided Reading is a small group activity. A baseline assessment is carried out at the beginning of the year and learners are organised into ability groups. This enables the teacher to provide differentiated instruction for learners at different stages of reading development. The teacher works with the reading group on the mat and assigns the other groups work to do at their desks.

Group Guided Reading is the focus of this research. As explained in Chapter 1, Section 3.1, it is a teaching strategy designed to give teachers the chance to work with a group of learners who are at a similar reading level. Each learner in the group gets an opportunity to read for the teacher and receives formative feedback immediately. The teacher pays close attention to how each learner reads and whether they are applying the reading strategies they have been taught.

The purpose of GGR is to give learners an opportunity to demonstrate reading ability, using a text that is at their reading level. It gives the teacher an opportunity to:

- Scaffold the learners' reading based on her formative assessment
- Assist learners to employ the reading strategies introduced in shared reading lessons
- Choose a focus for the lesson based on her ongoing assessment of learners' reading progress (The teacher will adjust the focus depending on the reading ability of the group.)
- Work on basic decoding skills with weaker groups

Group guided reading is the central and key reading activity. It gives the teacher the opportunity to hear every learner in the class read aloud at least once a week, to formatively assess them and to monitor their progress. Fountas and Pinnell (1996) describe GGR as "an instructional context for supporting each reader's development of effective strategies for

processing novel texts at increasingly challenging levels of difficulty” (p.25). However, it is a challenging activity for teachers to plan, orchestrate, manage and assess.

Paired reading

Paired reading is one of the activities that can take place during the GGR period while the teacher is on the mat with the reading group.

The purpose of paired reading is to give learners an opportunity to practice reading at the right level to develop their fluency and confidence in reading. The teacher typically pairs two learners to read together with the intention that they support each other. She may choose to pair a stronger with a weaker learner. If learners are trained, they can give each other feedback. This is modelled by the teacher in GGR.

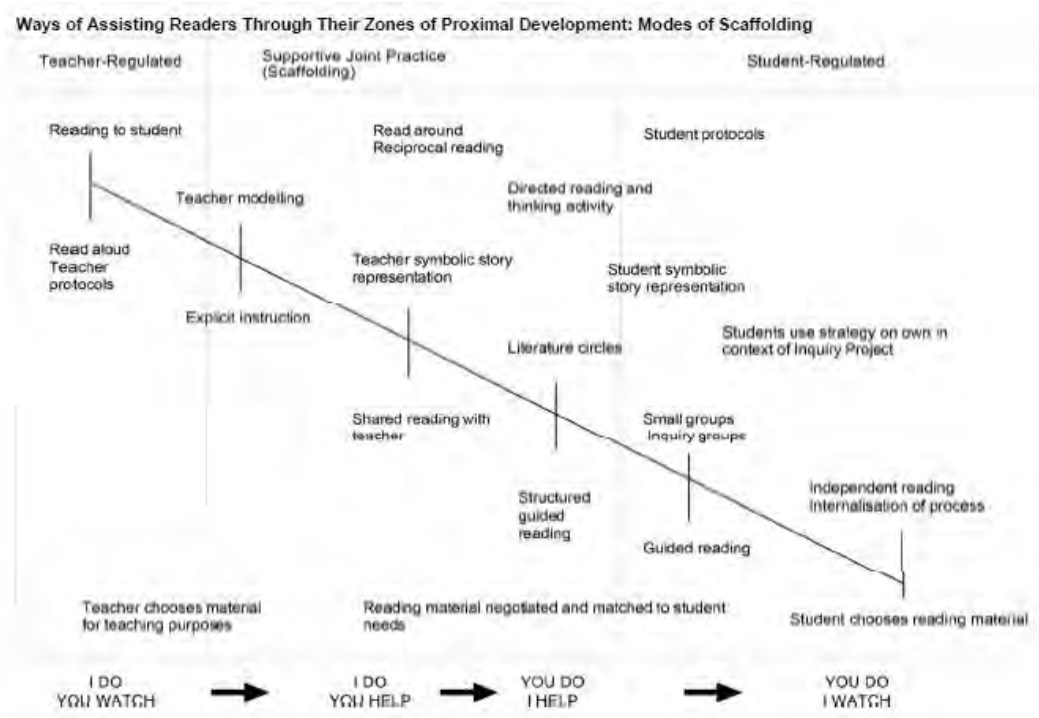
Independent reading

Developing independent readers is the teacher’s ultimate goal. Independent reading can be one of the activities learners are assigned during GGR, while the teacher is on the mat with the reading group. It can also be an opportunity to read that is typically granted to learners who have completed a task and are allowed to choose a book from the reading corner and read alone silently. Allowing choice is important since research shows that this contributes to motivation (Gambrell, 2011). To support motivation and engagement, a teacher might ask a learner to describe how they found the book or design activities that help the learner to reflect on what they have read (Gambrell, 2011; Guthrie, 2004). This is where learners’ reader response is likely to be further developed. The purpose of independent reading is to encourage learners to see themselves as readers and to motivate them to read more.

3.6.3 The gradual release of responsibility model

The reading activities described above are a good example of the gradual release of responsibility model (Duke & Pearson, 2002). This model is a form of scaffolding (Bruner, 1978) that takes learners through what Vygotsky described as the zone of proximal development (Bodrova, 2012; Lui, 2012). As is illustrated in Figure 6, it moves from the teacher-regulated activity of the read-aloud (I do, you watch and listen), to the supportive joint practices of shared reading (I do, you help) and group guided reading (you do, I help), to peer-regulated, paired reading and finally self-regulated, independent reading in which the reading process has been internalised (you do, I watch).

Figure 6 Gradual release model



Source: <http://www.myread.org/images/scaffolding/scaffolding.pdf>

3.6.4 Assessment of reading

In order to teach reading effectively, the teacher needs to be knowledgeable about the varied ways of assessing learners and how to give feedback. Assessment is important because it gives feedback to the learners on the progress they are making with reading and guidance about how to improve. It also informs the teacher whether her teaching of reading has been effective for all or some of the learners. There are different forms of reading assessment with different purposes.

Baseline assessment

Baseline assessment is designed to assess where learners are at the beginning of the year and to provide a starting point for the teacher to design a reading programme. In the case of GGR, it enables the teacher to put learners into flexible reading ability groups so that they can be reading texts at an appropriate level, and she can provide differentiated reading instruction. Baseline assessment also provides a benchmark from which to monitor learners' progress. In order to carry out a baseline assessment, teachers need to be knowledgeable about the processes involved in learning to read, what is expected at a particular grade level, and how to carry out this form of assessment. The Early Grade Reading Assessment (EGRA)

test, which is available in isiXhosa, is often used for baseline assessment; it assesses letter-sound knowledge, word recognition, oral reading fluency and reading comprehension (Dubeck & Gove, 2015; Gove & Wetterberg, 2011). It is also used to provide a benchmark at the beginning of the year.

Summative assessment

Summative assessment is carried out at a specific time, for example, at the end of a term or year, to see if learners are making progress in their reading or have made progress since the previous assessment. Summative assessment further tells the teacher what progress learners have made in terms of the learning opportunities provided in the period preceding the test. For these reasons, summative assessment is described as “assessment of learning” (Black & Wiliam, 1998). It enables the teacher to identify learners who are not making progress and who need additional support, as well as learners who have made progress and need to move to another group. Summative assessment is often formal in nature, awarded marks and used for reporting purposes. In order to carry out summative assessments, teachers need to be knowledgeable about different methods of assessing reading and systematic about recording and this record can contribute to her overall assessment of learners’ progress as readers.

Formative assessment

Formative assessment is “assessment for learning” (Black & Wiliam, 1998); it happens during the act of teaching and learning when the teacher provides feedback to learners which enables them to improve. This kind of assessment is at the heart of learning (Hattie & Timperley, 2007). Bates, Schenck and Hoover (2019) describe formative assessment as bringing together three processes:

. . . (1) determining where children are in their learning; (2) understanding the developmental continuum and educational expectations; and (3) charting a course to support children’s progress (p. 15).

During GGR, teachers can provide individual learners with formative assessment on a continuous basis. Formative assessment is informal, but can and should be recorded where possible, for example, in anecdotal notes so that teachers can constantly track their learners’ progress (Bates, Schenck & Hoover, 2019). The teacher records what she observes during GGR, and this can contribute to learners’ overall assessment.

3.6.5 Differentiated instruction

Differentiated instruction is designed to meet the literacy needs of learners whose interests and strengths vary widely. It has become increasingly important in contexts such as South African classrooms where levels of literacy achievement are low overall, and there is a wide range of ability in classes. This wide range has been exacerbated by Covid-19 (Ardington, 2021; Ardington, Wills, & Kotze, 2021). In the USA, research shows that in grades R-3, learners make greater gains in decoding and comprehension when teachers differentiate instruction (Watts-Taffel et al, 2014).

Tomlinson (2003) maintains that differentiated instruction can be achieved by focusing on the process of learning, the products of learning, the content of learning, or the environment in which the learning takes place. In GGR, the content of learning varies according to the choice of levelled text for each group. The process of learning varies, for example, in terms of the pace of learning. The product of learning varies in terms of what level of skill in reading and writing learners are expected to demonstrate. The environment of learning varies in terms of the level of support provided. All learners are expected to make progress towards the goal of reading for meaning, but with differences in pace. Ongoing continuous assessment and flexible grouping is critical to differentiated literacy instruction (Watts-Taffel et al, 2014). It should be noted that much of what is written about differentiated instruction and the associated research has been done in western contexts with small classes and rich resources.

3.7. Research on the teaching of reading in the Foundation Phase

3.7.1 What can be concluded from the literature about the knowledge required to teach reading?

As explained in Chapter 1 section 1.3, very little research has been carried out on the knowledge required to teach reading. What the review of the literature referred to in this chapter and the analysis of the curriculum documents in Chapter 2 suggests is that teachers require a comprehensive knowledge of the processes involved in learning to read and of the language in which this takes place. They also need to know how this knowledge relates to the development of reading in the FP and how to use an appropriate pedagogy, including assessment, to support this. Finally, they need to know how to differentiate their teaching for learners at different levels, especially in the context of Covid-19.

3.7.2 How well does pre-service education prepare teachers to teach reading

Research in South Africa and internationally shows that teachers are not adequately prepared to teach reading (van de Merwe & Nel, 2012; Seidenberg, 2013). Moats (2016) claims that the types of knowledge referred to in this chapter are not taught in pre-service education programmes in the USA. She suggests this is because of the debates about how children learn to read and how reading should be taught. Moats and Lyon (1996) found that primary school teachers in America had a poor grasp of the language concepts necessary to teach reading.

Similarly, in Australia, Buckingham and Wheldall (2013) report that teachers are not well-prepared to use the most effective methods of reading instruction. Again, they suggest this is because of the lack of agreement amongst teacher educators. Buckingham and Meeks (2019) state that insufficient time is spent on early literacy teaching in pre-service programmes, they do not focus on the “the five essential elements of evidence-based instruction” (p.27), and they do not cover key theories such as the simple view of reading. They suggest that teachers are being short-changed.

The situation in South Africa is very similar. Baxon and Botha (2016) highlight that:

...poor literacy and numeracy levels in schools have raised questions in South Africa, as they have internationally, on the quality and appropriateness of initial teacher education for preparing teachers for the complexities faced in schools generally and for the mediation of literacy and numeracy in the early years in particular (p.1).

Van de Merwe and Nel (2012) analysed literacy modules used by some initial teacher education institutions to prepare pre-service teachers to teach reading and found that teachers were not explicitly taught how to teach reading components such as phonological and phonemic awareness, phonics, vocabulary, fluency and comprehension, which are critical in the developing of learners’ literacy skills. The focus tends to be on curriculum knowledge and general pedagogical knowledge (for example, lesson planning and classroom management) as opposed to:

... exposing them to evidence-based research or broadening their knowledge base about the reading literacy components, which is necessary for the teaching of reading (van de Merwe & Nel, 2012, p. 153).

Baxen and Botha (2016) in their review of research on initial teacher education also found that teachers felt unprepared to teach phonics.

Taylor (2014) reports that students enrolled in BEd FP Teaching courses arrive with limited vocabulary and grammar knowledge, which inhibits their engagement and ability to express themselves. Spaull (2022) adds that students currently enrolled in BEd programmes register with lower entry points than students in other faculties, which influences the quality of the teachers the institutions of higher learning produce.

3.7.3 Research on current classroom practice

Research suggests that with the introduction of the CAPS, the teaching of reading in the FP may have improved in recent years. The research referred to in Chapter 1 (Fleisch & Dixon 2019; Hoadley 2017) reports on a greater focus on reading and more teaching around texts in classrooms. However, these improvements seem to be mostly procedural rather than conceptual in nature. Hoadley (2018) reports that lessons are still predominantly oral with communal meaning making of text and very little evaluation, feedback or higher-level questioning. Teachers in her study did not seek elaborated responses from learners. In GGR lessons, when a learner was unable to read a word, no alternative decoding strategies were offered by the teacher; instead, she appealed to another learner to help her peer. There was no discussion of text structures, vocabulary or syntax that might have been challenging for learners. The teacher did not try to link the text to learners' personal experience nor to motivate learners to engage with the text.

In the PIRLS Literacy Report 2016 (Howie et al, 2017), it is reported that FP teachers in South Africa delay the introduction of reading skills and strategies when compared with teachers internationally. Whereas *reading connected text* is the focus of Grade 2 in South Africa, internationally this is a focus for Grade 1. *Identifying the main idea of a text*, *Comparing a text with personal experience*, *Making predictions about what will happen next in a text* are skills emphasized at Grade 3 level in South Africa but taught in Grade 2 elsewhere. *Comparing different texts*, *Making generalisations* and *Drawing inferences from a text* are taught in Grade 4 in South Africa, but in Grade 3 internationally. This suggests that South African teachers have lower expectations of their learners.

Khanjee and Mthembu (2015) claim that if FP teachers are to meet the diverse learning needs of all children, they “must be sufficiently knowledgeable and competent to use assessment for

both summative and formative purposes” (p. 143). However, they found that Grade 1, 2 and 3 teachers had low assessment literacy, and while understanding of summative assessment was higher, all teachers in the study had very poor understanding of formative assessment. This is concerning because formative assessment plays a particularly important role in the early years, especially in GGR.

3.8 Conclusion

In this chapter, I have referred to selections from the literature in order to outline the knowledge that teachers require to teach reading. In the next chapter, I will describe the research design and the methods I used to carry out the research.

Chapter 4: Research design and Methodology

4.1 Introduction

In this chapter I discuss the processes followed in collecting and analysing the data that assisted in finding answers to the research questions. This is a case study, following a qualitative methodology and situated within the interpretivist approach; these terms are defined and discussed below. I begin by describing the way in which the three classrooms for the case study were selected, and the processes followed in collecting and analysing data in the three schools. I then discuss the analysis and interpretation of the data, as well as ethical considerations, particularly those which relate to my positionality as a former Literacy Coach, and the impact of that on data collection and the interpretation.

4.2 Research design

4.1.1 Interpretivist orientation

4.1.1.1 *What is interpretivism*

This study is situated within the interpretivist paradigm. Cohen, Manion and Morrison (2011) define interpretivism as a paradigm that is concerned with understanding human experience and how that is influenced by one's interpretation and understanding of the world. Bertram and Christiansen (2014) maintain that the interpretivist approach seeks to explain how people see their world and understand their actions rather than trying to predict what people will do. Interpretivists believe that analysis of any situation needs to be contextualised and cannot necessarily be generalised (Bertram & Christiansen 2014). They believe that there are multiple realities based on different perceptions of experience; "thus, it is recognised that research results are not 'out there' waiting to be found or discovered by the researcher, but they are created through interpretation of data" (Guba & Lincoln cited in Bertram & Christiansen 2014, p. 26). Truth is subjective, what is understood as being a reality in one context cannot necessarily be generalised and seen to be the case in a different environment (Alharansheh & Pius, 2020).

4.1.1.2 *Why I chose the interpretivist paradigm?*

The aim of this study is to gain an understanding of what knowledge is required to teach GGR, what kinds of knowledge teachers in three no-fee schools where isiXhosa is the language of instruction bring to teaching of GGR, and how these knowledges are enacted in their practice. Interpretivism is a suitable paradigm in which to locate the study and gain an

understanding of the questions posed above. Working within an interpretivist approach, the study was able to focus on individuals identified for this study, since in this paradigm “investigators work directly with experience and understanding to build their theory on them” (Cohen, Manion & Morrison, 2011, p.18).

To gain an understanding of how GGR was put into practice I decided to enter teachers’ classrooms during their normal teaching hours and observe them conducting GGR. This enabled me to gain first-hand experience of teachers teaching GGR and to understand GGR from the teachers’ own perspectives. The observations were focused on how the teacher was working with the reading group that was scheduled to work with him or her on that day. To understand what knowledge the teachers were drawing on, I decided to interview them to get a sense of their own understanding of how GGR should be taught and what was driving some of their choices, (Cohen, Manion & Morrison, 2011). This process, of seeking to understand teachers’ perspectives on GGR practice, required me to interrogate my own assumptions and understanding of what I was observing and being told through an open dialogue with the study participants.

Interpretivism was a suitable paradigm because it focused my study on three individuals and therefore heightened the chances of obtaining rich data on which to base the analysis. It is rooted in the understanding that what is viewed as “truthful” and “real” is subjective, but also requires reflexivity on my part and a commitment to ensuring that my interpretation is supported by the data (Cohen, Manion & Morrison 2011).

4.1.2 Qualitative research approach

This study has adopted a qualitative research approach which falls within the interpretivist paradigm.

Creswell (2009) describes the process of qualitative research as follows:

The process of research involves emerging questions and procedures, data typically collected in the participant’s setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. Those who engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning, and the importance of rendering the complexity of a situation (p.4).

The aim of qualitative research is to explore and understand the meaning that individuals or groups give to the phenomenon being studied. The first step in this research was to interview the teachers about the decisions they had made in their lessons to gain a deeper understanding of actions observed in a particular setting (Creswell, 2012). The teachers were observed in their own, natural classroom settings, to gain a better understanding of what knowledges are required to teach GGR and how these knowledges are enacted during the GGR period.

The teachers were the focal point of the study, as the main goal of the study was to gain an understanding of what knowledges are required to teach GGR, and how these are enacted during GGR. To attain this, observations, interviews, and questionnaires were used as tools to gather data that showed teachers' practices and how they explained their practices and the choices they made during their GGR lesson. Teachers' reflection and discussion on their practices during interviews gave glimpses of the kind of knowledges they possessed and drew on while teaching GGR. Using the data collection methods mentioned above, I was able to focus on the meaning that teachers attached to their own practices of GGR. This was especially so during the stimulated recall interviews, which involved a process of watching a video of the teacher's lesson and discussing it informally so that the teacher had a chance to reflect on it (Creswell 2012; Lyle 2002), The reflection entailed discussing some of the choices the teacher had made while conducting GGR and reflecting on why they had made them. I was interested in the meanings that teachers attached to their own teaching practices of GGR and how they related to the theoretical framework for this study.

Qualitative research recognises that meaning is subjective and because of that I need to be reflexive and aware of my own positionality as far as possible (Creswell, 2012). In retrospect, I am aware that my background of having worked for the literacy intervention that these teachers participated in, even though it was in a different district, could have influenced how I interpreted and understood the data I collected. To guard against this, I reflected on how my positionality might have influenced my interpretation of the data and used my supervisors as "constructive friends", (Creswell & Creswell, 2018 p. 136) to help keep my interpretation balanced as far as possible. I also put in place what Bertram and Christiansen (2014), refer to as an audit trial, "where the data collection and analysis processes are made transparent, are critically discussed and the researcher herself looks for places of possible bias or distortion", (p.90).

4.2 Case Study Design

4.2.1 The definition of a Case Study

The case study method “explores a real-life, contemporary bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information” (Creswell, 2013, p. 97). This style of research relates well to interpretivism because it focuses on a particular case with the intention of gaining a deeper understanding of the phenomenon being studied. Through using multiple methods of collecting data “the researcher aims to capture the reality of the participants’ lived experiences of and thoughts about a particular situation” (Bertram & Christiansen 2014, p. 42). The aim of this study is to gain a deeper understanding of a particular action or practice (GGR) that takes place in a natural, bound setting (schools), which makes this type of research method appropriate for this study. As explained above, the focus of the study is on teacher conduct of GGR and how, through observing teachers’ practices and interviewing them, I can understand what knowledges they are drawing from. This, then, makes this a descriptive case study (Yin 2003).

4.2.2 Boundaries of the case

Merriam (1998) maintains that “the single most defining characteristic of case study research lies in delimiting the object of study” (p. 27). This study is a single case study involving three Grade 3 teachers. The boundaries of the case are that the single activity to be studied is GGR, and the subjects are all Grade 3 teachers, in the same town, who have received resources and training to teach GGR, in no-fee schools where the Language of Learning and Teaching (LoLT) is isiXhosa.

4.3 Selection of site and research participants

4.3.1 Selection of the site

The study took place in three township schools (schools A, B and C), where the language of learning and teaching (LoLT) is isiXhosa, in a city in the Eastern Cape. All three schools are situated in a poverty-stricken township where the unemployment rate is high, exacerbated by the Covid-19 pandemic. Purposive and convenience sampling was used to select the schools (Bertram & Christiansen, 2014). They are part of a three-year literacy intervention currently being carried out by a not-for-profit organisation, for which I worked for two years prior to embarking on this research. Teachers in these schools have received reading resources enabling

them to teach GGR and coaching to support them in putting GGR into practice. This context provided an opportunity to explore teachers' understanding and practice of GGR, where a minimum level of resources and support was available. For convenience purposes (and bearing in mind potential restrictions resulting from Covid-19 regulations) the schools were also selected on the basis of their proximity to my place of residence.

4.3.2 Selection of research participants

For this study, I purposefully selected three Grade 3 teachers (TA, TB and TC) from the three schools referred to in Section 4.3.1 above. The focus on these Grade 3 teachers was because they had been part of the literacy intervention for two and a half years and had had extensive training and coaching support on how to conduct GGR. I refer to the teachers in my study as TA, TB and TC. Despite the Covid-19 pandemic, these teachers were teaching a cohort of learners who had been in the intervention since Grade 1 and were accustomed to working in small groups. These teachers therefore provided the study with an opportunity to examine their knowledge of GGR in relatively favourable circumstances where there were opportunities to demonstrate conceptual knowledge-in-practice. Bertram and Christiansen, (2014), refer to this kind of sampling as purposive sampling.

4.3.3 Introduction of study participants

Table 3: Study participants

	Gender	Age group	Qualification	# Of teaching years	# Of learner	Latest reading training received and other training
TA	Male	25-34	PGCE FP MA	1-5	55	-Enrolled for an Advanced Certificate in FP Literacy Teaching - Literacy intervention
TB	Female	55-60	ECD Level 6 (Diploma in FP)	11-15	33	-Literacy intervention - EGRA training -Jolly Phonics training -NECT training
TC	Female	45-54	HDE (Higher Diploma in Education) BA Degree (Majored in IsiXhosa, Linguistics and Psychology)	11- 15	20	Literacy intervention

It was not until I visited the classrooms that I discovered that all the teachers had Teacher Assistants; however, it was only TB and TC who made use of them in the classroom during my visits.

In this study I did not attempt to assess teachers' language competence, which is part of their subject content knowledge. However, I did draw some general conclusions about this from the demonstration of their competence in the videos and interviews.

4.4 Methods of data collection

As mentioned above, this study adopted a qualitative approach within an interpretivist paradigm; the nature of this design allows researchers to use multiple methods for collecting data to enhance the validity of the study.

4.4.1 Observation

The observations were carried out in 2021, in the third term of the school calendar year. As indicated above, I observed all three teachers for three consecutive days. This enabled me to “see things that teachers and learners might not talk about in interviews” (Bertram & Christiansen, 2014, p. 84), and gave me insight into each teacher's knowledge-in-practice.

I used direct observation, using audio recording and video recording, focusing on how the teacher was conducting GGR, working with the group on the day and managing the other groups, ensuring that they were doing the work prepared for them. I paid particular attention to how the teachers taught GGR, how they engaged with the group they were working with, how they introduced the lesson and facilitated the GGR lesson, what material they were using, how they were using the material, and how they gave feedback and assessed the learners.

I was a non-participant observer in this study. The teachers and learners were aware of me and accepted my presence in the classroom, but I tried to make myself as unobtrusive as possible. Upon my arrival in the schools, I was introduced as a teacher from a nearby university that was visiting the school for three days. The teacher explained to the learners that I would spend time with them during the GGR lesson slot. I had no interaction with learners except to observe those who the teacher was busy working with. I was aware of the other learners in class but did not interfere with the work that they were doing.

The initial plan for this study was to have two fixed cameras on different sides of the classroom that would enable me both to capture the teacher in action while teaching GGR and to take observation notes. This would also have enabled me to see how the teachers managed to keep the class under control while continuing to work with their chosen group on that day. Unfortunately, I could not get the two cameras I had hoped for and had to make other plans to capture what happened in the lessons. I managed to borrow a small camera that I used on the first day of my observation but realised that the audio-recording was not working properly and there was a lack of storage space in the camera. The camera would also stop itself without my knowledge, as I was focusing on taking notes of the lesson. I ended up using my cell phone and an audio recording device to capture the lessons. Because I had to manage both devices and make sure they were capturing what was happening in the lessons, I was unable to take detailed observation notes. I therefore relied more on the videos for data analysis.

To enable me to get a good sense of the data I had collected from the first participant, I transcribed the three lessons and the interview with TA. After that, I employed someone to transcribe the remaining video and audio recordings, as well as the interviews. Because I did not take field notes, my analysis of the lessons was based only on video and audio recordings.

4.4.2 Interviews

The interview is a facilitated conversation between two people or a group of people with the intention of gaining a deeper understanding of a particular subject or topic being investigated (Bertram & Christiansen, 2014). The interview aligns well with interpretivism; it can be used as a tool for collecting data as it helps in “exploring and describing people’s perceptions and understanding that might be unique to them ... since it allows the researcher to ask probing and clarifying questions, and to discuss research participants’ understandings with them” (Bertram & Christiansen, 2014, p.82). This method worked well for this study. It enabled me to gain access to teachers’ understanding of the GGR lessons they had conducted so that, when analysing the data, I could draw from what the teacher said to get a good sense of what knowledge s(he) was drawing from in teaching the GGR lesson. I am aware, however, that teachers’ knowledge is constructed - influenced by their past experiences and reality - and therefore it is subjective. This is also true of myself as the interviewer; how I understand the interviewee’s response is influenced by my past experiences and reality (Cohen, Manion & Morrison, 2011).

The purpose of conducting interviews was to gain access to teachers' thinking, their opinions, their reasoning and their reflections on their own GGR lessons. To get a good sense of what knowledge the teachers were drawing from when they were teaching the GGR lesson, I asked them open-ended questions that I hoped would reveal what caused them to make the choices and decisions they had made in conducting the GGR lesson. Tuckman (1972, cited in Cohen, Manion & Morrison, 2011) summarises this well: one of the purposes of conducting interviews is to gain "...access to what is 'inside a person's head' [it] makes it possible to measure what a person knows (knowledge or information), what a person likes or dislikes (values and preferences), and what a person thinks (attitudes and beliefs)" (p.411).

Interviews were conducted with teachers either in their classrooms or in the staff room, depending on where they felt most comfortable. For one teacher, the interview was conducted in English, whereas for the other two teachers it was conducted in isiXhosa. All the interviews were recorded with the teachers' permission. Interviews were semi-structured; the questions that were drafted to help guide and structure the interview did not limit the conversation I had with the teacher. (See **Appendix B**).

There were two types of interviews that were held: informal post-lesson interviews and stimulated recall interviews. The informal post-lesson interviews were conducted right after the GGR lesson to get teachers' feelings and quick reflections on how they thought the lesson went. These interviews were held either during break time or after school. We used different venues at different times, choosing places where there was least noise and disturbance. The conversation usually followed a pattern in which I prompted teachers to reflect on their lesson. A typical question I would start off with was:

- How do you feel about your lesson?
- Looking back at your lesson now... what are some of the things that took place in your lesson that would indicate for you that you had achieved your lesson plan goals?

From these general questions and depending on the teacher's response, I would ask a follow up question or ask them to elaborate further on what they had shared. The purpose of these questions was to get an understanding of what knowledge was driving and influencing teachers' decisions in conducting the GGR lesson.

I was aware that my background might influence my analysis of the data collected. I was also aware of the fact that the way teachers viewed me may also have influenced how they behaved around me and how they responded to my questions. Because of this, in my planning

I incorporated another form of interview called a stimulated recall interview (Lyle, 2003 & Nguyen, McFadden, Tangen, & Beutel, 2013). This involved rewatching the video of the lesson together and generating a discussion over what we had both watched. This gave me insight into how the teachers understood what they had been doing in class. Getting the teacher's perspective as well as my own, in relation to the video, provided for triangulation (Denscombe, 2007; Bertram & Christiansen, 2014). Below I give more details on how the stimulated recall interview was conducted.

4.4.3 Stimulated recall interview

Stimulated recall is a research procedure that works by asking participants to recall, when prompted by a video, their concurrent thinking about an event. Lyle (2003) reports that in his research it elicited "accounts of decisions taken and maintained benefits of the naturalistic context" (p. 861). Using stimulated recall interviews helped in unpacking teachers' tacit knowledge that they would have otherwise not have been able to explain, for example, the possible reasons underlying their moment-to-moment decisions during the lesson. I would not have been able to access this data had I only relied on semi-structured interviews. As mentioned above, through stimulated recall interviews teachers watched the videos of themselves teaching and were asked questions that led them to reflect on action, and choices and decisions they had made while teaching GGR, in a way they would not have been able to without being given an opportunity to rewatch how they conducted that GGR lesson. Depending on teachers' responses, follow-up questions were asked to get teachers to think and reflect more deeply as they watched videos of themselves teaching, (Nguyen, McFadden, Tangen, & Beutel, 2013).

I conducted two stimulated recall interviews with each teacher. I selected two of the six lessons videoed for discussion with each teacher. On each day, I focused on one video that was still relatively fresh in teachers' minds, and they were able to reflect on it. I would watch, with the teacher, a video of one of the groups the teacher had worked with, stopping at points and asking him or her questions such as: "Can you help me to understand what you were doing here and why you were doing it?" I consciously attempted to ask open-ended questions as a way of avoiding influencing the teacher's responses. The purpose of this interview was: 1) to access the teacher's understanding of the lesson and the meaning (s)he made of it, 2) to tap into the knowledge that was informing the teacher's practice (i.e.

knowledge-in-practice). The interviews were carried out in isiXhosa except for the one with TA, who preferred English, but code-switched at times. Each stimulated recall interview was audio-recorded with the teachers' permission.

The interpretation of the data from stimulated recall interviews is subjective for three reasons, the first being that “participants may censor or distort their recall of thought in order to present themselves more favourably” (Nguyen, McFadden, Tangen, & Beutel, 2013, p.4). The second reason it is subjective is that I have interpreted teachers' responses in terms of my own experiences and background knowledge, and the final reason is that I could have influenced teachers' responses by the way I framed the questions.

As mentioned above, I had worked as a literacy coach. Part of this job was to train teachers in conducting GGR. The outcomes of the study may have been influenced by this; even though I had not worked with these specific teachers directly, they seemed to view me as their “teacher”.

28 T: ...Funeke wena tishara ngoku umxelele ukuthi igama elithile lithini na
(...now teacher you must tell them what that certain word means)

The extract above is from an interview with TB, who referred to me as teacher on many occasions. I did not follow up on that with her, as at that time it did not seem significant, but as I reflected back and worked with the data, I realised that this might mean that she continued to see me as a coach even though from the beginning I had made it very clear that I no longer worked for the intervention. I am aware that it is possible that some of the teachers saw the interviews as the type of reflection sessions that they would typically have had with their literacy coach. Their responses to my questions could have been influenced by their desire to impress me and to create an impression that they were implementing GGR as they had been trained to do by the intervention. I am also aware that the knowledge and experience I brought about GGR teaching may have influenced the questions I asked and how I asked them, and also my interpretation of the teachers' responses.

4.4.3 Profile questionnaire

Bertram and Christiansen (2014), describe a questionnaire as a series of either open-ended or closed-ended questions sent out to research participants to collect information that would help answer the question being investigated in the study. For this study, I used both structured and

semi-structured questionnaires to collect data on teachers' backgrounds (Bertram & Christiansen, 2014). Structured questionnaires are made up of closed questions, which limit or predetermine the respondents' answers (Denscombe 2007). For the purposes of this study, this type of questionnaire was designed to obtain biographical information about the teacher (for example, age, gender, qualifications). The second type of questionnaire that was used in this study was semi-structured. This kind of questionnaire allows the respondent the freedom to structure their answers in ways that they feel best represents their opinion on the matter under discussion (Denscombe 2007). For the purposes of this study, the semi-structured questionnaires gave teachers space to elaborate or give as much detail as they wanted to on the questions posed on the topic of reading. Both questionnaires were approved by the Faculty of Education Higher Degrees Committee. The purpose of collecting teachers' background data was to check, when analysing the data using Shulman's categories of knowledge, whether teachers' years of teaching and qualifications might have played a role in the knowledge they had developed. I was aware that the data from the first part of the questionnaire might potentially have made the teachers identifiable if not used carefully, and I took this into account when writing up the research.

4.4.4. Document analysis

Document analysis is a research procedure in its own right (Denscombe, 2007). In this study, I analysed the two main curriculum documents in order to determine which of Shulman's (1987) knowledge categories teachers are expected to have in order to teach GGR. The two main curriculum policy documents which guide teachers' practice are: the Home Language Curriculum and Assessment Policy Statement (CAPS) for Foundation Phase (2012) and the National Reading Framework for Teaching Reading in African Languages in the Foundation Phase (2020). The National Reading Framework provides information about how to teach reading during GGR; whereas the CAPS places more emphasis on what the children should learn. Analysing the two documents allowed me to compare what knowledges teachers are expected to have with what the research results suggested the three teachers in the study actually had, (Shulman 1986; 1987).

4.5 Data analysis

Qualitative data analysis is a process of sifting through the raw data (observation, interviews, questionnaires and documents and so on) that the researcher has collected in a search for

“...themes that recur in the data that appear to be crucial for understanding the phenomenon” (Denscombe 2007, p98). Within qualitative research design, the process of data analysis begins with transcribing the observation videos, audio recordings and interviews, and then studying the transcribed text to look for recurring patterns, ideas, issues, or themes. Once researchers have coded the data and grouped the codes into categories and themes, they can begin to write up their findings (Denscombe 2007). In this study, I followed this procedure but used Shulman’s knowledge categories to interpret and classify the data and write up my findings. I explain below the steps I followed in analysing my data.

4.5.1 First step of data analysis


The first step I took in analysing the raw data collected was to transcribe the video and audio recordings of the GGR lessons observed. I transcribed the first three GGR lessons and interviews by TA in isiXhosa and then translated them into English. The rest of the GGR lesson observations and interviews were transcribed and translated by someone I employed. He followed the same procedure which was to transcribe all the lessons and interviews in isiXhosa and then translate them into English. We both worked in the same space so as to ensure that data was kept secure and not exposed to other people who were not part of the study. It was explained to the transcriber that he could not, under any circumstances, share the data with anyone, except myself. My purpose, in hiring someone to transcribe and translate for me was to save time, so that I could focus on analysing the data. Extract 1 below is a sample of the translated versions of the transcripts.

Extract 1 – Lesson 2- transcript line 1- 9

Classroom Day 3 Video
TA 4
10 August 2021

This is a second day of classroom observation. The TA had just concluded a GGR lesson with his first reading group of the day. The second group, which consists of six LLs, is seated at a circular table. The TA has given the whole class work to do and explained that he is about to work with his group and wants everyone to work quietly. The TA starts off the GGR lesson by asking the LLs to tell him what story is about, that he had asked them to read at home for this lesson. Only one LL remembers.

There are couple of instances where it was difficult to hear what the TA and the LLs were saying because they were wearing masks.



1. T: TA is wearing a mask. It is difficult to hear what he is saying at the beginning of the lesson. I am assuming he is asking on what page the story starts.
T&L are paging through book trying to find the right page of the story he had asked the LLs to go home and prepare. As the T&L are paging through the book TA asks LLs questions about the story.
2. L1 (M): ... [LL is also speaking very softly. I couldn't hear what he was saying.]
3. T: Andiva
(I couldn't hear you)
4. L1 (M): Ku one hundred and ninety one. (191)
5. T: Okay.
6. L1 (M): Kuhlala bani apha? (The LL reads the title of the story)
(Who lives here?)
7. T: Kuhlala bani apha? Okay lingantoni elibali? (TA asks probing questions while other LLs are still trying to locate the page.
(Who lives here? Okay, what is this story about?))
8. L3 (M): Lingezi hwanyana.
(It is about animals)
9. T: Lingezilwanyana? Eeee ezitheni? Lingezilwanyana ezitheni ke elibali? Khanindibaliseni before sifunde.
(Is it about animals? What about animals? It is about animals that are doing what in the story?)

4.5.2 Second step of analysing the data

Once the recordings had been transcribed and translated, I analysed each of the three selected lessons in terms of Shulman's knowledge categories described in Section 2.2. of the Conceptual Framework chapter and tabulated them using a template illustrated in Extract 2 below. The analysis required interpretation of the data in the transcripts on my part since the knowledge was not always explicit in the teachers' practice. Extract 2 below is an example of what the tabulated analysis looked like. I also referred to the visual material in the video and audio recordings to clarify my interpretation when necessary. The analysis could have been richer had I taken observation field notes and kept a research journal, but due to the circumstances explained in Section 4.4.1 above I could not do that.

Table 4 Example of first level analysis

What is going on	Content Knowledge			GPK	Strategic knowledge	Comments/ Evaluation
	Subject Content Knowledge	PCK	Curriculum knowledge			
T & Ls are sitting at a round table. Each one has a Vula Bula anthology.			Knowledge of appropriate/ range of resources	Teacher is sitting in a position that gives him a good view of the whole class		
Type and level of text: Information text			T is using Grade 3 anthology			
Level of learners-		Assessing individual's reading level.	LL are mixed		T has a mixed group of LL with intentions of stronger LL to support the weaker LL	There were a couple of instances where this worked so nicely in class. A stronger L assisting a weaker one by decoding with them.
Line 1- 6: T & LL are paging the book looking for the story to read.						
Line 7- Teacher is asking learners questions about what the story is about.	T is knowledgeable about comprehension	T demonstrate understanding of comprehension, he uses questions to activate LL's memory.				
Line 8: L 3 answers, the story is about animals.						
Line 9: T repeats what the L3 had	T is knowledgeable	T demonstrates understanding about comprehension; he				T knows that when one has an idea bout

The above table begins with a column that summarises what happened in the lesson. The act or behaviour described under the column entitled 'what is going on' is interpreted and then categorised based on Shulman's definition of teacher knowledge (1987). For example, in line 7, the teacher asked his learners to discuss what they thought the story was about. This act was interpreted as the teacher informally assessing learner's prior knowledge and their recall of the story to find out what they remembered about the story. In this line, the teacher used questioning to check learners' comprehension of the story. In the table all the claims made can be traced back to the transcripts.

4.5.3 Third step of analysing the data

I had selected three GGR lessons for each teacher: in one where I judged they were working with a stronger group of learners, in another where I judged they were working with an average group of learners, and in the third where I judged they were working with a weaker group of learners. The purpose of this was to see the full range of the teachers' practices. The final step of the analysis involved studying all three of the tabulated analyses for each teacher to draw conclusions about what types of knowledge each teacher was drawing on. The interpretations can be traced back to the transcripts.

Extract 2 Example of the third level of interpretation for each teacher.

Knowledge demonstrated	Comments	Missing knowledge	Comments
Curriculum knowledge	- He is also seated appropriately. He can see what is happening in the other group while he is working intimately with his group	Curriculum Knowledge	Based on the interview a baseline assessment was conducted but T chose not to use the result yielded from the reading baseline but opted to mix his group. During a GGR lesson his group would entail stronger and weaker reading LL. T's justification for this is that the stronger LL will help the weaker ones. Mixing LL for GGR is against CAPS policy because the purpose of GGR is to work with LL at the level they are at and gradually develop them until they are at the level where they can read fluently. Pairing stronger LL with weaker LL does not necessarily work well. The resources that the T had selected to use to read with this particular group were not appropriate for all LL. Some LL really struggled with this text as it was a little bit too advanced for them. This was one of the reasons mixing the LL did not work well.
PCK	- Line 9: T demonstrates understanding about comprehension; he uses questions to activate LL's memory. In his questioning he asks LL to be more specific and give more details on their answers. The T asks the LL to answer all his questions relating to the story before they read it. This also demonstrates that the T knows that one has to have some idea of what the story is about before reading it in order for them to understand it and to be able to engage with it. -Line 13: T demonstrate understanding of linguistic comprehension, he uses probing questions to get the LL to give details on their answers. T understands that in order to develop LL confidence to use extensive language and vocabulary to express themselves he has to use his questioning technique in a way that helps LL become more eloquent and elaborative in their giving answers. Line 17: T continues to use questioning to activate LL's memory of the story they were asked to prep at home. T understands that in order for one to comprehend the story they need to understand what they reading about. Line 27: T demonstrates good understanding of checking for	PCK	Line 7: T does not provide an explicit introduction of the GGR lesson. He jumps straight into asking LL about what the story is about without telling the LL what his vision or purpose of the GGR lesson is for the day. GPK Line 15: T asks a closed questions, "zidinga amanzi ukuze ziphile?" <i>They need water to survive?</i> as opposed to "Ingaba zonke zidinga amanzi ukuze ziphile? <i>Do all the animals on the picture need water in order to survive? Zesiphi kwezizilwanyanga esingabwazi ukuphuma emanzini zikwazi ukughubeka ziphila? Of this animals which animals can survive in land? And maybe add what is different about these animals compared to the animals that cannot survive in land? Which of these animals cannot survive out of order.</i> These kinds of questions would add more to the knowledge LL could find useful and interesting about these animals they learning about. This leads me to think the T did not plan well his questions. Line 25: T gives a meaningless feedback. He responds with "okay" and does not give a L1 a feedback that tells L1 how he read. What he had done well or needs to improve on. In line 26 L1 struggled reading and T did not give feedback on what L1 can do to improve on his reading. T limited in nature and not explicit

I used the type of table shown in Extract 3 as a tool for analysing the data. Each claim is supported by an extract from the lesson observation and a quotation from the interview, as they were read hand in hand.

In analysing the data, I could remember certain instances that took place that caught my attention which I should have noted, but due to not keeping a journal I missed that opportunity of adding that aspect to my data analysis.

In all the steps mentioned above, I also drew on data from the stimulated recall interviews to inform the analysis. I referred to these transcripts to look for additional evidence to support

my conclusions; this was especially important with regard to understanding teachers' strategic knowledge. It is recognised, however, that that this data does not give me direct access to teachers' knowledge but is reflection-on-practice.

4.6 Positionality

Due to my current and previous roles, I needed to be mindful of what was driving the research, and how the values and experience I brought to the study as a former literacy coach, university lecturer and currently postgraduate researcher might influence its outcomes

I needed to be aware that my experiences and values would be with me as I undertook the study, and as far as possible not allow them to influence my observation and interpretation. I needed to be reflexive (Gewirtz & Cribb, 2006), especially when I was doing the analysis, and to constantly check my assumptions, values and judgments so that they did not influence my interpretation of the data collected.

Throughout the study I was aware of my literacy coaching background and the knowledge and understanding it had given me of how GGR should be conducted. During my time as a literacy coach, I coached teachers on how they should teach GGR following the CAPS specifications. After each teacher observation, I would run a reflection session with the teachers I worked with in a different district from the one in which the study took place. The reflections took the style of an informal interview, with the intention of identifying gaps and points of strength in order to develop teachers' knowledge of how to run GGR effectively.

Even though the teachers who participated in this study were not part of the group of teachers I worked with, in an attempt to avoid compromising the ethics of this study through my positionality, I openly discussed my experiences with my supervisors. This kept me in check. I also asked the principal and the teachers to allow me to come back after the data collecting was done, if I needed to check something, so that I could make sure not to misrepresent the teachers in this study.

4.7. Ethical issues

Ethics can be understood as the established rules of behaving and acting within a specific community or society that one is expected to adhere to so that one's actions do not harm others, whether consciously or not. Bertram and Christiansen (2014) further describe ethics as having "to do with behaviour that is considered right or wrong" (p. 65). For the purposes of this study, the ethical issues were dealt with in line with university ethics policies, in order to

ensure that data was collected lawfully and fairly (Denscombe 2007). Detailed information describing how I was planning to collect data was written down in a form issued by the university. Consent letters from all concerned parties (Provincial Department of Education, principals, teachers, and parents), questionnaires, interview questions and the observation plan were submitted to the Ethics Committee for approval. I ensured that I adhered to all the university's ethical policies, and acted in a respectful manner, while I was collecting the data. I have ensured that the identity of the participants remained anonymous and constantly reminded them that they could withdraw from the study at any stage should they feel uncomfortable with continuing being part of the study. As indicated above, because my work background could have easily compromised the validity of this study, I asked my supervisors to constantly check up on me and ensure that I was abiding by the university's ethical policies, so that teachers were not suffering or being harmed in any way (Bertram & Christiansen, 2014).

4.8 Validity

This study used a range of methods (document analysis, observation, informal interviews, stimulated recall interviews, and questionnaires), which enabled me to triangulate the data. Triangulation involves comparing the data from one source with data from another source to find out whether they confirm or contradict one another (Bertram & Christiansen, 2014, p. 189).

I constantly interrogated the data to try to uncover any assumptions that might be influencing my interpretation. I had planned to send the transcripts and interpretations to teachers to ensure that they were accurate. Due to time constraints, I was not able to do this, however, I did follow up with teachers via telephone communication if I had any doubts about my interpretations.

I designed my data interpretation in a way that enables the reader to trace my interpretations back to the data: "confirmability can be improved by making the research process transparent, with enough details for the reader to check if they would have reached the same or a similar conclusion" (Bertram & Christiansen 2014, p.190). I have ensured that my data is stored in an organised manner in a case file, so that it can be retrieved if necessary. This process is known as an audit trail (Bertram & Christiansen, 2014). Whilst ensuring that confidentiality is

maintained, I have included some of my observation transcripts as appendices in my thesis so that readers can check my interpretations.

Chapter 5: Analysis of data

5.1 Introduction

In this chapter, I present my analysis of the data collected for each teacher in turn: Teacher A (TA), Teacher B (TB) and Teacher C (TC). The analysis is organized using Shulman's knowledge categories; my interpretation of these categories is explained in Chapter 2.

Biographical information and a description of the teachers' teaching context has also been provided in Chapter 4. As explained in the previous chapter, the analysis presented here draws on a detailed analysis of the lesson transcripts and the interview data.

The analysis of the data was structured in the following manner: three out of the six GGR lessons observed for each teacher were selected for transcription, and all the interviews were transcribed. The three lessons and the interviews were transcribed in isiXhosa and translated into English. The analysis of the data took three stages:

- The first stage involved transcribing and analysing each lesson according to Shulman's teacher knowledge categories.
- The second stage involved analysing all three lessons for each teacher looking for commonalities and differences. It was in this process that I could see what knowledges the teacher strongly demonstrated and which knowledges were less frequently demonstrated.
- The last stage involved outlining the knowledges each teacher seemed to strongly demonstrate accompanied by evidence from the informal interviews and the stimulated recall interviews, which were read hand in hand.

The analyses presented in Section 5.2 below represent the final stage of the process. The knowledges discussed are those that were identified in all three lessons, being demonstrated more than once.

5.2 Analysis of TA's data


TA is in his early 30s. He has three years of teaching experience in the FP and has 55 learners in his class. Due to Covid-19 protocols, learners attended on alternate days, as per his school's programme. On the days of observation, he had 21 learners present in the class. TA demonstrated that he is a fluent bilingual in isiXhosa and English. He chose to be

interviewed in English and he accepted borrowed English words in learners' responses to his questions. TA's choice of English for the interview, may relate to the fact that he has a postgraduate degree and he trained as an Intermediate Phase teacher.

5.2.1 Content Knowledge

TA demonstrated knowledge-in-practice of reading development. He understands that phonological awareness, letter-sound knowledge and word recognition provide the foundation for reading development. This understanding is demonstrated in Lesson 2 when he works with two struggling readers who have been demoted from Grade 4 (Lines 123-129). He recognizes that decoding is the starting point for these learners, even though they are older than the rest of the class.

TA also demonstrated an understanding of the role of fluency in learning to read. As explained in Chapter 3, oral reading fluency is the bridge from decoding to comprehension (National Reading Framework 2020, p.41). In Interview 1, line 48, TA explains his reasons for focusing on fluency: "Why I need them to master fluency is because I want them to grasp the full understanding of the text." However, as can be seen from the example below, this understanding was only demonstrated in relation to decoding.



45. **L3 (M):** Uyayibona isanti kule...?
Can you see the sand here?

46. **TA:** Okay sana lwam siyali qhwaba kaloku igama xa singalikhwazi ulibiza.
Okay my child lets clap out the word when we can pronounce it.

L3 (M): Uyawabona? (tapping his hand on the table)
Can you see?

47. **TA:** Okay. Lifunde kakuhle ke
Okay. Re-read the word in full

48. **L3 (M):** Uyayibona isanti kule ndawo. Yintlango le. Likhaya likabani eli? Kuhlala bani apha?
Amehlo, iindlebe, iimpondo, iqokobhe, umsila. Ubona zilwanyana ezingaphi kule ndawo?
Can you see the sand in this place. It is the desert. Whose home is this? Who lives here? Eyes, ears, nose, shell, tail. How many animals can you see in this place?

This example also illustrates TA's understanding of the importance of strategy development in learning to read; this involves introducing learners to different strategies such as breaking difficult words they are struggling to read into smaller chunks so that they can decode those words easily (Duke and Cartwright 2021). Again, this was mainly demonstrated in relation to decoding.

However, all of the reading groups in TA's class were of mixed ability apart from the one with the two struggling readers. This grouping suggests that TA was not conscious of the importance of learners' reading texts to be at the right level in order to build fluency. This point is further discussed in the section on strategic knowledge. It illustrates that TA did not have a deep knowledge of how to develop fluency because if learners are reading a text that is at a higher level than their reading level, learners are highly likely to struggle decoding that text and further not be able to read it fluently.

TA demonstrated an understanding that background knowledge plays an important role in reading comprehension; for example, in Lesson 1, line 57 in a text about animal habitats, he asks learners to tell him about the animals they have seen in their lives. He also shows that he understands the important role that vocabulary knowledge plays in reading comprehension. He consistently makes sure that learners understand the meaning of words, and in Interview 1, line 38, he says, "One word can change the whole meaning. If you don't understand the sentence, the learner will not understand it."

In relation to vocabulary, the text used in Lesson 1 (*Kuhlala Bani Apha? Who lives here?*) reveals some interesting aspects of vocabulary content knowledge in isiXhosa. Some of the words in the text (*oohlobo-manzi* – dragonfly; *onomodudwane* – scorpion; *amagala* – meerkats; *inkwali-manzi*- water bird *sic*) are, in my experience, likely to be unfamiliar to many teachers. Because South African teachers are multilingual and have been educated primarily in English, they are more likely to know these words in English than in isiXhosa. Teachers' ability to draw on more than one language for vocabulary is a form of translanguaging (Oxford & Garcia, 2017). Both TA and his learners move between the two languages, for example in line 32 a learner says:

31. T: ... Yintoni na ntoni esiyibona pha?

What can we see here?

32. L6 (F): Ndibona icrocodile, titshala.

I can see a crocodile, teacher.

33. T: Uthi ubona icrocodile! Mmmmh (esolatha umfundi olandelayo ngamehlo akhe)

He says he sees a crocodile! Mmmmh (indicating to the next LL with his eyes)

In this instance, the teacher simply accepts the English version although the isiXhosa word *ingwenya* is used in the text.

However, in line 39 another learner sticks to the isiXhosa word provided:

38. LL: Yes, Teacher (with their hands up in the air)

39. L3 (M): Imvubu.

A hippo.

40. T: Eeeheh? Yintoni igama layo?

Eeheh? What is the name of it?

41. L2& L3 (M): Imvumbu.

A hippo

42. T: Okay okay , masiqhubekeni ke

Okay okay, let's continue

In both these instances, TA seem to be led by the learners in terms of which language is used. His reasons for doing this are further discussed in the pedagogical content knowledge and strategic knowledge sections. However, as he has pointed out, “one word can change the whole meaning,” so it is important that the learners know the words in isiXhosa if they are to comprehend texts written in isiXhosa.

TA demonstrates understanding of the role that knowledge of text types/ genres plays in reading comprehension (lesson 2, lines 69- 73). However, this is not presented in a clear way when teaching. This observation is further discussed in the pedagogical content knowledge and strategic knowledge sections.

69 T: ...yes, esasi shwankathelo sifutshane andithi

(...yes, that is a short summary isn't that so)

70 LL: ...yes tishara

(...yes teacher...)

71 T: ...pha ekuqaleni ba, elibali lizakuthetha ngantoni, nangantoni, nangantoni, nangantoni, andithi?

(...From the beginning that the story, what do you think the story will be about? What will be discussed or talked about? Is that not so?)

72 LL: ...yes tishara

(...yes teacher...)

73 T: ...yes, okay yah, ngoku sine sihloko, sine ntshayelelo, siphinde sibenantoni?

Esiyidingayo futhi xa sizawbhali bali?

(yes! Okay no! now we have a title, an introduction, what else do we need to have? What do we need especially when we are wrting stories?)

TA sees the importance of engagement and motivation in learning to read (Duke and Cartwright p.33, 2021). He is constantly acknowledging learners' efforts and affirming their responses. In the interview, he speaks of his desire to engage the learners and make them excited about reading. In the interview line 172 he expresses how he has cultivated the enjoyment for reading:

172 T: one thing is that I don't want them to feel forced I don't want them feel that I'm forcing them to read, because them coming here it's an excitement and for them to leave the reading Table must some sort of painful to them, because they must be excited and then, and read as much as they want...so they must read as much as they want and then stop when they feel that now they can no longer go beyond so that tomorrow when they come here again they don't feel threatened we are going to be asked to read from here to here and then I don't want that. So, because...one; this... I always say, we have to create ourselves classes that allow learners to be who they want to be without also sacrificing their ability to learn.

In line 42 he expresses his goal:

I think then from there it will help me to achieve my goal of them enjoying reading that is one of the things my goals with them to enjoy reading and then apart from that to continuously practice it independently and then without having to seek for assistance from anyone else

5.2.2 Pedagogical Content Knowledge

TA demonstrates ability to use GGR to work with struggling readers. In Interview 3, based on his third GGR lesson, he makes a statement that seems to show that he really knows his learners. He explains his reasoning for grouping two struggling learners who had been moved from Grade 4 to Grade 3:

2 T: First of all, there are two of these ones because, it is very difficult to mix them in other groups, they don't have any background of reading.

The statement illustrates both pedagogical content knowledge as well as strategic knowledge. TA seems to know what these two learners need and how mixing them with other learners would affect them in terms of their confidence. He seems to understand that he needs to start with phonological awareness, letter-sound, and word recognition activities in teaching them to read. TA explained that the two learners could not read simple words when he started working with them. He had to start from scratch. For this lesson, TA had prepared a worksheet that contained words that the two learners had to read; once they had finished reading them, he gave each learner syllable cards and asked them to build the words. TA explained that his goal for this activity was to teach the two learners decoding skills.

TA's planning shows his understanding of what his learners need. TA further explains in the interview his objective for this lesson:

30 T: The purpose of this lesson first of all is for them to have sense of letters and then also of some simple phonics, sounds that can be made when you break a word because they do not have that. And then one where to them "b" is "d", "ca" is "ci" ...

31 IV: Sure

32 T: And they just say what they think, not what is written. So, the main purpose was for them to familiarize themselves with the letters, to understand each letter and those simple sounds of breaking small words

It can be concluded from this that TA has a good understanding of his learners and what they need and is able to plan appropriately for the level of the learners. This is critical for GGR in developing learners' reading skills. He uses the appropriate resources for this group and for what he wants to achieve.

TA has taught learners a simple tapping strategy to help them segment and blend unfamiliar words that they struggle to decode. This strategy reminds them of what they need to do when they encounter an unfamiliar word. Below is an example from Lesson 1:

80. T: Masilijonge elagama sanalwam
Lets re-look at that word, my child.
81. T & L 4 (F): Entlango. Tapping the hands on the table (demonstrating how to decode)
Desert
82. L4 (F): Entlango. Amafudo nama..
Desert. Tortoise and...
83. T: Masilqhabe xa lingavakali kakuhle. Masiye ke
Let's clap the word out when you can't pronounce it well. Let's start
84. L4 (F): nama hobo- (one of the birds that live in the desert)
85. TA: Myeke aliqhabe yedwa nantsika.
Let him clap it alone (referring to one of his LLs)
86. L 4 (F): Namahobo- (one of the birds that live in the desert)
87. TA: Qhubekaka kaloku aliphelelanga
Continue the word is not complete yet
88. L4 (F): Namahobo-hobo- (one of the birds that live in the desert)
89. T: Good. Lifunde kakuhle ke ngoku.
Good. Now read it properly.
90. L4 (F): Namahobo- hobo- (one of the birds that live in the desert)
91. T: Okay

TA starts off by tapping out the word with the learner as a way of demonstrating and reminding her as this is something they have done before. After the learner has decoded the word, he asks the learner to re-read it. He constantly instructs the learners after decoding words to go back and re-read the word. In lesson 1, line 89, TA instructs L4 to re-look at the word and re-read it.

TA also demonstrates his ability to informally assess learners. He constantly uses questions to check whether learners understand what they are reading or viewing in the illustrations. In Lesson 1 Lines 29-42, TA informally assesses the learners by asking them questions about what they are seeing in the pictures. He repeats learners' responses to ensure that everyone has heard the right answer. He also informally assesses their decoding skills. In Lesson 3, Line 51, TA provides the learner with feedback. He tells L1 that she has pronounced the word *Cela* (ask) exactly how he has been asking her to. TA instructs L1 to re-read the words so that he can hear her once more.

TA demonstrates teaching strategies to develop learners' comprehension by asking them questions about the story they have read, and he creates opportunities in class for learners to reflect on what the story meant for them.

- 22 T: ...nehagu yayikhona apho, okay eyonanto ibalulekileyo kengoku kwelibali silifundileyo bekuyintoni? Siye safunda ntoni, belisifundisa ntoni elibali? Ucingba belisifundisa ntoni, Ukho ucingba belisifundisa ntoni sana lwam?
(...a pig was also there, okay what was the most important thing now in this story we read? What did we learn, what was the story teaching us? What do you think it was teaching us, Ukho, what do you think the story was teaching us my child?)
- 23 L3(F): Ukulima...
(To plant...)
- 24 T: ...belisifundisa ngokulima, uthi yena belisifundisa ngantoni, ngokulima, oh yes ewe lisifundisa ngako ukulima yah, okay. Omnye ucingba yintoni enye esiye sayifunda kwelibali? M.m siphinde safunda ntoni? Hmhmhm *chuckles*...yintoni enye, wena xa ucinga kwelibali njengokuba ubulifunda uye wa, yintoni enye oyewayifunda? Ewe sana lwam?
*(...it was teaching us to plant, she says that it was teaching us what, planting, oh yes it teaches us about planting yeah, okay. What do the others think we've learnt in the story we read? Ah ha what did we learn again? Hmhmhm *chuckles*...what else, when you think during the time you were reading this story what did you, what else did you learn? Yes my child?)*
- 25 L2(F): Kuba tishara, masinga zithatheli phantsi intwe zincinci...
(Because teacher, we shouldn't undermine small things...)
- 26 T: ...Kuba masinga zithatheli phantsi intwe zincinci andithi? Kuba sibonile kwelibali intoba impuku, ufika kwayo, sikwazile intoba sithini, umnqathe siwukhuphe andithi, okay yah omnye umntu uyawfunda ntoni? Asifundanga nto singabanye nhe...?
(...that we shouldn't undermine small things, isn't that so? Because we saw in this story that the mouse's arrival, we were able to pull out the carrot isn't that so, okay yeah what did the other person learn? Didn't we learn anything as others right...?)

TA demonstrates capabilities of motivating and engaging learners in reading in various ways. In interview one he describes how he started motivating and engaging with his learners with the intention of developing love for reading.

- 62 T: so, what I've done in the classroom to be honest is to try and create a culture of reading.

TA explains that he started this initiative (cultivating the culture of reading) because of being aware that his learners were not getting much exposure to reading at home and so he took it upon himself to ensure that while they were with him, they had as much exposure to reading as possible. TA explains that he encourages his learners to take books home and finish a story they have been reading during GGR, or if a learner has finished a task, they are given the opportunity to take up a book and read in class or practice sight words they have been working on.

66 T: and then so we discuss it throughout the day so in that matter, so it makes them also to get into the culture of saying that teacher we also want that book which you were reading, so those are the small strategies that I'm using

TA encourages the learners to take books home to read for their parents as homework. He allows learners to choose the kind of book they want to read at home, (most of the time learners seem to take the anthology books provided by the Eastern Cape Department of Education).

During reading TA shows great interest in his learners' responses to the story or text they are working with. He often asks them questions as a way of getting learners to elaborate on what they are saying and also as a way of engaging with them with the story or text they are working on.

There were, however, some limitations that were observed while TA conducted his GGR lesson. The first one was that TA did not ask many high order questions. For example, in Lesson 1 Line 15, where he asked "*zidinga amanzi ukuze ziphile?*" (Do they only need water to survive?), he did not follow up with questions such as: *zeziphi kwezizilwanyanga ezingakwazi ukuphila ngaphakathi kwamanzi nangaphandle?* (Which of these animals can survive both in the water and on land?) And maybe add, *zeziphi kwezizilwanyane ezingenokwazi ukuphila ngaphandle emanzini? Ngoba? Yintoni into eyohlula ezizilwanyana?* (Which of these animals cannot survive outside the water? Why? What distinguishes between these two types of animals?) These kinds of questions would have made the lesson more engaging and interesting and could have built the learners' background knowledge further. This led me to think that TA did not plan his questions well.

Another limitation observed was in how he gave feedback. There were quite a few instances where TA gave vague feedback to learners. In Lesson 3, it can be seen how he was not

explicit in his giving of feedback even though one learner pointed out to the teacher that another learner had decoded a word incorrectly.

18 L1: Ulibhudile tishara

(He mispronounced teacher)

19 TA: Huh?

20 L1: Uthe yena xhoxha kodwa ngu xoxa

(He said Xhoxha/Mash but it's Xoxa/Discuss)

21 TA: Uthini? Ngu xoxa, ewe xoxa

(What did he say? It's discuss, yes discuss)

22 L2: Xoxa

(Discuss)

23 TA: Good, okay masinyukeleni kengoku kancinane. Masinyukeleni thina, masinyukeleni, ngubani ofuna uqala? Nguwe nhe? Okay.

(Good, okay let's move to the top a bit. Let's move to the top, let us move up, who wants to go first?)

In the example above the teacher did not explain what the learner was doing incorrectly; it was one of the learners that gave him peer feedback rather than the teacher.

Later on in the lesson TA misses another opportunity. He is not explicit with the learners in terms of what they are doing wrong. In Lesson 3, the learner repeats the same mistake over and over until the teacher gets quite impatient, because the learner cannot understand what TA is asking him to stop doing. In the example below, TA seems to be unable to explain to L1 why adding a prefix (*ngu*) to all the words she reads is incorrect. L1 continues to make the same mistake.

TA could have demonstrated to this learner what he wanted her to do, why it is important and how adding (*ngu*) changes the meaning of the word and its structure.

- 32 L1: Ngu C, E, L, A... *(It's A-S-K)*
- 33 TA: Okay, xa ulibiza igama, suloko usithi ngu-C; ngu-E; ngu-L. ngu-A... biza igama C-e..., kanjalo
(Okay, when you read this word stop reading it as 'its' C, 'its' E, 'its' L, 'its' A...read the word as CE..., and so on)
- 34 L1: Ndiwadibanise tishara?
(Should I combine them teacher?)
- 35 TA: Yes
- 36 L1: Okay...
- 37 TA: Ndifuna ukuliva kaloku xa ulibiza
(I want to hear you when you say the word)
- 38 L1: Okay tishara...ngu C...
(Okay teacher it's C...)
- 39 TA: Sana lwam, ndithi kuwe yeka ukuthi "ngu...ngu" biza inantsikana zakho...siyavana ke? *(My child, I'm saying to you stop starting with 'IT'S' ... 'IT'S', just read your thingy, are we clear?)*
- 40 L1: Okay tishara... *(Okay teacher)*
- 41 TA: Bakhuphe ooNgu, khupha ooNgu asiba dingi, biza inantsikana...yibize nantsi
(Remove the ITS', remove them we don't need them, just read your thingy, say it! Here it is)

Another limitation observed is that TA did not appear to record his assessment and use it to monitor learners' progress in reading over time. This became clear when he was asked how he measured the progress of stronger and weaker readers. This is how he responded in Interview 2.

- 275 T: One; it would be a learner who pronounces the words correctly.
- 276 IV: Okay
- 277 T: He or she must understand the punctuation marks and understand the different tones used in the story and the emotions that are vested in the story.
- 278 IV: Sure
- 279 T: And then a learner for me who has those, because it's what they know when we did a story that this is what we need to take a note of when we are reading a story so a learner who is able to portray all those characteristics, for me shows that he's a fluent reader and then can even...I ask the learner to tell me the story, I'm sure the learner can express to me the story together with all the emotions and the things that they found on the story.
- 280 IV: Okay, a weak reader or a struggling reader what characteristics does that reader misses? I mean it sounds like an obvious thing, but I wanted to hear it from you. So, let's talk about these two ones what makes them different to the reader you've just described?
- 281 T: One is they have a problem with the vocabulary at large, they cannot recognize words and I mean they do not have any background of reading so that is one of the things I can say with my learners what I see and then I regard them and say this is a weak learner then. Because I base it on those things.

In the extract above one can see that teacher relies on his own beliefs and understanding of what makes a successful reader rather than using a standard assessment tool to gauge the individual level of all his learners to see who is improving and still needs assistance. A standard assessment tool is typically very specific on what a score or rating a learner achieved in a particular reading skill assessed or taught during the lesson. TA's reliance on his own observations that are influenced by his beliefs and understanding of a successful reader can be somewhat limited in giving a clear picture of the progress the learner is making in their reading.

TA is not always explicit in his teaching style. There are some instances where he does not clearly introduce his lesson to his GGR group and explain to the learners what they will learn in the lesson. In Lesson 2 (see extract below), TA introduces the lesson as if they will reflect on what happened in the story and then write their own story, rather than saying, "Let's have a look at how the story we read is written so that we can use the same structure when writing our own story". TA could have then asked easy, straight-forward questions such as: When writing a story what is the first thing a story needs to have? An expected answer from the learners would have been, the title of the story. TA could have then moved on to asking the learners to look at the book he has chosen for that group, and asked what is the title of this story? What else do we need? What can we see on the cover of the book? Who do you think are the characters or role players in this story? Where is the story taking place? What happened? How were the issues in the story resolved? This exercise of asking questions would have given them a good idea of how to structure their own stories before writing them.

- 2 T: ...hundred and forty one...ndifuna sincokoleni ngelibali esilifundileyo siyevana...ngoba emveni koku ndifuna sizameni kengoku siyevana...emveni koko kengoku ndifuna sizameni kengoku ba sihambeni siyokwenza, awethu amabali amafutshane andithi?
(...a hundred and forty one...I want us to discuss this story we just read are we clear...because after this I want us to try now are we clear...after that now I want us to try to go and make our short stories isn't that so?)
- 3 LL: Yes tishara...
(Yes teacher)
- 4 T: Yes, kodwa okokuqala makhe sinantsikaneni, makhe sichubelaneni siyevana, ngeli inantsikana ibali esithe sathini, salifunda. Sithi isihloko sakhona besisithini kanene? Yho umkhulu lomnqathi andithi? Yes and then kwathini apha kwelibali kwenzeka ntoni? Kuye kwenzeka ntoni kwelibali?
(Yes, but first let us thingy, let us discuss are we clear, about this thingy, story that we read. What did we say was the title again? Whoah this carrot is big, isn't that so? Yes and then what happened in this story? What happened in this story?)

Due to TA being unclear about what skills he wanted to develop or what he wants to achieve by the end of the lesson, the learners tend to lead TA. As can be seen in Lesson 2, learners took the lesson in a different direction.

- 73 T: ...yes, okay yah, ngoku sine sihloko, sine ntshayelelo, siphinde sibenantoni?
Esiyidingayo futhi xa sizawbhali bali?
- 74 L2(F): ...yes tishara...
(...yes teacher...)
- 75 TA: ...ewe sana lwam...
(...yes my child...)
- 76 L5(F) ...*(not audible enough but she's responding to the teacher)*
- 77 TA: ...andiva...
(...I can't hear you...)
- 78 L5(F) ...*(still not audible, she whispers into the teachers ear)*
- 79 TA: ...okay, uthi sidinga nelantuka, nomphakathi, okay...
(...okay, you're saying that it needs a thingy, a middle, okay...)
- 80 L2(F): ...yes tishara, yes tishara...
(...yes teacher, yes teacher...)
- 81 TA: ...ewe sana lwam...
(...yes my child...)
- 82 L4(F): ...ne full stop...
(...and a full-stop...)
- 83 TA: ...uthi sidinga ne full-stop, i-full-stop ewe siyayidinga, of course
(...you say that we need a full-stop also, yes of course we do need a full-stop)
- 84 L2(F): ...yes tishara, yes tishara...yes tishara...
(...yes teacher, yes teacher...yes teacher...)
- 85 TA: ...and futhi i-full stop siyidinga phi...?
(...and where do we need a full-stop...?)
- 86 L2(F): ...yes tishara, yes tishara...yes tishara...
(...yes teacher, yes teacher...yes teacher...)

In the above extract the teacher wanted to teach learners elements of writing a story: title, characters, site, problem in story and how it was resolved, but he was led into talking about punctuation.

5.2.3 Curriculum Knowledge

In line with CAPS, TA seems to understand that GGR is a lesson intended to give learners an opportunity to practice reading while guiding and supporting them in ability groups. As part of the intervention, he is expected to conduct a reading baseline assessment and use the results to group his learners according to their reading ability. The intervention coach attached to each school supports the teacher in doing this. TA has put his learners in groups, given each group a name and displayed a schedule on the classroom wall. However, he has chosen to mix most of his GGR groups because he believes that the stronger learners can help the weaker learners. Therefore, with the exception of the struggling readers, the learners are in mixed ability groups.

In line with CAPS, TA sees two GGR groups a day; however, he does not always stick to the allocated time of 15 minutes with each group. In Lesson 1, TA uses anthologies: the learners select the stories they want to read. Vula-Bula anthologies are levelled readers supplied to the majority of the schools in the Eastern Cape by the government. However, because the learners in TA's class are not grouped according to ability and they select their own stories, it is likely that the texts are not always at just the right level for each learner as required in CAPS.

In line with CAPS and NRFW, TA is seated with the reading group at a separate table away from the rest of the class, who have been given work to do. Due to Covid-19 protocols, these learners are seated at single tables facing the blackboard rather than in groups. The implication of this with regards to managing the classroom are discussed under the GPK section.

In line with the NRFW, TA demonstrates an understanding that GGR offers him an opportunity to support struggling readers by working with them in a small group more systematically and intensively. In his third lesson he used the material he had received from the literacy intervention (syllable cards), to teach his two struggling learners strategies of segmenting and blending, with the intention of developing their decoding skills. In interview 2 TA explains:

30 T: The purpose of this lesson first of all is for them to have sense of letters and then also of some simple phonics, sounds that can be made when you break a word because they do not have that. And then one where to them "b" is "d", "ca" is "ci" ...

31 IV: Sure

32 T: And they just say what they think, not what is written. So, the main purpose was for them to familiarize themselves with the letters, to understand each letter and those simple sounds of breaking small words

From the above extract one can clearly see that TA demonstrates an understanding that GGR is a lesson where one teaches learners strategies that will help them develop the reading skills they need in order to be able to read.

Even though TA seems to have a strong understanding of CAPS stipulations in terms of how GGR is to be conducted, some knowledge gaps were observed. In line with the NRFW, TA informally assesses his learners: he checks his learners' understanding of text, and of unfamiliar words; he pays attention to their word recognition and fluency.

However, his questions and feedback tend to be at a low level. There is no evidence that TA keeps records of the assessment of his learners. He did not have a book or paper where he recorded how each learner performed during his GGR lesson, or what progress they were making.

5.2.4 General Pedagogical Knowledge

In all the GGR lessons observed, I noticed that TA's instructions were not always explicit. This limitation was observed strongly in the three lessons chosen for the purposes of this study. I will use his first lesson to demonstrate how he does not provide a brief introduction to the lesson to make its purpose clear.

In Interview 1, he described his lesson objective as follows:

- 7 IV: I just want to know, like what was your goal for this lesson, sorry for this group, for the second group that you were working with?
- 8 T: Okay, first of... I think the goal that we ...with this group, we're working on, it's mastering fluency with this group. This is a... these learners are already ahead of others. They do understand what they're reading about, they can read on their own. But the only thing that we have to get rid of... because they...even themselves in between they are not of the same standard so they don't agree on how they read, others they sing-read and then now what we are on about is to master fluency and of reading.

...but this does not come through clearly in how he introduces his lesson:



1. T: TA is wearing a mask. It is difficult to hear what he is saying at the beginning of the lesson. I am assuming he is asking on what page the story starts.
2. L1 (M): ... [L1 is also speaking very softly. I couldn't hear what he was saying.]
3. T: Andiva
(I couldn't hear you)
4. L1 (M): Ku one hundred and ninety one. (191)
5. T: Okay.
6. L1 (M): Kuhlala bani apha? (The LL reads the title of the story)
(Who lives here?)
7. T : Kuhlala bani apha? Okay lingantoni elibali? (TA asks probing questions while other LLs are still trying to locate the page.
(Who lives here? Okay, what is this story about?)
8. L3 (M): Lingezi lwanyana.
(It is about animals)
9. T: Lingezilwanyana? Eeee ezitheni? Lingezilwanyana ezitheni ke elibali? Khanindibaliseni before sifunde.
(Is it about animals? What about animals? It is about animals that are doing what in the story? Please tell me this story before we read it.)
10. L3(M): Ezihlala emanzini.
(That live in the water.)
11. T: Andiva?
(I can't hear you.)
12. L3 (M): Ezihlala emanzini.
(That live in the water.)
13. T: Izilwanyana ezihlala emanzini? Kuthwa zitheni izilwanyana ezihlala emanzini?
Animals that live in the water? What is being said about these animals that live in the water?
14. L5 (M): Zidinga amanzi ukuze ziphile.
They need water in order to survive

As can be seen in the extract, once TA has found the pages where the story begins, he goes straight into asking the learners what the story is about without introducing the focus of the lesson. Even after discussing what children remember about the story, TA goes straight into reading without explaining to the learners what skill they will be practicing in this lesson.

TA seems to have trained each group to know when it is their time to come to the table to read with him and how to do so. Learners brought their books with them to read with their teacher. However, he seemed to struggle with managing the rest of the learners who were working on their own. In Lesson 2, TA had to stop the GGR lesson to try to manage the class, that was making so much noise that those in the group were struggling to hear one another.

- 6 T: ...Guys asisakwazi nokuvana kwathina sithetha apha, I hope umntu unomntu osecaleni kwakhe andithi?
(...Guys we can't hear each other hear when we talk, I hope a person has someone next to them isn't that so?)
- 7 LL: Yes tishara...
(Yes teacher)
- 8 T: ...so there is no need yokuba nibe nithini, nikhwaza siyevana ke...?
(...so there is no need for you guys to shout, are we clear...?)
- 9 LL: ...yes tishara...
(Yes teacher)
- 10 T: ...please guys...ndikufumane ukhwaza uzakuhamba uyokhwaza e ground(ini)...okay yes ubusthini ke bhuti?
(...please guys...once I find you making a noise you're going to shout out there on the ground...okay yes what were you saying brother?)

Even though TA was seated in a position where he could see the whole class, he still struggled to keep other learners working quietly and self-monitoring. There was no sign of classroom rules on the walls. If they had been there, learners would have been constantly reminded of what was allowed and not allowed in class. Establishing GGR rules and routines is critical for the success of GGR lessons.

Prior to calling his group for their GGR lesson, TA would give the rest of the class work. He would explain the activity and ensure that all the learners understood what was required of them, so that they would be able to work on their own without disrupting others. However, within a few minutes of TA sitting down to work with his group, learners would start fidgeting, finding any excuse, such as borrowing a rubber, to move from their desks. All learners, as explained above, are seated in single desks and facing the blackboard. Even with that strategy of having learners sitting individually, TA seemed to struggle to get them to work independently and quietly.

There are other factors that might have contributed to his learners not being focused on their tasks. The Covid-19 pandemic resulted in schools being closed for a long time, and it could be that TA was still trying to establish new routines at the time I arrived in school. It could also be that these learners were not used to working independently; they are used to having a teacher around them, guiding them and supporting them as they work through a given task.

TA used informal formative assessment effectively; however, there was no evidence that he recorded the progress his learners made during GGR lessons.

5.2.5 Strategic Knowledge

TA claimed that his learners feared reading and did not enjoy it. In Interview 1, TA explained that this fear of reading came from little exposure to reading at home and at school, resulting in his learners not having had positive experiences with reading.

52 T: the fear of reading; which I find in my learners specifically; it's the background not only from home; I think also myself as a teacher at first, I did minimal to introduce them to reading. They didn't have any role model in terms of reading until we began and got engaged in it. Now they realize that there's fun in this, there's excitement in this; I can do this, and then you would see one of the learners maybe if you would like to and then that learner knew literally nothing. We had to start from scratch; I have some remedial lessons of reading, we started from remedial but now she's on the first group.

Having come from a similar background himself, TA wants to change that for his learners, as he has experienced the impact of struggling to read on one's schooling career. Solving this problem affects many of his decisions related to GGR. Some of these decisions, such as developing a culture of reading and involving parents, are likely to have positive results, but others may not be beneficial for reading development.

TA's approach to his learners seems to be egalitarian, and this affects his overall teaching strategy. He allows his learners to take part in the decisions that are made in class, with the intention of building their confidence. He has decided to mix his groups so that the stronger learners can work with or assist the weaker learners in the group. Mixing his learners did not show itself to have any visible advantage during the time that I observed him in class. The text chosen by the group was sometimes influenced by a strong reader, putting struggling readers at a disadvantage. Weaker learners took longer to finish reading the story and this often seemed to frustrate the stronger learners, as they had to wait longer for the weaker learners to finish the part that was allocated for them to read.

Because TA focused on building his learners' confidence, he seemed to find it hard to give clear and appropriate feedback to them. In Lesson 2, when he was teaching a lesson on writing elements, one of the learners gave an incorrect answer. Instead of TA correcting the learner, he entertained his answer, allowing the learner to lead the lesson in a different direction from that which the teacher had planned.

5.2.6 Summary

This section has outlined five types of knowledge that TA draws on when conducting GGR. Under content knowledge, TA demonstrated a basic understanding of reading development.

In his teaching, he showed some understanding of the role played by fluency, vocabulary, background knowledge, and text-types in learning to read. His overriding concern was supporting his learners' engagement and motivation towards reading.

TA's PCK seem to be fairly strong; he demonstrated the ability to work with struggling learners and knew where to start with them. This showed a good understanding of his learners. TA showed an ability to select appropriate resources. However, because of mixed ability groups, not all learners benefited from the choice of resources used during the GGR reading lesson. He used effective strategies to teach decoding skills (tapping out words) and used questioning as an assessment tool. TA created ample opportunities for learners to reflect on what they read, and in doing this he was also developing learners' comprehension skills.

TA sees GGR as a place to work strategically with learners while giving them opportunities to practice reading and supporting them according to their needs. TA understands that CAPS requires learners to be grouped according to their ability but chose to mix them; this is his strategy to get the stronger learners to work more with the weaker ones. TA's classroom is set up in a way that enables GGR to take place effectively; he has a reading corner and a set timetable for GGR. He assesses his learners informally, but there was no evidence of any assessment record being kept to monitor learners' progress.

TA's general pedagogical knowledge showed room for improvement. TA was not sufficiently explicit in his teaching and when giving feedback. He managed to establish routines even though he struggled to manage his class, especially when he was conducting GGR. He informally assessed his learners; however, there was no evidence of TA recording his learners' performance on reading during GGR.

Under Strategic knowledge, TA was able to justify his decisions; however, his justifications were not always in line with what is known about reading development. He motivated and encouraged his learners to read more by exposing them to reading books in class and allowing them to take books home to read for their families. He decided to mix his learners instead of grouping them according to their reading ability, with the intention of getting his learners to support each other during the GGR lesson, which as explained above, may not have been the best decision in terms of the development of learners' fluency. He built his learners' confidence by getting them more involved in decision making that influenced the

management of his classroom; however, this did not always result in effective classroom management.

5.3 Analysis of TB's data

TB is a female teacher in her late 50s, she holds an ECD Level 6 Diploma in Foundation Phase Teaching. TB has been teaching for over 10 years and has 33 learners on her register, by the time of my visit to the school, the Covid-19 rules had been relaxed and so all learners were allowed to be back in school. She demonstrated her fluency in isiXhosa and chose to write instructions in isiXhosa on the chalkboard regarding the activities for learners who were not in the reading group during GGR.

5.3.1 Content knowledge

TB demonstrated an understanding of reading development in her GGR lessons. Judging by her practice, she understands that phonological awareness, letter-sound knowledge, and word recognition provide the foundation for reading development. This is demonstrated in Lesson 3 with her weak reading group where TB starts with letter sound recognition activities:

- 23 T: Ndicela umntu andithathele msinyane ke apha phantsi...yima whooo khange ndibize. Ndicela umntu andithathele kqala u "o"; "u"; "a"; "i", kushiyeke bani pha phantsi?
(Can someone quickly pick up for me on the floor...wait whoah, I didn't call out. Can someone please pick up for me first, "o"; "u"; "a"; "i", and now who's left on the floor?)
- 24 LL: u "e"
(The "e")
- 25 T: Kushiyeke bani phantsi?
(Who's left on the floor?)
- 26 LL: u "e"
(The "e")
- 27 T: kushiyeke phantsi u "e". babekeni phantsi kengoku, babekeni phantsi. yabona kengoku eza... aba "a; e; i; o; u" bethu besithe ngaba tshakazi. Ndifuna kengoku, u "A" wethu atshate kunye no "b". Ndifuna u "a" wethu atshate kunye ne sandi u "b", ndifuna u "A" wethu atshate kunye ne sandi u "b" sizotshatisa kengoku ababatshakazi balapha phantsi, sizobatshatisa kunye nezandi ezimbini ndifuna batshate nezandi ezimbini because eyonanto ndiyifunayo ndifuna wonke umntu athini, akwazi ukufunda andithi?
("e" is left behind on the floor. Now put them down, put them down. You see now those... "a; e; i; o; u" of ours we said that they are brides. Now I want our "a" to marry "b". I want our "a" to marry the sound "b" we are now going to blend the brides that are on the floor, we are going to blend them with two sounds, I want them to marry with two sounds because the main thing I want is for everyone to know how to read isn't that so?

In this lesson, one can see that TB recognizes that the ability to recognize letter-sounds and blend them into syllables is the starting point for this struggling group. This is confirmed further in the extract from Interview 2 below:

- 3 IV: E.e...so le yaba masiyilantike nje kancinci; yile yokugqibela i-gruphu? okay, so ibisthini yona i-purpose yalena i lesson ma'am?
(Yeah...so this one...let's thingy, just a little...this is the one of the last group okay, so what was the purpose of this lesson ma'am?)
- 4 T: i-purpose yalena i-lesson tishara, ababantu bandisokolise okokoko...
(The purpose of this lesson teacher, these people made me struggle all the time...)
- 5 IV: m.mm
- 6 T: ...ndibaqale kwi alphabet...
(...I started with them in the alphabet...)
- 7 IV: Sure
- 8 T: Uyaybona, sayenzi alphabet, satshatisa, sathini...sathini
(You see, we did the alphabet, and we combined, and so on...and so on)
- 9 IV: Sure

However, TB seems to lack the propositional knowledge to explain why alphabetic knowledge is the starting point for struggling learners.

TB also demonstrates an understanding of the importance of word recognition. However, as the extract from Lesson 3 shows, her understanding is limited to memorization.

- 75 T: Masiye ke, beka phantsi, masenzeni u Bala, masimenzeni u Bala maarn ndifuna wonke umntu akwazi ukuyifunda la ncwadi masenzeni u bala, siqala ngabani... "b"; "a"...? *(Let's go then, put them down, let's make "count", let us make "count" man I want everyone to know how to read that book, let's make Count, what do we sTrt with... "b", "a" ...?)*
- 76 LL: "b-a-l-a" *(co-u-nt)*
- 77 T: Masiphinde... *(Let's repeat)*
- 78 LL: "b-a-l-a" *(co-u-nt)*
- 79 T: Andiyazi noba nithi "N", andiyazi noba nithi "N" okanye zii maski...masitheni... "B"... *(I don't know if you're saying "N", I don't know if you're saying "N or is it the masks...let's say...)*
- 80 LL: b-a-l-a... *(co-u-nt)*
- 81 T: Bala. Masitsho b-a-l-a, bala! *(Count. Let's say co-u-nt, count!)*
- 82 LL: b-a-l-a, bala! *(co-u-nt)*
- 83 T: Anhe?! Masiye... B-A-L-A, bala *(Right?! Let's go...CO-U-NT)*
- 84 LL: b-a-l-a, bala! *(co-u-nt, count)*
- 85 T: Anhe *(Right)*

TB instructs her learners to re-read the word *bala* over and over until they are able to say it instantly. However, some learners may simply memorise the word and just repeat it as

instructed by the teacher without being able to recognize the printed word in a different context. When discussing her lessons, TB associates the correct pronunciation of words with fluency. This can be seen in the following extract from Interview 1:

- 10 T: Alright, okay. Abanye babo, baya...baya rida ufumanise intoyobana indlela abawabiza ngayo amagama. So ndikhuthaza ukuthi umntu xa elibizile igama azive ukuthi ulibizile, ulibize rongo abuyele kulo alilungise.
(Alright, okay. Some of them they...they read, then you realise that there is something incorrect about how they pronounce the words. So I encourage that when a learner has read the word and realize that they mispronounced it, they should go back to it and read it correctly).

In the extract above from Interview 1, TB was asked to give the characteristics of a good fluent reader and those of a reader whose fluency is poor. In Line 10, TB's understanding of fluency seemed to prioritize pronouncing words correctly rather than the ability to decode quickly, accurately, with expression and prosody. Elsewhere, TB demonstrates understanding of the role of punctuation in correct phrasing and expression, and how fluency is linked to comprehension. TB seems to lack the vocabulary to express her understanding of fluency and its role in reading, suggesting a lack of propositional knowledge.

TB demonstrates some understanding of the role prediction plays in comprehending the story one is reading. In Interview 1, TB seems to understand that it is difficult for one to comprehend what one is reading if one does not have the relevant background knowledge, and she uses pictures of aspects of the story to help learners link the story to their prior knowledge and predict what the story could possibly be about. However, she does not explain this in any depth and she uses the word *thekelela* (guess) rather than *inokuba kuzakwezeka ntoni kweli bali* (predict), again suggesting that her knowledge is rooted in practice rather than in formal learning.

- 5 IV: Okay, ibaluleke ngantoni lonto leyo ma'am apha ekufundiseni ufunda?
(Okay, why is that important mam in learning to read?)
- 6 T: Funeke abantwana before bafunde bathethe ngo, ngento abayibone emfanekisweni...
(Before the children read they must talk about what they saw on the picture...)
- 7 IV: ...m.hmmm...
- 8 T: ...bayithekelele...
(...they must guess it...)
- 9 IV: ...mmm...
- 10 T: ...ubaxecelele kengoku wena after ukuthi kwenzeka ntoni kulo mfanekiso, abanye babo bayayi chana, abanye ba bayazithethela nje, yaybona...
(...then you tell them after, about what is happening on the picture, some of them get it right, some of them just talk, you see...)

TB also demonstrates an understanding of the role played by vocabulary in comprehending what one is reading. In interview 1, she explains that she uses the picture walk (a process during the lesson in which the teacher facilitates a discussion of the pictures in the book with learners), as an opportunity to introduce words learners may not know and she shows judgment in the words by choosing relatively low frequency words, for example, donation and orphan. TB seems to understand that not knowing what a particular word means may affect learners' understanding of the story. However, vocabulary knowledge is understood in relation to pictures rather than the text.

- 14 T: ...ubanike nje umfanekiso uthi, ndicela sithethe ngala mfanekiso uzathi gqi omnye, avele neyakhe, nomnye avele ngeyakhe nomnye avele ngeyakhe.
(...just give them a picture and say, can we talk about that picture, one will appear and come up with their own, then another one will come up with theirs, then the other will come up with theirs.)
- 15 IV: M.hmm, okay ma'am...
- 16 T: ...yabona ke, ndibabonisa i-paw paw nje kuyazi into most of them abayazi i-paw paw, yaybo...
(...you see, I'm showing them a paw-paw because I know most of them don't know what a paw -paw is, you see...)

TB also demonstrates understanding of the role of motivation in building learners' confidence. In her Lesson 3, TB creates ample opportunities for her weak learners to feel that they have succeeded in the reading activities she has planned for them. She makes it very clear just how proud she is of what her learners have managed to do on that day. In the extract below she tells them just how much she loves them and in line 345 she tells them what they have achieved and what they will do next.

- 343 TA: Yhuuu hay khazithi maarn...yhuuu I love you, khanizithi, khanizithi, khanizithi, yhuuu khanizithi yhuuu aa nina ndinithanda so. Yabona ngoku xa sizamana sisenza lonto leyo uzaqiniseka umanu kwazi funda, umanu kwazi funda umanu phinda...uyaybona lonto leyo
(Yo no do this...yo I love you, do this, do this, do this, yo do this yo (teacher asking the learners to tap themselves on their shoulders).. no I love you guys so much. You see now we will do this until you're certain read more often, read more often and do it again...you see)
- 344 L: Ewe miss *(Yes miss)*
- 345 TA: Sifunde phaya sayofika ku hayi yaybona. Ngoku sizongena ku coceka kwi gem ezayo nhe, ku coca nhe sizongena ku coca kwi gem ezayo nhe *(We read there until we got to hayi (NO!- referring to the name of the story) can you see? Now we are going to read a story about keeping ourselves clean, Coceka (be clean!) we are going to read this story next time when we meet)*

TB also demonstrates an understanding that allowing learners to read independently and choose what they want to read is motivating (Lesson 3, line 347).

347 T: Please bantwana bam nizimisele, uzihlalele apha niyeke ungxola apha e klasini uhlale apha uzizamele uzifundela la ncwadi ukhe u qhayisele no mama namhlanje uthi ndafunda phambi ko tishara wase Rhodes wasifoT nosifoT ndingesafundi mama athi umamakho khandifundele mnTnam umfundele, uthi ndi ncedise ndifuna ugqitha ndigqithele ngapha ndifuna ufundela u misi ngomso anhe.

(Be serious please my children, sit by yourself here and stop making a noise in class, sit here and try to read that book by yourself and boast for you mother today and tell her that you read in front of a Rhodes teacher, and he took pictures, I read mom, then your mom says please read for me my child, then you tell her to help you to move forward with reading because you want to read for miss tomorrow right.)

5.3.2 Pedagogical Content Knowledge

TB demonstrated an understanding of how to use GGR as a period to work with struggling learners. In her Lesson 3, TB seems to know her learners and their level of reading development. She prepared a lesson catered to learners' needs. She started them off with letter recognition and moved on to letter blending:

31 T: Afunde...sizotshatisa kengoku, silapha phantsi, sizotshatisa. Masihlale apha esi sandla, esi sandla sam ndifuna sihlale apha utshatise amagama wethu. Nge sandi u "B" no sandi u "L", ndiyabawela bonanje mna umntu okwa lomzuzu akhabe ecinga ukuba xa sitshatise u "b" no "a" sawfumana bani. Xa sitshatise u "b" no "a"? Xa sitshatise u "b" no "a" sawfumana bani? masicingeni bethuna, andithi sifuna ufunda?

(Read...we are going to blend now, we're here on the floor we are going to blend. Let this hand must remain here, this hand of mine will remain here(indicating a position), and the we are going to blend our words. With the sound "B" and the sound "L", for this moment I want a person to think so long about what will we get if marry "b" and "a" together? When we blend "b" and "a"? When we blend "b" and "a" what are we going to get? Let us think people, we want to read isn't that so?

In Interview 3, TB explains the purpose of this lesson as illustrated in the extract below:

- 7 IV: ...abantwana ububa qhawla qhawla phaya, so ithini purpose yakho yala lesson? So sancokola nje ngala group iy'1?
(...the children that you were dividing there, so what's your purpose about that lesson? So we're talking about the one group?)
- 8 T: ...okay, i-purpose yam yala lesson kukuthi nabo ba, bakwazi ufunda because intwe yenzekayo kuba bengekho sure nge alphabet yabo...
(...okay, my purpose about that lesson was also for them to, to know how to read because what's happening is because they're not sure about their alphabet...)

TB is aware that this struggling group is still learning to master alphabetic knowledge and seems to believe that it is a foundation in learning to read. She gives them ample opportunities during the lesson to practice recognizing letters and blending them. TB introduced her learners to a strategy where they can use the fingers of one hand to represent vowels that they blend with consonants to form syllables. Even though at the end of this lesson the teacher was able to get the majority of the learners to identify all the vowels and blend them with consonants to form syllables with /b/ and /l/, some learners appeared to be simply repeating what the other learners were saying. This can be confirmed by what TB says in interview 3. When TB was asked if she had achieved her objectives for this lesson she said “no”.

- 27 IV: ...sure, okay ma'am so xa sowjongile kule lesson yakho iphelileyo ngoku, u...uuu, ungathi ehm, ezinjongo ze lesson yakho uzifezekisile?
(...sure, okay ma'am so when you take a look at this lesson of yours when you were done with it, wou...would you say that, your aim for your lesson you fulfilled it?)
- 28 T: Andika zifezekisi tishara as long ba bebengeka ndibhaleli ilanto bebeyifunda...
(I haven't fulfilled them teacher as long as they haven't written down what they have read...)

In the above extract TB demonstrates an ability to assess learners' understanding of the skill taught or introduced during GGR period.

In Interview 3, TB says that when a learner is able to write the words they read during the GGR lesson without prompting that will be an indication for her that she has achieved her goal.

- 30 T: ...yaybona...as long ba bengeka ndibhaleli lanto bebeyifunda bengayijonganga yayibona...
(...you see...as long as they haven't written down what they've read without looking at it you see...)
- 31 IV: ...m.hmmm...okay so, xa beyifunda xa bekubhalela ma'am, ikuxelela ntoni wena?
(...mhm...okay so, when they read it when they write it for you ma'am, what does that tell you?)
- 32 T: ...indixelela ukuthi bayifundile, bayifunde ngengqiqo futhi baya understenda ukuthi kubhekwa ngaphi na.
(...it tells me that they've read it, they've read it with awareness and they understood which direction are we headed here.)

TB demonstrates the ability to teach at the right level and to plan properly. In all three of her groups, one can clearly see from how she planned for each group that her planning was guided by knowledge of her learners and understanding of what they need to move them from the reading level they are currently at to the next. In the interview TB explains how she uses a Grade 1 anthology book for her struggling Grade 3 learners.

- 34 T: Yabona mna intwe ndisebenzeleyo tishara, kukuthatha la ncwadi yase Grd.1...*anthology book*
(You see what works for me teacher is taking that book from Grd.1...anthology book)
- 35 IV: ...m.hmmm, sure...
- 36 T: ...yabona la ncwadi yase Grd.1...
(...you see that book from Grd.1...)
- 37 IV: ...m.hmmm...
- 38 T: ...balibona elagama lingu bala ukuthi, likhona elagama lingu bala but elagama lingubala silenza njani...yaybona?
(...they saw the word "Bala-count" that, the word count is there but how do make the word count...you see?)
- 39 IV: ...yes...m.hmmm...
- 40 T: ...ndababonisa ke indlela ethile...
(...I showed them a certain way...)
- 41 IV:sure...
- 42 T: ...yo, yo yokulenza elagama, bazijongele napha e chartini balibize kakuhle, balibize ngolahlobo balibize kakuhle igama yaybona...
(...of, of, of making this word, to also look at the chart by themselves and say it properly, to say it that way and say the word correctly you see...)
- 43 IV: ...very nice...
- 44 T: ...yabenza kengoku lanto, xa bebu...xa betyhila incwadi tyhiii hay maarn eligama leli besilakha mos...
(...and then that made them, when they...when they page a book, wow no man this word is the same word that we built...)

In the extract above, it can be seen that TB understands that when planning for learners you also have to use material that is at the right level. This builds learners' self-efficacy and motivation. TB also seems to realize that it is not enough for children to recognize the words from the cards and charts that the teacher has used in GGR lesson; they also need to be able to recognize those words when they see them in different texts.

TB developed a strategy of pointing to the word to help learners with decoding. In Interview 3, TB also says that this strategy simultaneously helps her assess whether learners are reading the words correctly.

- 48 T: ...and ndi meykha sho ukuthi umntu makalolathe igama so that ndinga, angathi kanti ulibiza nje uyabhampula...
(...and I make sure that a person must point at a word so that I don't, and not stutter when saying the word...)
- 49 IV: ...kuba esiva abanye, yes...
(...since they're hearing others, yes...)
- 50 T: ...kuba abanye besi...esiva abanye ba bathini, so ndabona ukuthi umntu uyolatha...
(...since others are...hearing what others are saying, so I see that a person points...)

TB creates lots of opportunities for her learners to practice reading. Even though in Interview 3 she does not mention the role practice plays in developing reading skill, one can clearly see that she values practicing. Practice results in automaticity which is crucial in learning to read. TB is very good at creating opportunities where she makes sure that this happens, but she seems to struggle to explain why she is doing it.

- 61 IV: ...m.hmm, sure...m.hmmm...so ubanike more practice...
(...m.hm, sure...m.hmmm...so you give them more practice...)
- 62 T: ...e.e ndibanike more practice, umntu nakokwabo, abenomdla wokuthi lancwadi mandiyisebenzise...
(...ah ha I give them more practice, even at home a person, to have interest of using that book...)
- 63 IV: ...sure...
- 64 T: ...kuba ngomso u misi uzathi iza uzondifundela yaybona...
(...because tomorrow mistress will say come read for me you see...)

5.3.3 Curriculum Knowledge

In line with CAPS, TB seems to understand that GGR is a lesson intended to give learners an opportunity to practice reading while being guided and supported in ability groups. As part of the intervention, she knows that she is expected to conduct a reading baseline assessment and use the results to group her learners according to their reading ability. The intervention coach

attached to each school supports the teacher in doing this. TB has put her learners in groups, given each group a name and displayed a schedule on the classroom wall.

In line with CAPS, TB sees two GGR groups a day. She generally spends around 15 minutes with each group. In Lesson 1, TB used anthologies; the learners selected the stories they wanted to read. Vula-Bula anthologies are graded readers supplied to the majority of the schools in the Eastern Cape by the government. The learners in TB's class were grouped according to ability and the teacher selected a text which would help her achieve the goals of her GGR lesson plan, as required in CAPS.

In line with CAPS and NRFW, TB was seated in her reading corner with her learners facing her. She was seated in a position that enabled her to see the learners and the rest of the class, who had been given work to do. Due to Covid-19 protocols, the learners in the rest of the class were seated in single tables facing the blackboard rather than in groups. The implications of this with regard to managing the classroom are discussed under GPK section.

TB demonstrates understanding of the curriculum. In Interview 3, she reflects on the baseline assessment that she ran with her learners at the beginning of the year in a way that reveals that she knows what a baseline assessment is and what purpose it serves.

- 75 IV: ...assessment yam, assessment yam...
(...my assessment, my assessment...)
- 76 T: ...okay, okay sisebenzisa i-i, la baseline...
(...okay, okay we're using that baseline the, the, that baseline...)
- 77 IV: ...yes...
- 78 T: ...eh yabona la baseline iza kwenza ngoku ndibone ukuthi, baybambile...
(...uhm you see that baseline will now make me see that, they've grasped on it...)
- 79 IV: ...sure...
- 80 T: ...because, xa ndibamise aphe camkwam sisenza i-baseline bebengakwazi uku, uku, u...uzibiza i-nantsika, i-khonsonentsi and ngoku ndiyababona ukuthi at least bayaqhubekeka, nomntu uyakwazi ufunda umgcana nemigcane emibini apha kule...baseline
(...because, when I make them stand next to me doing the baseline they didn't know how to, how to...to pronounce consonants and now I see that at least they're moving on and a person now knows how to read a line or two in this...baseline)

TB further demonstrates her knowledge of what is expected by the curriculum; in Interview 3 she explains that she conducts the reading baseline throughout the year; it helps her monitor the progress that the learners are making in their reading groups.

- 83 IV: ...sure...sure, so kengoku lento ii-groups zakho kulento uyithethayo ye baseline uzifomisha njani eza groups zakho, group 1, group 2, group nton nton?
(...sure...sure, so now that's why your groups from what you're saying about the baseline how do you form those groups of yours, group 1, group 2, so on and so on?)
- 84 T: ...kaloku tishara abantwana funeke senze, siyenzi baseline...
(...teacher we must do the baseline with the children...)
- 85 IV: ...m.hmmm...
- 86 T: ...uqala konyaka size phakathi enyakeni...
(...the beginning of this year we came to the middle of the year...)
- 87 IV: ...yes...
- 88 T: ...siyaqhubekeka si...umbone ukuthi umntana ngokuya ebesilela pha, unyukile ngoku, mandifake iyeza elithini apha enzele uba aye ngasentla...yaybona.
(...we are continuing we...you see that a child was struggling there in the beginning, now they've developed, what antidote must I give them for them to develop more...you see.)

Even though TB said, in the above extract, line 88, that the results yielded by the baseline reading assessment helped her get a good sense of where her learners were in terms of their reading, there was no evidence of her keeping records of her learners' reading progress during GGR. In Interview 3, when TB was asked how she assessed the learners she considered to be strong readers, she says:

- 94 T: ...ndithi choose any book, ma'am ndicela uyohlala pha ekoneni, ndithi hlala mntanam u tshuze any book...
(...then I say choose any book, ma'am can I go sit there at the corner, then I say go sit my child and choose any book...)
- 95 IV: ...m.hm...very nice...
- 96 T: ...ndize ndizokumamela, athi ewe ma'am izondimamela yaybona, bafunde ke iincwadi ezizezinye yaybona.
(...should I come listen to you, then they say yes ma'am come listen to me you see, then they

What TB says above seems to suggest that she believes that when the child is able to read by themselves without needing the teachers' assistance or support, that is an indication that they are making good progress. However, this is not the same as keeping a record of how the learner is performing during GGR lessons so as to keep track of their reading progress, as required by CAPS.

TB seemed to know her learners very well. She used a story she read with her learners as an opportunity to teach them values that seemed to be emerging from the story she was reading with them, such as the importance of giving (*umnikelo* - donation) as being a sign of ubuntu. She concludes Lesson 1 as follows, which shows she not only understands her learners but cares for their needs:

- 53 IV: ...okay... apha uthi besithe ke inkedama ngumntu o...so uyabachazela eligama laka nkedama, so umbuzo wam uthi ba kengoku ba ma'am, ba uhmmm, sesiphi esinye isizathu sokuba mawubuyele back... ekubakhumbuzeni... m.hmmm
(...okay... here you're saying that you said that an orphan is someone who...so you're telling them about this word orphan, so now my question is ma'am, if uhmmm, what other reason caused you to go back...to reminding them...m.hmmm)
- 54 T: ...enye into, enye into... kudala be... kukho umtana pha eklasini yam, uhleli pha ngaphambili, wathi ngoku ma'am mna ndiyinkedama? Ndathi kemnake akuyiyo inkedama ndim umamakho, yaybona...
(...another thing, another thing...for long they were...there is a child in my classroom, he sits at the front, he said, now am I also an orphan ma'am? Then I said you're not an orphan I am your mother, you see...)
- 55 IV: ...m.hmm, mmm...
- 56 T: ...ndifuna ususa lanto ka nkedama pha kuye because kaloku, umamakhe ebesando cholwa kweziveki ziphelileyo eswelekile, utatakhe wasweleka yaybona...
(...I want to remove that thing of being an orphan from him because, his mother was recently picked up deceased these past few weeks, and his father is also deceased you see...)
- 57 IV: ...m.hmmm, m m m mmm...

5.3.4 General Pedagogical Knowledge

In all the GGR lessons that were observed, TB consistently managed her classroom very skillfully. From the position where she was seated, she was able to see all the learners in her classroom. She used certain physical signs that did not require her to stop teaching her GGR lesson that indicated to the other group that they were loud and needed to lower their voices. While listening to one of her learners read, she would lift her eyes to see who was disrupting the class. Once she had identified which group was being loud, she would snap her fingers as a way of drawing their attention and she would then make a motion with her hand similar to that of someone talking, indicating that they should stop talking and concentrate on the task at hand. This was skillfully done, in the presence of her teacher assistant, who was a student at a nearby university, doing her teaching practice in the school. The student teaching assistant had been with TB for the duration of the term and was being mentored by TB. During my classroom observations, she was asked to monitor the other groups and generally make sure the rest of the learners were doing their task and not disrupting the lesson. None of the strategies that TB utilized disturbed or took away from her time with the group she was working with.

TB seems to have an established a routine with her learners; she knows which group she is meant to meet with on each day and is aware of all the members of each group. During her Lesson 1, she called out her group and they walked quietly from their desks, gently pushing in their chairs with their books in hand and stood at the reading corner waiting for their teacher to instruct them to sit. While the group was standing, the teacher realized that not all the members of that group had arrived on the mat and called out for the missing member.

With all her group members at the reading corner TB instructed her learners to sit down and get ready to read.

- 6 TB: Sityhile ku pg.66 ke thina ke...pg.66, ndikhapha umfundisi siqala pha
(Let's turn on page 56...page 66, I'm walking the Reverend that's where we begin)
- 7 LL: Ndikhapha u mfundisi
(I'm walking the Reverend)
- 8 TB: Soqala so
(We'll begin like this indicating the first learner should start reading)
- 9 L1: Ndikhapha u mfundisi u Hlathi, sise ndleleni eya...
(I'm walking Reverend Hlathi, we are on our way to...)
- 10 TB: Amaphepha abuyiselwe xa uthethayo, qala
(Return the papers when you speak, start)

In the above extract from Lesson 1, it can be seen that TB gives clear instructions, which saves her time and helps her to get on with her GGR lesson without her learners being confused as to what to do.

Throughout this lesson, TB made sure each learner received the same amount of time to practice reading. She was also very concise but quite clear in her feedback to learners:

- 14 TB: Mamela ke, “siyakunikela nge vatala”, funeka xa ufundile wayibona akuyi fundanga kakuhle uphinde uyibuyele uthi, “siyakunikela nge vatala esona siqhamo asithandayo u mfundisi” anhe? Qhuba ke mntanam.
(Listen now, “we are going to donate watermelons”; when you realize that you haven’t read properly, you must stop and go back to the sentence and re-read it again, “we are going to donate with watermelons, the fruit the Reverend loves the most” right? Go on then my child.)
- 15 L1: Siyakunikela nge vatala, esona siqhamo asithandayo u mfundisi. uMfundisi u Hlathi...
(We are going to donate with watermelons, the fruit the Reverend loves the most. Reverend Hlathi...)
- 16 L2: Ndim ofundayo...u mfundisi u Hlathi undibukele nditsala... *(It’s my turn to read...Reverend Hlathi is watching me as I pull...)*
- 17 TB: Phakamisa kancinci ilizwi *(Raise your voice a little)*

In Interview 1.1, TB mentions that during her GGR lesson she trains her learners to be self-monitoring or managing; this seems to be one of her strategies of not only ensuring routines are observed but also of timekeeping. She encourages her learners to pay attention to where the other learner is on the page, so that when it is their turn, they do not waste time but rather go straight into reading.

- 74 T: ...bajonge ukuba, ubani ufunde waphelaphi na...
(...they should check where the other one stopped reading so that they can continue from there ...)
- 75 IV: mmm
- 76 T: ...mna ndithathisa phi ndibheke phi? Yilanto kengoku lomntna uye walahleka kula ndawo ithi makazi, u makazi wenzani...
(...where do I start and continue and until what part? That is why this child got lost while she was reading.. in that place where it says, auntie, what is auntie doing...)

In Interview 1.1, she continues, stating that because some of her learners lose track of where they are supposed to be reading from, she needs to be more attentive and listen to the learners as they read and give appropriate feedback and correct where necessary:

- 78 T: So ke funeke kengoku wena njengo tishara umkhumbuze ukuba hay kaloku ndoda utsibile apha...
(So now as the teacher you’re supposed to pay attention and remind him, to go back where he has skipped...)

It seems that, because TB is well planned and organized and usually keeps time, this has resulted in her pacing being appropriate.

TB seems to understand the role of assessment. In interview 3 she mentions that one of the strategies that she uses to check whether her learners have understood or grasped the skill developed in class is when they are able to represent what they have been taught in writing. TB seemed to think there was a link between writing and reading and that if learners could write that was an indication for her that they could read.

- 28 T: Andika zifezekisi tishara as long ba bebengeka ndibhaleli ilanto bebeyifunda...
(I haven't fulfilled them teacher as long as they haven't written down what they have read...)
- 29 IV: ...sure...
- 30 T: ...yaybona...as long ba bengeka ndibhaleli lanto bebeyifunda bengayijonganga yayibona...
(...you see...as long as they haven't written down what they've read without looking at it you see...)
- 31 IV: ...m.hmm...okay so, xa beyifunda xa bekubhalela ma'am, ikuxelela ntoni wena?
(...mhm...okay so, when they read it when they write it for you ma'am, what does that tell you?)
- 32 T: ...indixelela ukuthi bayifundile, bayifunde ngengqiqo futhi baya understenda ukuthi kubhekwa ngaphi na.
(...it tells me that they've read it, they've read it with awareness and they understood which direction are we headed here.)

TB further demonstrates her knowledge of what is expected by the curriculum in Interview 3, where she explains that reading baseline is done throughout the year. It helps her monitor the progress that the learners are making in their reading groups.

5.3.5 Strategic Knowledge

TB seemed to know her children very well. In preparing to work with her struggling learners she decided to divide them and make them work in pairs while the whole group was on the mat. She seemed to know which learners amongst the group worked well together and could support each other. With this group, TB decided to start from the beginning of learning reading and prepared decoding activities. She started with letter / alphabetic sound segmenting and blending activities. Even though the lesson was the same for all the learners in the group, she decided to pair the four learners to work in twos. This pairing strategy seemed to work well.

In the extract below from Lesson 3, TB can be seen encouraging her learners to read together nicely.

- 113 T: Anhe. Masikhe sityhile incwadi kengoku. Siyiqale kula ndaw'...kula bala umkhulu, masityhile kweliya likhulu kqala andithi ngala ndlela besilakhe ngalo sofunda ngalo, masifundeni ke. Bala
(Right. Let's page the book now. Let's start on the place...on that big count, let's page on that big one first, the way we built it is the way we are going to read it, isn't that right? Let us read then. Count)
- 114 LE4&LE1: Bala (count)
- 115 T: Yimani masinga shiyani masiye...
(Wait, let's not leave each other behind)
- 116 LL: Bala (Count)

She views herself as a mother to her learners. All her decisions seem to be influenced by that view of herself. TB seemed to be very sensitive to her learners' emotional states and wanted them to feel comfortable and confident. In Interview 1, she says that she sees herself as a mother and is committed to making her learners feel safe around her and in her class.

- 53 IV: ...okay...apha uthi besithe ke inkedama ngumntu o...so uyabachazela eligama laka nkedama, so umbuzo wam uthi ba kengoku ba ma'am, ba uhmmm, sesiphi esinye isizathu sokuba mawubuyele back...ekubakhumbuzeni...m.hmmm
(...okay...here you're saying that you said that an orphan is someone who...so you're telling them about this word orphan, so now my question is ma'am, if uhmmm, what other reason caused you to go back...to reminding them...m.hmmm)
- 54 T: ...enye into, enye into...kudala be...kukho umtana pha eklasini yam, uhleli pha ngaphambili, wathi ngoku ma'am mna ndiyinkedama? Ndathi kemnake akuyiyo inkedama ndim umamakho, yaybona...
(...another thing, another thing...for long they were...there is a child in my classroom, he sits at the front, he said, now am I also an orphan ma'am? Then I said you're not an orphan I am your mother, you see...)
- 55 IV: ...m.hmm, mmm...
- 56 T: ...ndifuna ususa lanto ka nkedama pha kuye because kaloku, umamakhe ebesando cholwa kweziveki ziphelileyo eswelekile, utatakhe wasweleka yaybona...
(...I want to remove that thing of being an orphan from him because, his mother was recently picked up deceased these past few weeks, and his father is also deceased you see...)
- 57 IV: ...m.hmmm, m m m mmm...

(Note that the above extract has been used in section 5.3.3. It is reused here to illustrate how TB views herself also as a mother). In the above extract, in line 56, TB can be seen to be very conscious of stigma and does her best to dispel it. She tells a child who has lost his parents

that he is not alone and that she remains his mom, so that the child does not feel like an orphan, but rather feels that he belongs to someone. She wants him to feel safe.

TB encourages her learners to practice reading every time they get an opportunity to do so. By doing this TB is simultaneously building her learners self-efficacy:

311 T: Bala, wenze oo “BALA” aba bay’4...Bala, Bala, Bala, eyesihlanu; hayibo yeyam, eyesthandathu ibe ngu Hayi! Ukuze ndikubone ba uyakwazi nyani ukufunda sizo mane siqhubekeka sifunda, sifunda , sifunda everyday nange break xa ungafuni uyodlala uzihlalele apha ufunde, enzele uba ihlale engqondweni yakho ukwazi ufunda nje ngabanye, nawe ufunde la ncwadi ibomvu. Yafuna mos nawe ufunda la ncwadi ibomvu andithi?

(Count, make 4 counts...count, count, count, the fifth one, no it’s mine, the sixth one is No! In order for me to see that you can really read we will continue to practice reading, read, read every day even during breaktime if you don’t want to go play, sit here by yourself and read, until it becomes a habit and you can be able to read like the others, so that you can also read the red book. You also want to read the red book isn’t that so?)

312 LL: Yes miss

The red book that TB is referring to in the above extract is a Vula Bula anthology. All the Vula Bula anthologies are color-coded for each grade; the red book was designed for Grade 3 learners. As can be seen above, the learners that the teacher is working with are not yet at that level.

TB continues to encourage her learners to come to the reading corner to practice their reading:

321 T: Sizimisele ukuthi sizomana sisenza every day noba asi lo langa lakho, ugqiba kwakho ukwenza umsebenzi wakho uhlala apha uzi prektizele andithi
(Lets be serious and keep trying everyday even if it’s not your turn to come to the reading cornder, after you’ve completed your work, come here and sit here and practice by yourself isn’t that so?)

TB is not always able to articulate her underlying reasons for the decisions she has made in her teaching. This could possibly stand in the way of her making strategic decisions. If she had more knowledge-of- practice, this would enhance her decision-making. She had a good

understanding of how children learn to read and is a very motivated teacher but needs more content knowledge.

5.3.6 Summary

Having said this, I must point out that TB did demonstrate understanding of the reading development process, and this was used when she was working with her struggling group. TB further understood the role of vocabulary, prediction and motivation in developing comprehension. TB also understood the role of motivation in developing independent readers. TB's understanding of fluency was limited to accurate pronunciation of words; however, she demonstrated an understanding of the role of punctuation in reading with expression and comprehending the text.

Under PCK, TB understood that GGR allowed time to work with struggling readers, using appropriate material. In working with the struggling readers, she gave learners ample opportunities to practice reading. She informally assessed learners and expressed the belief that learners' ability to write the words they read and practiced during GGR was an indication that they had mastered a skill she had taught during her GGR lesson. That made her feel that she had achieved her lesson objective. TB demonstrated an ability to teach at the right level and to plan properly. TB developed a pointing to the word strategy as a way of helping learners decode the word and pronounce it accurately.

TB's curriculum knowledge was strong. She had conducted a reading baseline assessment at the beginning of the year and used the results yielded from that test to put her learners in appropriate groups. She worked with two groups a day for approximately 15 minutes, except when she was working with her struggling group. TB had set up a beautifully decorated reading corner and taught her learners a GGR routine. There was, however, no evidence that she recorded her assessment in order to monitor learners' reading progress during GGR.

TB's general pedagogical knowledge was also strong. She managed to establish good GGR routines which helped her manage her class well. Some learners were self-monitoring and able to manage themselves, even though there were some groups where TB had to intervene to bring the class back to order. She gave clear instructions and feedback, even though most of the time it was very succinct. TB understood the role of assessment even though there was no evidence of her keeping any record of her GGR assessment.

TB's strategic knowledge seemed to be influenced by her view of herself as a mother. She knew her learners very well and therefore planned all her GGR lessons in a way that addressed her learners' needs. She was very sensitive to her learners' needs and made it very clear that she cared for them and wanted them to do well. She motivated them and encouraged them to read more in class when they had spare time or during breaktime if they didn't want to play outside.

5.4 Analysis of TC's data

TC is a female teacher in her late 40s, she has a BA degree with majors in isiXhosa, Linguistics and Psychology and Higher Diploma in Education. TC has been teaching for over 10 years now and has 21 learners on her register. She demonstrated fluency in isiXhosa and exposed her learners to rich language.

5.4.1 Content Knowledge

Judging by her practice, TC demonstrates an understanding of the role played by decoding in learning to read; she seems to understand that phonological awareness, letter-sound knowledge, and word recognition provide the foundation for reading development. However, there are times when TC seems to place more emphasis on oral performance when reading (for example, pronunciation) than on decoding letter-sounds, which may be because she is concerned that her learners speak the language well. For example, in the following extract, TC asks what learners should do if they do not know a word (*sebe sebe*) rather than what they should do if they cannot read a word (*sebe sebe*):

31. T: uxolo bhuti, xa igama ungalazi, funeka siliphinde silithini kanene?

Excuse me boy, when you do not know the word, what are you expected to do?

32. Le2: siliqhawule, sili pele, siphinde silifunde

We pull it apart, spell it, and then re-read it again

33. T: masifundeni ngu sebe sebe...qala

Let us re-read the word sebe sebe. Go ahead

What is also clear, however, from this example is that she is aware of the importance of decoding strategies and her learners know how to use them.

TC also demonstrates an understanding of the role played by fluency in learning to read. As explained in Chapter 3, oral reading fluency is often described as the bridge from decoding to

comprehension (National Reading Framework, 2020, p.41). In her Lesson 3 during her GGR period, TC provides a learner with immediate feedback when they do not read a word correctly and provides a strategy for them to repeat the process until they can read the phrase fluently. However, she focuses on how the word is pronounced (“say it properly”/”*sebe sebe*”) rather than on reading the word correctly. When TC was asked why she focused so much on fluency, in Interview 1, she explained:

- 6 T: Okwesbini, umntwana funeke akwazi ukufunda ngengqiqo, nango lwazi lwakhe, akwazi ukufunda ngokutyibilika, because kubakho amaxesha okuba ufumanise ba umntu ku, kunzima uku, ukufunda ngokutyibilika...
(Secondly, a child should be able to read with understanding, and applying their prior knowledge, and be able to read fluently, because there are times you find out that some learners are still struggling to read fluently...)
- 7 IV: ...m.hmmm...
- 8 T: ...uya, uyathingaza...
(...they, they mumble...)
- 9 IV: ...sure ma'am...
- 10 T: ...uyathintiliza okanye ke ngendlela...
(...they stutter if I put it in another way...)

From the extract above in line 6, one can clearly see that TC understands the link between fluency, reading with understanding and making sense of what one is reading. She further says a learner who reads fluently is able to apply their prior knowledge, which intensifies their understanding of the story and enables them to reflect on what they have learnt. However, again she emphasizes the oral dimension of fluency (“*uyathingaza*” /”they mumble” and “*uyathintiliza*”/”they stutter” rather than “they read slowly and disjointedly”). It seems as if she is struggling to find the words she needs, suggesting that her knowledge is tacit rather than propositional.

TC also demonstrates understanding of the role played by prior knowledge in reading with understanding. In interview 1, TC was asked to explain why she starts off with series of questions:

- 37 IV: ...mmm...okay...okay masiqale ke apha ke ma'am, sincokole ngale yoba before kuqale bafunde, ndiqaphela ukuthi kwezi groups zombini, uqala kqala ingathi uya, ubabuze lemibuzo ba bafundela ntoni na, ingaba yintoni mhlambi injongo yoko ma'am?
- (...mmm...okay...okay let's begin here then ma'am, let's chat about the fact that before they start reading, I notice that in both groups, you 1st start by asking them questions that what are they reading for, what is your aim maybe in terms of that ma'am?)*
- 38 T: Xa sityhila ibali...
- (When we turn pages of the story we reading...)*
- 39 IV: ...mmm...
- 40 T: ...umntana funeke abe nalangqondo yokuba inoba kuzokwenzeka ntoni kwelibali...
- (...a child must be curious and want to know what will happen in the story...)*
- 41 IV: ...m.hmmm, sure...
- 42 T: ...siyesijonge i-p...umfanekiso, kuba...
- (...we usually look at the pictures)*
- 43 IV: ...m.hmm...
- 44 T: ...lomfanekiso, masiwuqwalasele sonke lomfanekiso...
- (...we look at the picture paying attention to the details in the picture...)*
- 45 IV: ...mmm...
- 46 T: ...inoba kwenzeka ntoni apha sithini isihloko salomfanekiso?
- (...Get the learners to think as they are looking at the picture... what is happening here? What is the title or caption of this picture?)*
- 47 IV: ...yes ma'am...
- 48 T: ...bazasibiza ke isihloko, oluhlobo ba bathe sibhaka, yho ihlebo...

In the extract above TC seems to understand the importance of discussing the title of the story and the pictures of the story in it before reading the story in activating learners' prior knowledge, which plays an important part in helping the learners make sense of what they are reading. In the interview she provides a good justification for this in terms of developing learners' curiosity about the story, but does not elaborate any further. This seems to be a trend for TC. She is able to express her understanding of a particular concept effectively through teaching but seems to be unable to explain it in any depth. It seems that she has strong knowledge-in-practice rather than knowledge-of-practice.

TC demonstrates an understanding of the role vocabulary plays in reading the story with understanding. She starts right from the beginning of the story to use her deep knowledge of isiXhosa to develop her learners' vocabulary. Her isiXhosa language competence was reflected in how she used and taught vocabulary in her class.

In lesson 2 she instructs her learners to start off by reading the page numbers of the story in full:

- 1 TA: Nina niliqela lam lesbini, esizathi sifunde... sifunde, “sibhaka nomakhulu”... khandityhilele umakhulu... siphethe incwadi yamabali, siphethe sonke incwadi yamabali, bethunani, ukuba sibhaka nomakhulu. Ndibizeleni ngesiXhosa likwi, likwe liphi iphepha?
(You are my 2nd group to read and we're reading 'We are baking with Grandma' ...please page to 'Grandma' for me...we are holding our storybook, all of us are holding our storybook people, the story 'We are baking with Grandma'. Tell me on which page is it on in isiXhosa)
- 2 LL: Ngama...likhulu elina *(It's a hundred and...)*
- 3 TA: Likhulu? Litheni? *(A hundred? What about it...?)*
- 4 LL: Likhulu elinanye...qha...eline...likhulu elinanye... *(It's a hundred and one...only...and...it's a hundred and one)*
- 5 TA: Lithini iphepha lethu? *(What's our page?)*
- 6 LL: ikhulu elinama shumi...likhulu eline shumi elinanye... *(It's a hundred and eleven)*
- 7 TA: Andiniva bantwana bam... *(I can't hear my children...)*
- 8 LL: Likhulu elineshumi elinanye *(It's a hundred and eleven)*
- 9 TA: likhulu elineshumi elinanye...kanti sithini isihloko sethu pha? *(It's a hundred and eleven...and what's our title there?)*

In Interview 1, TC explains her purpose in instructing learners to read out the numbers in full in isiXhosa:

- 81 IV: ...okay ke ma'am masiqhubekeke kengoku kancinci...ndiqaphele kwezi group zimbhini ukuthi uyagxininisa kubo bonke ukuthi maba, mabakwazi ulibiza elanantika, elanani likhulu lesiXhosa, ingaba yintoni injongo yakho?
(...okay then ma'am let's continue now a little bit...I notice that these on 2 groups you're emphasizing to all them they must, they must know how to pronounce that thingy, that big isiXhosa number, what is your aim?)
- 82 T: ...Ewe kakhulu, i i-English asiyi sebenzisi qho emananini...
(...yes, we don't use English mostly in the numbers
- 83 IV: ...okay ma'am...
- 84 T: ...because kwa, kwa uviwo lwabo luba ngesiXhosa...
(...because even their tests are in isiXhosa...)
- 85 IV: ...okay ma'am sure...
- 86 T: ...so kengoku noba ngu 300 pha, kunyanzelekile alazi ngesiXhosa...
(...so now even if it's 300 there, it's a must for them to know it in isiXhosa...)
- 87 IV: ...mmm...lithini elagama, okay ma'am...
(...mmm...what is that word, okay ma'am...)
- 88 T: ...and kunjalo nje elanani funeke akwazi nolibhala, ngesiXhosa...
(...and they must know how to write the number down in isiXhosa...)
- 89 IV: ...sure ma'am...okay...
- 90 T: ...sihamba njalo ke thina baka foundation.
(...that's how we go as people of the foundation.)
-

In the extract above TC explains that it is important that she teaches her learners this vocabulary because their exams are in isiXhosa. In Interview 1, TC further explains that her purpose is also for her learners to be able to pronounce and write the words and to also know that sometimes the meaning of the word lies in how it is used in the story.

TC seems to have a good understanding of two of the subcomponents of teaching comprehension (background knowledge and vocabulary knowledge).

TC engages learners quite intensively in her teaching, provides frequent feedback and encourages them, suggesting that she has some understanding of the role of motivation in learning to read. TC is also aware of the importance of reading strategies. She does not articulate how these strategies contribute to learning to read but demonstrates this in her teaching. This is discussed in the next section later under PCK.

5.4.2 Pedagogic Content Knowledge

TC is systematic and explicit in her teaching of reading. She is able to provide a good introduction to all her lessons. She introduces all her lessons so clearly that her learners know what they will learn and do during the GGR period. In her introduction of the lesson, she talks about the purpose of the lesson and what she wants to achieve. In Lesson 1, TC asks her learners the following questions:

1. T: Sifundela ukuthini?
(What are we reading for?)
2. L3: Sifunda ngo kutyibilika
(We read to be fluent)
3. T: Sifuna sifunde ngo kutyibilika! Okanye...?
(We want to read fluently...or?)
4. L5: Sikwazi ukufunda
(so that we can be able to read)
5. T: Sikwazi ukufunda, okanye? Sifundela ukuthini? sibe zinzululwazi
(So that we can read or? what else do we read for? We learning to read so that we can be intellectuals/ knowledgeable people)

In the extract above, TC seems to demonstrate an understanding that there is purpose in reading, and she seems to want her learners to remember that before her lesson starts.

In Lesson 2, after introducing her lesson, TC asks her learners a series of questions about decoding as a way of engaging them and gets them to think about the decoding strategies she has taught them:

21 TA: Sizozalisa kengoku ukufunda...xa igama ndingalazi, funeka ndilithini kanene eligama?

(We are going to start reading now...when you don't know a word what must you do again?)

22 L4: U...ulipele *(Spell it)*

23 L1&L3: Uliqhawule, *(Break it down)*

24 L3: Ulibize *(Say it)*

25 TA: Funeka siqale siqale...naligama andilazi funeka ndilithini elagama? *(What must we begin with...here's a word and I don't know it what must I do with that word?)*

26 LL: Ulipela, uliqhawule, ulibize... *(Spell it, break it down, say it...)*

27 TA: So funeke, mna ndithi...funeka siliqhawule igama akunjalo bethunani? *(So, we must, I say...we must break it down isn't that so people?)*

28 LL: Yes

29 TA: Emava koko siliqhawule, silithini? Silipele emva kolipela silithini? Silibize, emva kolibiza silithini? Siliqhawule, anhe? Xa mna ndiphazama ndifunda funeka sithini kanene nomntu xa ephazama? *(After we broke down the word, what do we do to it? We spell it! After spelling it, what else must we do? We read/ say it, and after saying it what do we do? We clap it out right? When I make a mistake whilst reading, what must we do when someone makes a mistake?)*

In the extract above, it can be seen that TC knows her learners very well; it is a mixed group and she is aware that amongst her learners in that group there are some who have still to master the decoding skill. Explicitly teaching a decoding strategy at the beginning of the lesson made it possible for her lesson to run smoothly and she was able to keep to the time without any learner struggling much.

As indicated above, TC is very explicit in her teaching. This can be seen in Lesson 2 where she teaches new words that learners have come across while reading. She stops the learners and draws their attention to a word a particular learner did not read accurately.

55 TA: Niyambona bantwana bam, ndingani qhawulanga ikhona igama alibize rongo pha...khaliphinde L4, likhona igama olibize rongo pha...khanimchazeleni ngeliphi?

(Are you aware my children, I'm sorry to t disturbing you but therei s a word that L4 mispronounced there...re-read it again L4, there's a word you mispronounced there...tell him which word is that?)

56 L1&L5: "Ngemilinganiselo" *(The measurements)*

57 TA: Okay, yintoni imilinganiselo kanene? Jonga pha...

(Okay, what is measurements again? Look there...[indicating to the picture])

58 L3: Kukulinganisa umgubo kwenzele milingane

(It is to measuring baking flour so that all measures are equal)

59 TA: Uthi ke yena kukulinganisa umgubo kuze milingane. Mhlambi uthatha ikopi agalele umgubo...usebenzisa ntoni ukuze ilingane kengoku lemigubo yakho?

(He's saying it is to measure flour to size. Maybe you take a cup then you pour flour...what do you use in order to bring your flour into size?)

60 L3: iTispuni... *(A teaspoon)*

61 TA: Uthi itispuni okanye intoni? *(He's saying a teaspoon or what else?)*

As can be seen in the above extract, TC is very explicit in how she teaches this new word in terms of what it means and how it is pronounced. TC instructs L4 who was struggling to give a definition of the word *umlinganiselo* to look at the picture in order to get an idea of what it means.

5.4.3 Curriculum Knowledge

In line with CAPS, TC seems to understand that GGR is a period intended to give learners an opportunity to practice reading while being guided and supported in ability groups. As part of the intervention, she is expected to conduct a reading baseline assessment and use the results to group her learners according to their reading ability. When TC was asked to explain how she grouped her learners in interview one, she said that she had mixed her learners:

- 19 IV: ...okay ma'am ke, nzawcela kengoku ma'am sijonge kengoku, kule group yokqala, okay so le i-group ndicela nje sincokole generally ngabo bona ubahluzenjani, bona aba...
(...okay then ma'am, I'm going to ask now for us to look at the 1st group ma'am, okay so can we talk generally about this group, how you surveyed them, the ones...)
- 20 T: ...aba...
(...these ones...)
- 21 IV: ...kuze ubabeke kweliqela laba?
(...when you decided to put them into this group?)
- 22 T: ...aba, kweliqela, andibahluzanga ngokuba bekwazi ufunda bonke...
(...these ones, in this group, I did not group them because they all can read...)
- 23 IV: ...m.hmmm...
- 24 T: ...ndiye ndabaxuba...
(...I mixed them...)
- 25 IV: ...okay...

TC further elaborated, saying that she mixed her groups because she did not want the learners who excel at reading to think that they are superior to other groups who are struggling to read:

- 26 T: ...kuba, abantwana akufunekanga uthi xa beqhuba kakhle ubabeke bodwa...
(...because, you shouldn't group children separately since they are performing well...)
- 27 IV: ...m.hmmmm, sure...
- 28 T: ...kuba aba bazicinga ukuba, hay thina asifani naba...
(...because they will start thinking that they are not the same as these ones...)
- 29 IV: ...okay...
- 30 T: ...kanti xa uye wabahlula, wabadibanisa, wabaxuba nge pefomensi zabo...
(...but when you divide them, and combine them, and mix them with their performance...)
- 31 IV: ...m.hmmm...yees...
- 32 T: ...bayabona ba bamkelekile bonke...
(...they see that they're all welcome...)
- 33 IV: ...sure...
- 34 T: ...kulendawo bakuyo.
(...where they are.)

TC's decision to mix her learners goes against the CAPS stipulation of grouping learners according to their reading abilities, so that learners are reading texts at just the right level. This means that when working with the group, you plan to support them in moving forward

from where they are in terms of their reading ability. Working with learners based on their reading abilities is at heart of GGR. However, even though TC's choices seem to have undermined the CAPS stipulation, the fact that she mixed her groups did not seem to have any negative outcomes or hinder her in any way from teaching the group effectively. All the learners had an opportunity to read, she gave formative feedback and supported all her learners appropriately and managed to stick to time.

5.4.4 General Pedagogical Knowledge

It can be seen in all the GGR lessons that TC conducted that she is very organized, systematic and thoughtful. During the classroom observations she had a BEd student doing his teaching practice in her classroom. She had decided that during GGR period, everyone drops everything and reads. While she was working with her group she planned to see on that day, the teacher assistant was working with another group, listening to them read. She also had two other groups who were reading quietly without the teacher's assistance. TC was seated in a position where she could see all that was happening in class. The group designated on that day walked quietly to the mat with their books in hand and sat on the chairs in the reading corner facing the teacher. They sat quietly and waited to be greeted by their teacher, who then introduced the lesson:

- 1 T: ...siza apha kengoku kule kona yokufundela, yikona yofundela le bantwana bam, niyandiva nhe...?
(...we come here to this reading corner, this is the reading corner my children, you hear me right...?)
- 2 LL: yes misi...
(...yes ma'am...)
- 3 T: ...xa ndisithi lixsha lokufunda, funeka uyazi ba siza kwikona yokuthini...?
(...when I say that it is time to read, you must know that we come to which corner...?)
- 4 LL: ...yokufundela...
(...the reading corner...)
- 5 T: ...kuba sizofuna ukuthini...?
(...because we came to do what...?)
- 6 LL: ...ukufunda...
(...to read...)
- 7 T: ...sizofuna ukufunda, ngoku i ke sizoqalisa kengoku ukufunda ibali lethu, yincwadi yamabali le mos niyayazi?
(...we came to know how to read, now then, we are going to start reading our story, you know that this is a storybook right?)

In the extract above it can be seen that TC provides an introduction for her GGR lesson; this gives her learners a good idea of what she has planned for GGR or what they will do and why

they are doing that. This is an indication not only of how well organized and planned TC seem to be but also of the fact that she has managed to establish a good routine with her learners. This can also be seen in Lesson 1, where the teacher instructs her learners to stop making so much noise and get ready to read. She further reminds them of the routine they need to follow under the Covid-19 protocols:

- 1 T: ...yekani ingxolo...umntu uhlala phantsi, uhleli nkqo...sawfunda ke namhlanje ibali, kuba sihlala phantsi, funeke kubekho social ntoni kanene...?
(...stop making so much noise...You should be seated and seated upright; we are going to read today a story, since we are sitting down, there must be social...what again...?)
- 2 LL: ...distance...
- 3 T: ...social distance, ii-mask, izifonyo zethu zise mlonyeni umntu unxibe kakhle isifonyo sakhe njeba sizoqalisa ufunda, niyayazi mos ba sifunda...sizofunda nje ibali, kwa lencwadi, yincwadi yantoni le ncwadi...?
(...social distance, masks, our masks should be put on our mouths and make sure that each person is wearing their mask properly as we are about to read. You know what we are reading...we are just going to read a story, in this book. What is this book for?)

In all TC's GGR lessons that she conducted she was very consistent in giving good, detailed feedback. In Lesson 3, TC instructs her learners to pay attention to how L4 reads. TC explains to the learners that the manner in which L4 reads shows that he did not observe the punctuation. TC further goes on to demonstrate how one should read in a way that shows they are observing punctuation.

- 69 T: ...akabonakalisi ukudanduluka u L4, uthi ifesitile yam yophukile, ingaba ngubani lo wenze lo monakalo, wadanduluka ekhuza uyabona ufunda nge, nge, nge, nge nge level ey' 1, ...
(...he doesn't show shock or anger, L4, says my window is broken, I wonder who made this mess, Mrs. Phosa shouted astonished, can you see how L4 with with one tone, one the same level...)
- 70 LL: ...yes ma'am...
- 71 T: ...kanti ke xa udanduluka ilizwi funeke ulithini...?
(...but when shouting, what must you do to your voice?)
- 72 LL: ...ulinyuse...
(...raise it up...)
- 73 T: ...ubengathi uyalinyusa na xa ubuza umbuzo funeka uthini...?
(...raise it up a bit, and also when you are asking a question what must you do?)
- 74 LL ...ulinyuse...
(raise it)
- 75 T: ...utshintshe ntoni...?
(...change what...?)
- 76 LL: ...ilizwi...
(...the voice...)
- 77 T: Ilizwi! iFesitile yam yophukile, ingaba ngubani lo wenze lo monakalo? Wadanduluka ekhuza unkosazana Phosa, itsho mos lento ba masimve ba uyadanduluka nangona afundayo. Dlulela, wakhathazeka...Nkwinti...yilento bendithe makuthweni...?
(...the voice, "my window is broken, I wonder who made this mess, Mrs. Phosa shouted astonished!", that is what this punctuation means, it says show that you are shocked as you are reading that part. Continue, she was worried LL .."that is why I said we must...?)

5.4.5 Strategic knowledge

There is evidence of TC deliberately making decisions that she believes would work well in her classroom situation, even if those decisions contradict CAPS policy. As mentioned above, TC is part of a literacy intervention and has been trained thoroughly on how to set up groups for GGR and why it is important that learners be grouped according to their reading abilities. TC is aware that in GGR learners should be taught in ability groups with reading materials at their reading level. However, she has chosen to mix abilities in her GGR groups. In the first interview, she explained that she did not want the strong readers to think they were better than those who were struggling; mixing her learners would make everyone feel equal and welcomed in her class.

In none of the GGR lessons that I observed, did there seem to be issues arising as a result of groups being mixed. However, it was not possible for me to see what the stronger readers would have been capable of had they been in a group of their own.

TC has trained her learners to work well together, stronger learners helping weaker learners. In Lesson 2, TC instructs her learners to assist L4 who is struggling with pronouncing a word *ukulungelelanisa* and other words in the section he is reading.

78 L4: ...intlama netyuwa. Umakhulu usibonisa indlela eyo, yokusebenzisa imi...imela kukhulu.
.ngelelana... (...*dough and salt. Grandma is showing us how to use mea...knife to prepa...preparations*)

79 TA: Khanimcedeni kwelagama...M.m (*Help him on that word*)

80 L1: Uku-lu-nge-le-la-ni-sa (*To prepare for*)

81 TA: Okay, boy dlula... (*Okay, boy continue...*)

82 L4: Umlinganiselo womgubo...no...no...no...noxwa...no, no...nomxu...no....
(*The measurement of the flour...and...and...and...to fi...and, and...and to fa...and*)

83 TA: Lungisani lomntana nina, "...nokugcwalisa ikomityi", dlulela ke boy, dlulela wena...
"ugalela..."

(*Correct this child you, '...and to fill the cup', continue reading boy, continue you... "She pours..."*)

84 L3: Uga...u...uga...ugale...uga, uga, uga... (*She p...she...she po...she po...she p...*)

In the extract above, it can be seen that TC uses the stronger learners to help the weaker as she believes that everyone in her class should be equal and in order for everyone to be equal the ones who are progressing in their reading should assist those who are struggling, even if that is at times at the expense of the stronger learners, who might be delayed by this strategy.

5.4.6 Summary

In summary, TC demonstrated a good understanding of the role played by decoding in the process of learning to read. She understood the role played by fluency, vocabulary, and prior knowledge in developing learners' comprehension. TC's limitation was that she lacked the technical terms to express her content knowledge in detail.

TC was strong on pedagogical content knowledge; she was very systematic and explicit in her teaching. She knew her learners very well and planned her lesson in a way that accommodated all her learners. She used questioning as a tool to engage with her learners, and to assess their learning.

TC understood that GGR was a period for learners to practice reading according to their ability groups but chose to mix her learners because she did not want the stronger readers to think they were better than those who were struggling to read. She planned accordingly and kept her lessons to 15 minutes for both groups that she saw each day.

TC's general pedagogical knowledge was visible; she demonstrated the ability to be very organized, systematic and thoughtful in her planning. She introduced all her lessons well so that learners had a good idea of what she was going to teach. There was strong evidence of routines having been established. She gave clear feedback to her learners. However, there was no evidence of record-keeping in order to monitor her learners' reading progress.

TC's strategic knowledge could be seen in her decision to mix her learners so that the stronger ones could work with the weaker ones and also to avoid the stronger learners thinking that they were better than the struggling learners. TC is very explicit in her teaching and gives clear feedback. Her routines are well established and this has assisted her in managing her classroom well.

5.5 Conclusion

In this chapter I have presented an analysis of extracts from the classroom video recording and interviews with each teacher's data using Shulman's knowledge categories. In the next chapter I draw together the findings for each teacher, looking for similarities and differences between the teachers in order to make some general conclusions about teachers' knowledge of how to teach GGR, and I discuss these with reference to the literature.

Chapter 6: Discussion and conclusion

6.1 Introduction

In this final chapter, I draw together the analysis and interpretation of the data for each of the three teachers in the case study and draw general conclusions in relation to the research questions:

1. *How is GGR envisaged in curriculum documents and what knowledge does this assume?*
2. *What content knowledge, pedagogical content knowledge and curriculum knowledge is enacted in teachers' practice of GGR? What role is played by general pedagogical knowledge?*
3. *How do teachers understand GGR and on what knowledges do they draw?*

I also discuss my conclusions in relation to the existing research literature outlined in Chapter 3.

Finally, I make some recommendations for further research and reflect critically on what I have learned from conducting this case-study.

6.2 Discussion

6.2.1 How is GGR envisaged in curriculum documents?

The analysis of the two curriculum documents, the CAPS (2012) and the National Reading Framework (NRFW) (2020), in Chapter 2 shows that GGR is a complex activity that requires teachers to orchestrate several different parts. It requires different kinds of knowledge and skill, such as an understanding of differentiated instruction, assessment strategies, text levels and genres, reading development and how to model and teach decoding and comprehension strategies. Both documents require teachers to have good subject content knowledge (CK). In the case of GGR, teachers must have practical knowledge of isiXhosa home language in order to teach reading effectively as required by CAPS. The NRFW expects teachers to have propositional knowledge, not only the linguistic knowledge but also knowledge of theories of reading development which underpins the teaching of reading (Duke & Cartwright, 2021; Shanahan, 2020; Castles, Rastle, & Nation, 2018). The curriculum documents further expect teachers to be knowledgeable about effective ways of presenting their subject knowledge to learners when teaching. This involves introducing learners to strategies that can help them

overcome any reading challenges they might have (PCK). The success of the activity depends on good time management and pacing of instruction. In addition to the above, teachers are expected to be knowledgeable about effective strategies for planning, teaching and assessing learners, and management of the classroom (GPK). The NRFW makes explicit what it expects from teachers whereas the CAPS does not. The CAPS makes it clear, however, what children should learn during GGR.

My analysis of the curriculum documents introduced in 2012 and 2020 shows that since Kruizinga and Nathan's study (2010), teachers have received and are continuing to receive considerably more information and guidance about how CAPS expects them to teach GGR. It is unsurprising, therefore, that the teachers in this study demonstrated more knowledge in implementing GGR than those in the Kruizinga and Nathan study. Similarly, those described in Fleisch & Dixon's (2019) study and two of the teachers in Hoadley's (2017; 2018) study were only able to manage the procedural aspects of GGR.

In the following sections, I discuss whether and to what extent the teachers in this study are able to demonstrate the CK, PCK, Curr K, GPK and SK both implicitly and explicitly required by the CAPS and the NRFW.

6.2.2 Teachers' Content Knowledge

Subject Content Knowledge in teaching reading is crucial in order to teach skills that develop reading ability such as phonological awareness, phonics, vocabulary and knowledge of text types (Moats, 2016; Moats & Lyon, 1996; Buckingham & Wheldall, 2013; Taylor, 2014). In the case of this study, all three teachers demonstrated the ability to speak and write isiXhosa fluently. However, they varied in how they used isiXhosa. Based on my observations, TC's use of isiXhosa, in particular, was rich, and the way she structured her questions and framed her sentences when expressing herself exposed learners to more complex vocabulary and sentence structure. This could be accounted for by TC's educational background; she majored in isiXhosa and Linguistics in her undergraduate studies (see Chapter 4, Section 4.2.3).

All three teachers seemed to understand the basic processes of reading development, that decoding is the foundation for comprehension, and where to start with a struggling reader. They all appeared to understand the role of phonemic awareness, letter-sound and word recognition, and fluency in decoding. However, teachers' understanding of fluency did not seem to be in-depth. In Interview 1, TA was asked to share the goals for his first GGR lesson.

He seemed to understand that fluency had to do with learners' reading pace but was not able to give examples of those learners reading with fluency during his GGR lesson.

The teachers' understanding of reading theory and reading development appeared to be mainly tacit; they seemed to have more "knowledge in practice" than "knowledge of practice" (Kelly 2006). TB and TC were able to demonstrate their knowledge in practice but were not always able to articulate and give clear explanations of what they were doing and why they had chosen to teach in the ways that they did. TA and TB were not explicit at the beginning of the lesson regarding what aspect of fluency they were developing. In Interview 1, TA was not able to provide examples of how fluency was being developed during his GGR lessons; similarly, TB in an interview mentions that her focus during fluency was to get her learners to pronounce words correctly, focusing on their oral language performance rather than fast, accurate and expressive decoding.

The teachers demonstrated an understanding of the role fluency plays in comprehension, but this was not consistent across all three teachers; two of the teachers limited their understanding of fluency to learners' reading pace and pronunciation. TA had some propositional knowledge, describing, for example, fluency as a bridge to comprehension; however, perhaps because of his inexperience as a Foundation Phase teacher, he found it difficult to put his knowledge into practice. In an interview with TC, she seemed to understand fluency in terms of the pace with which the child reads. In Interview 1 in lines 8 and 10, she described a child lacking fluency as one who "mumbles" and "stutters" when reading, with the emphasis being on the learner's oral language production rather than on their decoding.

All three teachers demonstrated an understanding of the role played by vocabulary in developing comprehension, and that comprehension is the ultimate goal that Grade 3 learners are expected to achieve by the end of the year. The teachers had different strategies for introducing vocabulary during their GGR lessons, but what was common was that they all asked learners to first explain what the word meant and following that, to use that word in a sentence. TC expanded her strategy by getting learners to give synonyms or antonyms of the word being introduced in class.

Fleisch and Dixon (2019) studied teachers whose profile was similar to that of the teachers in this study; they were part of an intervention project and received literacy materials, lesson

plans and literacy coaching. Fleisch and Dixon found that the teachers they were studying lacked the complex level of literacy knowledge needed to conduct GGR effectively. Similarly, Hoadley (2017) in her study observed a shift in teachers' pedagogy over the duration of the project, but felt the shift was superficial and did not really reflect a change in teachers' in-depth understanding of how to teach reading effectively. In my study, I found that all three teachers I observed demonstrated a practical understanding of the components of reading and reading development, but they were not always able to articulate this in depth, suggesting that they lacked propositional knowledge.

6.2.3 Pedagogical Content Knowledge

In all the GGR lessons observed, teachers demonstrated relatively strong PCK. They all appeared to understand that GGR is a period where learners get an opportunity to practice reading individually and get feedback from the teacher. All the teachers had conducted a baseline assessment at the beginning of the year and had grouped their learners, but two of the teachers had chosen to use mixed ability grouping for all those learners in the class who were able to decode, which is not in line with the recommendations in the curriculum documents. This will be explored further in section 6.2.6 which deals with strategic knowledge. All the teachers had a reading corner with some reading books. TB's classroom had a greater range of levelled books to choose from than was evident in the TA's and TC's classrooms.

All three teachers knew their learners well and were able to use this knowledge to differentiate their instruction; this was seen when TA and TB prepared a special lesson designed for learners who struggled with decoding. The teachers seemed to know where to start with the struggling learners; they prepared a series of decoding activities resulting in learners mastering the decoding strategy they were being taught on that day. TC was not observed working with any struggling group but was witnessed giving meaningful feedback to some learners who were struggling to decode certain words as they were reading.

All three teachers were observed encouraging learners to use decoding strategies previously taught. They all had different strategies. TA had taught his learners a tapping out the word strategy where the learners would break the word down into small chunks and then read it again in full once they had figured it out. TB, on the other hand, had prepared a chart where she had all the consonants written down with the vowels to add to make syllables. If a learner struggled to decode, they pointed with a ruler at the consonant and the vowels as they

blended them to make the word. TC, on the other hand, did not have specific visible strategies but would remind her learners of the decoding strategy she had taught them and the learners would put this into practice. If a learner was still struggling, a stronger reader in the group would assist them.

All three teachers were able to demonstrate some competence in developing fluency. However, their focus was more on pronunciation and pacing and less emphasis was placed on reading with prosody and expression, which suggests less emphasis on meaning-making.

Similarities were also observed in how the teachers taught vocabulary, as already explained in section 6.2.2. Learners would be asked to explain a new word and once they had defined it correctly, the teacher would then ask one of the other learners to use it in a sentence to check whether they knew how to use it.

It was further observed that teachers used questioning as a tool to assess learners' understanding of the story being read and to engage with learners about what they were reading, which seemed to not only assess understanding but also to develop some comprehension skills. The teachers also demonstrated the ability to use learners' prior knowledge to develop their comprehension skills.

Even though there were similarities observed, there were also several differences, and I highlight a few below.

TC stood out as having well-developed PCK. She was very systematic and explicit in her teaching. She introduced all her lessons and used questioning as a tool to get learners to think about why they were reading during their GGR lesson. She engaged learners further, depending on the answers they provided. Her questions seemed to stimulate learners and get them excited about reading. TA and TB, on the other hand, had a different strategy for starting their lessons; they instructed learners to turn to the page with the story they had planned to read with them on that day and got them to start reading without introducing what the lesson was about.

TB had organised all her learners into ability groups, which made it easier to teach at the right level and plan according to the needs of the group she was scheduled to work with on that day. TA and TC, on the other hand, had mixed their strong readers with weaker readers believing that the stronger readers could help the weaker readers learn to read. Some of the learners in TA's group struggled with the text chosen for the group and took longer to finish

reading, which could have been frustrating for the stronger readers. However, TA had managed to train the stronger readers in some of his groups to help struggling readers by tapping out the word(s) they could not decode. TC made the strategy of mixing learners according to their reading abilities work for her. She seemed to be able to provide for all her learners' needs in a skilful way.

Teachers varied in their assessment strategies; this is discussed further in Section 6.2.5.

Like the teachers in Fleisch & Dixon's (2019) study and Hoadley's (2017; 2018) study, the teachers in this study were able to manage the procedural aspects of GGR. However, they also demonstrated some of the more conceptual aspects of the GGR pedagogy. They had taught learners decoding strategies, which they encouraged learners to use during GGR, and they discussed challenging vocabulary. They drew on learners' background knowledge and asked questions to link the texts to learners' lives. They were able to differentiate instruction for struggling readers who could not decode (Tomlinson 2003). However, they did not differentiate for the other learners, probably because their assessment knowledge was weak (see section 6.2.5) (Kanjee & Mthembu, 2015).

Where these teachers were similar to those in the previously mentioned studies (Fleisch & Dixon 2019; Hoadley (2017; 2018) was that they did not ask many inferential questions nor require elaborated answers from learners. However, there were constraints in terms of resources and time for them to do this. The teachers were using Vula Bula anthologies of graded readers, which did not always allow for deep engagement. Furthermore, it is difficult with a group of six learners to hear each one read aloud and to ask inferential questions requiring elaborated answers in 15 minutes. The teachers covered some but not all of the reading skills and strategies reportedly taught by teachers internationally in Grade 3 (Howie et al, 2017), for example, they did not compare different texts, make generalisations or draw many inferences from the texts.

6.2.4 Curriculum Knowledge

As mentioned in 6.2.3 above, all three teachers had the necessary procedural knowledge for setting up for GGR as per the CAPS and the NRFW's stipulations: a reading baseline assessment had been conducted; learners were put in reading groups with from five to eight learners in each group; all classrooms had a reading corner; routines had been established,

albeit with varying degrees of effectiveness; they all used an anthology containing graded reading material; the GGR timetable was visible in two classrooms; they read with two groups a day for approximately 30 minutes (15 minutes with each group), they planned an activity for the other groups to work silently, and they provided formative assessment during the GGR lesson. However, whereas the CAPS and NRFW require reading ability grouping, two teachers had chosen to create mixed-ability groupings of learners, in terms of reading ability. In interviews, both teachers (TA & TC) seemed to share the belief that mixing groups is beneficial for weaker learners because the stronger learners can help the struggling readers. These teachers promoted what they viewed as peer learning. They encouraged stronger readers to support the weaker ones, believing that this would lead to the weaker ones being more confident and comfortable in reading. This bore some similarity to a situation in Hoadley's (2018) study, where a teacher appealed to another learner to help her peer. This is discussed further in Section 6.2.6.

The teachers varied in their time-keeping abilities. TC was the closest to keeping to 15 minutes for all the groups that she worked with. There were one or two instances where TA and TB went over time with their struggling groups. Keeping to the stipulated time seemed to contradict the teachers' desire to complete the lesson they had planned, regardless of whether it meant stealing time from another lesson. Similarly, Hoadley (2018) found that teachers frequently ran over the time stipulated in the curriculum. It was only TC who managed to keep to the time in all the lessons observed, which coincided with the fact that she had organised her learners into mixed ability groups. It looked like TA spent a lot more time working with the weaker learners, leaving the stronger learners quite bored and fidgety as they were not given additional work to do.

6.2.5 General Pedagogical Knowledge

The teachers varied in their classroom management styles. They varied in how they gave instructions, TB and TC being very clear in doing so, whereas TA was less so. TB and TC also seemed to manage to get the other groups working quietly at their desks while they were busy working with the reading group during GGR. In addition, both these teachers had student teachers in their classrooms, who were able to assist with the groups. TA had a system using team leaders, who he was still training to manage the other learners. He seemed to view himself as equal to his learners and wanted them to feel safe and free around him. He often negotiated with them on disciplinary issues and encouraged them to give input into how

disciplinary procedures should be followed. In an interview, he confirmed that he wanted to train his learners in the values and principles of democracy from an early age so that they learned to take responsibility for their learning and their learning environment. This style also impacted on how TA established GGR routines in his class. TB and TC, on the other hand seemed to view instilling discipline and establishing classroom routines as their role, while learners' roles were to follow the rules and do what they were instructed to do.

All three teachers gave feedback to learners during GGR; however, TC provided more in the way of formative feedback and even demonstrated what was required for learners who struggled in understanding her feedback. TB, on the other hand, offered learners more opportunities to repeat words or phrases they struggled with, rather than giving them precise feedback on what they were doing wrong. TA was less explicit with regard to feedback; he did not tell learners where they were wrong and how to improve.

None of the teachers that participated in the study were seen to be keeping records of their learners' progress. Teachers seemed to focus more on listening to learners, observing and giving oral feedback. It seemed as if the teachers did not see any value in keeping written records to monitor the reading progress their learners were making in GGR. They seemed to rely more on the oral questions they were asking their learners during the GGR lesson to check whether they understood the story or not.

At least one of the teachers exceeded what Kanjee and Mthembu (2015) found with regard to formative assessment. However, all three teachers demonstrated poor assessment literacy when it came to the recording of assessment; they failed to keep records of learners' progress during GGR (Bates, Schenck & Hoover, 2019).

6.2.6 Strategic Knowledge

In this study, I defined strategic knowledge as the knowledge and reasoning that informs teachers' decision-making when teaching particular learners in particular contexts (Shulman 1986, 2015). Their reasoning is affected by their beliefs, values and norms "as well as their ability to influence the feelings, motives, persistence, and identity formation processes of their students," (Shulman 2015, p.9).

Two teachers (TA and TC) chose to put their learners in mixed ability groups. The reasons for this were their belief that the stronger learners could help the weaker learners, and in the case of TC, she wanted her learners to feel equal to each other. She feared that putting

stronger learners into an ability group would make them arrogant and encourage them to look down on the weaker readers. The inclination to use stronger learners as co-teachers of their peers was also observed in Hoadley's (2018) study and may be part of a community of practice. This speaks to Shulman's claims that teachers' judgment is, "related to their normative vision for the kind of the world to which they aspire to contribute as professional educators and as citizens in the democratic society" (Shulman 2015, p.9). However, unless one understands the reasoning behind their decision to put learners in mixed ability groups for GGR, this may not be obvious.

As discussed in section 6.5, TA and TB decided to extend their GGR time when working with their struggling learners. This affects the pacing of lessons and coverage of the curriculum. It was observed that this was done deliberately, to allow the teacher more time to finish the planned lesson for the struggling group and to give the group more time to practice reading with the teacher's support. Again, this seemed to relate to the desire to make learners feel equal to each other.

TA viewed himself as equal to his learners and so his approach to discipline and classroom management, from my observations and interviews, is that he included his learners in decisions about classroom management. In an interview after the second lesson observed, I asked him to comment on the fact that while he was working with the reading group on the mat, the other groups struggled to work quietly on the tasks he had given them. His response was that his learners were equally responsible for controlling their peers' noise level and ensuring that everyone was working as instructed. This strategy seems to be aimed at teaching his learners the values and principles of democracy. TA's initial training was in Intermediate Phase; though this was not explored in an interview, it could have influenced his decision to involve his learners in decision making and treat them as more independent learners.

TB saw herself as a teacher but also as a mother; she is very nurturing, caring and patient with her learners. She seemed to pay attention to her learners' needs; she encouraged them and boasted about the achievements made by all her learners, especially the struggling learners. She recognised their efforts by praising them and encouraging them to continue practising reading, whether at home or in school. This seems to relate to her desire "to influence the feelings, motives, persistence, and identity formation processes" (Shulman 2015, p.9) of her students.

All three teachers demonstrated an understanding of the role played by motivation in developing independent readers. They used strategies during their GGR lesson to especially encourage the struggling readers. The teachers encouraged their learners, in particular the struggling learners, to read in class during break time and to share either with the teacher or a peer what they had read.

6.3 Conclusion

It can be seen from the case study that teachers are not all the same in terms of their content knowledge. They had some things in common and differed significantly in a few others.

The teachers in this study are fairly strong as far as their pedagogy is concerned. Their pedagogical content knowledge (PCK), curriculum knowledge (CK) and general pedagogical knowledge (GPK) is relatively good. However, they were not so strong in their assessment knowledge and skills. They had all carried out a baseline assessment, and they were fairly competent as far as formative assessment and the provision of oral feedback is concerned. However, as explained in Section 6.2.6 above, two of the teachers have not used the baseline results to put learners into ability groups and none of the teachers recorded informal assessment in any way during or after GGR lessons.

There were also some limits to the strategies the teachers used to develop learners' comprehension. What seems to be placing limits on the teachers developing learners' higher order comprehension skills is a lack of deep subject content knowledge about language and reading, and in particular their propositional knowledge in this regard. A further constraint is their context, mainly the effect of large classes and limited reading resources, which makes it difficult to give more attention to meaning making in GGR. Furthermore, Teacher A's responsibilities as an acting HoD detracted from the time and attention he could give to GGR. Similarly, TB had responsibilities related to the Feeding Scheme which on occasion took her away from the classroom.

Finally, it is clear that beliefs and values inform decision-making and may sometimes override other forms of knowledge.

6.4 Recommendations

I acknowledge that the findings of this study are limited to the three teachers from different schools who participated in this study and generalisations cannot be made. However, I do believe that the study can add to an ongoing conversation on how to improve the quality of education, especially in the early grades. I recommend that future research should focus on the following topics:

6.4.1 Subject content knowledge

It is explained in Chapter 6, that teachers' understanding of reading theory and reading development is mainly tacit; they seem to have more "knowledge in practice" than "knowledge of practice". Subject Content Knowledge in teaching reading is crucial in order to understand the role of phonological awareness, phonics, fluency, vocabulary and comprehension, including all its sub-components. This knowledge enables teachers to teach and assess these interrelated aspects of reading more flexibly and in greater depth.

The three teachers who participated in this study are not 'ordinary' teachers; they have been part of a literacy intervention for three years, despite the Covid-19 disturbances. Unlike many other teachers, these teachers have received support in the form of training, teaching material, reading resources and a literacy coach. Even though this study is not about evaluating the impact of the intervention on these teachers, I want to highlight that even with limited time, these teachers who have been involved with the literacy intervention do not seem to have markedly developed their CK. This suggests that there is a need for research on effective ways that can be used to bridge the CK gap identified in this small case study.

Research could also look into evaluating the current PGCE and BEd in Foundation Phase's curriculum designed to develop novice teachers' CK to check if there are any gaps that need to be reflected on. This research could also include examining the CK that the current teacher educators draw on in institutions of higher learning to teach student-teachers reading. What CK do teacher educators need in order to produce teachers who can teach reading effectively?

6.4.2 Teacher beliefs and values

Teacher beliefs and values seem to have influenced teachers' decisions on how they manage their classroom and carry out their teaching tasks. Two teachers in this study, as explained in Chapter 6, decided to create mixed ability groups, even though they know that the CAPS does not recommend mixing learners based on their reading ability. It seemed these teachers held a different belief that influenced their strategic thinking and drove their decision-making. I would recommend research on teacher beliefs and values since understanding them is vital if any intervention or organisation that works with teachers is to change teacher practices for the better.

6.4.3 Reading assessment

As reported in this chapter, there was no evidence of teachers recording informal assessments of the progress of their learners during GGR. This is an important component of GGR, as monitoring learners' progress in their reading informs the teacher's decisions whether or not learners should stay in the same reading group or move to another group. It should also inform how teachers plan their reading programme. As indicated above, two teachers also decided to have mixed ability groups for GGR. This raises questions for me in terms of how teachers understand and interpret the results yielded from the baseline assessment or any other form of assessment they are expected to carry out. I am especially interested in how teachers understand the relationship between identity and assessment in terms of "weak learners" and "strong learners" since this seems to influence their decision-making. In this study, part of TC's decision to mix her learners is to avoid the stronger readers seeing themselves as being better than the weaker readers. Research on how teachers view assessment is needed, as well as research on how they interpret and use the results yielded by whatever assessments are carried out in class.

6.4.4 Manual for Literacy Coaches

Findings from this research could contribute to guiding literacy coaches about what to include in their programmes. In my experience more focus was on improving teachers' pedagogy and curriculum knowledge. In retrospect, I think we should have started by improving their subject content knowledge and now I understand why some teachers were struggling to incorporate some of the strategies we introduced to them. I think it was because

they had no conceptual knowledge to draw from to make sense of what they were being introduced to and hence it was difficult for some of them to incorporate this into their teaching. These insights could inform a new manual for literacy coaches.

6.5 What I have learnt from this research

Since designing and implementing this research project, I have grown significantly as a novice researcher. This project started as an informal conversation with my supervisor in which I shared with her some of the ideas I wanted to explore. The informal conversation took the form of a reflection on what I had noticed with the teachers I was working with during my time as a literacy coach. I had many questions and ideas about where I wanted to take my study, but through this discussion my supervisor enabled me to narrow down my research interest into one topic that was feasible to research. From this experience, I learnt that we can make progress in understanding teaching and learning if we focus on addressing one question at a time. By taking time to learn about other research results relating to my topic, I could then start talking about how I would contribute to that ongoing conversation.

One of the things that, with hindsight, I would have done differently in my research would have been to organise two cameras in good working order that I would have placed in different positions in the classroom to capture what was taking place in the reading group and what was happening with the learners at their desks. This would have freed me to really observe what was happening in class and take proper field notes, which would have enriched the analysis of my data.

I would also like to gain more experience in interviewing. Looking back at my data, there were one or two instances where I would have liked to ask the teachers to elaborate on some of the things they said, which would have helped me make more sense of what knowledge they were drawing from.

I found the transition from coaching to researching difficult to manage. This difficulty applied particularly to the analysis of data where I needed to learn how to become less judgemental and more analytical.

One of the things I learned is that research must be systematic and demands one to be very organised. I had to learn from the start the importance of organising everything, from the materials I was using, to making sure that I had made all the necessary arrangements to collect data.

I learnt the importance of respecting the participants who had graciously offered me their time and allowed me into their classrooms. I ensured that I behaved in an ethical manner so that the teachers and the schools I approached did not suffer because of my actions.

I also learnt about the importance of being honest and explicit with supervisors to get the right kind of guidance to help me carry out my study. Sometimes things do not go as one has planned, but with the appropriate support and guidance, one can make use of the situation one finds oneself in and figure out how to make it work for you.

My future research interest is to use Shulman's knowledge categories as a framework to investigate the types of knowledge teacher educators need in order to produce the kinds of teachers that would go out into schools and teach reading in isiXhosa effectively.

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LIST OF APPENDICES

APPENDIX A

Observation and interview schedules

Date & Time	School	Teacher	Status (done / postpone)
18- 20 August 2021	School A	TA	
31 Aug- 2 Sept	School B	TB	
6 Sept – 8 Sept	School C	TC	

APPENDIX B

Interview questions

After lesson observation:

1. What was the focus of your lesson? Or what reading concepts or skills were you hoping to develop during this GGR lesson?
2. What was the purpose or objectives of your lesson?
3. What was covered or practiced in the previous reading lesson for this group?
4. What are you planning to do next with this group?
5. Why do you think it is important that this group learns these reading skills?
6. How did you assess your learners during your GGR lesson?
7. What worked well in your GGR lesson?
8. Why do you think that worked well?
9. What did not work well?
10. Why do you think that aspect of your lesson did not work well?
11. What would you do differently?

Stimulus recall interview

I will invite the teacher to watch the video of the lesson and stop at various points in the lesson to ask the teacher about what was going on and why. The following are sample of the questions I might ask depending on what happened in the lesson.

1. What was the purpose of this lesson?

2. What reading concept or skills were you trying to develop?
3. Tell me more about how you introduced this lesson?
4. What were you trying to achieve by introducing the way you did today?
5. Let's talk about the resources you used for this lesson: I see here you were using xxx?
Why did you choose this book or text?
6. I noticed you discussed the title of the book and the front-page cover. Why is this important? How does this help with reading?
7. I noticed you asked a learner a question about what he was reading. Why did you do that?
8. This learner was struggling with xxx and I can see you chose to do xxx ... why? How does that help the learner overcome his reading obstacle he had?
9. Tell me more about the other group. What was planned for them?
10. How do you usually plan for other groups?
11. What are some of the challenges of working with one group while another group works on their own?
12. How did you manage to get them into a GGR routine?
13. Why is it important that they get into a GGR routine and be well managed?

APPENDIX C

Observation schedule:

School _____

Date _____

Teacher _____

	Yes	No	Not witnessed
Classroom set up is user friendly. Easy to access to everything			
Is the classroom print rich?			
Is there a reading corner			
There are reading books exposed to the learners			
GGR timetable visible in class			
Other groups are working quietly and self-monitoring			
Work prepared for the learners is at the right level, they are engaged.			
Other learners on the matt are following and reding silently			
Additional notes: 			

APPENDIX E

One example of a lesson transcript:

This is a second day of classroom observation. The TA had just concluded a GGR lesson with his first reading group of the day. The second group, which consists of six LLs, is seated at a circular table. The TA has given the whole class work to do and explained that he is about to work with his group and wants everyone to work quietly. The TA starts off the GGR lesson by asking the LLs to tell him what story is about, that he had asked them to read at home for this lesson. Only one LL remembers.

There are couple of instances where it was difficult to hear what the TA and the LLs were saying because they were wearing masks.



1. T: TA is wearing a mask. It is difficult to hear what he is saying at the beginning of the lesson. I am assuming he is asking on what page the story starts.
2. L1 (M): ... [L1 is also speaking very softly. I couldn't hear what he was saying.]
3. T: Andiva
(I couldn't hear you)
4. L1 (M): Ku one hundred and ninety one. (191)
5. T: Okay.
6. L1 (M): Kuhlala bani apha? (The LL reads the title of the story)
(Who lives here?)
7. T : Kuhlala bani apha? Okay lingantoni elibali? (TA asks probing questions while other LLs are still trying to locate the page.
(Who lives here? Okay, what is this story about?)
8. L3 (M): Lingezi lwanyana.
(It is about animals)
9. T: Lingezilwanyana? Eeee ezitheni? Lingezilwanyana ezitheni ke elibali? Khanindibaliseni before sifunde.
(Is it about animals? What about animals? It is about animals that are doing what in the story? Please tell me this story before we read it.)
10. L3(M): Ezihlala emanzini.
(That live in the water.)
11. T: Andiva?
(I can't hear you.)
12. L3 (M): Ezihlala emanzini.
(That live in the water.)
13. T: Izilwanyana ezihlala emanzini? Kuthwa zitheni izilwanyana ezihlala emanzini? Animals that live in the water? What is being said about these animals that live in the water?

14. L5 (M): Zidinga amanzi ukuze ziphile.
They need water in order to survive
15. T: Zidinga amanzi ukuze ziphile?
They need water in order to survive?
16. L5 (M): Ewe titshala
Yes, TA.
17. TA: Okay. So kuthethwa ngezilwanyana eziphila emanzini kuphela apha?
Okay, so is the story only about the animals that live in the water?
18. LL: No titshala
No TA
19. T: Hee uMthandazo befuna uba lapha. Ubufuna ubalapha fori ntoni ungathethi nothetha? Neziphi ke ngoku?
Hey, Mthandazo (a LL) wanted to be here. You wanted to be here for what when you don't talk? Which other animals?
20. L5: Ezihlala ehlatini
The ones that live in the forest
21. T: Okay nezihlala ehlatini. Okay make sifundeni. Ngubani ozasiqalela? Okay okay
Okay and animals that live in the forest. Okay, let's start reading. Who is going to start? Okay, Okay.
22. L1 (M): Kuhlala bani apha?
Who lives here?
23. T: Masime.. kwenzela sizokwazi unantsika kakuhle
Let's stop here so that we can nantsika.
24. L1 (M): Kuhlala bani apha?
Who lives here?
25. T: Okay
26. L1 (M): Kukho amanzi kule ndawo. Uyawabona? Lidama eli. Likhaya likabani eli? Kuhlala bani apha? Amehlo? Indlebe? Umlomo? Umsila? Ubona izilwanyana ezingaphi kule ndawo?
There is water in this place. Can you see it? This is a dam. Whose home is it? Who lives here? Eyes? Ears? Mouth? Tail? How many animals can you see in this place?
27. T: Zingaphi ke izilwanyana esizibonayo ke apha kule ndawo nyani?
Honestly, how many animals can we see in this place?
28. LL: Ziyi 4.
(They are 4)
29. T: Hee? Ubona ezingaphi wena...
Hee? How many can you see?
30. L4 (F) : Ziyi 5
They are five (uses her hand to show 5)
31. T: ... Yintoni na ntoni esiyibona pha?
What can we see here?
32. L6 (F): Ndibona icrocodile, titshala.
I can see a crocodile, teacher.
33. T: Uthi ubona icrocodile! Mmmmh (esolatha umfundi olandelayo ngamehlo akhe)
He says he sees a crocodile! Mmmmh (indicating to the next LL with his eyes)
34. L1 (M): Inkwali manzi (LL is too soft not sure if I head him well).
Water bird



49. TA: Ingaba intlango yendawo enjani okokuqala?
 What does a desert look like? What kind of a place is it?
50. L2 (M): Komile
 It is dry
51. T: Komile andithi?
 It is dry isn't it?
52. LL: Yes titshala
 Yes, TA.
53. T: Yintoni igama layo ngesilungu?
 What is the name of it in English?
54. L5 (M): Desert.
55. T: Desert andithi?
 Desert, is it not so?
56. LL: Yes, titshala
 Yes, TA
57. T: Kuthiwa kengoku zingaphi izilwanyana esizibona apha? Izinto esizibonayo thina kwaxasijonga apha. Ubona esiphi wena asana lwam?
 How many animals can we see here? Things we can see when we look here.
 What can you see my child?
58. L4 (F): Ibhokhwe.
 A goat.
59. T: Uthi uboni ibhokhwe (giggles). Ikhona ibhokhwe apha? Ibhokhwe ihlala entlango nayo?
 He says he sees a goat. Is there a goat here? Does the goat also live in the desert?
60. L1 (M): Yes titshala
 Yes TA
61. T: Uhm
62. L1 (M): Lion
63. T: Uthi ubona ilion yena. Okay.
 He says he is seeing a lion. Okay
64. L5 (M): Yes titshala
 Yes TA
65. T: Ewe.
 Yes
66. L (M): Umvundla.
 A rabbit
67. T: Umvundla. Wena ubona ntoni sana lwam?
 A rabbit. Where are you seeing it my child?
68. L6 (F): Yes titsha. Ufudo titshala.
 Yes, TA. A tortoise TA.
69. T: Uthi yena ubona ufudo. Ewe nana
 She says she is seeing a tortoise. Yes dear.
70. L 4 (F): Yes titshala
 Yes TA
71. T: Ubona ntoni wena? Okay
 What do you see? Okay
72. L4 (F): LL [is too soft, I cant make of what she is saying].

73. L3 (M): Ndibona intaka

I see a bird

74. T: Uthi ubona intaka

She says she is seeing a bird.

75. L1 (M): Iscorpion

76. T: Iscorpion ne?

77. L1 (M): Ewe titshala

Yes TA

78. T: Yes, yes, yes okay

79. L4



(F): Amagala nonomadudwane bahlala apha entlango. Iingonyama zileqa iinyamakazi, iinkukhama ezihlala apha entlango..

live

(animal looks like wild rat) and scorpions live in the desert. Lion chases a springbok, (another animal don't know its name in English) in the desert

80. T: Masilijonge elagama sanalwam

Lets re-look at that word, my child.

81. T& L 4 (F): Entlango. Tapping the hands on the table (demonstrating how to decode)

Desert

82. L4 (F): Entlango. Amafudo nama..

Desert. Tortoise and...

83. T: Masiliqhwebane xa lingavakali kakuhle. Masiye ke

Let's clap the word out when you can't pronounce it well. Let's start

84. L4 (F): nama hobo- (one of the birds that live in the desert)

85. TA: Myeke aliqhwebane yedwa nantsika.

Let him clap it alone (referring to one of his LLs)

86. L 4 (F): Namahobo- (one of the birds that live in the desert)

87. TA: Qhubekela kaloku aliphelelanga

Continue the word is not complete yet

88. L4 (F): Namahobo-hobo- (one of the birds that live in the desert)

89. T: Good. Lifunde kakuhle ke ngoku.

Good. Now read it properly.

90. L4 (F): Namahobo- hobo- (one of the birds that live in the desert)

91. T: Okay

92. L4 (F): Ahlala apha nawo. Entlango kushushu kakhulu, kodwa komile kwikhaya lezilwanyana.

They also live here. In the desert it is very hot and dry in the home of these animals.

93. T: Hey aniqondi ukuba nyani kushushu edesert? Entlango ne?

Hey, you don't understand how hot it is in the desert. In the desert hey?

94. LL: Yes titshala

Yes TA

95. T: Komile, kodwa inoba amanzi ziwafumanaphi ke ngoku xa kome kanje. Hee Yes.
It is very dry, where do you think they get their water from when it is this dry?

96. L3 (M): Inoba kulandawo ziphila kuyo

Maybe in the same place they live in

97. T: Ucinga ukuba akhona phaya? Okay. Komile nje. Hee? Heey! Okay! Oriti

Do you think there is water there? Okay. It is dry though! Hee? Heey!
Alright.



98. L5 (M): Uyayibona imithi? Le ndawo lihlathi. Likhaya likabani eli?
Ngubani ohlala apha? Amehlo, iindlelbe, iimpondo, umlomo, imisila. Ubona izilwanyana ezingaphi kule ndawo?

Can you see the trees? This place is a forest. Whose home is it? Who lives here? Eyes, ears, horns, mouth and tail. How many animals can you see here?

99. T: Sibona ezingaphi izilwanyana ezingaphi apha kule ndawo? Zingaphi?

How many animals can we see in this place? How many are they?

100.L6 (F): Zine

Four

101.T: Uthi ubona 4

He says he sees four

102.L1 (M): Titshala mna ndibona 5

TA, I see five

103.T: 5? Ubone 6 wena (pointing with eyes to another LL)

Five? You seeing six?

104.L2 (M): Yes titshala

Yes TA

105.T: Okay zeziphi ezizilwanyana sizibonayo? Sizozibala sibone ukuba zingaphi

Okay how many animals can we see? We will count them and see how many animals there are in total.

106.L1 (M): Sibona eziyi six

We seeing six

107.T: 6 okay, ubona ntoni?

Six okay, what are you seeing?

108.L5 (M): Inkawu

A monkey

109.T: Ubone inkawu yena?

He saw a monkey

110.L2 (M): Ndibona icheeta titshala

Im seeing a cheetah

111.T: Uthi ubona icheta yena

He is saying that he is seeing a cheetah

112.L4: Intaka titshala

A bird TA

113.T: Uthi kukhona intaka ayibonayo pha, yes. Enyi nto?

He is saying there is also a bird that he is seeing there. Yes. Anything else?

114.L1 (M): Ilovance

A chameleon

115.T: Nelovane likhona phayana yes? And then enye?

A chameleon is also there yes? And then another one?

116.L5 (M): Nebhokhwe

And a goat.

117.T: Kukhona nebhokhwe. Iphi?

There is also a goat. Where is it?

118.LL: Nantsiya titshala

Here it is TA (pointing at the picture)

119.TA: oohw okay. Kukhona nale incumileyo phaya ingathi inelipstikana phaya uyayibona?

Owkey. There is another one there that is smiling and it looks like it is wearing a lipstick. Can you see it?

120.LL: Yes titshala

Yes TA

121.T: Ewe, Hey incumile

Yes, Hey it is smiling

122.L3 (M): Inciniba titshala

An ostrich TA

123.TA: Inciniba andithi? Yes, kwaye lanciniba itheni?

An ostrich is that not sure. And what about that ostrich?

124.LL: incumile

It is smiling

125.T: Incumile pha, ide izidlele zayo zinjani? Zibomvu kuncuma, siyayibona lonto?

It is smiling here, how does its cheek look like? It is red because of smiling.

126.LL: Yes titshala

Yes TA

127. T: Okay masiqhube ke kengoku

Okay lets continue

128. L6 (F): Inkawu neencanda zihlala apha kweli hlathi. Amahlosi aleqa amaphuthu (*LL is struggling to read the word amaphuthu*)

Monkey and the skunk also live in this forest. Lion chases the spring buck

129. T: Masiliqhube sana lwam eli. Masiliqhube

Let us clap it out my child. Lets clap it out

130.L6 (M): amaphuthu (tapping her hand on the table).

131.T: Okay

132.L6 (M): Amaphuthu ahlala kweli hlathi. Amalovane noogolomi abaluhlaza nabo bahlala apha. Ihlathi likhaya lazo ezi zilwanyana.

Spring buck live in this forest. Chameleons and green parrots live in here. The forest is a home to these animals.

133.T: Heyi hayi mna ndizibonile izi... shukuthi kumnandi apha kuba ndizibona zincumile. Uyayibona lonto?



I have seen all these... this means it is lovely living here because I see the animals are smiling. Can you see that?

134.LL: Yes titshala

Yes TA

135.T: Okay. Sigqibezelele lona ke bhuti eli ibali

Okay. Finish up the story for us young man.



136. L1 (M): Le yimaphu yoMzantsi Afrika. Zonke izilwanyana ekubaliswa ngazo kule ncwadi zihlala kwiindawo ezahlukeneyo ezilapha (*LL struggles to reading ezahlukeneyo fluently*)

This is a South African Map. All the animals you were told about in this book live in different places here.

137.T: Okay, liqhwhabe ke elagama.

Okay clap out this word

138.L1 (M): Ezahlukeneyo ezilapha

In different places that are here

139.T: Good!

140.L1 (M): Ezilapha eMzantsi Afrika. Ingaba uyazibona ezi ndawo kule maphu?

UMzantsi Afrika likhaya lazo ezi zilwanyana. Zabelana ngeli khaya lazo nathi.

That are here in South Africa. Can you see these different places here on the map? South Africa is a home to all these animals. They share their home with us.

L1 also struggled reading fluently. The TA did not give the LL opportunities to practice the words he was not pronouncing correctly.

141. T: Okay, so nantsiya imaphu yase Mzantsi Afrika andithi?

Okay, so here it is, the South African Map, is that not so?

142.LL: Yes, titshala.

Yes TA

143.T: Apho kukhona ezizilwanyana uzibona ngantoni kule maphu? Kubonakala njani apho kufumaneka khona izilwanyana? Aphe Mzantsi Afrika xa ujonge kula maphu? Yintoni ekubonisayo ukuba izilwanyana zilapha? Yes nana

How can you see where these animals live? What signs are there to show you on the map where these animals live? Here in the South African map. What signs is there to show you where these animals live.

144.L5 (M): yi le titshala (LL is too soft not sure if that is what he is saying)

It is this TA

145.T: Kutheni ke?

What is happening here?

The camera ended here. The rest comes from the recording. It is difficult to identify which LL is saying what.

146.L: Too soft cant make of what he is saying

147.TA: Intoni ke?

Whats that?

148.LL: Iyabonisa (Still too soft)

It is showing...

149.TA: Okay yintoni le ikubonisayo?

Okay what is showing you?

150.LL: Uthi yilento titshala le

- He is saying it is this TA (pointing at something in the book)
- 151.TA: Ewe, ngumbala lo, lambala ubomvu iyakubonisa ukuba phaya apho kukho lombala ubomvu kutsho ukuthi ezizilwanyana sifunda ngazo zitheni?
Yes, it is a colour, the colour red on the map shows us the animals we were learning about.
- 152.LLs: Zihlala apha
They live here
- 153.TA: Zihlala khona andithi?
They live there right?
- 154.LLs: Yes titshala
Yes TA
- 155.TA: Okay, zeziphi izilwanyana umtu azaziyo kwaye awake wazibona apha ebomini bakhe? Zeziphi?
Okay, which animals do you know of from the ones we just read about and that you have seen?
- 156.Learners: Uxolo titshala, lilovane
Sorry teacher, it is a chameleon
- 157.TA: Seke walibona ilovane? Hee?
Where did you see a chameleon? Hee?
- 158.LL: Ecingweni ekhaya?
On the line at home
- 159.LL: Inkawu
Monkey
- 160.TA: Ubuyibona phi inkawu
Where did you see the monkey?
- 161.LL: Ndayibona ndikhwele emotweni
I saw it from a car we were driving in
- 162.TA: Really
- 163.LL: Inkawu
Monkey
- 164.TA: Ubuyi bona phi wena?
Where did you see it from?
- 165.LL: Emithini titshala
It was in the tree teacher
- 166.TA: Zikhona? Akho mithi phayana siyaqhathwa nguwe
Are they any there? There are no trees there where you live, you are tricking us.
- 167.LL: Sayileqa titshala sonke e 7
We chased after it from where I live in extension 7
- 168.TA: Yabheka phi?
Where did it go?
- 169.LL: Ihlele entabeni yatsiba yotsho emotweni
It was sitting on the hill and it jumped off onto the car
- 170.TA: Really? Haybo nyani- nyani?
Really, ooh nooo! Like for real for real?
- 171.LL: Yes titshala

Yes TA

172.TA: Iyhoo ndincamile ke mna. Okay, wena eer sithandwa sam
Yhoo I give up. Okauy and you my love?

173.LL: Nix

Nothing

174.TA: Nix? Okay that's it for today, masambeni futhie siyoqhubekani sifunde amabali
ethu and then sibone xa sidibane again andithi

Nothing? Okay that is it for today, lets pack up and continue reading
our stories and see each other again is that not so?

175.LLs: Yes titshala

Yes TA

176.TA: Okay good.

APPENDIX F

An example of level 2 analysis

What is going on	Content Knowledge			GPK	Strategic knowledge	Comments/Evaluation
	Subject Content Knowledge	PCK	Curriculum knowledge			
T & Ls are sitting at a round table. Each one has a Vula Bula anthology.			Knowledge of appropriate/ range of resources	Teacher is seating in a position that gives him a good view of the whole class		
Type and level of text: Information text			T is using Grade 3 anthology			
Level of learners-		Assessing individual's reading level.	LL are mixed		T has a mixed group of LL with intentions of stronger LL to support the weaker LL	There were a couple of instances were this worked so nicely in class. A stronger L assisting a weaker one by decoding with them.
Line 1- 6: T & LL are paging the book looking for the story to read.						
Line 7- Teacher is asking learners questions about what the story is about.	T is knowledgeable about comprehension	T demonstrate understanding of comprehension, he uses questions to activate LL's memory.				
Line 8: L 3 answers, the story is about animals.						
Line 9: T repeats what the L3 had said and ask LL to elaborate.. T wants to know what exactly does the story tell us about the animals. T encourages LL to offer these	T is knowledgeable about linguistic comprehension	T demonstrates understanding about comprehension; he uses questions to activate LL's memory. He continues to ask probing questions until LL have answered the qtns.				T knows that when one has an idea bout what they are reading they are more likely to understand that the story they are reading.

answers before they go into reading the story.						
Line 10-12: L3 responds, “they live in the water”	T is knowledgeable about linguistic comprehension	T demonstrates understanding about linguistic comprehension. He uses questioning to activate LL’s memory and also gives all LL an opportunity to talk during GGR lesson				
Line:13: T repeats what L3 says and further asks them to explain what is said about animals that live in the water in the story	T is knowledgeable about linguistic comprehension	T demonstrates understanding about comprehension; he uses questions to activate LL’s memory. He continues to ask probing questions until LL have answered the qtns.				T repeats the answers that LL provide because he has a mixed group of LL. He knows that some LL in order for them to get what is being said and understand it, it has to be repeated.
Line 14: L5 responds, “they need water to survive”	T is knowledgeable about linguistic comprehension	T demonstrates understanding about comprehension; he uses questions to activate LL’s memory. He continues to ask probing questions until LL have answered the qtns.				Missing PCK: No all the animals shown in the pic need water to survive. There are some animals that can survive without being in the water such as the Hippo and the crocodile. T should have extended his questions in a way that draws LL attention to these kinds of animals that can survive both inland and in the water.
Line 15- 16: T repeats what	T is knowledgeable	T demonstrates understanding about				

Line 5 said in a way that sounds like he is questioning what L5 said. “they need water to survive?” LL respond yes.	about linguistic comprehension	comprehension; he uses questions to activate LL’s memory. He continues to ask probing questions until LL have answered the qtns.				
Line 17- 18: T replies “okay” and further asks, “does this story only covers animals that live in the water? LL reply “no”.	T is knowledgeable about linguistic comprehension	T demonstrates understanding about comprehension; he uses questions to activate LL’s memory. He continues to ask probing questions until LL have answered the qtns.				This is an information text so T has to constantly ask almost the same questions until the LL understand the facts covered in this story about these animals.
Line 19: Teacher pointing at L6 who has not participated in the conversation	T is knowledgeable about linguistic comprehension	T demonstrates understanding about comprehension; he uses questions to activate LL’s memory. He continues to ask probing questions until LL have answered the qtns.			T demonstrate understanding that it is vital for everyone to participate in the discussion in order for their linguistic comprehension to be developed.	Teacher does not give learners time to think about the questions he is asking. The pre-reading activity took about 01:16 minute before he got the learners to start reading.
Line 20: L5 reply, “and the ones that live in the forest”						
Line 21: T repeats what L5 said and instructs the LL to move on to reading the story and ask who will start reading?				T demonstrate understanding of how LL develop reading skills. Everyone needs to be given an opportunity to read in class hence he asks who is ready to start reading.		

Line 21: Teacher asks LL who is ready to read		T allows learners to choose who wants to read first.			Teacher allows learners to choose who wants to read first.	
Line 22: L1 starts reading	T is knowledgeable about teaching reading	T demonstrate understanding about teaching reading. He gives each L an opportunity to read while he listens to each L and gives appropriate feedback.	Each learner must get an opportunity to read during GGR. Teacher should assess and give feedback.			
Line 23: T instructs L1 to lower his masks so that they can hear him properly when he reads						
Line 24: L1 resumes reading	T is knowledgeable about teaching reading	T demonstrate understanding about teaching reading. He gives each L an opportunity to read while he listens to each L and gives appropriate feedback.	Each learner must get an opportunity to read during GGR. Teacher should assess and give feedback.			
Line 25: T responds to L1's reading by saying, "okay"	T is knowledgeable about informal assessment	Feedback				Even though the feedback, "okay" is not as detailed it indicated that the L was doing fine and he can continue reading.
Line 26: L1 continues reading	T is knowledgeable about teaching reading	T demonstrate understanding about teaching reading. He gives each L an opportunity to read while he listens to each L and gives appropriate feedback.	Each learner must get an opportunity to read during GGR. Teacher should assess and give feedback.			
Line 27- 40: Teacher asks questions about the section L1 has read.	T is knowledgeable about informal assessment and comprehension.	T demonstrate understanding of comprehension. He uses open ended questions to check if LLs are following the story they have just read. The questions are only limited to the picture.			Repeating L's answers because they are wearing masks, this way the teacher ensures that everyone has heard what other LL have said.	Formative assessment strategies. Even though the teacher is giving good feedback, but it is purely based on what

		T repeats learners answers possibly validating their answers.				the children see on the picture and not on the text that has just been read check line 29. This is possibly because the text is an information text.
Line 41- 42: T asks the L3 to provide a isiXhosa name for Hippo.	Draws from his knowledge of- understanding vocab = comprehending the story	Asks learners to provide an English name for Imvubu (Hippo).				Missing PCK- Lacked strategy of teaching vocabulary. A sign no thorough planning took place prior the lesson.
Line 43: T asks the learners to continue reading	T is knowledgeable about teaching reading	T demonstrate understanding about teaching reading. He gives each L an opportunity to read while he listens to each L and gives appropriate feedback.	Each learner must get an opportunity to read during GGR. Teacher should assess and give feedback.			The second learner knew it was his turn to read as soon as the teacher stopped asking questions. This could be an indication that LL are put in a good routine.
Line 44: L3 starts reading	T is knowledgeable about teaching reading	T demonstrate understanding about teaching reading. He gives each L an opportunity to read while he listens to each L and gives appropriate feedback.	Each learner must get an opportunity to read during GGR. Teacher should assess and give feedback.			While the learner is reading other learners are following silently with their fingers leading them. The one learner who has just fined reading is just watching the second learner as he is reading.

Line 45: T gives feedback of, “okay”	T is knowledgeable about informal assessment	Feedback				Even though the feedback, “okay” is not as detailed it indicated that the L was doing fine and he can continue reading.
Line 46- L3 reads and is struggling to pronounce the words.						L3 is struggling to decode a word
Line 47: T Instruct L3 to re-read the word they decoded to practice reading fluently. L3 still battles to read fluently. Teacher stopped giving her practice.	T is knowledge about decoding and fluency.	T demonstrate understanding that when a child battles to read a word fluently their decoding skills still needs to be developed. T instructs the L to break down the word in small chunks. T demonstrate for L3 how to tap out the word	T teaches decoding explicitly and demonstrated where necessary.	The noise level from the other group is quite high and T does not address it.	Stronger LLs are tapping out the word with the weaker learner.	The noise level made it difficult for L3 to hear himself read and follow T’s instructions on how to decode the word L was struggling with.
Line 48: L3 tap out the word: uyawabona	T is knowledge about decoding and fluency.	T demonstrate understanding that when a child battles to read a word fluently their decoding skills still needs to be developed. T instructs the L to break down the word in small chunks. T demonstrate for L3 how to tap out the word.	T teaches decoding explicitly and demonstrated where necessary.			
Line 49: T instructs L3 to re-read the word again fluently without breaking it apart	T is knowledgeable about decoding and fluency	T demonstrates understanding about development of fluency. He instructs L3 to re-read the word he had just decoded as a way of getting him to practice fluency.				
Line 50: L3 re-reads the	T is knowledge about decoding and fluency.	T demonstrate understanding that when a child battles to	T teaches decoding explicitly and			

sentence fluently		read a word fluently their decoding skills still needs to be developed. T instructs the L to break down the word in small chunks. T demonstrate for L3 how to tap out the word.	demonstrated where necessary.			
Line 51 & 54 T ask learners to describe what kind of a place the desert is	Knowledge about vocab = better understanding of words = comprehension	Teacher asks the learners to describe what kind of a place desert is to see if they really understand it. T repeats of the answer-reinforcing the answers for LL to remember	Explicit teaching of new vocabulary			
Line55- 58 T asks the LL to provide an English name for <i>intlango</i> .		Teacher asks learners to provide an English name for <i>intlango</i> . Repeating LLs answers as a way of validating their answers	Using a different strategy to teach a new vocab			
Line 59; 61, 65, 69, 71, 73, 76, 79 T is asking the LLs to describe what they are seeing on the picture.		-Teacher is using qtns to get the LL to analyse pic -Validate LLs answers by repeating their answers	Pre, during and post reading activities: analysing pictures			
Line 81: L4 reads.		T giving another learner an opportunity to read. T is listening to L4 as he reads.	T is listening to L4 reading	T is listen to L4 reading and other LL are following silently		
Line 82, 83, 85: T instructs the learner to closely look at the word she is struggling with	Knowledge about decoding					
Line 83: T & L4 clap out the word L4 is struggling to decod		Explicit teaching of decoding. T & L4 tapping out the word together <i>amahobo</i>	Explicit teaching of decoding			
Line 87- Teacher instructs L1 to not assist L4				Having other learners assisting the reading learner might rob the learner of an		

				opportunity to master the skill being taught.		
Line 89- Teacher instructs the learner to continue reading the word <i>namahoho-hobo</i> in full and fluently	Knowledge about isiXhosa lang vocabulary					
Line 91- 92: T tells the L4 that he read well.	Knowledge about decoding and fluency.	T provides formative feedback after listening to L4 reads and asks L4 to read that word properly.	T listens to L4 reads and provides feedback.			
Line 94-99 L4 continues reading and T comments on what L4 is reading about		T listens to L4 reads and provides comment as a way of generating conversation				
Line 100; L5 reads		T listens to L5 reading should give him feedback on his reading after he is done reading.	All learners are given an opportunity to read. T listens and provides feedback			
Line 101-120 : T asks LL to count the animals they can see on the pic and to define them.		T uses questions to analyse the pic. T repeats LL answers				
Line 121- 128: T is asking LL to pay attention to how an illustrator has depicted one of the animals in the picture		T uses how one animal is portrayed as a way of further analysing the animals.				
Line 129: T instructs L6 to continue reading		T listens to L6 reading and should give her feedback on her reading after she is done.	All learners are given an opportunity to read. T listens and should provide feedback			
Line 130: L6 reads and		T gives each L a chance to read. T listens.	Each L is given an opportunity			

struggles to decode the word <i>amaphuthu</i>			to read. T listens			
Line 131: T asks L6 to tap out the word with him	Knowledge about decoding and fluency	T instructs L6 to tap out the word she was struggling to decode with him	Explicit teaching of decoding and fluency			
Line 132: L6 taps out the word on her table		A strategy a TA has taught his learners to use when struggling to decode a particular word.				
Line 134: L6 continues reading		T is listening to L6 reading	All LL are given an opportunity to read and T should give feedback			
Line 135- 36 T comments on how well the animals live together in the forest		T points a smiling animal to draw conclusion that animals seem to be living well together in the forest. LL agree with T				
Line 137: T instructs L1 to read the last part of the story.		T listen to L1 reading	All LL get an opportunity to read and T should give feedback on how they read			
Line 138: L1 starts reading and struggles to decode the word <i>ezahlukeneyo</i>		T is listening to L1 read and gives feedback.	All LL get an opportunity to read and T should give feedback on how they read			
Line 139- 140: T asks L1 to tap out the word he is struggling with	Knowledge about decoding and fluency	T instructs the learner to use a strategy he has taught them in class of tapping out the word.	Teaching decoding and fluency explicitly			
Line 141: T give L1 feedback on his decoding activity	Knowledgeable about decoding and fluency	T gives L1 feedback on how L1 decoded and read the word <i>ezahlukeneyo</i> well after he used the tapping out strategy	T listens to the LL read and gives formative feedback			
Line 142: L1 continues reading		T listens to learners read and should give feedback	All learners are given an opportunity to read and should give feedback			

<p>Line 143-145: T draws learners attention to SA's map and asks them to describe what they seeing.</p>		<p>T uses pictures to generate discussion</p>				
<p>Line 146- 156 T & LL are describing what they are seeing on the map</p>		<p>T uses the map to analyse it by asking learners to describe what they are seeing on the map.</p>				
<p>Line 157- 175T is asking the learner to talk about the animals they have seen</p>	<p>Activating LL prior knowledge</p>	<p>Teacher uses questions to get learners to share their own experiences of the animals they have encountered.</p>				
<p>Line 176-178: T concludes the lesson by encouraging learners to read more especially at home.</p>		<p>Teacher encourages LL to Go home and practice Their reading more.</p>				

APPENDIX G

An example of one page of the third level of the analysis

Classroom observation video
TC
October 2021

Knowledge demonstrated	Comments	Missing knowledge	Comments
Curriculum knowledge	-She is seated appropriately in a position where she can see what is happening in the other group while she is working intimately with his group	Curriculum Knowledge	Based on the interview a baseline assessment was conducted but T chose not to use the result yielded from the reading baseline but rather opted to mix his group. During a GGR lesson her group entailed a mix stronger and weaker reading LL. T's justification for this is that she does not want the stronger LL to thin they are better than the weaker ones and also the stronger LL can help the weaker ones Mixing LL for GGR is against CAPS policy because the purpose of GGR is to work with LL at the level they are at and gradually develop them until they are at the level where they can read fluently and with meaning
PCK	Line 1: T uses questioning to activate LL's memory. She asks them to explain why they are reading Line 11- 14: T draws learners attention to the title of the story and pictures as a way of activating their background knowledge. Line 20L: T instructs the learner to re-read a word she mispronounced. Line 28: T asks a literal question to check if LL are following the story Line 31: T uses questioning to activate LL's memory about what to do when he cant remember the word. T reminded one of the LL about decoding Line 45-47: T asks a literal questions to check her LL's understanding of the story. Line 51: T draw's learner's attention to how the word ukubeleka (due to go to labour) means. She asks the learners to define or explain what that word means. Line 53: T emphasises the importance of reading with understandings and further asks the learners to describe the meaning of the word <i>solukhwe</i> Line 51, 53 & 56: T instructs learners to look at the pictures to get clues of what she is asking for. Line 56: T gives a corrective feeeback to the learner about the difference between ukunita and uthungwa Line 60- 64: T asks literal questions ensuring that LL understand what the story was about.	PCK	Line 11-14- Even though T draws learners attention to the title and the picture she does not discuss it any further than just pointing it out.

APPENDIX H

An example of an interview

TB INTERVIEW 1

- 1 IV: Apha ma'am ndiyakubona ba ubatyhilisa pha ku page 61, ekuqalekeni kwe stori ibiyintoni injongo yakho apha ma'am?
(Here I see ma'am that you tell them to page on pg.61 from the beginning of the story, what was your aim here ma'am ?)
- 2 T: Ndifuna bandicacisele ukuthi besi...before ungene eklasini wena, besithethile ngalancwadi bendi bafundele ngala ncwadi phambili ndaba buza i-questions nentoni nentoni, so ndifuna ukuthi bayakhumbula na, la, la la picture...
(I want them to explain to me what...before you came into the classroom, we spoke about that book, I read the book for them before and I asked them questions and what what, so I want to know if they still remember, the, the, the picture...)
- 3 IV: ...m.mm, sure...
- 4 T: ...beniyibone ngok, ngoku behleli pha phantsi.
(...that you saw now, when they sitting on the floor)
- 5 IV: Okay, ibaluleke ngantoni lonto leyo ma'am apha ekufundiseni ufunda?
(Okay, why is that important mam in learning to read?)
- 6 T: Funeke abantwana before bafunde bathethe ngo, ngento abayibone emfanekisweni...
(Before the children read they must talk about what they saw on the picture...)
- 7 IV: ...m.hmmm...
- 8 T: ...bayithekelele...
(...they must guess it...)
- 9 IV: ...mmm...
- 10 T: ...ubaxelele kengoku wena after ukuthi kwenzeka ntoni kulo mfanekiso, abanye babo bayayi chana, abanye ba bayazithethela nje, yaybona...
(...then you tell them after, about what is happening on the picture, some of them get it right, some of them just talk, you see...)
- 11 IV: ...mmm, m.hmmm, okay enkosi ma'am, qhubekeke...okay, so into endiyi qhaphela kakhulu ma'am is that ba ubabuza imibuzo as isxhobo sooo...sotshekisha into yoba abayaziyo...xa sowshekisha into abayingayo mhlambi okanye abayibona ngalo lantika, ngalo mfanekiso, uhmmm...ndizawbeka njani lombuzo wam, ndifuna mhlambi uqondaba ingaba, uhmmm...i-effective njani mhlambi usebenzisa imibuzo okanye yeyphi enyindlela mhlambi ono, onokuyisebenzisa ekusebenzelayo to make sure ukuthi

yintoni into abayaziyo mhlambi ngalo mfanekiso okanye noba kungantoni na abathetha ngayo?

(...mmm, m.hmmm, okay thanks ma'am, continue...okay, so what I mostly realized ma'am, is that you ask them questions as a weapon sooo...you check that what they know...when you're checking what they are thinking maybe, or what they see about this thingy, this picture, uhmmm...how effective is it maybe, to use questions or which other way maybe, you can, you can use that works for you to make sure that what is it that they know maybe about this picture or about anything that they are Tlking about?)

12 T: Sometimes ndiyabanika abantwana umfanekiso ungathethi niks wena ngawo, ungabuzi mbuzo ubalidisha ukuthi yintoni ekufuneke beyiphendule...

(Sometimes I give the children a picture and you say nothing about it, you don't even ask a question that will lead them to know what the answer should be...)

13 IV: ...m.hmmm

14 T: ...ubanike nje umfanekiso uthi, ndicela sithethe ngala mfanekiso uzathi gqi omnye, avele neyakhe, nomnye avele ngeyakhe nomnye avele ngeyakhe.

(...just give them a picture and say, can we Tlk about that picture, one will appear and come up with their own, then another one will come up with theirs, then the other will come up with theirs.)

15 IV: M.hmm, okay ma'am...

16 T: ...yabona ke, ndibabonisa i-paw paw nje kuyazi into most of them abayazi i-paw paw, yaybo...

(...you see, I'm showing them a paw-paw because I know most of them don't know what a paw -paw is, you see...)

17 IV: Sure, kungona ndizabuza ma'am ba njeba ubalistela ezi questions ezi, ezilantika yintoni injongo yazo...

(Sure, I was about to ask you ma'am, that while you're giving them the list of questions, these thingy what was the aim...)

18 T: ...bazibizile zonke, zonke zonke...

(They mentioned all of them, all of them, all of them...)

19 IV: ...M.hmmm

20 T: ...then kengoku i-paw paw yona sisqhamo abangasi qhelanga...

(...then now a paw-paw is an unusual fruit to them...)

21 IV: ...sure...

22 T: ...that's why ndiba xeleda kengoku ukuthi...m, mna ndibona i-paw paw esicikweni se...

(...that's why I'm telling them that...I, I see a paw-paw on the boot of...)

- 23 IV: ...sss...
- 24 T: ...selantuka se moto...e.e...
(...the thingy, the car...yeah...)
- 25 IV: ...okay ma'am, sure...ibaluleke ngantoni ukuthi mabayazi ba ewe uthi ba sisqhamo abangasaziyo, ibaluleke ngantoni ukuthi mawusi highlighte kuze basazi, kwesi, kwelibali balifundayo?
(...okay ma'am, sure...what is the imporTnce of them to know that, yes you say that they don't know that fruit, why is it imporTnt for you to highlight it in order for them to know it, in this story they're reading?)
- 26 T: Seku, sen, sendi, sendi sendisenzela ngoku nolwazi lwabo ukuthi ngenyimini xa esibonayo esasqhamo athi, hay maarn u ma'am wayethe yi paw paw le...
(It's, it's, I'm, I'm, I'm doing it for their knowledge so that one day when they see this fruit, then they'll say, no man our ma'am said this is a paw-paw...)
- 27 IV: ...m.hmmm, mmm
- 28 T: ...mama khandithengele lento khendiyive injani, yaybona.
(...mom please buy this for me, I want to know how it Tstes, you see.)
- 29 IV: ...sure, okay...so pha ma'am ndiqaphele ukuthi njeba nje ubabuza ngeligama loku ngcekelela uye waba...demonstreythela, ibiyintoni injongo yakho apha ma'am?
(...sure, okay...so here ma'am I realized that while you were asking them about this word balance you were...demonstrating to them, what was your aim here ma'am?)
- 30 T: Injongo yam, bayayazi ukuthi umngcekelelo unomthwalo...
(My aim, they know that balancing has to do with some luggage...)
- 31 IV: ...m.hmmm...
- 32 T: ...but abayazi ukuthi xa ungcekelele ubeka i...although bendibaxelele ukuthi into izihlalela entloko uhambe wena free...
(...but they don't know that when balancing you put a...although I told them that an object is placed on your head then you walk freely...)
- 33 IV: ...m.hmm, sure...
- 34 T: ...ungayibambanga, bakhona abantu abakwazi uhamba bengabambanga izinto aphe ntloko, wathi omnye...umamawam uyazi ngcekelela iinkuni, xa esenza izivakalisi sakhe....u, umamawam ebe ngcekelele istya, intwe njalo yaybona...
(...without holding it, there are people who can walk without holding what is on their heads, then another said...my mom can balance wood, when she said her sentence...my mom balance a dish, something like that you see...)
- 35 IV: ...sure...okay...okay, ngapha ndiqaphele ma'am ingathi uthi besithe ke apha, ubuyela back yintoni intwe bangela ba mawu...mawuba khumbuze ngeligama lithi nkedama?

- (...sure...okay...okay, here I realized ma'am here it's like you're saying, here we were saying that you go back, what causes you to...to remind them about the word orphan?)*
- 36 T: ...i...i...inkedama, and ndithe xa bengakhange ndiqhaw...ndiba...xelele kengoku ukuthi besithe inkedama ngumntu ongena bazali...
(...an...an...an orphan, and I said when they don't, I was brea...I...told them now that an orphan is someone who doesn't have parents...)
- 37 IV: ...m.hmm...
- 38 T: ...kodwa, njeba engumntu ongena bazali uye afunelwe abantu abazathi bamjonge...
(...but, while they're someone without parents, they usually get help of people who would look after them...)
- 39 IV: ...sure...
- 40 T: ...akhule ade akwazi uzimela...
(...then they grow up until they become independent...)
- 41 IV: ...okay...
- 42 T: ...yabona, bendifuna uyo, ba xelela lonto...
(...you see, I wanted to, tell them that...)
- 43 IV: ...so yintoni kengoku le section apha...ba mos xa sesijongile kula video seyizakuphela...
(...so what is this section here...because as we Tke a look at this video it's almost at the end...)
- 44 T: ...e.e...
- 45 IV: ...sowuba buyisela emva nje ibiyintoni injongo yabo, yabo...yho, yho yakho apha nangona ububa...ububa, ububalantika, ububa khumbuza ngeligama ukuthi lithetha ukuthini na, but ngoku ba ubuyela back kulo ibiyintoni injongo ma'am?
(...as you're Tking them back what was their aim, their...oops, oops yours, even though you were...you were, you were thingy, you were reminding them of this word what it actually means, but now as you were going back on this what was your aim ma'am?)
- 46 T: ...eeeeheeee...
(...uhmmmm...)
- 47 IV: ...okanye sistikhe kula answer yakho yokuqala...
(...or should we stick to your first answer...)
- 48 T: ...kule yenkedama...?
(...the one about the orphan...?)
- 49 IV: ...m.m...phoz apha kancinci, ndibenokwazi ubuyela umva...
(...ah ha...pause here a bit, so that I can go back...)

- 50 T: ...okanye le yo ngcekelela...?
(...or the one about balancing...?)
- 51 IV: ...a.a not ku ngcekelele sowugqibile mos pha ku ngcekelele...
(...no not the balancing you're already done balancing there...)
- 52 T: ...okay...
- 53 IV: ...okay...apha uthi besithe ke inkedama ngumntu o...so uyabachazela eligama laka nkedama, so umbuzo wam uthi ba kengoku ba ma'am, ba uhmmm, sesiphi esinye isizathu sokuba mawubuyele back...ekubakhumbuzeni...m.hmmm
(...okay...here you're saying that you said that an orphan is someone who...so you're telling them about this word orphan, so now my question is ma'am, if uhmmm, what other reason caused you to go back...to reminding them...m.hmmm)
- 54 T: ...enye into, enye into...kudala be...kukho umtana pha eklasini yam, uhleli pha ngaphambili, wathi ngoku ma'am mna ndiyinkedama? Ndathi kemnake akuyiyo inkedama ndim umamakho, yaybona...
(...another thing, another thing...for long they were...there is a child in my classroom, he sits at the front, he said, now am I also an orphan ma'am? Then I said you're not an orphan I am your mother, you see...)
- 55 IV: ...m.hmm, mmm...
- 56 T: ...ndifuna ususa lanto ka nkedama pha kuye because kaloku, umamakhe ebesando cholwa kweziveki ziphelileyo eswelekile, uTTkhe wasweleka yaybona...
(...I want to remove that thing of being an orphan from him because, his mother was recently picked up deceased these past few weeks, and his father is also deceased you see...)
- 57 IV: ...m.hmmm, m m m mmm...
- 58 T: ...ngoku wazapha kum eklasini emveni komngcwabo, wathi ey bebengcwaba ababantu abaya pha ma'am, and kengoku ngok bebengcwaba bathi u mamam...u...ufile, bamchole pha efile and kengoku bandinxibisa impahla ezindi dikileyo, ngoku mna ma'am ndiyinkedama?
(...now he came to me in the classroom after the funeral, and said, hey those people had a burial there ma'am, and when they were burying they told me my mother...is...deceased, they picked her up there and then they dressed me up in clothes which I'm fed up of, so now am I an orphan ma'am?)
- 59 IV: ...m.m, mmm...
- 60 T: ...ndithi kemnake ha.a akuyonkedama, ndikhona mna ndingu mamakho, yaybona.
(...then I said no you're not an orphan, I'm here I am your mother, you see.

- 61 IV: ...m.mmm, mmmm...okay, masiye kengoku okokugqibela...oh ndicimba ikhona into ofuna uyongeza ma'am...
(...m.hmmm, mmm...okay, let's go now for the last time...oh I thought there's something you wanted to add ma'am...)
- 62 T: ...kukho ezazinto zabo bazaziyo kengoku apha...
(...now here there are things which they know...)
- 63 IV: ...sure, okay...oright ke ma'am asizoba sayjonga le lesson because noko ndiyifumene isikakhulu apha i...into ephushwayo iy'1...but nje overall ngoku sigqibo yibukela nje ma'am xa sowphinda u reflektha back, kulento ubuyithetha yaka fluency ne, nokufunda ngokutyibilika, zintoni mhlambi izinto onokuti kule lesson uzenze right, okwesbini zintoni ezinye izinto mhlambi othi ungafuna uphinde upolishe pha naphaya?
(...sure, okay...alright then ma'am we are no longer going to look at this lesson because at least I got most of it here...there's one thing pushed...but just an overall now that we've just watched it ma'am, when you reflect back, on this fluency thing you spoke about right, reading fluently, what things would you say that you did right in this lesson, secondly what other things would you say that you'd want to polish here & there?)
- 64 T: Funeke ndipolishe pha emibuzweni yam, imibuzo yam ingabuyi umva after...ndingabuyeli kwimibuzo yasekuqaleni...
(I must polish there by my questions, my questions shouldn't go back after...I shouldn't go back to my questions from the beginning...)
- 65 IV: ...m.hmmm, mmm...
- 66 T: ...into, i-lesson yam seyi qhubekile, yenyinto ekufuneka ndiyijongile leyo...

- (...when, my lesson has continued, that's another thing I must look at...)*
- 67 IV: ...mmm...
- 68 T: ...then kengoku ndi meykhe sho ukuthi ababantu bayafunda even if ndithumele komama babo ezi grupsini...
(...then I make sure that these people read even if I send to their mothers on the groups...)
- 69 IV: ...m.hmmm...
- 70 T: ...ndicela afunde...
(...I want him/her to read...)
- 71 IV: ...sure...
- 72 T: ...a, aziqhelisa ufunda every day, every day...
(...get, get themselves used to reading every day, every day...)
- 73 IV: ...okay...
- 74 T: ...nge spare time sakhe a a ameykhe sho xa esiza eskolweni uza efundile...
(...during their spare time they, they must make sure when they come to school they've read...)
- 75 IV: ...mmm...okay, izaba nceda entweni lonto leyo mama...ulantuka, uyalela abazali babo ba makafunde umnTna?
(...mmm...okay, where is it going to help them ma'am...to thingy, to tell their parents that their children must read?)
- 76 T: ...umzali kaloku uyamncedisa umnTna, uyam...nomnTna uyamkhumbuza ba mama khazondimamela maarn undibuze imibuzo...
(...a parent must help the child, they...and the child also reminds that mom please come listen to me man and ask me questions...)
- 77 IV: ...mmm...
- 78 T: ...kulancwadi, kuba ngomso, sizafunda elantikeni, eklas...eklasini no ma'am and kengoku u ma'am uyabancoma abantu bakhe phaya, abafake i-sTrs phaya kula group, nam ndifuna ungena kula group...
(...on that book, because tomorrow we are going to read in thing, in clas...in the classroom with ma'am and now ma'am compliments her people there, she gives them sTrs in that group, I also want to be in that group...)
- 79 T&IV: ...ine-sTrs...
(...with sTrs..)
- 80 T: ...lanto ikhuthaza umnTna kengoku naye nje xa ezihlelele eklasini engenzi nto ahlale pha ekhaphethini athathe incwadi afunde
(...that thing encourages a child for when they're sitting on their own in the classroom and they're not doing anything, to sit on the carpet and Tke a book and read.)

- 81 IV: ...mmm...m.hmmm, okay. Ma'am ndiyabulela kakhulu ngexesha lakho, ingaba ikhona enyinto mhlambi ofuna uyongeza before ndithi stop?
(...mmm...m.hmmm, okay. Thank you very much for your time ma'am, is there any other thing you want to add maybe before I stop?)
- 82 T: Hay ayikho...
(No there's nothing...)
- 83 IV: Okay...